INSTITUTO POLITÉCNICO
DE BRAGANÇA

Course Unit	Game Design Workshop			Field of study	Game Design		
Bachelor in	Game Design			School	School of Public Management, Communication and Tourism		
Academic Year	2023/2024	Year of study	1	Level	1-1	ECTS credits	2.0
Type	Semestral	Semester	1	Code	8309-801-1106-00-23		

Workload (hours)	54	Contact hours	T	-	TP	20	PL	-	TC	-	S	-	E	-	OT	-	O	-

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s)	Barbara Costa Vilas Boas Barroso

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:
1. Understand what a game is and what are the fundamental concepts associated with it;
2. Recognize the basic characteristics of a game design process;
3. Apply the theoretical concepts in the analysis of case studies and design of prototypes.

Prerequisites

Not applicable

Course contents

What is a game; Introduction to the game design process; Frameworks for Game Design.

Course contents (extended version)

1. What is a game:
    - Definitions;
    - Associated fundamental concepts - artifact and activity;
    - Associated fundamental concepts - rules, resources, objectives; players, voluntary participation;
    - Associated fundamental concepts - agency; progression and enhancement of results.
2. Introduction to the game design process:
    - Design Thinking (conceptual, critical, strategic, creative);
    - Communication (oral, written);
    - Collaboration (group dynamics);
    - Planning (management of time, resources, people).
3. Frameworks for Game Design:
    - The game design diary;
    - Case study;
    - From references to concept and prototyping;
    - Playtesting and design review.

Recommended reading

1. Bateman, C. (2015). Implicit Game Aesthetics. Games and Culture, 10(4), 389–411. https://doi.org/10.1177 /1555412014560607
2. Chapman,A., Foka, A. & Westin, J. (2017) Introduction: what is historical game studies?, Rethinking History, 21:3, 358-371, DOI: 10.1080/13642529.2016.1256638
3. Geoffrey Engelstein, G. & Shalev, I. (2019). Building Blocks of Tabletop Game Design: An Encyclopedia of Mechanisms. Boca Raton, FL: CRC Press. [ISBN: 978-1138365490]
4. Stenros, J. (2017). The Game Definition Game: A Review. Games and Culture, 12(6), 499–520. https://doi.org/10.1177 /1555412016655679
5. Woods, S. (2012). Eurogames: The Design, Culture and Play of Modern European Board Games. McFarland: Jefferson, NC. [ISBN 9780786467976]

Teaching and learning methods

Micro-exposition: concepts are introduced by expository method, allowing the transmission of knowledge in a structured and continuous way.
Inverted classroom: exposition complemented by debate and the proposal of specific readings, that integrate the interests of each working group.
Project-based learning & Team-based learning: consolidation of knowledge comes from project work.

Assessment methods

- FINAL EVALUATION - (Regular, Student Worker) (Final, Supplementary, Special)
    - Development Topics - 10% (Project developed within the scope of Interdisciplinary Week.)
    - Projects - 90% (Project developed within the course and subject to peer review.)

Language of instruction

1. Portuguese
2. English
3. Spanish

Electronic validation

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30-09-2023	03-10-2023	13-10-2023	05-11-2023

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