

Bachelor of Design (Hons) in Creative Media

PRJ62304 MAJOR PROJECT

SEPTEMBER 2025

Project Management Document
(Weekly progress, feedback and action planned/taken)

Student Details [Add more rows if needed]

Student ID	Student Name	Specialisation	Role (if applicable)
0360239	Nie weiqiu	Immersive design	

Project Title:

Immersive Forest Game

Area of Specialization involved:

Immersive design

Project Objective(s):

The main objective of this project is to create an **immersive 3D forest adventure game** that connects players emotionally with nature through interactive design and environmental feedback. It aims to help players understand how their choices affect the world around them and encourage reflection on environmental responsibility.

Targeted Outcomes and Digital / Physical Artefact(s) production:

The project aims to produce a **digital 3D interactive prototype** of a forest adventure game that demonstrates immersive interaction and environmental feedback. Through this prototype, players will experience how their actions affect the ecosystem, promoting awareness of environmental responsibility. The final outcome will include a **playable 3D demo**,

Consultation Feedback and Log

W1:

Supervisor:

Student:

I don't know who my instructor is and haven't contacted him yet.

W2:

Supervisor: (Razif) Your problem statement sounds more like a game description than a real-world problem. It should begin with the ecological challenges of human expansion and sustainability, then explain the gap – why current media or games fail to engage people effectively with these issues. Only after that should your game be introduced as the solution.

Also, the player's role is unclear. Are they a savior, a destroyer, or someone making moral choices in between? Clarifying this will make the connection between the ecological issue and gameplay stronger.

The game loop and goals need to be clearly explained – what players must achieve and what actions they repeat to do so. Without this, the proposal feels like just a setting and theme, not a full game experience.

Finally, when claiming the game has a "big impact," briefly explain why games are uniquely effective for raising environmental awareness compared to other media.

Student: I revised the problem statement to focus on environmental challenges and redefined the player's role as a moral decision-maker.

I also refined the game loop to highlight how player choices affect the ecosystem and overall experience.

W3:

Supervisor:

(Vinod) Reorganise your proposal and follow the proposal guidelines. This way it is easier for the assessors to understand what you are proposing as per the said document.

Student:

I've revised my PPT according to your feedback. I added appropriate titles, reorganized the content, and improved the overall structure to make it clearer.

W4:

Supervisor: (Vinod) Student has yet to meet her discipline supervisor (En. Razif). She is proposing to create this environment using Unity but she is not proficient in it. She claims that En. Razif has not responded to her messages. I have asked her to meet Ms. Noranis for advice. As it stands I am unsure whether she is capable of doing what she has set out to do.

(Razif) : The gameplay involves players exploring the forest, collecting resources (such as wood and tree species), and making ethical decisions that impact the ecosystem. Using Super Mario Bros. as an example, explore the game's objectives, collection elements, and power-up mechanics. The player's perspective (e.g., first-person) must be clearly defined, along with the character (including enemies), environment, and interface (e.g., health bar) design. A Game Design Document (GDD) should be used to plan the game in detail and determine the feasibility of completing the game within 14 weeks. For development tools, Unity or Unreal Engine can be used for first-person games. Unreal Engine has default templates and is relatively easy to develop, but it requires higher computer resources. Subsequently, to confirm the feasibility of the plan, the game design needs to be refined.

Student:

I met with Razif Sir again, and he pointed out some shortcomings in my game — it lacked a sense of fun. Based on his feedback, I will continue revising my plan. In addition, I need to make the game more enjoyable and less complicated, while ensuring it can be completed on time.

W5:**Supervisor:**

Razif) : The design of the first phase of exploration and the second phase of resource gathering is sound, but requires further refinement. Here are some suggestions:

Clear objectives: Set specific, quantifiable goals for each phase, such as exploration time or resource quantity.

Increase challenge: Add elements like monsters, poisonous plants, or time limits to enhance urgency and interest.

Strengthen strategy and choice: Allow player decisions to influence the environment and subsequent developments, increasing the depth of engagement.

Balance the five elements: Emphasize the combination of challenge, strategy, chance, choice, and luck in each phase.

The overall direction is good, but further refinement of the objectives and mechanics is needed.

Student:

I will continue to modify my game content and show it to Razif Sir, but after he confirms it, I will start making my game setting blueprint. Now I am still working on forest modeling.

W6:**Supervisor:**

Razif)

1. Increase Challenge and Strategic Depth

Consider adding environmental constraints—such as limited energy, hazardous terrain, or scarce resources—to create tension and purpose.

Encourage players to plan their actions carefully, balancing exploration and survival.

2. Strengthen Player Choices and Moral Impact

Move beyond simple “good vs. evil” decisions and explore gradient choices, such as sustainable vs. exploitative actions.

Ensure these decisions have long-term effects on the ecosystem and the final outcome, making the player’s moral path meaningful.

3. Add Elements of Chance and Randomness

Introduce random events like storms, droughts, or resource respawns to increase unpredictability and replay value.

Incorporate chance-based discoveries to bring surprise and excitement into exploration.

4. Enhance Environmental and Narrative Feedback

Make environmental visuals and sounds react more dynamically to player behavior.

Show visible consequences—both decay and recovery—to strengthen the sense of cause and effect in the world.

5. Develop More Layered Endings

The game’s conclusion should reflect the player’s moral, ecological, and strategic decisions.

Consider adding symbolic or emotional endings that leave a lasting impression and reinforce the game’s theme.

Student:

This week I discussed all my project plans with Mr. Razif, including the overall framework of the game. I will now continue developing the game, creating the forest environment: the trees, the light mist, and the sunlight are all complete, but I haven't finalized them yet; I may continue to modify the environment (the misty forest) later. I am currently learning the blueprints for adding animals, including how they attack the player.

W7:

Supervisor: (Vinod) To my untrained eye, the environment design she has created for her game looks very good. Told her to continue showing her work to her discipline supervisor. Progressing well.

Student: After that, I continued learning and made some minor modifications to the environment. Next, I will complete the interaction project first, because the interaction project is the most difficult. Therefore, I am still learning while completing the interaction work.

W9:

Supervisor:

Student: There are some intersections and shapes involved later, which makes modeling quite difficult. I will simplify it a bit later.

W10:

Supervisor: (Vinod) The work is progressing well. It looks fairly convincing in my lay-man's view. It looks very real, so this is good.

Student:

Some of the building and tree-cutting actions are too difficult for me, and I can't find any learning materials. I'll change it to a button selection type; then, opening the inventory and using wood will directly generate a wooden house.

W11:

Supervisor: (Vinod) She has completed most of the work. She needs to show Mr. Razif to get his approval of her final touches. The rendering is impressive from my lay-man's view but I can't say for sure whether these are created assets or downloaded assets. In any case, she seems to be progressing on time.

Razif:

New Player Guidance Needs: Players need clear guidance and operation tips when they first enter the game.

Real-time Hint Mechanism: Real-time task guidance should be provided through interface prompts or pop-ups during gameplay.

System Completeness: Adding a guidance system makes the game experience more complete and professional.

Student: After that, I watched some more tutorials and realized that, in the short term, I could only implement the teacher's suggestions using the simplest method. I will continue to slightly modify

my game in week 12 to make it more complete.

W12:

Supervisor:

Student: This week I added some interfaces to the game start screen, as well as some game instructions. After the player enters the game, there will be a pop-up window showing their mission, making it more obvious to the player. This is also the simplest way. I also added a mini-map so that players know their direction, making the game look as complete as possible.

W13:

Supervisor:

Student: Submit

W14:

Supervisor:

Student: Finish
