

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Game User Research			
Code: COMP09113	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Computing Engineering and Physical Sciences		
Module Co-ordinator:	Marco Gilardi		
Summary of Module			
<p>Understanding players and their behaviour is the keystone for developing the game user experience, which has nowadays become vital for the success of computer games.</p> <p>This module focuses on introducing students to game user research, covering research methodologies and methods used in computer games, such as (but not limited to) playtesting, analytics, and expert analysis. The module also provide students with guidance on ethics and invites them to reflect on ethical issues related to the development of games (such as dark patterns, games addiction, etc.) and research practice.</p> <p>The aim is to make students understand the importance of considering and involving the player before, during, and after the design, development and release of the game. The module will teach students how to develop a research plan, how to formulate research aims and objectives, develop a methodology for playtesting and collect data from players as well as topics on ethics in computer games and games user research.</p> <p>This module embeds the key "I am UWS" graduate attributes and in particular:</p> <ul style="list-style-type: none"> • Universal(critical and analytical thinking, Emotionally-intelligent, Collaborative, Research-minded), • Work Ready(digitally literate, problem solver, effective communicator, Motivated, Potential leader, Ambitious) • and Successful (Autonomous, Innovative, Driven, Transformational) 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate the ability to formulate aims, objectives and research questions related to games user research.
L2	Demonstrate ability to plan user research sessions choosing appropriate methodologies and methods to answer the research questions
L3	Demonstrate ability to conduct successful user research sessions to collect data in practice following University ethics standards.
L4	Demonstrate the ability to analyse and draw relevant conclusions from players data
L5	Demonstrate the ability to report on positives and negatives aspects of a game based on the data analysis and conclusions drawn from the data
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 9 Knowledge of research methodologies and methods in Computer Games
Practice: Applied Knowledge and Understanding	SCQF Level 9 Application of programming constructs in a form data analytics collection and testing to assess computer games. Ability to behave professionally and ethically during user research sessions.

Generic Cognitive skills	<p>SCQF Level 9</p> <p>Ability to set aims and objectives and identify research questions to design playtests and research sessions with players</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9</p> <p>Ability to communicate research findings clearly in written using different formats</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Work autonomously to design and plan user research sessions</p> <p>Work in teams to run the sessions collect and analyse data</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code: COMP09105	Module Title: <u>Game Engine 2</u>

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	7
Laboratory/Practical Demonstration/Workshop	14
Tutorial/Synchronous Support Activity	27
Independent Study	152
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Drachen, Miza-Babaei, Nacke (2018) Games User Research, Oxford</p> <p>Bromley S. (2021) How To Be A Games User Researcher: Run better playtests, reveal usability and games UX issues, and make games better. Independently published</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)	

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

- Attend the in-person lectures and laboratories regularly
- Complete the required activities during the lectures and laboratories
- Submitting the required coursework on time

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Computing
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Creative Computing
Moderator	Thomas Hainey
External Examiner	Nicola Witton
Accreditation Details	TIGA
Changes/Version Number	1.08

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

The assessment for this module is based on authentic assessment and will be group work. The assessment has two components:

1 Generate a report outlining results from the game user research, following standards from the industry (40% of the total mark)

2 Plan and conduct user research sessions for data collection following University ethical standards (60% of the mark)

Assessment 1 – Practical Written Assignment – detailed research design specification and report – 40%

Assessment 2 – Practical Coursework – conduct user research on game developed in Game Engine 2 and iterate improvements on it from the outcomes of the research sessions - 60%

Assessment 3 – **Free Text**

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Report of practical/ field/ clinical work	X			X	X	40	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral		X	X			60	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)