DEGREE PROGRAM IN TECNOLOGIE E LINGUAGGI DELLA COMUNICAZIONE - TECHNOLOGIES AND LANGUAGES OF COMMUNICATIONS (LM-59) CURRICULUM IN GAME DEVELOPMENT, MARKETING AND COMMUNICATION

A.Y. 2023/2024

Course Applied Games e Strategie di Gamification
SDS SPS/08
ETCS 6
Course modules (if any) None
Year I year
Semester I semester
Professor(s) Eva Sturlese
e-mail e.sturlese@unilink.it
Office hour At the end of the lesson or by appointment agreed by e-mail.

LEARNING OUTCOMES

The aim of the course is to achieve the following learning outcomes:

1. **KNOWLEDGE AND UNDERSTANDING SKILLS:** The course aims to provide students with specific knowledge on applied games and gamification strategies in order to:
   • be proactively aware of the possible uses, applications and meanings of applied games and gamification in different educational contexts
   • Understand users' perspective on game-based learning and the purposes of use
   • become aware of the process behind the creation of an applied game, the professionals involved, the skills needed and the objectives behind a project
   • study and analyze the theoretical frameworks of reference
   • learn about the applied games market and the fields of application of gamification strategies, exploring their potential.
2. **APPLIED KNOWLEDGE AND UNDERSTANDING SKILLS:** The course, also through the analysis of case studies, allows the student to apply what has been learned during the lessons, with the aim of acquiring and using the fundamental notions on the topics covered previously listed.
3. **AUTONOMY JUDGMENT:** Students will carry out research/in-depth assignments assigned during the lectures to deepen the different topics covered. Students will be able to use the research insights to present an individual or pair project useful for the final evaluation. The details for each in-depth study will be illustrated during the semester, are part of the ongoing assessment and include, in addition to research activities, presentations and related speeches in class for the development of soft skills such as public speaking, proactivity and team working/coordination.
4. **COMMUNICATION SKILLS:** Exposing the teaching material and listening to the lectures, they will allow students to argue with a precise and appropriate vocabulary.
5. **LEARNING ABILITY:** The ability to learn will be stimulated through the

   administration of application exercises, also aimed at verifying the actual understanding of the topics covered.

The course aims to provide students with specific knowledge on applied games and gamification strategies in order to:

- Be proactively aware of the possible uses, applications, and meanings of gamification in different educational and daily life contexts.

- Learn about the pros and cons of gamification strategies, users' perspective on game-based learning, and the purposes of use.

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- Become aware of the process behind the creation of an applied game, the professionals involved, the necessary skills and the objectives behind a project.

- Study and analyze the theoretical frameworks for the creation and design of a gamified product.

- Learn about the applied games market and the fields of application of gamification strategies, exploring their potential and results in today's society.

DETAILED PROGRAM

The course aims to offer an in-depth overview of the production process for applied games and gamification strategies through an analysis of the internal components of the product thanks to reference case studies, an in-depth study of theoretical frameworks and psycho-educational and socio-cognitive theories applied to video games to make the student autonomous from the point of view of critical analysis and technical and creative production skills.

The main topics covered in the course are the following:

Gamified Thinking: from serious games to gamification strategies.
Terminology and Historical Background
Psycho-educational paradigms and socio-cognitive theory applied to video games.
Video games as learning systems
Types of users and players in gamification: analysis of the target audience.
Overview of Gamification Frameworks and Practical Applications
Applied Games Framework, Player Experience & Integrative Design Templates for Serious Games
Applied Game Design: life cycle of an applied game. Analysis of the Transformational Framework
Overview of the target market: trends, statistics and future prospects of the applied games market
Applied Games Design vs Traditional Game Design, Adaptation and Customization
Localization and cultural adaptation: the importance in applied gaming.
Culturalization: definition and applied strategies, videogame localization and applied strategies
Gamification Strategy: Production Pipeline, Development Goals and Components
Immersiveness and gaming universe in serious games
Analysis of case studies: from corporate gamification to game-based learning in school contexts

RECOMMENDED PRE-REQUISITES (IF ANY)

None

TEACHING METHODOLOGIES
The educational activities will be carried out through...

FINAL EXAMINATION METHODOLOGIES
Oral exam including critical discussion on the didactic path illustrated in class and individual presentation during the final interview of the project developed during the semester

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EVALUATION CRITERIA

The assessment involves:

Ongoing evaluation

The ongoing evaluation is based on the realization of research/in-depth tasks assigned during the lessons to deepen the different topics covered.

Students will also have the opportunity to use the research insights to present an individual or pair project useful for the final evaluation.

The details for each in-depth study will be illustrated during the semester, are part of the ongoing assessment and include, in addition to research activities, presentations and related speeches in class for the development of soft skills such as public speaking, proactivity and team working/coordination.

Final Assessment

The final evaluation is based on an individual oral exam and a presentation of a short project developed by the student thanks to the in-depth studies in progress, and takes into account active participation in the classroom, individual and/or group work and individual interviews.

FINAL GRADING INFORMATION AND CRITERIA

Oral exam focused on the following areas of discussion:
- critical discussion of the didactic path illustrated in class
- any in-depth study chosen by the student (see reading suggestions)
-project developed by the student

The final score is expressed in thirtieth grade, with the possibility of honors. The final score reflects the student's preparation as follows:

Score	Description
< 18 not sufficient	Fragmentary and superficial knowledge of contents, errors in applying concepts, insufficient exposure.
18-20	Sufficient but still general knowledge of contents, elementary exposure, uncertainties in the application of theoretical notions.
21-23	Appropriate, but not deep, knowledge of contents, good ability in applying theoretical notions as well as presenting them in a simple way.
24-25	Appropriate and vast knowledge of contents, discrete ability in applying them, good ability in presenting notions in a comprehensive way.
26-27	Precise and comprehensive knowledge of the topics, good ability in applying the acquired knowledge, good analytical skills, clear and correct exposure.
28-29	Extensive, comprehensive and deep knowledge of contents, good applicative skills, good ability of analysis and synthesis, confident and correct exposure.
30 30 with honors	Very broad, comprehensive and deep knowledge of the contents, well-established ability to apply the acquired notions, excellent ability of analysis, synthesis as well as ability to create interdisciplinary links, fluency of exposure.

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COURSE MATERIAL

- Course Slides

Suggested texts:

- Sabrina Haskell Culyba, The Transformational Framework – A process tool for the development of Transformational Games, ETC Press, 2018

OTHER ADVICES

Active participation is recommended. Students belonging to the 'part-time/workers' category or being unable to take part in the lessons are suggested to directly contact the professor in order to analyze, together, specific training needs.