ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Games, Simulation and Media				
Module Code	UPCAGW-30-3		Level	3	Version	2
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE		Field	Cultural Industries	
Department	Arts & Cultural Industries		Module Type	Project	
Contributes towards	BA(Hons) Media Culture & Practice, BA(Hons) Social Media & Cultural Practice, BA(Hons) Creative Media Design				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations			Module Entry requirements		
Valid From	September 2015		Valid to		

CAP Approval Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Articulate a critical understanding of the significance of play and games within contemporary media culture (A1, A2) 2. Adapt and develop ethnographic and textual analysis methods for the study of play events and game objects (A1, A2) 3. Contextualise the impact of digital games and simulation technologies on popular culture, everyday life and the moving image within a theoretical framework of the relationship between technologies and cultural forms (A1, A2) 4. Develop and present ideas and arguments relating to the module through group work (A1) 5. Develop, research and complete an independent research project on a suitable topic (A2)
Syllabus Outline	• This module takes videogames and videogame play as its focus, but will encourage students to make connections with other simulational media forms and with other types of games and play. Through workshops, students will analyse games as screen media, as software, and as lived playful experience, exploring their own game cultures and those of others. • Over the past three decades computer and video games have challenged cinema and television for the attention, and money, of screen audiences. They draw on cinema and TV for their dramas, characters and storyworlds,

	but they are also a significantly new form of popular screen media with other origins and influences from the development of the digital computer, networked communications, and histories of gaming from wargaming to dolls house play. As computer software they generate virtual, interactive worlds, simulations central to the reshaping of the experience of time and space in digital culture. Whilst as games they transform screen media spectatorship into play. In turn they have influenced the structures and imaginary of cinema and resonate with new playful television genres such as reality TV.
Contact Hours	The contact hours for a student on this module will be 72 hours of scheduled learning. 70 hours of this wil be group contact, including lectures, seminars and student-led workshops. The remaining two hours will be for individual tutorials in preparation for the final assignment. The student will be expected to conduct 228 hours of independent learning.
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, project supervision tutorials and student-led workshop activities. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. Lectures and screenings will take students through key concepts. Seminar workshops will encourage in-depth and hands-on understanding of the interrelationships between technology, history, aesthetics, play, and theory. The playing of digital and non-digital games, and the study of game play, will be a key feature of workshops.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	0

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		75%
Practical exam assessment percentage		25%
		100%

| Reading Strategy | All essential reading will be accessible through online sources and will be indicated clearly in the module handbook. Instructions on how to access all readings for the course will be available on Blackboard. Further online texts and forums for debate will be clearly identified for research and discussion. Support in the identification and evaluation of online research resources will be provided in taught sessions.

Given the cross disciplinary of this module no single suitable text exists would fully support the module content.

A prepared reading pack will be available at the start of the module.

The currency of information may wane during the lifetime of the specification, consequently current advice on readings will be available through more frequently updated mechanisms such as the handbook and intranet, and these will be revised annually.

Some relevant materials will be made available in reading packs or on Blackboard where applicable, within the limits of what is permissible under the terms of the university's Copyright Licensing Agency license. |
|---|---|
| Indicative Reading List | **Crogan, P. (2011) *Gameplay Mode: war, simulation, and technoculture*. Minneapolis: University of Minnesota Press.**
Dovey, J. & Kennedy, H.W. (2006) *Game Cultures: computer games as new media*. Maidenhead: Open University Press.
Giddings, S. (2014) *Gameworlds: virtual media and children's everyday play*. New York: Bloomsbury.
Huizinga, J. (1955) *Homo Ludens: a study of the play element in culture*. Boston MA: Beacon Press.
Krzywinska, T. & King, G. (eds) (2006) *ScreenPlay: cinema/videogames/interfaces*. London: Wallflower.
Mayra, Frans (2008) *An Introduction to Game Studies: games in culture*. London: Sage. |

Part 3: Assessment			

Assessment Strategy	Criteria	Relates to learning outcomes	Source of evidence
	Engagement with relevant concepts and debates	1, 3, 4, 5	A1, A2
	Relevant and focussed investigation using relevant academic sources	1, 2, 3, 4, 5	A1, A2
	Relevant audio-visual research	4, 5	A1, A2

	Structure, clarity and presentation	4, 5	A1, A2	

Identify final assessment component and element	

	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Seminar workshop activities with documentation	25
2. Individual research project (4,000 words or equivalent)	75

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Exam (1.5 hours)	25
2. Research project (4,000 words or equivalent)	75

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.