

MODULE CODE: DH3BAGA04i

MODULE TITLE: Games Design, Theory and Practice

Level: 5

Credit Value: 30

Pre-Requisites: NONE

Module Description:

This module is designed to build upon the module introduction to gameplay design in year one it will develop a sophisticated understanding of games design. The student will learn an awareness of the history, cultural context and ludic structures of non-digital and computer games through theoretical application and process and exploration of game mechanics and game play. The module develops student awareness of gameplay evaluation via computer game analysis, board games, card games, role-playing games, table top games and develops a sophisticated knowledge of game design documentation. The proposal will be developed in the Industry Studio Project module. Work created here will be added to the student's accompanying portfolio this portfolio of design and realisation will be developed, in additional modules to aid course progression and employment.

Learning Outcomes

On completion of this module, students will be able to:

1. Research, analyse and evaluate selected concepts, theoretical frameworks and emergent methodologies used in the analysis of different game mechanics and modes of play.
2. Use a range of established techniques to evaluate critically the historical development, cultural context and impact of games and play.
3. Present coherent research into the salient contemporary trends of games design.
4. Manage information and source material to present structured and logical arguments whilst demonstrating an advanced application of academic rigour.
5. Reflect, evaluate and implement clear and structured judgements towards personal development planning.

Assessment

Hand-in	Aggregate (Yes/No)	Semester Due
Essay on Games Mechanics and Theory 3000 words (50%) LO1, LO2, LO3	Yes	Sem 1 End
PDP Evaluative Report 3000 words (50%) LO4	Yes	Sem 2 End

Indicative Content:

Theories of game design

- Study of games and games genres
- Gameplay
- Game Mechanics
- History of games
- Target Audience research
- Immersion, Affect, Agency and Presence
- Game Design
- Design Documentation
- Definition of Play

Learning and Teaching Strategies

Practical sessions, lectures, workshops, group and individual sessions and tutorials are combined to give a balanced programme of study. The course is supported by the use of resources such as board games, card games, table top and role play games and independent learning.

Game design skills will be developed through a range of non-digital gameplay exploration, research, construction of game design documentation for a computer game that will be developed in the Industry Studio Project module. This will be used to inform critical, evaluative and reflective practice.

Specific Learning Resources

Board Games, Card Games, Table Top

Online and offline games design tools

Plain Dice, Plain cards, boards

Cardboard

Games Suite

Internet resources via Moodle

Specific Learning Resources

- Board Games, Card Games, Table Top
- Online and offline games design tools
- Board Game Sleeves
- Counters
- Deck Cases
- Gaming Mats
- Gaming Rolls
- Gaming Tiles
- Sand Timers
- Plain Dice, Plain cards,
- Cardboard
- Games Suite
- Internet resources via Moodle

Reading Lists

Highly Recommended

Brathwaite, B (Author), Schreiber, I. (Contributor) (2008) Challenges for Games Designers: Non-Digital Exercises for Video Game Designers. Charleston: CreateSpace.

Koster, R. (2013) Theory of Fun for Game Design. CA: O'Reilly Media.

Salen, K. & Zimmerman, E. (2004). Rules of play: Game design fundamentals. MIT press.

Swink, S. (2008) Game Feel: A Game Designer's Guide to Virtual Sensation. Oxford: Morgan Kaufmann Game Design Books.

Recommended

Cottrell, S. (2013) Critical Thinking Skills: Developing Effective Analysis and Argument. London: Palgrave.

Dille, F., Platten, J. (2008) The Ultimate Guide to Video Game Writing and Design. New York: Random House.

Egenfeldt-Nielsen, S., Smith, J. H., & Tosca, S. P. (2013). Chapter 4: Video Game Aesthetics (pp. 117-156). Understanding video games: The essential introduction. Routledge.

Juul, J. (2005) Half-real: video games between real rules and fictional worlds. South America: MIT Press.

Rogers, S. Level Up: a Guide to Great Video Game Design. (John Wiley & Sons)

Rouse, R. (2001) Game Design - Theory And Practice: The Elements of Gameplay.
http://www.gamasutra.com/view/feature/131472/game_design_theory_and_practice_.php

Schell, J. (2016) The Art of Game Design: A Book of Lenses, Second Edition. Florida: CRC Press.

Swink, S. (2008) Game Feel: A Game Designer's Guide to Virtual Sensation. Oxford: Morgan Kaufmann Game Design Books.

Assessment Grading Criteria

	Research document
FIRST CLASS 70%+	<ul style="list-style-type: none"> • Researched widely into games theories, synthesising material in order to demonstrate a highly informed understanding • Written in fluent prose in which complex ideas are clearly expressed and the through-line of the argument is forcefully pursued and coherent • Academic apparatus is complete and accurate. • Demonstrates strong and detailed knowledge of the salient contemporary trends of computer games
UPPER SECOND CLASS 60%-69%	<ul style="list-style-type: none"> • Researched widely into games theories, synthesising material in order to demonstrate an informed understanding • Written in good prose in which some complex ideas are clearly expressed and the through-line of the argument is mostly coherent • Academic apparatus is mostly complete and accurate • Demonstrates good knowledge and understanding of the salient contemporary trends of computer games
LOWER SECOND CLASS 50%-59%	<ul style="list-style-type: none"> • Researched appropriately into games theories, collating material in order to demonstrate some understanding • Written in reasonably good prose, in which ideas are clearly expressed and there is some sense of an argument being pursued, although some material may be purely descriptive • Academic apparatus is in place although there may be some limited understanding of its operation. • Demonstrates a sound knowledge and understanding of the salient contemporary trends of computer games
THIRD CLASS 40%-49%	<ul style="list-style-type: none"> • Researched into games theories, identifying some material in order to demonstrate some limited understanding • Written in prose that may not always be grammatically sound, but in which the discussion can usually be seen to be relevant • Academic apparatus is attempted • Demonstrates a broadly satisfactory knowledge and understanding of the salient contemporary trends of computer games
FAIL 0%-39%	<ul style="list-style-type: none"> • Research is irrelevant or insufficient • Discussion is diverse and irrelevant • Academic apparatus is not used or wrongly used • Fails to demonstrate satisfactory knowledge and understanding of the salient contemporary trends of computer games

	PDP evaluation:
FIRST CLASS 70%+	<ul style="list-style-type: none"> • Written in fluent prose in which complex ideas are clearly expressed and the through-line of the argument is forcefully pursued and coherent • Manages information (including referencing sources), collects appropriate individually specific data from a range of sources in a distinguished manner • Provides evidence of a sustained and distinguished capability in self-evaluation and reflection. Demonstrates the ability to set and act on clear and achievable targets
UPPER SECOND CLASS 60%-69%	<ul style="list-style-type: none"> • Written in good prose in which some complex ideas are clearly expressed and the through-line of the argument is mostly coherent • Manages information (including referencing sources), collects appropriate individually specific data from a range of sources in a commendable manner • Provides consistent evidence of an assured capability in self-evaluation. Demonstrates the ability to set clear and achievable targets
LOWER SECOND CLASS 50%-59%	<ul style="list-style-type: none"> • Written in prose that may not always be grammatically sound, but in which the discussion can usually be seen to be relevant • Manages information (including referencing sources), collects appropriate individually specific data from a range of sources in a sound manner • Offers, with guidance, a firm evaluation of own strengths and weaknesses. Demonstrates the ability to set targets
THIRD CLASS 40%-49%	<ul style="list-style-type: none"> • Written in prose that may not always be grammatically sound, but in which the discussion can usually be seen to be relevant • Manages information (including referencing sources), collects appropriate individually specific data from a range of sources in a manner that is adequate but with some limitations • Evaluates own strengths and weaknesses adequately, within criteria largely set by others. Demonstrates the ability to set some targets
FAIL 0%-39%	<ul style="list-style-type: none"> • Discussion is diverse and irrelevant • Fails to demonstrate an adequate ability to manage information (including referencing sources) and collect appropriate individually specific data • Fails to demonstrate an adequate ability to evaluate own strengths and weaknesses adequately, within criteria set by others. Fails to set achievable or relevant targets