Structure of a Multidisciplinary Degree Focused on Project Based Learning

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Abstract:

The implementation of innovative pedagogical practices in various Curricular Units, as a foundational element of the 1st cycle of Studies in Video Games and Multimedia Applications, emerged organically from meetings and constant dialogue between the Director and the faculty of the Study Cycle. The creation of video games and multimedia applications is a relatively recent field in the university context and is simultaneously very specific yet broad. This makes the

adoption of alternative and experimental innovative methodologies essential to truly achieve the desired outcomes: the formation of autonomous and competent young individuals prepared for the work market. Despite the scientific autonomy of each Lead Professor, the course management has a clear plan oriented towards learning objectives and projects to be carried out, organized by a schedule for coordination between Curricular Units. This plan is monitored in real-time through faculty interactions and feedback from students. The final outcome and the increased quality of projects year after year serve as a useful form of evaluation and self-criticism regarding the success of the plan.

Group work and cross-functional collaboration always carry their risks, whether within student groups or among the faculty themselves. To ensure success, it is essential to strictly meet the objectives of each Curricular Unit, which result from the acquisition of essential skills. Throughout the course, students progress through 3 progressive levels like gamified versions of the Curriculum Plan, evolving from the category of Apprentice to Practitioner, and finally to Creator. This structure motivates each student's growth and autonomy towards participation in successful projects after completing the course.