

4.00 credits


22.5 h

Q2


This learning unit is not being organized during this academic year.

Teacher(s)	Philippette Thibault ;
Language :	French
Place of the course	Louvain-la-Neuve
Learning outcomes	
Evaluation methods	<p>This course is not offered in 2024-2025 At the end of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Critically analyze video games based on theoretical concepts (level: evaluation). 2. Apply video game analysis methods to draw relevant conclusions (level: application). 3. Develop a relevant scientific bibliography on a theme related to game studies (level: synthesis). 4. Collaborate with peers to create a collective bibliography and cross-analyses (level: collaboration). 5. Communicate a critical analysis using a variety of formats (e.g. video and academic article) (level: creation). <p>Assessment of prior learning</p> <ol style="list-style-type: none"> 1. Class participation (20%): active participation in discussions and group activities. 2. Video analysis on Flip (20%): production of one or more critical video analyses of a video game, based on the theoretical concepts covered. 3. Contribution to the Zotero bibliography (20%): participation in the creation of an annotated bibliography on Zotero. 4. Final mini-article (40%): writing of an academic article on a transversal theme, structured as follows (cf. articles in <i>Introduction aux Théories des Jeux vidéo</i>): <ul style="list-style-type: none"> • Theoretical introduction • 2-3 case studies (empirical mini-research with own data) • Conclusion • Annotated bibliography • "Further reading (additional resources) <p>Second session: completion of a more substantial project than the mini-article for 100% of the grade (see Moodle instructions).</p>
Teaching methods	<p>This course is not offered in 2024-2025 Teaching methods</p> <ul style="list-style-type: none"> • Reading and critical analysis : students will read scientific articles on video games and take part in class discussions. • Practical work in the computer room : live analysis of video games. • Video analysis : students will use the Flip platform to produce video analyses of video games. • Collaborative bibliography : creation of a collective bibliography on Zotero. • Final assignment : writing a mini-article inspired by the approaches in <i>Introduction aux Théories des Jeux vidéo</i> , co-edited by Sébastien Genvo and Thibault Philippette.
Content	<p>This course is not offered in 2024-2025 Course content This course provides an introduction to game studies and the critical analysis of video games as cultural and media objects. It is structured around three main themes:</p> <ol style="list-style-type: none"> 1. Discovering the scientific literature in game studies, with a particular focus on fundamental theories and concepts. 2. Exploration of methods for analyzing video games, including critical, structural and ludic approaches. 3. Practical application of analytical skills through case studies of specific video games. <p>Sessions will combine theoretical presentations, discussions of scientific texts, practical activities (video game testing), and collaborative activities.</p>
Inline resources	<p>This course is not offered in 2024-2025 See Moodle</p>

<p>Bibliography</p>	<p>Bibliographie</p> <p>Alvarez, J., & Djaouti, D. (2010). <i>An introduction to serious game design: Using gameplay bricks to design meaningful games</i>. Ludoscience. http://www.ludoscience.com/EN/publications/21-An-introduction-to-serious-game-design-using-gameplay-bricks-to-design-meaningful-games.html</p> <p>Bonenfant, M. (2017). Pour une approche communicationnelle des jeux vidéo : quelques enjeux théoriques et méthodologiques. <i>Sciences du jeu</i>, 7. https://journals.openedition.org/sdj/873</p> <p>Consalvo, M., & Dutton, N. (2006). Game analysis: Developing a methodological toolkit for the qualitative study of games. <i>Game Studies</i>, 6(1). http://www.gamestudies.org/0601/articles/consalvo_dutton</p> <p>Fernández-Vara, C. (2015). <i>Introduction to game analysis</i>. Routledge.</p> <p>Flanagan, M., & Nissenbaum, H. (2014). <i>Values at play in digital games</i>. MIT Press.</p> <p>Genvo, S., & Philippette, T. (Éd.). (2020). <i>Introduction aux théories des jeux vidéo</i>. Presses universitaires de Liège. https://books.openedition.org/pulg/26119</p> <p>Genvo, S. (2013). <i>Le game design de jeux vidéo : Approches de l'expression vidéoludique</i>. L'Harmattan.</p> <p>Juul, J. (2005). <i>Half-real: Video games between real rules and fictional worlds</i>. MIT Press.</p> <p>Juul, J. (2013). <i>The art of failure: An essay on the pain of playing video games</i>. MIT Press.</p> <p>Lejacq, Y. (2015). Le concept de retrogaming : Pratiques et identités au croisement de l'histoire et de la culture du jeu vidéo. <i>Sciences du jeu</i>, 3. https://journals.openedition.org/sdj/394</p> <p>Montebault, A. (2018). L'accessibilité des jeux vidéo : Dispositifs, acteurs et conception. <i>Sciences du jeu</i>, 9. https://journals.openedition.org/sdj/1463</p> <p>Rufat, S. (2012). La ville dans les jeux vidéo : Regards croisés sur la production vidéoludique. <i>Sciences du jeu</i>, 1. https://journals.openedition.org/sdj/144</p> <p>Salen, K., & Zimmerman, E. (2004). <i>Rules of play: Game design fundamentals</i>. MIT Press.</p> <p>Sicart, M. (2014). <i>Play matters</i>. MIT Press.</p> <p>Sicart, M. (2009). <i>The ethics of computer games</i>. MIT Press.</p> <p>Taylor, T. L. (2006). <i>Play between worlds: Exploring online game culture</i>. MIT Press.</p> <p>Taylor, T. L. (2009). <i>Communities of play: Emergent cultures in multiplayer games and virtual worlds</i>. MIT Press.</p> <p>Triclot, M. (2011). <i>Philosophie des jeux vidéo</i>. Zones.</p> <p>Whalen, Z., & Taylor, L. N. (Eds.). (2008). <i>Playing the past: History and nostalgia in video games</i>. Vanderbilt University Press.</p> <p>Wolf, M. J. P., & Perron, B. (Eds.). (2003). <i>The video game theory reader</i>. Routledge.</p> <p>Zagal, J. P. (2010). <i>Ludoliteracy: Defining, understanding, and supporting games education</i>. ETC Press.</p> <p>Zagal, J. P., Fernández-Vara, C., & Mateas, M. (2007). Rethinking immersion: Narrative causality and consistency in the attention economy. <i>International Journal of Gaming and Computer-Mediated Simulations</i>, 1(1), 14-35. https://doi.org/10.4018/jgcms.2009010102</p>
<p>Other infos</p>	<p>This course is not offered in 2024-2025</p> <p>Use of artificial intelligence (AI)</p> <p>The use of generative AIs (such as ChatGPT, Bard, or others) is governed by the principles of responsibility, transparency and authenticity:</p> <ol style="list-style-type: none"> 1. Authorized use without mention : Students may use generative AIs for linguistic assistance tasks, such as grammatical or spelling correction, reformulation and translation. However, the tool must not add content not authored by the student. 2. Authorized use with compulsory mention : If a student uses AI-generated content (text, image, etc.) or translates text directly via an AI without substantial revision, this must be explicitly mentioned in the assignment, in accordance with academic citation rules. 3. Prohibited use : Any use of an AI that prevents verification or assessment of the student's personal learning is prohibited. This includes the unmentioned use of AI-generated content or the submission of work where the AI has produced a significant proportion of the content without human review. <p>Students must keep records of interactions with AIs in case of audit. Any failure to comply with these rules may be considered an academic irregularity and subject to the sanctions set out in the general regulations governing studies and examinations (RGEE (in French) Règlement général des études et des examens UCLouvain).</p>
<p>Faculty or entity in charge</p>	<p>COMU</p>

Programmes containing this learning unit (UE)				
Program title	Acronym	Credits	Prerequisite	Learning outcomes
Master [120] in Communication	CORP2M	4		
Master [60] in Information and Communication	COMU2M1	4		