

Joint Master's Programme on Information and Communication Technologies for Education  
 course "Learning and Entertainment in a Digital Environment"  
 acad. year 2012-2013, Winter semester

### COURSE DESCRIPTION

course title	Learning and Entertainment in a Digital Environment elective course
teaching hours and ECTS credit units	4 teaching hours per week 10 ECTS credit units
course webpage	<a href="http://eclass.uoa.gr/courses/MEDIA120">http://eclass.uoa.gr/courses/MEDIA120</a> (registration credentials available by the course instructors)
instructors	Michalis Meimaris, Professor, Faculty of Communication and Media Studies, University of Athens  Dimitris Gouscos, Assistant Professor, Faculty of Communication and Media Studies, University of Athens
contact data (M.Meimaris)	email : <a href="mailto:mmeimaris@media.uoa.gr">mmeimaris@media.uoa.gr</a> webpage : <a href="http://www.media.uoa.gr/people/facultymembers/meimaris.html">http://www.media.uoa.gr/people/facultymembers/meimaris.html</a> office : Stadiou 5 building, room 702 student hours : upon prior contact by email
contact data (D.Gouscos)	email : <a href="mailto:gouscos@media.uoa.gr">gouscos@media.uoa.gr</a> webpage : <a href="http://www.media.uoa.gr/~gouscos">http://www.media.uoa.gr/~gouscos</a> office : Stadiou 5 building, room 707 student hours : upon prior contact by email
teaching support	teaching of this course is supported by the Laboratory of New Technologies in Communication, Education and the Mass Media (NTLab, <a href="http://www.media.uoa.gr/ntlab">http://www.media.uoa.gr/ntlab</a> ) of the Faculty of Communication and Media Studies, University of Athens

<p>subject and objectives of the course</p>	<p>the subject of this course is to present theoretical background, methodology principles and technical tools for learning through digital gameplay, with emphasis on the use of games with a learning purpose as well as general-purpose commercial games; focus is placed on digital games-based learning and digital games-based teaching, for topics of the formal education curriculum as well as extra-curricular learning objectives</p> <hr/> <p>the objectives of the course are to provide students with</p> <ul style="list-style-type: none"> <li>(a) knowledge background for concepts and theory</li> <li>(b) practical skills for development and evaluation</li> <li>(c) practical skills for reporting desk- and field-level research work with respect to the exploitation of digital games for learning</li> </ul>
<p>instructional activities</p>	<ul style="list-style-type: none"> <li>- lectures on theory topics</li> <li>- study of suggested readings</li> <li>- hands-on labs for developing digital games for learning</li> <li>- presentations of ongoing research work for digital games-based learning</li> <li>- type A assignments (study of literature)</li> <li>- type B assignments (in-class interventions)</li> </ul>
<p>suggested readings</p>	<p>instead of standard textbooks the following indicative readings, which correspond to the subjects of interest for this course, are recommended :</p> <ul style="list-style-type: none"> <li>- An Introduction to Game Studies Frans Mayra   Sage Publications, 2008</li> <li>- Half-Real: Video Games between Real Rules and Fictional Worlds Jesper Juul   The MIT Press, 2005</li> <li>- Handbook of Computer Game Studies Joost Raessens, Jeffrey Goldstein (Eds)   The MIT Press, 2005</li> <li>- Digital Games-Based Learning Marc Prensky   Paragon House, 2007</li> <li>- What Video Games Have to Teach Us About Learning and Literacy James Paul Gee   Palgrave Macmillan, 2007</li> <li>- The Ecology of Games: Connecting Youth, Games, and Learning Katie Salen (Ed)   The MIT Press, 2007</li> <li>- Games-Based Learning Advancements for Multi-Sensory Human Computer Interfaces: Techniques and Effective Practices Thomas Connolly, Mark Stansfield, Liz Boyle (Eds)   Information Science Reference, 2009</li> </ul>

	<p>– Design and Implementation of Educational Games: Theoretical and Practical Perspectives Pavel Zemliansky, Diane Wilcox (Eds)   Information Science Reference, 2010</p>
meeting hours and room	<p>Tuesday, 4.00-8.00 pm Navarinou 13a building, ground-floor</p>
time schedule of meetings	<p>students arrive by, course begins at : 4.30 pm 1<sup>st</sup> part : 4.30 – 6.00 pm, 30' break, 2<sup>nd</sup> part : 6.30 – 8.00 pm (the 4<sup>th</sup> quarter of course meetings may be replaced, in some cases, with additional instructional activities)</p>
calendar of meetings	<p>M1 (introductory lecture) M2, M3, M4, M5 (theory and practical examples lectures) M6 (design and preliminary presentations of in-class interventions) M7, M8, M9, M10 (hands-on labs for developing digital games for learning) M11,M12 (presentations of type A assignments) M13 (topics in ongoing research work for digital games-based learning) student examination meetings (presentations of type B assignments)</p>
mandatory attendance	<p>attendance of all course meetings is mandatory student absence can be excused only in cases of force majeure, subject to a limit of at most 3 non-attended meetings</p>
evaluation of student performance	<p>evaluation of student performance is based - by 50% on the realization of type A assignments, and - by 50% on the realization of type B assignments</p>
type A assignments (study of literature)	<p>type A projects are assigned to student groups and consist in studying, summarizing and critically discussing book chapters and papers from the course's suggested readings the results of a type A assignment are presented in the form of an overall oral presentation, as well as an overall written report and accompanying files, to be delivered at the student examination dates (1<sup>st</sup> or 2<sup>nd</sup> period)</p>
type B assignments (in-class interventions)	<p>type B projects are assigned to student groups and consist in designing, implementing, evaluating and critically discussing a teaching intervention in a real class, based on the use of digital games for learning the results of a type B assignment are presented in the form of an overall oral presentation, as well as an overall written report and accompanying files, to be delivered at the student examination dates (1<sup>st</sup> or 2<sup>nd</sup> period)</p>

<p>pre-requisite courses and background knowledge</p>	<p>attendance of the “Learning and Entertainment in a Digital Environment” course in the Winter semester serves to better contextualize and comprehend course “Deployment of Digital Applications” in the Spring semester, without being officially pre-requisite</p> <p>technical skills pre-requisite to attendance of this course are limited to familiarity with personal computers, application software (e.g. word processing, presentations) and internet browsing</p> <p>reference examples and papers come for their biggest part from research and practice in a number of countries abroad</p> <p>suggested readings come from their biggest part from non-Greek literature</p>
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