Common Core Course

CCHU9060

Games: Play, Learning and Society
Course Description

Have you ever played games with your friends and family? Do you have rewards points on your credit cards? Have you ever thought what it means to “game” the system or have you studied “game theory”? Playing games is, and always has been, a basic attribute of humans at all stages of life and across all cultures. Games and their applications – such as My Starbucks Rewards, NikeID and Facebook – have been used to enrich our lives in many different contexts, including business, education, and pleasure. However, games can also associate with negative consequences, such as addiction, which can greatly affect our health and social life. In this course, you will learn how to apply gamified e-learning system to motivate students in learning and develop their creativity as well as different teaching strategies to make in-class activities fun and meaningful.

Aims

This course will cover the theoretical and practical foundations of game application and its social consequences using design techniques that originate from the field of psychology and the study of motivation. You will:

● experience our gamified teaching style,
● explore various scenarios about playing/using games,
● recognize the psychological, social, economic, and educational benefits of game application,
● be aware of the potential harms and risks,
● understand how games are applied in different contexts, and
● critically evaluate game and gamification projects.

Pre-requisites and Co-requisites

There are no pre-requisites and co-requisites for this module.

Course Learning Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcomes – On completing the course, students will be able to:</th>
<th>Alignment with the NEW Common Course Programme Learning Outcomes</th>
<th>Related Assessment Task(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Describe and explain the historical, societal and cultural significance of games in our society</td>
<td>CC PLO: 1, 2</td>
<td>1,2,3</td>
</tr>
<tr>
<td>2 Recognize the various ways in which games and their applications can be used to motivate others, foster interpersonal relationships, facilitate communications, as well as increase awareness of social and global issues and concerns.</td>
<td>CC PLO: 1, 2, 3</td>
<td>1,2,3</td>
</tr>
<tr>
<td>3 Analyze the impact of games within the individual and societal levels in modern society</td>
<td>CC PLO: 1, 2</td>
<td>1,2,3</td>
</tr>
<tr>
<td>4 Collaborate and coordinate with others, in tutorial meetings, and in a group project involving the use of design techniques and the consideration of moral and ethical issues</td>
<td>CC PLO: 2, 3, 4</td>
<td>2</td>
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</tbody>
</table>

Gaming: Play, Learning and Society

Course Facilitator

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Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
</tr>
<tr>
<td>Tutorials</td>
<td>8</td>
</tr>
<tr>
<td>Seminars</td>
<td>4</td>
</tr>
<tr>
<td>Fieldwork/ Visits</td>
<td>4</td>
</tr>
<tr>
<td>Reading/ Self-study</td>
<td>40</td>
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<tr>
<td>Assessment: Report writing</td>
<td>25</td>
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<tr>
<td>Assessment: Presentation (including preparation)</td>
<td>35</td>
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<tr>
<td>Total:</td>
<td>140</td>
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</tbody>
</table>
# Lectures Schedule

Course Period: 22 Jan 2020 – 29 Apr 2020  
Day & Time: Wednesday, 2:30-4:20pm  
Venue: MWT6, Meng Wah Complex, HKU

<table>
<thead>
<tr>
<th>Lecture No. Date</th>
<th>Session</th>
<th>Related Los*</th>
</tr>
</thead>
</table>
| **Lecture 1**  
*Jan 22* | History and Development |
| Lecture 2  
*Feb 5* | History and Development |
| Lecture 3  
*Feb 12* | Application and Impact on Individuals and Society |

**Lecture 1**  
*Jan 22*

**History and Development**

Topics:
- Introduction to games  
  - describe history, definition and categories of game  
- Culture, gender and games  
  - explain how culture and gender influence people’s perception on and interaction with games  
- Development of games  
  - explain the application of games in different contexts  
  - introduce design techniques, and the basic principles of games

**Reading for the week:**

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**Lecture 2**  
*Feb 5*

**History and Development**

Topics:
- Human brain on games  
  - explains our neural responses to gameplay, in the context of motivation and emotion  
- Psychology and motivation  
- explain the benefits of a behavioural approach to game development, and identify risks and alternatives

**Reading for the week:**

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**Lecture 3**  
*Feb 12*

**Application and Impact on Individuals and Society**

Topics:
- What are the applications of games?

**A game-based workshop/talk by Amazon**
<table>
<thead>
<tr>
<th>Reading for the week:</th>
</tr>
</thead>
</table>

### Lecture 4
Feb 19

**Application and Impact on Individuals and Society**

**Topics:**
• What is game addiction?

**Reading for the week:**

### Lecture 5
Feb 26

**Application and Impact on Individuals and Society**

**Topics:**
• Games in cognitive and behavioural development, particularly in children and the aging

**Reading for the week:**

### Lecture 6
Mar 4

**Application and Impact on Individuals and Society**

**Topics:**
• Motivation, engagement and education

**A game-based workshop/talk by Skytree**

**Reading for the week:**

### No Lecture
Mar 11
(Reading Week)

**No Lecture**

### Lecture 7
Mar 18

**Application and Impact on Individuals and Society**

**Topics:**
• Loyalty and business

**Reading for the week:**
### Lecture 8  
**Mar 25**  
**Application and Impact on Individuals and Society**  
**Topics:**  
- Satisfaction, achievement and public services, such as healthcare and electronic consumption  
- Communication and social media  

**Reading for the week:**  

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### Lecture 9  
**Apr 1**  
**Application and Impact on Individuals and Society**  
**Topics:**  
- Gamifying our daily lives  
  - Share ideas on how to use design techniques to  
    - (i) Motivate people in the daily activities, and  
    - (ii) Communicate with people.  

**Game companies visit in Science Park**  
- Students will visit a game company (Madhead) in Science Park to learn about game design, development, production and challenges.

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### Lecture 10  
**Apr 8**  
**Application and Impact on Individuals and Society**  
**Topics:**  
- Other society or global issues  
  - Discusses the limitations, concerns and dangers of playing/using games  
  - Concludes with a look towards the future  
  - Suggest preventative activities if possible  

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### No Lecture  
**Apr 15**  
**No lecture**  
- Work on group project presentation

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### Lecture 11  
**Apr 22**  
**Reflection and Evaluation**  
- Group project presentation Session 1

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### Lecture 12  
**Apr 29**  
**Reflection and Evaluation**  
- Group project presentation Session 2
Tutorials Schedule
8 sessions x 1 hours (8 hours in total)

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Weekday</th>
<th>Time</th>
<th>Venue</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class A: 10:30am - 11:20am</td>
<td>Class A &amp; B: KKLG110, K.K.Leung Building</td>
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<td>Class B: 11:30am - 12:20am</td>
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<td>Class C: 2:30pm - 3:20pm</td>
<td>Class C: MB 151, Main Building</td>
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<td></td>
<td></td>
<td></td>
<td>Class D: 3:30pm - 4:20pm</td>
<td>Class D: MB 205, Main Building</td>
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<tr>
<td>1</td>
<td>Feb 6</td>
<td>Thursday</td>
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<tr>
<td>2</td>
<td>Feb 13</td>
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<td>3</td>
<td>Feb 20</td>
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<tr>
<td>4</td>
<td>Feb 27</td>
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<tr>
<td>5</td>
<td>Mar 5</td>
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<tr>
<td>6</td>
<td>Mar 19</td>
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<tr>
<td>7</td>
<td>Mar 26</td>
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<td>8</td>
<td>Apr 2</td>
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Participation

Students will be expected to participate in class by discussing course readings and complete in-class learning activities on Moodle. Students are also required to provide feedback to classmates regarding their presentations.

Assessment Tasks

<table>
<thead>
<tr>
<th>Details of Assignment</th>
<th>Value</th>
<th>Related CLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Book Battle</td>
<td>40%</td>
<td>CC PLO: 1, 2, 3</td>
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<tr>
<td>- Based on the textbook, students are required to create and answer peer’s quiz on Moodle. The battle starts in January and ends in March.</td>
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<tr>
<td>- Create question [group] (5%)</td>
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<tr>
<td>- Answer quizzes [individual] (35%)</td>
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<tr>
<td>2 Field trip</td>
<td>5%</td>
<td>CC PLO: 1, 2</td>
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<tr>
<td>- Each student is required to write a short reflection for the trip in 150 – 300 words.</td>
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<tr>
<td>3 Group Project</td>
<td>45%</td>
<td>CC PLO: 3, 4</td>
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<tr>
<td>- Each group will design, develop and evaluate a game or gamification project. Peer-review on members’ contribution and group presentation will be conducted.</td>
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<tr>
<td>- Project proposal (5%)</td>
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<td>- Game prototype (10%)</td>
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<td>- Video and presentation (15%)</td>
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<td>- Report (10%)</td>
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<tr>
<td>- Peer evaluation (5%)</td>
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<tr>
<td>4 Participation</td>
<td>10%</td>
<td>CC PLO: 3, 4</td>
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<tr>
<td>- In class/Moodle and outside class participations</td>
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</table>
Key References and Resources

Required Reading (hard copy & e-copy available in the HKU library)
- Student may read the book in 2 modes:

<table>
<thead>
<tr>
<th></th>
<th>Location</th>
<th>Loan policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two print copies</td>
<td>Main Library Reserve</td>
<td>One for 3 hours, One for 2 days</td>
</tr>
<tr>
<td>Electronic copy</td>
<td>ebook link</td>
<td>-</td>
</tr>
</tbody>
</table>

Key References:
Kapp, K. M. (2012). The gamification of learning and instruction game-based methods and strategies for training and education. Pfeiffer. [ebook link]
McGonigal, J. (2011). Reality is broken: Why games make us better and how they can change the world. Penguin. [ebook link]

Recommended Reading (available in the HKU library)


Witt, C. (2016). *Gaming to innovate - the innovation game: How to leverage gamification to unleash the breakthrough beast in your organization and create an unstoppable innovative culture*. CreateSpace Independent Publishing Platform.


**Recommended Website(s)**

- Video Game Addiction No Fun

- Video Game Addiction Symptoms, Causes and Effects

- Gamification on Coursera
  [https://www.coursera.org/learn/gamification](https://www.coursera.org/learn/gamification)
Serious games
https://seriousgamesociety.org/

Game lab
http://www.gamelab.com/

Education arcade
https://education.mit.edu/

**Referencing**

You should list all sources you used for your assignments by the American Psychological Association (APA) referencing format (http://www.apastyle.org/). The details and examples of APA formatting and style can be found at http://owl.english.purdue.edu/owl/resource/560/01/. You may use endnote to create your references.

**Academic Conduct**

Plagiarism (http://www.rss.hku.hk/plagiarism/page2s.htm) involves the use of quotations without quotation marks, the use of quotations without indication of the source, the use of another’s idea without acknowledging the source, the submission of a paper, report, project, or class assignment (any portion of such) prepared by another person, or incorrect paraphrasing.

Any student who fails due to plagiarism may be referred to the University Disciplinary Committee, which may then recommend discontinuation. Plagiarism is a serious matter. If you have any doubts about whether or not your use of sources constitutes plagiarism, ask your lecturer or course coordinator.

The students are required to use the tool Turnitin to check your assignment for correct scholarly practice in citing other's work. You will be provided with a “class ID” and “password” to enable you to check your assignments via appropriate “class” in Turnitin. Further details about Turnitin and how it works are obtainable from http://www.turnitin.com.