



Unit Title	The Design of Play
FHEQ Level	Level 5
Unit Code	EGMD202
Credit Value	15
Unit Type	Cross Departmental Elective

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	30	Independent Study	50
Supervised access to resources	7.5	Preparation for Assessment	12.5
		Unsupervised Access to Resources	50
Total			150

Unit Description

This unit looks at why we play and how games generate playful states. It will look at the fundamentals of play, how designers incorporate play into their practice and why play is such an important part of creative ideation. It will also investigate how physical games and toys are designed for the marketplace.

This unit will ask the questions:

Why do humans play? What functions does it serve?

How can understanding play make us better designers?

How do game and toy prototypes get made?

How are governments and big business using games to model behaviour and develop policy or create better products?

This unit will develop student's sense of playfulness and understanding of how games can make a difference to physical and mental health, policy making and product design.

It will explore diversity in these industries including the gendering of toys and issues around representation in games and why women and BAME designers are underrepresented.

This unit will also involve the use of the prototyping lab and will include inductions into use of 3D printers, laser cutters and CDC machines and students will be encouraged to explore materials for the construction of toy and game prototypes.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines combine and evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / Where enquiry informs creativity.

Unit Indicative Content

- 1) Understand how play works, why it is important and how to design for it
- 2) Understand how to create a design for a toy, toy with rules or board game
- 3) Create a physical prototype for a game, table top role playing game, card game or toy
- 4) Playtest your designs
- 5) Present your designs in the form of a pitch

Unit Aims

Within the context of the Honours Degree credit framework, the aims of the course are to:

- Encourage students to engage with play and incorporate it into their own practice.
- Encourage students to generate as many ideas as possible and to look to other disciplines for those ideas.
- Introduce students to modern toys and games and designing for play
- Build students confidence in their physical making skills
- Promote diversity, inclusivity, ethical, social and environmental awareness and provide opportunities for study and progression to all students.

The curriculum design and units will *“facilitate acquisition of appropriate knowledge and understanding, development of the necessary personal attributes, and application of the skills which equip and prepare students for continuing personal development and professional practice.”* (Subject Benchmark Statements, 2017).

Unit Learning Outcomes (Items in bold are the main focus within each LO for the unit)

LO1 Cultivate

- **Technical Competence**
- **Subject Knowledge**
- **Resilience**

Demonstrate capacity for developing discipline specific knowledge and technical competencies, supporting academic & practical self-efficacy and emerging employability abilities.

LO 3 Integrate

- **Communication & Presentation**
- Networking
- **Professional Practice**

Demonstrate emerging ability to develop communication and presentation strategies (including narrative & storytelling) in physical, written and oral forms.

Demonstrate emerging capacity to engage with industry interactions, and professional working practices to support practical and theoretical development

LO5 Originate

- **Research**
- **Experimentation**
- **Ideation**

Demonstrate capacity for emerging enquiry methods to support practical and theoretical development in physical, written and oral forms.

Demonstrate capacity to consider ideas, materials, tests and outcomes that may inform practical and theoretical development in physical, written and oral forms.

Learning and Teaching Methods

Learning will be developed through: lectures, practical demonstrations, and online courses provided by 3rd parties. It will also feature seminars, tutorials, master classes, critical self and peer appraisal and collaborative working.

Where appropriate external guest speakers will further support delivery on the unit. Students will also need to undertake self-directed independent study to support learning.

The following methods play a significant role in learning and teaching on the course:

- Group projects underpin peer learning and are used to promote transferable skills such as team working and communication.
- Aligned Workshops, Lectures and Seminar sessions support the core teaching delivery.
- Research led projects are used to embed an understanding of research and research methods from the beginning to ensure students develop the skill to explore the contexts and conditions of their practice.
- Reflective journals are used throughout the course to promote the development of autonomous, confident and critically reflective, self-directed learners.
- Self-evaluative writing is used to enable students to take responsibility for their own learning by identifying needs and prioritising and planning their learning.
- Self-assessment encourages students to take responsibility for monitoring and making judgments about aspects of their own learning.
- Peer assessment is used to promote assessment as part of learning.
- Live projects and student exhibitions and /or pop up events, support an outward facing ethos and encourage students to develop their practice in relevant professional contexts.

Assessment methods and tasks

Brief description of assessment methods

- *Formative Assessment: You will be given the opportunity for formative feedback/feedforward. This will be given midway through the unit or at an appropriate time.*
- *Summative assessment: Is the completion of the main unit tasks – typically a finished outcome together with associated research and reflective elements and the completion of a digital workbook and accompanying treatments or presentations.*
- *Presentations to peers are usually within a small group environment where at least two tutors are present.*
- *Playable builds should be self-contained and not the editor project files unless stated by the brief*
- *In some cases digital files will be required to assess technical skill.*
- *You will be notified of your grades within 3 weeks of the hand in date and feedback is usually via an audio file in which at least two tutors contribute to feedback and feedforward.*

Assessment tasks	Weighting (%) <i>(one grade or multi-grade unit)</i>
Physical Prototype	50%
Pitch Presentation and Reflective Report	50%

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

Demonstrate understanding of how and why we play (LO1).

Demonstrate the ability to generate physical prototypes (LO1, LO5)

Demonstrate a vocabulary of games development and professional practice (LO1)

Demonstrate the ability to generate and pitch ideas (LO3, LO5)

Essential Reading list

1. Selinker, M. Howell, D. Tidball, J. Levy, R. Forbeck, M. Garfield, R. Jackson, S. Yu, Ernest, J., Daviau, R. (2011). *Kobold Guide to Board Game Design*, Kobold Publishing
2. Budnitz, P. (2006) *I Am Plastic: The Designer Toy Explosion*, Harr N Abrams
3. Vale, B. & Vale, R. (2012) *Architecture on the Carpet: The Curious Tale of Construction Toys and the Genesis of Modern Buildings*, Thames and Hudson
4. Engelstien, G. (2019) *Building Blocks of Tabletop Game Design: An Encyclopaedia of Mechanisms*. CRC Press
5. Booth, P. (2015) *Game Play: Paratextuality in Contemporary Board Games*. Bloomsbury

Detailed further reading and online resources will be provided in the brief and through the unit via AULA