



Expanded Outcomes	
Outcome 1: Critically analyse game design problems utilising the terminology of gaming.	
<ul style="list-style-type: none"> Identify game design problems using widely accepted terminology. Identify ethical problems associated with observing or analysing games being played. Observe games being played; identify good and bad design elements from these observations. Identify elements in games that make them “fun”. Discuss game design problems associated with particular genres and platforms. Discuss player-centric/people centric requirements in the gaming context. Discuss various strategies to improve game play, including observation of play and collecting game play data. 	
Outcome 2: Critique traditional and contemporary games from a non-technical perspective.	
<ul style="list-style-type: none"> Identify game design elements in traditional games, for example Tic-Tac-Toe, Chess, etc Contrast the difference in design methods for serious and entertainment style games. Identify the core mechanics of a video game to form a coherent criticism Describe the difference between a game review and a game criticism. Discuss personal biases and effects on game critiques. 	
Outcome 3: Produce a coherent game design document and associated prototype.	
<ul style="list-style-type: none"> Investigate a personal and group approach to game ideation. Use a collection of game design techniques. Develop a prototype, test the prototype, analyse gameplay from tests, refine the prototype. 	

Assessment:

Weighting	Nature of assessment	Learning outcomes
25%	Individual game design criticism of a contemporary video game.	1, 2
25%	Individual game design criticism of a traditional non-video game, for example Chess.	1, 2
50%	Group Game Design Document and Game Prototype.	1, 2, 3

Learning and teaching approaches:

Lectures, demonstrations, discussions and practical classes.

Students learn by doing real practical work.

Learning communities.

Lectures, practical sessions, research and self-directed study.

Learning resources required:

Multimedia software, audio-video equipment and access to a learning management system.

Materials provided on Moodle.

Additional notes, slides and external links made available on Moodle.

Learning resources recommended:

Resources available on the internet