lcomu2620
2022

Jeux (numériques), serious games et gamification

5.00 credits	30.0 h	Q2

Teacher(s)	Philippette Thibault ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	**Given the team course-workshop nature of LCOMU2620, the modalities between the first and second session will be radically different** In the first session, the assessment will be done in a continuous way punctuated by a presentation of the final project in session. The continuous assessment will be followed in Classcraft following a level design integrated with the course LCOMU2621 and progressively carried over to the Teams platform of the course. • Active and collaborative participation during the course (25%) • Tests/Quizzes (10%) • Assignments and project progress reports (40%) • Final project defence (25%) **Second session** The modalities of the second session (August) will consist of an oral examination on the knowledge and understanding of the theoretical and methodological elements seen in the course, as well as on a portfolio of complementary readings. The modalities will be communicated after the first session (end of June) on the platform of the course.
Teaching methods	This workshop-course will alternate ex-cathedra theoretical parts with workshop parts of game testing and creation in Minecraft Education. The course works with a series of "challenges" to be completed during the course and between sessions. This course works in synergy with the course LCOMU2621 Technical Development of Educational Media, some methodological and project follow-up sessions will be organised jointly.
Content	This course is structured in three main modules: Module 1 - Media Ludology (10h) Module 2 - (Video) Games and learning (10h) Module 3 - Playful design of educational media (10h)

Inline resources	See Teams LCOMU2620
Bibliography	**Quelques références du cours (*some references*) :** • Huizinga, J. (1938). *Homo ludens#: Essai sur la fonction sociale du jeu* Paris : Gallimard. • Caillois, R. (1958). *Les jeux et les hommes#: Le masque et le vertige* Paris : Gallimard. • Henriot, J. (1969). *Le Jeu.* Paris : PUF. • Le Diberder, A. & F. (1998). *L'univers des jeux vidéo.* Paris : La Découverte. • Gee, J. P. (2003). *What Video Games Have to Teach Us About Learning and Literacy.* New York: Palgrave Macmillan. • Salen, K., & Zimmerman, E. (2003). *Rules of Play: Game Design Fundamentals.* Cambridge (MA): The MIT Press. • Brougère, G. (2005). *Jouer/Apprendre.* Paris : Economica. • Koster, R. (2005). *A theory of fun for game design.* Paraglyph Press. • Avedon, E. M., & Sutton-Smith, B. (2015). *The Study of Games.* Ishi Press. • Bogost, I. (2007). *Persuasive games: the expressive power of videogames.* Cambridge (MA) : The MIT Press. • Prensky, M. (2007). *Digital Game-Based Learning.* Paragon House Publishers. • Mayra, F. (2008). *An Introduction to Game Studies: Games in Culture.* SAGE Pub. • Genvo, S. (2009). *Le jeu à son ère numérique#: Comprendre et analyser les jeux vidéo* Paris : L'Harmattan. • Zagal, J. P. (2010). *Ludoliteracy#: Defining, understanding, and supporting games education* ETC Press. • Juul, J. (2011). *Half-Real: Video Games Between Real Rules and Fictional Worlds.* Cambridge (MA): The MIT Press. • McGonigal, J. (2011). *Reality is broken: why games make us better and how they can change the world.* London: J.Cape. • Schell, J. (2014). *The Art of Game Design: A Deck of Lenses, Second Edition* (2nd edition). Schell Games. • Albinet, M. (2015). *Concevoir un jeu vidéo.* Paris : FYP éditions. **Quelques ressources en ligne (*online resources*) :** • Game Studies: The International Journal of Computer Game Research http://gamestudies.org • Games and Culture: A Journal of Interactive Media http://gac.sagepub.com/ • Gamasutra http://www.gamasutra.com • Sciences du jeu https://journals.openedition.org/sdj/
Other infos	English-friendly course : • Reading: bibliographical references in English can be provided • Questions: students can ask their questions in English • Evaluation: students can do presentations and write essays in English; oral translation will be provided in case of Quiz • Dictionary: students are allowed to use a dictionary (monolingual French dictionary or bilingual French-mother tongue dictionary, as specified by the teacher)
Faculty or entity in charge	COMU

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Information and Communication Science and Technology	STIC2M	5		🔍
Master [60] in Information and Communication	COMU2M1	5		🔍