



Module Specification

Play and Games

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Part 1: Information

Module title: Play and Games

Module code: UFCFC6-30-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Environment & Technology

Department: FET Dept of Computer Sci & Creative Tech

Partner institutions: None

Field: Computer Science and Creative Technologies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body 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.

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: Emerging game trends:

This will address emerging areas and technologies related to video games.

Examples have included social networks, gamification, VR/AR and Esports.

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 games from an academic perspective.

Social and ethical impact of technologies:

Building on, and widening the debate around games, the module will look at the ethical implications and professional responsibilities of design as well as examine the social impact of games. Theories and approaches will be illustrated via contemporary controversies in 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.

Part 3: Teaching and learning methods

Teaching and learning methods: 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 allow 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 be 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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate detailed knowledge of the theories and frameworks of Game Studies by applying them to the analysis and reporting of a given industry related problem.

MO2 Research societal and ethical issues related to games development, design and production.

MO3 Apply iterative design principles within complex and unpredictable situations within a group project.

MO4 Interact effectively within a team, exchanging ideas and modifying responses where appropriate.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

E-learning/online learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ufcfc6-30-2.html) via the following link <https://uwe.rl.talis.com/modules/ufcfc6-30-2.html>

Part 4: Assessment

Assessment strategy: Analytical Essay: This component will assess the student's ability to comprehend, analyse and synthesis arguments from a number of sources. Students will be provided with an area of research based around current, key issues and debates within the Game Studies field and tasked with formulating a research question. Academic readings for 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. Lectures help with the evaluation and analysis of information sources.

Game Design Project: For this group project, students will focus on physical game design through the use of table top game creation. Research around current social and political 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

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 peer marking. Students will receive detailed formative and summative feedback through the workshop sessions.

Assessment tasks:

Project (First Sit)

Description: Group game project.

Weighting: 75 %

Final assessment: Yes

Group work: Yes

Learning outcomes tested: MO2, MO3, MO4

Written Assignment (First Sit)

Description: Analytical essay on an aspect of games (2000 words)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Project (Resit)

Description: Group game project.

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

Written Assignment (Resit)

Description: Analytical essay on an aspect of games (2000 words)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Games Technology [Frenchay] BSc (Hons) 2022-23

Games Technology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Games Technology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2021-22

Digital Media [Frenchay] BSc (Hons) 2022-23

Digital Media {Foundation}[Sep][SW][Frenchay][5yrs] BSc (Hons) 2021-22

Digital Media {Foundation}[Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22