



FAH3471 Gaming and Participatory Simulation for Research and Design 15.0 credits

Spelsimulering och participativ simulering för forskning och utveckling

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

Establishment

Course syllabus for FAH3471 valid from Autumn 2014

Grading scale

Education cycle

Third cycle

Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

Intended learning outcomes

After successful completion of the course, the student should be capable of the following:

- Differentiate between gamification, gaming simulation and entertainment games.
- Assess what problems can be approached with a gaming simulation.

- Understand and differentiate between gaming simulation for education, design, policy making and hypothesis testing.
- Understand the limitations of gaming simulations and their validity requirements.
- Identify the constituent parts of a gaming simulation.
- Understand the process of conducting game-sessions, the different stages in game sessions, roles of facilitators, players and note-takers in game sessions.
- Understand collection and analysis of data from game sessions for research purposes.
- Draft the design specifications of a gaming simulation.
- Be a contributing member in a game design team.

Course contents

The use of gaming as a method in research and design is rapidly growing as a successful answer to the need for methods that incorporate multi-stakeholder perspectives with multi-disciplinarity and multi-scale problems. Within this course, we discuss and synthesize on the body of literature from the first wave of soft systems methodology in the early 1970's until the new wave of the last decennium. Both digital and analogue approaches are discussed. As part of the course, students will make a playable prototype of a gaming simulation.

Specific prerequisites

Eligibility for PhD studies and proven experience in modelling, simulation or gaming, for instance from a previous course or practical experience.

Course literature

- Chapters from the books by Richard D. Duke and Raser
- Selection of papers general for the course
- Selection of papers specifically relevant for the PhD student

Examination

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

Written essay on gaming simulation approach relevant for own PhD studies, and successful completion of game design exercise.

Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.