

## PBL Gamer 2000 Outline: This is for You and Your Parents!

Assignment and Day Assigned in Class:	Due Date:
<p><b>Part I:</b> <u>Reflection Journal</u> (+7 of the 14 days require entry; Individ. Work / IW) <b>Assigned: T2D3</b></p> <p>= 15 pts ea; total = 105 pts</p>	<p><b>Draft:</b> T2D14 (also ongoing)</p> <p><b>Final:</b> T2D17</p>
<p><b>Part IIA:</b> <u>Interview a Game Designer, &amp; reflect on the experience!</u> (IW) <b>Assigned: T2D4</b></p> <p>OR</p> <p><b>Part IIB:</b> <u>Visit A Gaming Night Group, &amp; share your experience!</u> (IW)</p> <p>OR</p> <p><b>Part IIC:</b> <u>Commission an artist for Concept Art</u> (IW)</p> <p>= 80 pts (Half points EC if you do more than one!)</p>	<p><b>Draft:</b> T2D9</p> <p><b>Final:</b> T2D14</p>
<p><b>Part III:</b> <u>Working in Game Design: A Case Study</u> (Group Work / GW) <b>Assigned: T2D6</b></p> <p>You and an assigned group (may be different from Part V) will be creating a game based on criteria given to you by your “boss”, Mr. Wright. You will have roughly a week to finish the task; good luck!</p> <p>= 100 pts</p>	<p><b>Draft:</b> T2D8</p> <p><b>Final:</b> T210</p>
<p><b>Part IV:</b> <u>Beta / Blind Test &amp; Reflection</u> (IW) <b>Assigned: T2D12</b></p> <p>In class, or outside of class, get a blind test group to play your game. Take notes and reflect on their experience, and consider how it might be used to improve your game.</p> <p>= 80 pts</p>	<p><b>Draft:</b> T2D14</p> <p><b>Final:</b> T2D17</p>
<p><b>Part V:</b> <u>Game Design: Final Project</u> (GW) <b>Assigned: T2D10</b></p> <p>This is it folks; your training and practice have led you to this <u>very moment</u>: now, you will get together with 1-2 other students and create your <u>very own game</u>. This time, <u>you</u> get to decide the genre, the theme, the style, etc. Good luck!</p> <p>= 100 pts</p>	<p><b>Draft:</b> T2D14</p> <p><b>Final:</b> T2D17</p>
<p><b>PBL Culmination:</b> <u>Game Night Presentation</u> (IW) <b>Assigned: T2D14</b></p> <p>This Tuesday evening, we’ll bring our games, and have fun playing the various games that you and your students have created! Should be a blast, and we hope to see all of you there!</p> <p>= 50 pts</p>	<p><b>Final Present Day:</b> Tuesday, Dec. 18<sup>th</sup> 6-8 PM</p>

NAME: \_\_\_\_\_ CLASS/PERIOD: \_\_\_\_\_ DATE: \_\_\_\_\_

**D3: Discuss the Journal:** Students will hear some details about the project, specifically the **Journal Assignment** (Part I). They are informed that they will need to complete at least 7 (15 pts each) of the entries to get full points (up to 14 possible; you may do more for ½ pts extra credit if you'd like)

**Assigned: Part I: Journal Entry Assignment (7 ea. for 105 pts)**

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**D4:** Students are introduced to the overview of the **PBL Assignment**, along with **Part IIA + B** Assignments, where they can choose to either (A): interview an expert in the Game Design community, and share what they learn, or (B): attend two different gaming group events, and share their experience! They also got a copy of the **parent letter** that was emailed to everyone.

**Assigned: Part II A or B: (Draft Due: D9; Final: D12, 80 pts)**

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**D5:** Students will discuss the difference between being a **Game Player** vs. a **Game Designer**. We also briefly discussed the importance of **Intellectual Property**, and how it works.

**D12:** Groups finalized, and students are reminded about completing **Part IIB Independent Site Survey Notes HW (45 pts)** (this will be **graded individually**, though groups can go together). Students as groups will **create a plan** for covering all 3 of the required site types for their guided tour.

**D13:** Students will make plans to finish their **Part IIB Site Survey Assignment**, which requires them to visit several different sites around their chosen community. Continued in-class research, planning, etc.

**Assigned: Students receive Part IIIA Interview or Part IIIB Tangible Product (75 pts) work (due D19).**

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**D14:** We'll discuss how they might go about **conducting an interview**, and how they might use their **Part IIB Assignment** as a good opportunity to set up these interviews 😊, or begin getting ideas for their **tangible** (if they choose that option). We'll also discuss the **Examples of Tours: [SLC Downtown](#)**,

**D15: Due:** students will be given time to call and schedule **interviews** with their parents and people related to the sites, or make plans to finish their **Part IIIA or B assignments**; work will continue on **PV**

**D16: Review of Part III Assignments** (drafts due next time); work day on **Part V**

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**D17: Due:** Students will submit both the **Part IIA+B Assignments (90 pts total)** for review, fishbowl activity.

**Work Day:** remainder of class, students given time for their PBL Projects Parts III.

**Assigned: 2<sup>nd</sup> to last part of the PBL, Part IV: Public Presentation Poster board (100 pts) (due T2D19)**

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**T2D18: Due:** Students will also submit their **Part IIIA or B Assignments Drafts / Ideas (75 pts)**. We'll discuss what they learned, and how they might work it into their **Group Guided Tour. Part V (Tour) Draft & feedback** will occur as well.

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NAME: \_\_\_\_\_ CLASS/PERIOD: \_\_\_\_\_ DATE: \_\_\_\_\_

**T2D19: Part IV Poster board draft due;** Work Day: Students will work on their projects as needed.

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**T2D20: Due: All Assignments are due (Parts I-IV)** for peer inspection. We will review each other's assignments as if they were being presented to the public! **Final Work day:** students are given the rest of the day to finish!

**Assigned: PBL Culmination Forum Notes given! Event: May 15<sup>th</sup>, from 5:30-7 pm**