

# COLLABORATIVE DESIGN THE BANE OF ACADEMIA

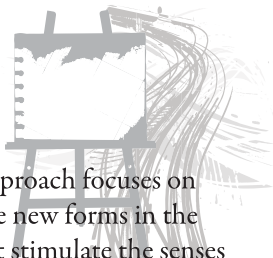
## FILM SCHOOL



A Film School approach embraces the values of excellence that have been paramount in the creation of the film industry. This entails bringing together all of the art forms with the intent of creating a product that is superlative in every measure, and thus is the underlying goal of the school.

Since games are interactive and branching, the base line of linearity that was the cornerstone of film, leaves some of the curricula involving storyline, pacing, and continuity in a limbo state.

## ART SCHOOL

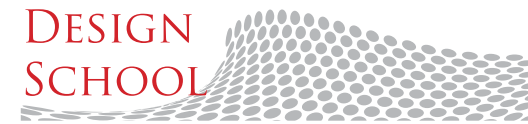


The Art School approach focuses on creating innovative new forms in the game contexts that stimulate the senses and engage the player. The player's reaction and perceptions within these new environments are highly regarded and observed, and often are critically compared to traditional art experiences.

There is much less, if any, association with the game industry as they are viewed as too rigid in their design approaches, and correspondingly the game industry often view students from these programs as being too idealistic, non-team players, and difficult to assimilate into the work environment.

GAME FOCUS	ACADEMIC DISCIPLINE	PEDAGOGICAL VALUES	NON-COLLABORATIVE ISSUES
STORY	<ul style="list-style-type: none"> <li>Literature</li> <li>Drama</li> <li>Creative Writing</li> <li>Film &amp; Game Studies</li> </ul>	<ul style="list-style-type: none"> <li>Audience Directed</li> <li>Storyline</li> <li>Character Development</li> <li>Pacing</li> <li>Continuity</li> </ul>	<ul style="list-style-type: none"> <li>Delineation of specifics within the story that overlap other domains</li> <li>Too "prescriptive" of what "should" be designed</li> </ul>
ART	<ul style="list-style-type: none"> <li>Fine Art</li> <li>Graphic Design</li> <li>Illustration</li> <li>Sculpture</li> <li>3D Modeling</li> <li>Photography</li> <li>Costume Design</li> </ul>	<ul style="list-style-type: none"> <li>Self Expression &amp; Gallery Directed</li> <li>Expressive Form</li> <li>Innovative Form</li> <li>Communicative Form</li> </ul>	<ul style="list-style-type: none"> <li>The form is generated to satisfy self, rather than player</li> <li>Innovation more important than group need</li> <li>Lack of ability to translate a description of functional form into a corresponding visual solution</li> </ul>
ENGINEERING	<ul style="list-style-type: none"> <li>Engineering</li> <li>Computer Science</li> <li>Informatics</li> </ul>	<ul style="list-style-type: none"> <li>Product Directed</li> <li>Process Design</li> <li>High Functionality Design</li> <li>Elegance of Architecture</li> <li>"Smart" Design (AI)</li> <li>Technical Quality</li> </ul>	<ul style="list-style-type: none"> <li>Tendency to create own architectural approach, rather than existing or collaborated design</li> <li>Lack of ability to translate a description of functionality into engineering solution</li> </ul>
AUDIO	<ul style="list-style-type: none"> <li>Music</li> <li>Audio Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Self Expression &amp; Audience Directed</li> <li>Expressive Form</li> <li>Innovative Form</li> <li>Communicative Form</li> <li>Technical Quality</li> </ul>	<ul style="list-style-type: none"> <li>Lack of ability to translate a description of functional form into a corresponding audio solution</li> <li>Innovation more important than group need.</li> </ul>
MANAGEMENT	<ul style="list-style-type: none"> <li>Business</li> <li>Accounting</li> <li>Marketing</li> <li>Organization Analysis</li> <li>Pipeline Analysis</li> <li>Production Mgmt</li> <li>Design Mgmt</li> <li>Usability &amp; Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Organization: Bottom-Line &amp; ROI Directed</li> <li>Efficient Development</li> <li>Productive Labor Force</li> <li>Generating Profit</li> <li>Innovative Product Generation</li> </ul>	<ul style="list-style-type: none"> <li>Too quick to apply traditional models of workflow onto a non-traditional industry</li> <li>Tendency to isolate individuals instead of creating collaborative work groups</li> <li>Focus on ROI versus Player Experience</li> </ul>
GAME STUDIES	<ul style="list-style-type: none"> <li>Game Studies</li> <li>Film &amp; Media Studies</li> <li>Communication &amp; Culture</li> <li>Sociology</li> <li>Psychology</li> <li>Learning Sciences</li> <li>Instructional Systems</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of How, When, and Why People Perceive &amp; Play Games</li> <li>Micro Analysis</li> <li>Meta Analysis</li> <li>Game Play Analysis</li> <li>Group Dynamics</li> <li>Cognition</li> <li>Strategic Decisions</li> </ul>	<ul style="list-style-type: none"> <li>Focus on individual research agendas versus a programmatic thrust of inquiry</li> <li>Researchers do not do grounded research using rigorous quantitative or qualitative methodologies.</li> </ul>

## DESIGN SCHOOL



The Design School approach is reminiscent of the Bauhaus Curriculum created in 1923 which directed the organization of the faculty and instruction to be collaborative and targeted at a final product. All students in this paradigm are required to be exposed in the design and development process of all disciplines involved in game design prior to specialization in one or two.

## GAME STUDIES



The Game Studies approach is reminiscent of traditional film or media studies approaches mixed with a bit of comparative literature. It is primarily analytical and reflective about how games "are" and how they are "played" instead of how to make them. Often in these schools are special tracks that associate with computer science students who wish to build prototypes of games. However, even these students must follow the prime directive which is that design must be justified through supporting theory, principles, and comparisons to existing games and genre.