



Game
ON
LEVEL UP!

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Module 2 - Game Design Principles

Reading Materials



Ecological Thinking!

Think before printing, if it is necessary. In case something needs to be printed, it is worth thinking about where to print it (e.g., local print shop, ecofriendly online print shop, etc.), on what kind of paper (e.g., recycled paper, grass paper, other alternatives to usual white paper) and with what kind of colors.

Let's protect our environment!





Reading Materials

Module 2

In this document, you can find four different sources of information for the four different topics of module 2: Core Principles of Game Design, Applying Game Design to Education, Creating a Game Concept, Narrative in Games: The Power of Storytelling. Under each title, you will find a brief summary of its content to know what they are about.

- McCarthy D., Curran S. and Byron S. (2005). The Complete Guide to Game Development, Art, and Design. Ilex
https://books.google.fi/books/about/The_Complete_Guide_to_Game_Development_A.html?id=f_BmAAAACAAJ&redir_esc=y

The Complete Guide to Game Development, Art & Design analyses everything that goes into designing and building a successful video game, from initial concepts, sketches, and storylines, through early prototypes, to the full-scale production of all the component elements – script, storyboards, screenplay, graphics, video, music, sound effects, code, and so on.

- Kapp K. M. (2012). The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education. Pfeiffer. ISBN: 978-1-118-09634-5

The gamification of learning and instruction requires matching instructional content with the right game mechanics and game thinking. Gamification is using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems.

Gamification can be used to promote learning because many of the elements of gamification are based on educational psychology and are techniques that designers of instruction and teachers have been using for years.

Items such as assigning points to activate, presenting corrective feedback and encouraging collaboration on projects have been staples of many educational practitioners.

The difference is that gamification provides another layer of interest and a new way of weaving together those elements into engaging game space that both motivates and educates learners.



- Schöbel S., Saqr M. and Janson A. (2021). Two decades of game concepts in digital learning environments – A bibliometric study and research agenda. Computers & Education (173). <https://doi.org/10.1016/j.compedu.2021.104296>

In recent years, using game concepts for educational purposes in digital environments has become continually more popular and relevant. Games can be used to motivate and engage users in regular system use and, in the end, support learners in achieving better [learning outcomes](#). In this context, different kinds of game concepts exist, such as [gamification](#) or serious games, each with a different perspective and usefulness in [digital learning](#) environments. Because developing and using with game concepts in [digital learning](#) environments has recently become more important, and developing them is still not fully established, questions arise about future research directions involving games in digital learning.

- Sellis D. (2019). Exploring the story structure of branching books. CosmoTech. DOI: [10.31219/osf.io/xhsyd](https://doi.org/10.31219/osf.io/xhsyd)

Works of interactive fiction have been undergoing an expansive growth recently. However, our understanding of the laws and patterns governing their design, structure and dynamics seem to be lagging behind. This article focuses on the sub-genre of branching story books and develops tools to explore the structure of the story plot.