Section 3

Chapter 14 - From Videogames to Work: Interactive Languages and Three-Dimensional Environments as Reference Models in Tomorrow's Professions.

Case Scenario 4

Title: **An educational project on the creation of video games: IM.PRO.N.TE**

Description:

For the higher education company *Camplus*, the development company MenteZero of Biancamaria Mori designed, developed and conducted a didactic project called IM.PRO.N.TE[1] lasting one year, which involved the students of Camplus facilities throughout Italy; coming from the most diverse university faculties - from engineering to philosophy. Divided into *teams*, the students were asked to create a video game on a theme assigned (the landing). The students, who were completely deprived of any technical notion inherent in the field of video game development, took an intensive 18-hour course on *game design*, graphics and video game programming.

At the end of the course there was a 36-hour *Jam / Hackathon* in which the students worked continuously to produce a prototype of the game, to be developed in its entirety at a later stage. A hybrid between *jam* and taught course, an experiment to exploit the training potential of both the taught course, excellent for quickly learning new notions with the support of experts, and the jam, a highly professional experience that allows you to deal with the time of realization, *teamwork*,

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[1] https://www.campluscollege.it/blog/impronte-2018-2019/

the stress factor and the laboratory mode, in which you have the opportunity to put into practice the notions learned previously.

Coming from different faculties, the video game was chosen as a means and not as an end: the students of Camplus had the opportunity to learn how to manage some specific *tasks*, organize a *workflow* consistent with the timing dates and finally learned to work in *teams*, developing creativity and design skills. All the students arrived at the *deadline* with a more or less complete video game, despite the fact that they were all absolute beginners. During the *Jam,* the teams were supported by a team of 5 *mentors who were* experts in the different areas of the sector, who recommended the best working methods for the various phases of work. From the end of the Jam onwards, the students have the opportunity to turn to their *mentors* for corrections and suggestions. Each *mentor* offers the availability to receive 2 calls of maximum 2 hours each, so that students are led to select problems and develop critical thinking, trying to optimize the requests within specific timescales.

The project was conducted using Blender, Unity, Unreal and GameMaker8 software.