

Serious Games

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Room: E261

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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

Module Organisation

► Coursework

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

Schedule

- ▶ Lectures (Tuesday 2/3/4)
 - Will also hold progress meetings on coursework
- ▶ Labs
 - allocated for your coursework
 - Unsupervised (help will be available on assessment engine to be used)

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*