COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES
ACADEMIC UNIT	DEP. OF CULTURAL TECHNOLOGY AND COMMUNICATION
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	PLR140	SEMESTER	8th
COURSE TITLE	THEORY AND DESIGN OF DIGITAL GAMES

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	WEEKLY TEACHING HOURS	CREDITS
LECTURES	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	CORE COURSE
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	ENGLISH
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/131255/

(2) LEARNING OUTCOMES

Learning outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.
Consult Appendix A   • *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*   • *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*   • *Guidelines for writing Learning Outcomes*

At the end of this course, students will be able to:
- Discuss and analyze key issues in the field of gaming and digital gaming
- Explore digital games as new media and their impact on other modern cultural texts.
- Distinguish and give a definition for games and their basic categories and subcategories
- Understand and use the basic principles of game design
- Have skills related to engineering, storytelling, aesthetic design and digital game technology
- Assess their ability and choose what they want and what they can do in terms of game design
- Convey the acquired knowledge in the course of the lesson in a creative way to their colleagues in order to create digital games

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology *Adapting to new situations* *Decision-making* *Working independently*	*Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues*

Team work	*Criticism and self-criticism*
Working in an international environment	*Production of free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Production of new research ideas	*Others...*
	....

- Search, analysis and composition data and information, using the necessary technologies
- Adaptation to new situations
- Decision making
- Teamwork
- Project design and management
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and sensitivity to gender issues
- Practicing criticism and self-criticism
- Promoting free, creative and inductive thinking

(3) SYLLABUS

Description - Course Organization

This lesson admires as a separate scientific performance needs for video games and emerging photo studios. Student-to-student student refuses to bring lessons to the classroom, to his recognition and disposition for appearance. Playing, analyzing and divorcing (timeless) on the beach require studying the phone structure, different image, influence and the workplace and the woman.

Part 1. What a game (weeks 1-2) We will start talking and talking about games and the game. Carefully define it? Why is it universal as an experience? What is its role in the society?

Part 2. What are the main game catefories and the main distinctions of the gameplay (3-5)
We will demand and see how others play. Different types of diets admired in class and will be analyzed. Students need to present games and their analysis in the classroom, providing students with access to the application to observe and get acquainted with most of the range of games, types of games and usage rules. Students will discuss their experiences during or not the game.

Part 3. Basic rules of games (weeks 4-7)
We discuss and analyze the four basic design games categories: engineering, history, aesthetics, technology.

Part 4. Game design (8-13)
Finally, we will draw (on paper mainly) a game of our own as the final work of the class. Students will be provided with rich content material, which may vary from year to year depending on the interests of the professor and the students. This content will be used by students to design a game. First, the whole class will build the story and then in smaller groups, based on the interests and knowledge that the students bring to the classroom, a digital game will be designed.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Face to face and laboratories
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of e-class for the organization and communication
TEACHING METHODS	

Activity	Semester workload
Lectures and laboratories	13X3 hours= 39

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Homework, exercises in practice	13 X 5 hours = 65 hours
	Preparation of the 1st short work	8
	Preparation of the 2nd final work	35
	Course total	147 hours

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Students are assessed based on their work that will be part of the final project of the lesson: the game. The evaluation criteria will be discussed during the first lesson and will be communicated through written announcements in the e-class that are sent to each student with clear and detailed specifications of what they will do in the final design of the game.

(5) ATTACHED BIBLIOGRAPHY

- Jesse Schell, The Art of Game Design: A Book of Lenses, Morgan Kaufmann Publishers, 2010. ISDN 978 -0- 12-369496-6
- Salen, K., and E. Zimmerman. The Game Design Reader: A Rules of Play Anthology. Cambridge, MA: MIT University Press, 2005. ISBN: 9780262195362.
- Frasca, G. "Simulation Versus Narrative: Introduction to Ludology." Video Game Theory Reader. Edited by M. Wolf and B. Perron. New York, NY: Routledge, 2003. ISBN: 9780415965781.
- Wardrip-Fruin, Noah. First Person: New Media as Story, Performance, and Game. Cambridge: MIT Press, 2006
- Juul, J. "The Game, The Player, The World: Looking for a Heart of Gameness." Level Up: Digital Games Research Conference Proceedings. Edited by M. Copier and J. Raessens. Utrecht, the Netherlands: Utrecht University Press, 2003.