

Serious Games

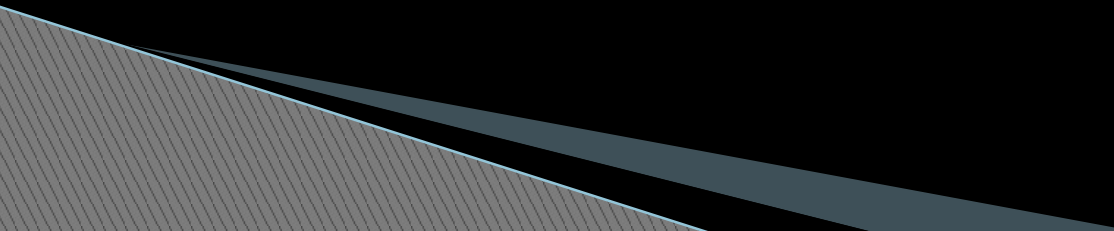


Staff involved

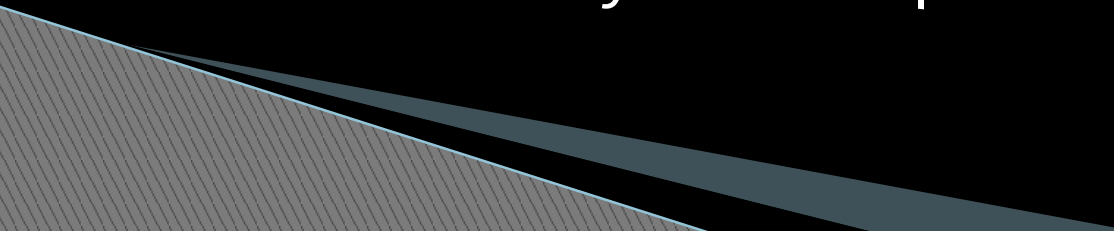
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Module Content

- ▶ What are Serious Games?
 - ▶ Why study them?
 - ▶ What are the key concepts behind them?
 - ▶ What are the main challenges?
 - Content Integration
 - Assessment Integration
 - Adaptivity/Personalisation
 - Human Factors
 - Evaluation
 - Business Models
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Module Content

- ▶ Serious Games/GBL Concepts
 - ▶ Learning Concepts
 - ▶ Analysing Research Papers
 - ▶ Week 4 – Pitch of the Game
 - ▶ Writing a Research Paper
 - ▶ Design Principles of Serious Games
 - ▶ Content Integration
 - ▶ Assessment Integration
 - ▶ Evaluation of Serious Games
 - ▶ Story and Narrative
 - ▶ Statistical Analysis Techniques
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Module Organisation

► Coursework

- Groups of 2–4
- Choose a serious game to implement (must be for someone over 14 years of age)
- Categorize papers in terms of quality
- Investigate background to your game and how others have tackled the same/similar area – Produce A Small Literature Review
- Design and implement serious game using an web-based assessment engine that will be provided
- Evaluate serious game
- Critical Appraisal (Individual)

Schedule

▶ Paisley

- Lectures (Tuesday 10.00 – 13.00 maximum)
 - H326a
 - Will also hold progress meetings on coursework

▶ New Lanarkshire (Wednesday 10 – 13.00)

- LK1.2.15
- Will also hold progress meetings on coursework

Schedule

- ▶ Pitch
 - Week 4 – 25th/26th of September
- ▶ Reading Week
 - Week 6 – 13th/ 14th of November
- ▶ Paper assignments and literature review
 - Week 8 – 31st of October
- ▶ Course work demonstration
 - Week 12 – 27th/28th of November
- ▶ Course work hand in date
 - Week 14 – 14th of December

Engagement

- ▶ University has the same engagement policy this year
- ▶ Attendance will be monitored at the lectures

Recommended Reading

- ▶ **Connolly, T.M., Stansfield, M.H., Boyle, E. (2009).** *Games-Based Learning Advancements for Multisensory Human Computer Interfaces: Techniques and Effective Practices.* Ideas Group.
- ▶ **Aldrich, C. (2003).** *Simulations and the future of learning: An innovative (and perhaps revolutionary) approach to e-Learning.* New York: Pfeiffer.
- ▶ **Garris, R., Ahlers, R., & Driskell, J.E. (2002).** Games, motivation, and learning: A research and practice model. *Simulation and Gaming*, 33(4), 441–467.
- ▶ **Prensky, M. (2001).** *Digital game based learning.* McGraw-Hill.
- ▶ **Steinkuehler, C.A. (2004)** Learning in massively multiplayer online games. In *Proceedings of the Sixth International Conference of the Learning Sciences*