

Module Title	Memory Games
Course Title	BA/ BSc (Hons) Game Design & Development
School	<input type="checkbox"/> ASC <input checked="" type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Division of Creative Technologies School of Arts and Creative Industries
Parent Course (if applicable)	
Level	Level 4
Module Code (showing level)	AME_4_MGM
JACS Code (completed by the QA)	
Credit Value	20 CAT points
Student Study Hours	Contact hours: 36 Student managed learning hours: 164
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	Siobhan Thomas, Course Director, BA / BSc (Hons) Game Design & Development Thomass5@lsbu.ac.uk
Short Description (max. 100 words)	Memory Games traces the rich cultural heritage of videogames. In this module we discuss pivotal events in videogame history and, along the way, pay homage to the designers, developers and players who have made the industry what it is today. During this module students will take a personal journey, reflecting on the games they play, see why they began to play them and explore what it is about the games they play that makes them continue playing them. Central to this voyage of discovery will be recognising the crucial role the past plays in shaping the games they are going to create in the future.
Aims	The aims of this module are to: <ul style="list-style-type: none"> • Familiarise the student with the origin and history of videogames, charting pivotal events that have shaped the industry today • Develop strategies for analysing videogames • Explore the influence of the cultural heritage of games on student's own individual play and design practices

	<ul style="list-style-type: none"> •
Learning Outcomes (4 to 6 outcomes)	<p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and evaluate key events in videogame history, and explain why they are key 2. Discuss the influence videogame culture has on play and design practices, while critically engaging with a variety of academic and industry game texts 3. Construct thematic frameworks that can be used to connect and categorise videogame “periods” and phenomenon <ul style="list-style-type: none"> •
Employability	<p>An awareness of the history of the field the student is working within is essential for credibility and understanding. Knowing what has been produced before will enable students to talk critically about the games they play and design as well as to produce new and innovative works.</p>
Teaching and learning pattern	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures <input checked="" type="checkbox"/> Group Work <input checked="" type="checkbox"/> Seminars</p> <p><input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Workshops</p> <p><input checked="" type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities</p>
Indicative content	<ul style="list-style-type: none"> • Before Space Wars: Ancient games, chess and pinball • Parentage: Steve Russell, Ralph Baer, Nolan Bushnell • The rise and fall of Atari, Nintendo, Sega, Sony • Hardware developments/ the console wars • Software: game mechanics and subversive play strategies (e.g. the Nagoya Method of playing Space Invaders) • Videogame culture • Influential designers • Game mechanics • Business decisions affected growth of industry • Research methodology, data analysis, report writing
Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>Coursework 1</p> <p>100% Portfolio of work including:</p> <ul style="list-style-type: none"> ○ 1,500-word videogame essay
Indicative Sources (Reading lists)	<p>Donovan, T. (2010). <i>Replay: the History of Video Games</i>. Lewes: Yellow Ant.</p> <p>Parkin, S. (2015). <i>The Illustrated History of 151 Videogames</i>. Lorenz Books.</p>

	<p>Poole, S. (2013). <i>Trigger Happy 2.0: The Art and Politics of Videogames</i>.</p> <p>Vendel, M. C., & Goldberg, M. M. (2012). <i>Atari Inc.: Business is Fun</i>. New York: Syzygy Press.</p> <p>Whalen, Z., & Taylor, L. N. (2008). <i>Playing the past: History and nostalgia in video games</i>. Nashville: Vanderbilt University Press.</p> <p>Whitehead, D. (2012). <i>Speccy Nation: A tribute to the golden age of British gaming</i>. CreateSpace Independent Publishing Platform.</p>
<p>Other Learning Resources</p>	<p>University Virtual Learning Environment PowerPoint slide presentations, teaching notes and other relevant materials will be available through Moodle, a web-based integrated teaching and learning environment, which is part of the University's Virtual Learning Environment (VLE).</p> <p>Lynda.com Online, specialised video tutorials taught by industry experts are used by staff to support module content, and available to students who wish to revisit the subject in their own time and further their understanding beyond the scope of the module.</p> <p>GDC Vault Students have ongoing access to the GDC Vault, the definitive online repository of games industry lectures filmed at the network of Game Developers Conferences, where invited speakers define and shape the direction of the videogame industry.</p>

