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

Barbara Costa Vilas Boas Barroso	João Paulo Pereira de Sousa	Carlos Sousa Casimiro da Costa	Luisa Margarida Barata Lopes
30-09-2023	03-10-2023	13-10-2023	05-11-2023