

SM6300A: THESIS PROJECT - STUDIO I (GAMES)

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Thesis Project - Studio I (Games)

Subject Code

SM - School of Creative Media

Course Number

6300A

Academic Unit

School of Creative Media (SM)

College/School

School of Creative Media (SM)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SM5302A Studio II (Games)

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This project-based course is the third installment of the 4-part Studio-Thesis requirement of the Master of Fine Arts program. Students will meet regularly and work closely with individual supervisors to initiate, research, prototype, produce

and present their respective creative projects. The course will be conducted in the form of guided mentoring, small-group instruction and peer critiques. The main objective of the Studio-Thesis is to create an intensive platform for ideas exchange, media exploration and personal artistic development.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply advanced game design and development approaches and techniques in the studio project.		x	x	x
2	Demonstrate a creative project based on prior research findings and experiments.		x	x	x
3	Design and explain work-in-progress for peer review and critique.		x		
4	Discuss innovative aesthetics, ideas and/or production techniques based on the findings of CILO 2.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Classroom critique/ Guided mentoring	Students will engage in presentation and reviewing production outcomes and considering new aesthetic means.	1, 2, 3, 4	
2	Guided mentoring	Students will engage in regular reports on project development and media experiments.	2, 4	
3	Independent study and practice	Students will develop a continuous studio practice for introspective review and path-finding.	1, 2, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Project (work-in-progress) Presentation	1, 2, 4	80	-	Yes
2	Written report	3, 4	20	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

Research-based Project (work-in-progress)

Criterion

Students should demonstrate ability to apply knowledge and skills to undertake independent research, build up argument and analysis. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.

Excellent

(A+, A, A-)

- Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field
- Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand
- Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks

Good

(B+, B, B-)

- Firm grasp of materials, ability to explain key concepts and assumptions
- Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand
- Design and conduct research which is built on thorough knowledge of existing theoretical frameworks

Fair

(C+, C, C-)

- Comprehensive grasp of materials, able to explain key concepts
- Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand
- Design and conduct research which is built on knowledge of theoretical frameworks

Marginal

(D)

- Loose grasp of materials, cannot explain key concepts
- Weak content, with primary and secondary levels
- Design and conduct research which is appropriate for the research objective

Failure

(F)

- Poor grasp of materials
- Inadequate content, without primary and secondary levels
- Fail to design and conduct research which is appropriate for the research objective

Assessment Task

Written Report

Criterion

Students should demonstrate ability to deliver a clear account of their thesis project.

Excellent

(A+, A, A-)

- Evaluative judgments about existing research and demonstrate application of strong critical thinking skills
- Strong ability to approach a text or a theme using a variety of theories and analytical tools
- Strong organization of research findings with effective organization and procedural clarity at the same time demonstrating the importance of the process
- Insightful suggestion of how the research findings may lead to future research

Good

(B+, B, B-)

- Appropriate judgments about existing research and demonstrate application of critical thinking skills
- Ability to approach a text or a theme using a variety of theories and analytical tools

Fair

(C+, C, C-)

- Appropriate judgments about existing research
- Weak ability to approach a text or a theme using a variety of theories and analytical tools

Marginal

(D)

- Marginal judgments about existing research
- Poor ability to approach a text or a theme using a variety of theories and analytical tools

Failure

(F)

- Fail to make reasonable judgments about existing research
- Fail to approach a text or a theme using a variety of theories and analytical tools

Part III Other Information

Keyword Syllabus

Game design and development, games as an art form, professionalism in art, gameplay aesthetics, creative portfolio

Reading List

Compulsory Readings

Title	
1	To be advised by individual advisors

Additional Readings

Title	
1	To be advised by individual advisors