

COURSE SYLLABUS						
Course Title	Course Code	Semester	Course Hour/Week		Credit	ECTS
Internship	GAME411	VIII	Theory -	Practice -	0	5
Course Type	Compulsory Course	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Elective	Other
	X	-	-	-	-	-
Level of Course	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate/ Doctoral (Second /Third Cycle)	
	-		X		-	

Language of Instruction	English
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Course Instructor(s)	Asst.Prof.Dr. Ali Çağan Uzman	Ali.uzman@arucad.edu.tr	
Course Objectives	<p>Internships are off or on-campus experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. Internships offer the opportunity to “try out” a career while gaining relevant experience and professional connections. Internships are completed under the guidance of an on-site supervisor and a faculty sponsor, who in combination with the student will create a framework for learning and reflection.</p>		
Course Learning Outcomes	Students will be able to:	Teaching Methods	Evaluation Methods
	Gain practical experience within the business environment	On-site supervision, task execution	Internship booklet overview
	Acquire knowledge of the industry in which the internship is done	Field immersion, mentor discussion	Internship booklet overview
	Apply knowledge and skills learned in the classroom in a work setting	Real-world application, reflective practice	Internship booklet overview
	Work and gain experience for professional career development	Job shadowing, portfolio building	Internship booklet overview

	Complete 125 hours (15 work days) of field-based learning	Hour logging, progress monitoring	Internship booklet overview
Course Content	<p>In this internship course, students will engage in supervised professional practice to demonstrate and perform real-world tasks within a business environment. They will observe and analyze industry-specific operations to understand workplace structures and expectations. Through active participation, students will apply and integrate the knowledge and skills gained from their academic coursework into practical settings, reinforcing their learning through implementation and reflection. As they develop professional competencies, they will practice workplace communication, time management, and project execution to prepare for their future careers. Over the course of the internship, students are required to track and fulfill a minimum of 125 hours of field-based experience, under the joint guidance of a faculty sponsor and an on-site supervisor, who will help them evaluate their progress and professional growth.</p>		

COURSE OUTLINE/SCHEDULE			
Week	Topic	Implementation (theory/practice)	Required Reading, Preliminary preparation
1	Student onboarding at the host company or ARUCAD GameHub. Students define their specific production role (e.g., Programmer, 2D/3D Artist, Level Designer) and submit an initial Internship Work Plan to the mentor.	P	
2	Understanding the studio or GameHub workflow. Students begin executing initial assigned tasks and familiarizing themselves with the team's version control, task management, and communication tools.	P	
3	Submission of the first bi-weekly log. The mentor reviews early challenges, verifies the student's role alignment, and ensures they are actively engaged in relevant production tasks.	P	
4	Deep immersion into role-specific work. Depending on their discipline, students execute real-world tasks such as writing code, creating game assets, or drafting design documentation.	P	
5	The mentor evaluates the student's ongoing work (via repository commits, asset reviews, or GameHub observation)	P	

	and provides constructive, discipline-specific feedback on their practical application of academic theory.		
6	Submission of the second log. Focus on evaluating the student's workplace communication, time management, and ability to collaborate effectively within a dev team.	P	
7	A structured check-in between the mentor, the student, and the on-site supervisor (or GameHub lead). Evaluating overall performance and adjusting production goals for the remainder of the internship.	P	
8	Students take on more complex responsibilities, tackle larger bugs, or develop core features/assets independently within their assigned pipeline.	P	
9	Submission of the third log. The mentor tracks logged hours to ensure the student is on pace to meet the mandatory 125 hours of field-based learning.	P	
10	Students analyze and document how their specific work impacts other departments in the pipeline (e.g., how their code affects animation playback, or how their art optimization impacts engine performance).	P	
11	A near-final review of the student's contributions to the game project. The mentor provides targeted industry advice and evaluates their professional growth.	P	
12	Submission of the final regular log. Students reflect analytically on the studio/GameHub workflow, their technical progress, and how this experience aligns with their future career goals.	P	
13	Wrapping up deliverables. Students focus on leaving clean work behind by commenting code, organizing asset folders, and preparing handoffs for their team.	P	
14	Assembling the final internship booklet with approved work samples (scripts, art, design docs). The on-site or GameHub	P	

	supervisor completes their final performance evaluation.		
15	Submission of the finalized internship booklet. The mentor conducts the final evaluation of the 125 hours of field-based learning, concluding the internship.	P	

Required Course Material(s) / Reading(s) / Text Book(s)	<p>Educational Game Design Fundamentals : a journey to creating intrinsically motivating learning experiences / George Kalmpourtzis.</p> <p>by Kalmpourtzis, George [author.]</p> <p>Material type: Text Text; Format: print ; Literary form: Not fiction</p> <p>Publisher: Boca Raton, FL : CRC Press, 2018</p> <p>Availability: Items available for loan: ARUCAD (1)Call number: LB1029.G3.K34 2018.</p> <p>Lists: Game Design.</p>
Recommended Course Material(s) / Reading(s) / Other	<p>Advanced game design : a systems approach / Michael Sellers.</p> <p>by Sellers, Michael (Game designer) [author.]</p> <p>Material type: Text Text; Format: print ; Literary form: Not fiction</p> <p>Publication details: Boston : Addison-Wesley, [2018] ©2018</p> <p>Availability: Items available for loan: ARUCAD (1)Call number: QA76.76.C672 .S435 2018.</p> <p>Lists: Computer games.</p>

ASSESSMENT		
Learning Activities	NUMBER	WEIGHT in %
Mid-Term	-	-
Quiz	-	-
Assignment	-	-
Project	-	-
Field Study	1	100
Presentation / Seminar	-	-
Studio Practice	-	-
Other	-	-

Contribution of Final Examination/Final Project/ Dissertation to the Final Grade	-	-
TOTAL		100

















CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAMME LEARNING OUTCOMES						
No	PROGRAMME LEARNING OUTCOMES	Level of Contribution (1-lowest/ 5-highest)				
		1	2	3	4	5
1	Knows the historical development of the field of communication, basic concepts, theories.					X
2	Knows the basic concepts and terminology related to the field of game design.					X
3	Has knowledge about the history of computer and video games and developments in this field.					X
4	Knows game design processes and related applications.					X
5	Has the ability to utilize various disciplines such as communication, art, music, psychology, mythology, cinema, etc. in the game design process.					X
6	Has the ability to analyse analog and digital game genres.					X
7	Has the ability to use contemporary game engines and problem solving skills.					X
8	Has the knowledge of questioning the game designs with an analytic and critical perspective.					X
9	Has knowledge about media literacy.					X
10	Has the competence to prepare projects based on ethical principles in game development processes.					X
11	Has the competence to evaluate games as an art form.					X
12	Has the competence to use game design concepts and methods in related fields such as design, software development and media.					X
13	Has the competence to take part and responsibility in game development teams.					X
14	Has the competence to collect, analyze and interpret analytical data about games and players.					X

15	Has the competence to develop and present a digital game project by using game design practices effectively.					X
16	Evaluates artificial intelligence applications in their studies with a critical approach in terms of aesthetics and originality, and uses them in accordance with ethical rules.					X

ECTS / STUDENT WORKLOAD				
ACTIVITIES	NUMBER	UNIT	HOUR	TOTAL (WORKLOAD)
Course Teaching Hour (X weeks * total course hours)	-		-	-
Preliminary Preparation and self- study	-		-	-
Mid-Term	-		-	-
Quiz	-		-	-
Assignment	-		-	-
Project	-		-	-
Field Study	1		125	125
Presentation / Seminar	-		-	-
Studio Practice	-		-	-
Final Examination/ Final Project/ Dissertation	-		-	-
Other	-		-	-
TOTAL WORKLOAD	-		-	125
TOTAL WORKLOAD / 25				5
ECTS				5

ETHICAL RULES WITH REGARD TO THE COURSE
<p>Plagiarism Disclaimer</p> <p>Detected and undetected plagiarism is a serious offence at any time and it could have devastating effects on your degree result and future professional lives.</p> <p>Plagiarism is easy to avoid if you make sure to identify and acknowledge your sources thoroughly and do not copy directly from visual examples, designs, or notes that have in turn been taken word for word from your sources.</p>

	SDG 1: No Poverty	
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	SDG 2: Zero Hunger	
	SDG 3: Good Health and Well-Being	
	SDG 4: Quality Education	X
	SDG 5: Gender Equality	X
	SDG 6: Clean Water and Sanitation	
	SDG 7: Affordable and Clean Energy	
	SDG 8: Decent Work and Economic Growth	X
	SDG 9: Industry, Innovation and Infrastructure	X
	SDG 10: Reduced Inequalities	X
	SDG 11: Sustainable Cities and Communities	
	SDG 12: Responsible Consumption and Production	
	SDG 13: Climate Action	
	SDG 14: Life Below Water	
	SDG 15: Life on Land	
	SDG 16: Peace, Justice and Strong Institutions	X
	SDG 17: Partnership for the Goals	X

ASSESSMENT DETAILS AND EVALUATION CRITERIA:

Final Grades will be determined according to the Course Learning Activities and Final Project/Internship Booklet Assessment Details as below, and comply with the Education and Examination Regulation set forth by the University.

Throughout the internship, students will connect the theoretical foundations of game design with the practical, fast-paced realities of a professional studio environment. Students are expected to actively contribute to real-world game projects, design tasks, or production pipelines using the knowledge they have gained in their prior coursework.

Evaluation is purely field-study-based (100%). It relies on the mentor's continuous observation, structured progress reports, the quality of the submitted internship booklet (work samples and reflections), and the final performance evaluation provided by the on-site supervisor. Active participation, professional communication, and receptiveness to feedback are vital inputs for the student's final assessment.

PREPARED BY	Asst.Prof.Dr. Ali Çağın Uzman
UPDATED	02.03.2026
APPROVED	