

Due to the COVID-19 crisis, the information below is subject to change, in particular that concerning the teaching mode (presential, distance or in a comodal or hybrid format).

5 credits	30.0 h	Q2
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Teacher(s)	Philippette Thibault ;
Language :	French
Place of the course	Louvain-la-Neuve
Aims	<i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i>
Evaluation methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b>                      The evaluation will be done on a continuous basis (no exam) following a progression path via Moodle or Classcraft. This evaluation will alternate different activities</p> <ul style="list-style-type: none"> <li>• Knowledge/Understanding Quiz (20%)</li> <li>• Homework (peer-reviewed or teacher-evaluated) (50%)</li> <li>• Class participation (30%)</li> </ul> <p><b>According to the health evolution linked to COVID-19 ("yellow" or "orange" situations)</b>                      Health developments will not influence the assessment methods, which are continuous (and at a distance)</p> <p><b>Second Session</b>                      The modalities of the second session will consist of a preliminary (documented) analysis of a playful aspect and the development of an interactive and playful media working on this aspect. The precise instructions will be communicated via Moodle.</p>
Teaching methods	<p><b>Due to the COVID-19 crisis, the information in this section is particularly likely to change.</b>                      This course will alternate theoretical ex-cathedra parts with workshop parts of game testing and creation.</p> <p><b>According to the health evolution linked to COVID-19 ("yellow" or "orange" situations)</b></p> <ul style="list-style-type: none"> <li>• Theoretical presentations will be given "remotely" by the teacher via Microsoft Teams.</li> <li>• The workshop parts will be given in "reverse class" mode (pre-work and feedbacks at the time of the Teams' course).</li> </ul>
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 Moodle UCLouvain platform (course code: LCOMU2620)
Bibliography	<p><b>Quelques références du cours (some references) :</b></p> <ul style="list-style-type: none"> <li>• Huizinga, J. (1938). <i>Homo ludens#</i>: <i>Essai sur la fonction sociale du jeu</i> Paris : Gallimard.</li> <li>• Caillois, R. (1958). <i>Les jeux et les hommes#</i>: <i>Le masque et le vertige</i> Paris : Gallimard.</li> <li>• Henriot, J. (1969). <i>Le Jeu</i>. Paris : PUF.</li> <li>• Le Diberder, A. &amp; F. (1998). <i>L'univers des jeux vidéo</i>. Paris : La Découverte.</li> <li>• Gee, J. P. (2003). <i>What Video Games Have to Teach Us About Learning and Literacy</i>. New York: Palgrave Macmillan.</li> <li>• Salen, K., &amp; Zimmerman, E. (2003). <i>Rules of Play: Game Design Fundamentals</i>. Cambridge (MA): The MIT Press.</li> <li>• Brougère, G. (2005). <i>Jouer/Apprendre</i>. Paris : Economica.</li> <li>• Koster, R. (2005). <i>A theory of fun for game design</i>. Paraglyph Press.</li> <li>• Avedon, E. M., &amp; Sutton-Smith, B. (2015). <i>The Study of Games</i>. Ishi Press.</li> <li>• Bogost, I. (2007). <i>Persuasive games: the expressive power of videogames</i>. Cambridge (MA) : The MIT Press.</li> <li>• Prensky, M. (2007). <i>Digital Game-Based Learning</i>. Paragon House Publishers.</li> <li>• Mayra, F. (2008). <i>An Introduction to Game Studies: Games in Culture</i>. SAGE Pub.</li> <li>• Genvo, S. (2009). <i>Le jeu à son ère numérique#</i>: <i>Comprendre et analyser les jeux vidéo</i> Paris : L'Harmattan.</li> <li>• Zagal, J. P. (2010). <i>Ludoliteracy#</i>: <i>Defining, understanding, and supporting games education</i> ETC Press.</li> <li>• Juul, J. (2011). <i>Half-Real: Video Games Between Real Rules and Fictional Worlds</i>. Cambridge (MA): The MIT Press.</li> <li>• McGonigal, J. (2011). <i>Reality is broken: why games make us better and how they can change the world</i>. London: J.Cape.</li> <li>• Schell, J. (2014). <i>The Art of Game Design: A Deck of Lenses, Second Edition (2nd edition)</i>. Schell Games.</li> <li>• Albinet, M. (2015). <i>Concevoir un jeu vidéo</i>. Paris : FYP éditions.</li> </ul> <p><b>Quelques ressources en ligne (online resources) :</b></p> <ul style="list-style-type: none"> <li>• Game Studies: The International Journal of Computer Game Research <a href="http://gamestudies.org">http://gamestudies.org</a></li> <li>• Games and Culture: A Journal of Interactive Media <a href="http://gac.sagepub.com/">http://gac.sagepub.com/</a></li> <li>• Gamasutra <a href="http://www.gamasutra.com">http://www.gamasutra.com</a></li> <li>• Sciences du jeu <a href="https://journals.openedition.org/sdj/">https://journals.openedition.org/sdj/</a></li> </ul>
Other infos	English-friendly course : <ul style="list-style-type: none"> <li>• Reading: bibliographical references in English can be provided</li> <li>• Questions: students can ask their questions in English</li> <li>• Evaluation: students can do presentations and write essays in English; oral translation will be provided in case of Quiz</li> <li>• Dictionary: students are allowed to use a dictionary (monolingual French dictionary or bilingual French-mother tongue dictionary, as specified by the teacher)</li> </ul>
Faculty or entity in charge	COMU

<b>Programmes containing this learning unit (UE)</b>				
Program title	Acronym	Credits	Prerequisite	Aims
Master [60] in Information and Communication	COMU2M1	5		
Master [120] in Information and Communication Science and Technology	STIC2M	5		