MODULE SPECIFICATION

Part 1: Information			
Module Title	Play and Games		
Module Code	UFCFC6-30-2	Level	Level 5
For implementation from	2018-19		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Computer Science and Creative Technologies
Department	FET Dept of Computer Sci & Creative Tech		
Contributes towards			
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description

Overview: This module addresses the subject of games from the perspective of Rules, Play and Culture and the impact that technology has had upon them.

Educational Aims: See Learning Outcomes

Outline Syllabus: Emerging game trends:
This will address emerging areas and technologies related to video games. Current examples include social networks, pervasive games, gamification, the casual phenomena and physical and haptic control. Within these we will examine principles, technologies, techno-cultural contingencies.

Game Studies:
The topics covered are: the ontology of games and play; the fundamental situation of rules; the concepts of systems, information; narrative and simulation; cultural significance of games; and the social and psychological science of games. The students are introduced to competing theories and frameworks that allow them to analyse digital games from an academic perspective.

Social and ethical impact of technologies:
Building on, and widening the debate about games, the module will look at the ethical implications and professional responsibilities of design as well as examine the social impact of technologies. Theories and approaches will be illustrated via contemporary controversies in computer games, mobile devices and the Web as well as ethical case studies.

Game Design:
This section critically applies the analytical approaches provided by Game Studies. Students are introduced to: game design frameworks; iterative processes and play testing; top down/bottom up design; chance and skill; and game balancing.

Teaching and Learning Methods: Contact time: 72 hours

Assimilation and development of knowledge: 88 hours

Coursework preparation: 100 hours

Essay preparation: 40 hours

Total study time: 300 hours

Lectures will be used to scaffold the learning, introduce the students to the topics, contextualise what is being covered in seminars and provide the means for students to conduct further research. The essay assessment is intended to be a research project that uses this framework as a starting point.

Seminars will be used to go into more depth around particular issues. These will be based around weekly readings of academic and industry material or the playing of recommended games and experimenting with new forms of interface. The seminars also provide students with the ability to critically analyse written material. These will be teacher facilitated but involve group and whole class discussion.

In the first semester students will have the opportunity to experiment with a range of new and emerging technologies in groups. This will allows students to explore new ways to interact with video games and seminars will help support the studies around HCI in video games.

The second half of the first semester will introduce students to a range of topics around video game development. Seminars are intended to support students in their academic reading and writing processes, before applying analytic frameworks to games and disruptive thinking.

In the second semester students will again work in groups to create a board game. The focus of these sessions will providing guidance for iterative design and allow space for experimentation. Summative assessment will be conducted through scheduled presentations and verbal feedback. Lecture and lab sessions will also be provided to present methods that allow experimentation with novel mechanisms/interfaces for game design.

Independent learning in the first semester will focus on the academic readings provided. In the second semester it will be integrated with the game design exercise.

Part 3: Assessment

Analytical Essay: This component will assess the student's ability to comprehend, analyse and synthesis arguments from a number of sources. Students are provided with a range of essay questions based around current, key issues and debates within the Game Studies field. Academic readings for each issue will be provided, but students will need to pursue further research for higher grades. Workshops will provide guidance on essay structuring, writing and offer formative feedback. Seminars help with the evaluation and analysis of information sources.

Game Design Portfolio: For this portfolio, group projects will focus on physical game design through the use of emerging technology interfaces and board game creation. Research around new technologies and current themes will ensure students continue to advance their academic reading, writing and presentation skills. They will provide

the opportunity to assess students abilities to:

Use the concepts of simulation and procedural rhetoric

Create an enjoyable play experience through iterative design

Develop ideas across physical and digital media

Evaluate and improve their work through the use of play testing

Evidence reading to justify design decisions throughout

Groups will receive a collaborative mark for the presentations of their work throughout the semester. Further marks are awarded to individuals based on an individual reports and peer marking. Students will receive detailed formative and summative feedback through the workshop sessions.

First Sit Components	**Final Assessment**	**Element weighting**	**Description**
Written Assignment - Component B		25 %	Analytical essay on an aspect of games (2000 words)
Portfolio - Component A	✓	75 %	Portfolio projects in game design (group projects)
Resit Components	**Final Assessment**	**Element weighting**	**Description**
Written Assignment - Component B		25 %	Analytical essay on an aspect of games (2000 words)
Portfolio - Component A	✓	75 %	Portfolio design project working with Emerging Technologies (individual project)

Part 4: Teaching and Learning Methods

Learning Outcomes

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

	Module Learning Outcomes
MO1	Demonstrate a detailed knowledge of the core problems, theories and frameworks of the Game Studies discipline by applying them to the analysis and reporting of a given problem
MO2	Examine new and existent technologies and critically interrogate the shifts these afford for the development of new forms of interaction
MO3	Act with increasing autonomy in applying game design processes within smallscale projects
MO4	Apply iterative design principles within complex and unpredictable situations
MO5	Can interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate
MO6	Consider the societal and ethical implications of technology and its development, especially with regards to computer games and game design

Contact Hours

Contact Hours	
Independent Study Hours:	
Independent study/self-guided study	228
Total Independent Study Hours:	228
Scheduled Learning and Teaching Hours:	
E-learning/online learning	72
Total Scheduled Learning and Teaching Hours:	72
Hours to be allocated	300
Allocated Hours	300

Reading List

The reading list for this module can be accessed via the following link:

https://uwe.rl.talis.com/modules/ufcfc6-30-2.html