

MODULE CODE: DH3BAGA02H

MODULE TITLE: Game Studies

Level: 6

Credit Value: 30

Pre-Requisites: NONE

Module Description

This module is designed to build upon the module Game Design Theory and Practice in year two it will develop a culturally aware understanding of games design. It will examine aspects of gameplay and the design of the game, the players, and the role games play in society. The student will learn an awareness of the debates around and theories of the socio-cultural place of non-digital games and computer games through theoretical application and process and exploration of game mechanics and game play. The student will have an understanding of debates around and theories of the socio-cultural place of digital games including, the limits and motivated concerns of 'effects' theory, the particular modes and issues arising from multi-player games as social environments, the issues of gender and identity in relation to digital games and theories of pleasure relating to gameplay, performance and competition. 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. Appraise and evaluate through comparative work the values of the types of theories and methodologies used in the socio-cultural analysis of digital and non-digital games.
2. Collate, organise and interpret data gained through researching theories, methodologies and approaches to the socio-cultural implications of games and the issues of gender and identity in relation to digital games.
3. Examine the multidisciplinary aspect of games and ludology.
4. Create a design document to industry standards.
5. Successfully and creatively deploy established techniques in the theories of pleasure relating to gameplay, performance and competition.
6. Critically self-evaluate the effectiveness of designs and how they communicate with a diverse audience.

Assessment

Hand-in	Aggregate (Yes/No)	Semester Due
Portfolio including Games Design Documentation Pick from: Board game, 2D mini PC or Mobile game (30%) 2000 words or equivalent LO1, LO2, LO3, LO4	Yes	Sem 1 Mid
Portfolio of final product with 2000 word reflective report including evidence of game development (70%) LO1, LO4, LO5	Yes	Sem 1 End

Indicative Content:

- Board games
- Games for different platforms
- Mobile gaming
- Coding
- The social significance of digital games
- Evaluation

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 varied ICT, and independent learning. Media terminology and vocabulary relating to all areas of digital media will be taught through varied strategies to enable learners to develop their use of appropriate technology for each stage and module.

Research, experimentation and investigation will be complemented by self- and peer-assessment and supported through focused tutorial support within specialist areas.

Investigative strategies are based on the vocational context of the study of the media industry including business, pre-production, production and post-production testing and the uses of technology for production, distribution and execution.

Textual analysis will be taught in modules both of a theoretical and practical nature.

These intellectual skills are assessed in a formative way through group work such as workshops and discussion groups, and in a summative way through games and asset design, portfolios, evaluative submissions, projects, essays and online digital media content.

Information Technology will be utilised in all academic based modules. Online journals and websites are a critical component to the reading lists due to their contemporary nature in addition to printed monthly magazines.

Key Skills will be embedded through the inclusion and teaching of critical thinking pedagogies. Analysis of existing examples and self-evaluative reflection of coursework will be an intrinsic part of several modules in all stages.

Blended learning will be integrated through the use of online access to games documentaries. Students will contribute to blogs and discussions on this work, and their own coursework, enabling a forum for creative discussion and analysis.

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

Aarseth, Espen (2001). "Computer Game Studies, Year One". Game Studies 1 (1).
<http://gamestudies.org/0101/editorial.html>

Avedon, Elliott M.; Sutton-Smith, Brian (ed.): *The Study of Games*. New York: John Wiley & Sons, Inc. 1971.

Consalvo, M., & Dutton, N. (2006). Game analysis: Developing a methodological toolkit for the qualitative study of games. *Game Studies*, 6(1), 1-17.
http://www.gamestudies.org/0601/articles/consalvo_dutton

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.

Huizinga, Johan (1938). Homo Ludens. N.V: Haarlem: Tjeenk Willink & zoon.

McGonigal, Jane (2011). Reality is broken: Why games make us better and how they can change the world. New York: Penguin Press

Rogers, S. (2014) Level Up!: The Guide to Great Video Game Design. Chichester: Wiley.

Assessment Grading Criteria:

FIRST CLASS 70%+	<ul style="list-style-type: none"> • Outstanding use of the chosen techniques and a professional use of technical and artistic skills development • Imaginative use of individual techniques breaking new ground or expectations • A professional command of technology • Written work whose presentation is indistinguishable with industry examples • Coursework which shows an impressive degree of perception, comparable to industry practice • A reflective journal which analyses, in outstanding detail, the process and development of the product • Produce and evaluate a professional and highly engaging marketing campaign
UPPER SECOND CLASS 60%-69%	<ul style="list-style-type: none"> • Excellent use of the chosen techniques and a mature use of technical and artistic skills development • Imaginative use of individual techniques breaking new ground or expectations • An effective command of technology • Written work whose presentation is comparable with industry examples • Coursework which shows a very high degree of perception, related imaginatively and clearly to industry practice • A reflective journal which analyses, in considerable detail, the process and development of the product • Produce and evaluate a comprehensive and engaging marketing campaign
LOWER SECOND CLASS 50%-59%	<ul style="list-style-type: none"> • A good use of the chosen technical resources, developing ideas effectively • An effective use of techniques without breaking tradition • A good use of technology • A fluent document with only minor mistakes or omissions • Coursework which demonstrating a good degree of perception, bearing a clear relationship to industry practice • A reflective journal which analyses, in some detail, the process and development of the product • Produce and evaluate a detailed and suitable marketing campaign (with possible minor omissions)
THIRD CLASS 40%-49%	<ul style="list-style-type: none"> • A competent use of the chosen technical resources, with some sense of the development of ideas • A satisfactory use of the individual techniques but with limitations • An adequate sense of design and structure • Written work which is largely accurate, though may be unclear in some details • Coursework which shows quite a good degree of awareness, with some reasonably effective relationships to industry practice • A reflective journal which describes the process and development of the product but with limited analysis of its impact • Produce and evaluate a sound marketing campaign which may omit key features
FAIL 0%-39%	<ul style="list-style-type: none"> • A poor use of appropriate technical resources • Programming errors which significantly affect the success of the overall product • Mistakes and ambiguities in written work which affect understanding • A journal demonstrating poor understanding with a lack of clear examples • Fails to produce and/or evaluate a useful marketing campaign