

## Development dialogues programmes in the domain Games

### Bachelor Creative Media and Game Technologies and Master Game Technology Development Dialogue: 23 May 2019

As input for the development dialogue the programmes selected a quote from the panel report for an exchange of thoughts and future plans were discussed with the delegation of the panel.

#### **Exchange of thoughts CMGT: 'In the same time some students might feel a need for further experiment, self-expression and authenticity.'**

The panel was asked to elaborate on this statement. The panel experienced the programme as an excellent programme. It's very structured, follows the structure of the industry but there is always a flipside. The panel did not want to say it was negative, but they wanted to mention that the balance was important, structure versus freedom. The programme can consider a little bit more freedom in the programme in relation to competences and research. For instance, let a student develop more identity and self-expression as a game designer instead of an employee in a game company.

The representatives of the programme shared the future goal of the programme to increase the growth of the Dutch game industry. The programme wants to develop more partnerships and provide young professionals for the Dutch game industry. The panels advised to consolidate the CMGT profile and enrich the pool of the industry partners as potential project partners.

#### **Exchange of thoughts MGT: 'It should be clear how the programme balances between craftsmanship and research. The committee agrees with the programme it should develop own standardised research methodologies and ways to present their results.'**

The programme wondered whether they could let students work on a (research)project for a year or that the students would have to go through a thesis process. The panel discussed that research could be done in a lot of ways. The research question should steer the research. Game research through game design (iterating) should be a process that guides the research in a more exploratory way or in a more applied way instead of doing it in a more traditional way.

Graduates should be able to communicate. Writing a(n) (academic) paper is one way of communicating about research.

How about the balance between craftsmanship and research? The panel stated that research of a good quality was significant. But it is not that if you add research you become a better game designer. In general, masters are not on skills level anymore. A master focusses on a more holistic and abstract questioning and self-exploration and not on becoming a better designer.

It is important that the methodology is valid, the methodology should be able to be proven by research. Research should be an integrated approach. Research should be communicated and discussed and is not something that should be done in isolation.

#### **Discussion on future plans CMGT: Distinctive feature-Small Scale and Intensive Education**

The panel thinks the programme can prove it has intensive education. However, the panel is not so sure about the extracurricular activities because of the very full programme. The activities students undertake to share their games with the community could be things that count.

The panel of the distinctive feature will focus on the vision of the programme, why do you do things? If your vision on the participation of students is that students should be able to choose what they

find attractive and valuable than it is fine if there are multiple activities for students with varied participation. You should also prove your graduate students are better than students of other CMGT programmes with regard to study progress and study success.

**Discussion on future plans MGT: Development of an 'executive' track**

An executive track, for working people, can be successful as can be seen in Master in Media Innovation. The biggest challenge is how to organise things. What rhythm of educational activities do you choose? If a student works at a relevant company, would the exemptions be possible? The panel wondered if it was possible to do a master in a year next to their employment. The intake procedure is important, so students know what they sign up for.