

Summer School:
Applied Games - A Multidisciplinary Research Perspective

19.08.2019 - 23.08.2019

Monday to Thursday: 9.00 - 17.00 , Drift 25 - 002

Friday: 9.00 - 17.00 , Buys Ballotgebouw - 065 + Muntstraat 2a, MCW Lab

Course Director: Stefan Werning

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If you you have any practical questions during the week you can contact the summer school at info@utrechtsummerschool.nl / + 31 30 253 4400. Check your pre-departure document for more information.

Notes:

- Bring your own laptop and, if the workshop description indicates the use of software, please make sure to install it beforehand.
- Most mandatory literature for the workshops is freely accessible from within the Utrecht University network. Access to other literature will be addressed on the first day of the summer school as needed.
- Lunch is provided on-site. Coffee and drinks, the daily lunches and the Welcome Dinner on Monday are included in the course fee.

Saturday and Sunday, 17/18.08.2019		
12.00-18.00	Accommodation key pick up	You will find the exact location to pick up your keys in the pre-departure information, which becomes available after paying the course fee.

Green indicates the Analysis Track
Orange indicates the Application Track
Red indicates the Social Program

Monday, 19.08.2019		
9:00-9:30	Opening	Introduction to the Summer School
9:30-12:30	Lecture + Workshop (LPs)	(Let's) Play as Method – From Entertainment to Applied Games <i>Dr. René Glas, r.glas@uu.nl</i> <i>Dr. Jasper van Vught, J.F.vanVught@uu.nl</i>
	Description	<p>Games can be considered as both structuring objects and player performed processes. In both cases, however, games require player input to come into being. This means that, when studying games as texts, the player is inherently caught up in the object of study. To make any methodologically sound claims about a game, play itself therefore requires some methodological considerations. In this session, we will engage with the notion of play - including transgressive play like cheating - as part of one's method.</p> <p>After some reflexive exercises to gain a better understanding of your situatedness as a player and researcher as well as the context of the game you're playing, we delve into the question what it means to play by the rules. After exploring different instrumental and free play strategies we'll show how the choices you make as a player emphasize different parts of the game text and how different game contexts and player preferences and skill-levels function as reference points for making sense of the game in different ways. We end this session discussing the potential of creating Let's Play Videos as part of your game analysis. By using a set-up similar to a Let's Play, we further encourage reflection on the way play informs your research questions. Students who follow the session will gain a better understanding of the intricate nature of doing game analysis, specifically about the role of the researcher as part of that process, and think critically about both <i>doing</i> and <i>presenting</i> research.</p>
	Mandatory reading	<p>van Vught, Jasper & René Glas. "Considering play: From method to analysis". Transactions of the Digital Games Research Association Journal, Vol. 4, Issue 1. 2018.</p> <p>http://todigra.org/index.php/todigra/article/download/94/145</p>
	Suggested reading	<p>Fernández-Vara, Clara. 2014. <i>Introduction to Game Analysis</i>. London: Routledge. Electronic copy accessible through UBU</p> <p>Aarseth, Espen J. 2003. 'Playing Research: Methodological Approaches to Game Analysis'. Paper presented at <i>Digital Arts and Culture (DAC)</i>, Melbourne.</p> <p>Kücklich, Julian. 2007. 'Homo Deludens: Cheating as a Methodological Tool in Digital Games Research.' <i>Convergence</i> 13 (4): 255-367.</p> <p>Lammes, Sybille. 2007. 'Approaching Game-Studies: Towards a Reflexive</p>

		Methodology of Games as Situated Cultures '. In <i>DiGRA 2007: Situated Play Conference Proceedings</i> , edited by Akira Baba, 25-30.
12:30-13:30	Lunch	
13:30-17:00	Workshop	A Practice-Based Research Perspective on Applied Games Dr. Stefan Werning, S.Werning@uu.nl
	Description	<p>In several humanities domains such as performance studies or film studies, (design) practice has been more or less established as a viable form of conducting research, both on aesthetic or functional aspect of the respective medium itself or in the form of 'thinking through' games about a particular socially relevant topic. Within (computer) game studies, this approach has occasionally been touched upon but not systematically explored.</p> <p>In this workshop/lecture, we will discuss experimental game-making as a playful research heuristic and discuss what knowledge it can create and how it can connect to ongoing scholarly debates.</p> <p>First, we will discuss the two mandatory texts, which address the potential of digital games as "philosophical artifacts" (Gualeni) or "theoretical objects" (Mieke Bal), and the more practice-oriented notion of "critical modification" as a means of exploring the procedural rhetoric of games. Second, we will investigate several experimental gaming vignettes and analyze how they (can) aid the creation and transmission of knowledge. Finally, we will playtest Milton Bradley's historical board game <i>The Checkered Game of Life</i> (1861), an early Applied Game to teach morality and making the right choices in life, and design potential modifications to phenomenologically explore its procedural rhetoric.</p>
	Mandatory reading	<p>Gualeni, S. (2016). Self-reflexive videogames: observations and corollaries on virtual worlds as philosophical artifacts. <i>GAME. The Italian Journal of Game Studies</i>, 5(1). https://www.gamejournal.it/gualeni-self-reflexive-videogames/</p> <p>Zavala, Karla, and Adriaan Odendaal. 2018. "Black Boxes out of Cardboard: Algorithmic Literacy through Critical Board Game Design." <i>Analogue Game Studies</i> 5 (4). http://analoggamestudies.org/2018/12/black-boxes-out-of-cardboard-algorithmic-literacy-through-critical-board-game-design/.</p>
	Suggested reading	<p>Loring-Albright, Greg. 2015. "The First Nations of Catan: Practices in Critical Modification." <i>Analogue Game Studies</i> 2 (7). http://analoggamestudies.org/2015/11/the-first-nations-of-catan-practices-in-critical-modification/</p> <p>Caruso, Giovanni, Riccardo Fassone, Gabriele Ferri, Stefano Gualeni, and Mauro Salvador. 2013. "G A M E on Games. The Meta-Panel." In <i>Proceedings of DiGRA 2013: DeFragging Game Studies</i>. Atlanta, GA.</p> <p>Fernandez-Vara, Clara, Neal Grigsby, Eitan Glinert, Philip Tan, and Henry Jenkins. 2008. "Between Theory and Practice: The GAMBIT Experience." In</p>

		<i>The Video Game Theory Reader 2</i> , edited by Bernard Perron and Mark J P Wolf, 253–72. New York, NY: Routledge.
18.00	Social	Dinner Restaurant Beers & Barrels, Oudegracht aan de Werf 125 https://beersbarrels.nl/utrecht-oudegracht/ GOOGLE MAPS LINK

Tuesday, 20.08.2019		
9:00-12:30	Lecture and workshop	Games for Education <i>Prof. Wouter van Joolingen</i> , W.R.vanJoolingen@uu.nl
	Description	In order to play a game you always have to learn. What if we can make this learning effective also outside the context of the game itself. For instance if physics is part of controlling a game, we might learn some physics that is useful also for solving physics problems. In practice realizing games that teach something that goes beyond the gameplay is hard. Aligning the goal of the game with the goal of the content to be learnt doesn't come natural. In the lecture I will review some factors influencing this alignment and participants will analyze a number of games on their educational features.
	Suggested reading	Clark, D. B., Tanner-Smith, E. E., & Killingsworth, S. S. (2016). Digital Games, Design, and Learning: A Systematic Review and Meta-Analysis. <i>Review of Educational Research</i>, 86(1), 79–122.
12:30-13:30	Lunch	
13:30-17:00	Workshop	Serious games for higher education and professional training: Communicate! <i>Prof. Johan Jeuring</i> , j.t.jeuring@uu.nl <i>Michiel Hulsbergen</i> , michiel@dialoguetrainer.nl
	Description	DialogueTrainer-Communicate! is a serious game platform for practicing communication skills. It supports practicing interpersonal communication skills between a professional such as a doctor and client, businesses and consumers, or government organizations and citizens, in a safe environment. A player selects a scenario, and holds a consultation with a virtual character. In the consultation, the player chooses between different statements. The player scores on the learning goals addressed by the scenario, and gets immediate feedback through the effect of the answer option on the utterance and emotion of the virtual character. At the end of the scenario, feedback is presented to gain insight into the situation. Communicate! not only offers a playing environment, but also an editor for scenarios. A scenario is a graph-like structure, extended with several constructs to avoid the development of repetitive structures. For example, a teacher can specify discussions about separate subjects, and allow the player to take steps from both discussions in arbitrary order.

		In this workshop we will introduce <i>Communicate!</i> , and discuss some of the research projects performed around it. The participants will play a scenario, and learn how to develop their own scenario.
	Suggested reading	<p>Communicate! — a serious game for communication skills Johan Jeuring, Frans Grosfeld, Bastiaan Heeren, Michiel Hulsbergen, Richta IJntema, Vincent Jonker, Nicole Mastenbroek, Maarten van der Smagt, Frank Wijmans, Majanne Wolters and Henk van Zeijts. ECTEL 2015, see http://www.cs.uu.nl/research/techreps/UU-CS-2015-009.html</p> <p>Scenarios in virtual learning environments for one-to-one communication skills trainings Raja Lala, Johan Jeuring, Jordy van Dortmund, and Marcell van Geest. <i>ETHE: the International Journal of Educational Technology in Higher Education</i>, 2017. https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0054-1</p>
18.00	Social Program	Social Program of Utrecht Summer School (TBC: Joint activity together with the UDS Summer School 2019: 'Exploring Culture Through Data')

Wednesday, 21.08.2019 "Eco Games and Ecoplay"		
9:00-12:30	Workshop	Using games to inspire transformations toward sustainable futures <i>Dr. Joost Vervoort</i> , j.m.vervoort@uu.nl <i>Astrid Mangnus</i> , a.c.mangnus@uu.nl
	Description	<p>This workshop will combine example case studies, game testing and game design - all focused on the use of games to inspire societal transformations toward sustainable futures in a world challenged by the significant impacts we have on our planet as humans. Joost Vervoort and Astrid Mangnus will start the morning by providing background and a range of examples of how games can be used to guide policy and action toward better futures. Joost and Astrid are interested, in particular, in using games as a tool for systems thinking, and for finding new perspectives and creative solutions to sustainability challenges that have high strategic relevance.</p> <p>The interactive part of this session that is the focus for most of the morning will consist of the workshop participants playtesting a range of game prototypes that were each designed to inspire students and future professionals to consider how their professional development choices can contribute to overcoming global sustainability challenges. The participants in this workshop will help synthesize the best ideas from these prototypes into a combined concept that will be developed for use across Utrecht University.</p>

	Suggested reading	<p>Folke, C., Biggs, R., Norström, A. V., Reyers, B. & Rockström, J. (2016). Social-ecological resilience and biosphere-based sustainability science. <i>Ecology and Society</i> 21(3):41.</p> <p>Mayer, I., G. Bekebrede, G., Hartevelde, C., Warmelink, H., Zhou, Q., Van Ruijven, T., Lo, J., Kortmann, R. & Wenzler, I. (2014). The research and evaluation of serious games: Toward a comprehensive methodology. <i>British Journal of Educational Technology</i> 45:502-527.</p> <p>Mayer, I. S. (2009). The gaming of policy and the politics of gaming: A review. <i>Simulation and Gaming</i> 40:825-862.</p> <p>Steffen, W., Richardson, K., Rockström, J., Cornell, S.E., Fetzer, I., Bennett, E.M., Biggs, R., Carpenter, S.R., De Vries, W., De Wit, C.A., Folke, C., Gerten, D., Heinke, J., Mace, G.M., Persson, L.M., Ramanathan, V., Reyers, B., Sörlin, S. (2015). Planetary boundaries: Guiding human development on a changing planet. <i>Science</i> 347(6223): 1259855.</p>
12:30-13:30	Lunch	
13:30-17:00	Workshop	<p>Assessing the impact of persuasive and motivational affordances on user perceptions and behavior in Eco Games and Eco Mods</p> <p>Dr. Joske Houtkamp, Dr. Stefan Werning, s.werning@uu.nl</p>
	Description	<p>Games and gamification have the potential to positively affect awareness, attitude and potentially even behaviour in relation to sustainability issues such as or food security or implications of climate change. Which persuasive and motivational strategies can be applied in the design of eco games and eco mods, and to what extent is their effectiveness supported by empirical evidence?</p> <p>In this workshop we will start by comparing theories on persuasion and motivation in serious games and gamification and discussing frameworks for the analysis and use of persuasive and motivational strategies in these applications.</p> <p>In the second part, we will focus on methodological questions, that is, how can we determine the impact of these strategies on the users' play and learning experience? Many studies focus on short-term effect of games and use self-report data. However, eco games generally aspire to induce a long-term effects and require measures of attitude and behaviour change that may not be captured through traditional self-report.</p> <p>Finally, using concrete eco games and eco mods as examples, we will conceptually prototype and improve design strategies that are likely to engage and motivate players over a longer period and therefore contribute to the games' objectives.</p>
	Mandatory reading	<p>de la Hera Conde-Pumpido, T. (2017). Persuasive gaming: Identifying the different types of persuasion through games. <i>International Journal of Serious Games</i>, 4(1), 31-39.</p>

		Jacobs, R. S., Jansz, J., & de la Hera Conde Pumpido, T. (2017). 10 The Key Features of Persuasive Games. <i>New Perspectives on the Social Aspects of Digital Gaming: Multiplayer 2</i> .
	Suggested reading	Chou, Yu-kai. Octalysis – the complete Gamification framework. https://yukaichou.com/gamification-examples/octalysis-complete-gamification-framework/ Fijnheer, J. D. L., van Oostendorp, H., & Veltkamp, R. C. (2018, December). Enhancing Energy Conservation by a Household Energy Game. In <i>International Conference on Games and Learning Alliance</i> (pp. 257-266). Springer, Cham.
18:00-20:00	Workshop/Q&A	Applied Games between Academia and Marketplace Sjoerd Wennekes, sjoerd@de-entreprenerd.nl
	Description	In this evening workshop with game maker and entrepreneur Sjoerd Wennekes, we explore the interdependencies between academia and the games industry, i.e. between research and market consideration, and often marginalized aspect in scholarly discussions on Applied Games. TBC
	Preparation	TBD
Evening	Optional social program	https://www.utrechtsummerschool.nl/social-programme

Thursday, 22.08.2019		
9:00-12:30	Workshop	Principles of Interactive Digital Narrative (IDN) Design in Applied Game Contexts Prof. Hartmut Koenitz (HKU), hkoenitz@gmail.com
	Description	The workshop will combine a theoretical perspective with practical experimentation in the creation of an interactive digital narrative (IDN) using the authoring tool ASAPS (http://advancedstories.net). In the first part, we will introduce a perspective on IDN as a construct in which interactivity and narrative are deeply intertwined – in contrast to views that take interactivity as an “add-on” to unchanging narrative. This perspective is based on an enlarged view of the narrative space (Barthes & Duisit, 1975) in concert with the reframing of narrative in the “cognitive turn” in narratology (Herman 2002). In the second half we will discuss and apply four interactive narrative design principles (cyberbardic principle, initial interest principle, continued motivation principle, opportunity magnitude) as well as concepts and

		conventions. After an introduction to ASAPS, Participants will work in teams to create an IDN prototype.
	Suggested reading	<p>Koenitz, H. (2015). Towards a Specific Theory of Interactive Digital Narrative. In H. Koenitz, G. Ferri, M. Haahr, D. Sezen, & T. I. Sezen (Eds.), <i>Interactive Digital Narrative</i> (pp. 91–105). New York: Routledge.</p> <p>Koenitz, H. (2015). Design Approaches for Interactive Digital Narrative. In <i>Interactive Storytelling</i> (Vol. 9445, pp. 50–57). Cham: Springer International Publishing. http://doi.org/10.1007/978-3-319-27036-4_5</p> <p>Dubbelman, T. (2016). Narrative Game Mechanics. In F. Nack & A. S. Gordon (Eds.), <i>Interactive Storytelling</i> (pp. 39–50). Springer International Publishing. http://doi.org/10.1007/978-3-319-48279-8_4</p> <p>Murray, J. H. (2016 [1996]). <i>Hamlet on the Holodeck</i> (pp. 1–558). New York: The Free Press.</p>
12:30-13:30	Lunch	
13:30-17:00	Lecture/Workshop	<p>Narrative Functions of Sound and Music in Applied Games and Interactive Digital Narratives</p> <p><i>Dr. Michiel Kamp, m.kamp1@uu.nl</i></p>
	Description	<p>The goal of this workshop is to learn how to think critically about the role of music and sound in (interactive) audiovisual media, and to apply these ideas to the creation and implementation of a soundtrack for an Interactive Digital Narrative (IDN). In the first part of this workshop we will look at a number of theories about the function and role of music and sound in audiovisual media, particularly films and video games, with the help of examples and concepts from writers such as Michel Chion, Aaron Copland, and Nicholas Cook. Particularly important will be techniques of masking and ‘forced marriage,’ in which questions about synchronization and sound-and-image complementation play a role.</p> <p>In the second part of the workshop participants will continue the work on their IDN that they started in the morning workshop, this time with the task of adding two different soundtracks. At the end of the workshop we will then reflect on the issues that arise when thinking about and implementing soundtracks to IDNs.</p>
	Mandatory reading	<p>Collins, Karen. (2008). <i>Game Sound: An Introduction to the History, Theory, and Practice of Video Game Music and Sound Design</i>. Cambridge, MA: MIT Press. Chapters 7 and 8 Electronic copy accessible through the UBU</p>
Evening	Optional social program	https://www.utrechtsummerschool.nl/social-programme

Friday, 23.08.2019 New locations: Buys Ballotgebouw - 065 (MAP; regular buses from the Janskerkhof) + Muntstraat 2a, MCW Lab		
9:00-10:00		Accommodation room key drop off
10.00-11.00	Workshop	Motion capture lab demo Chris Christyowidiasmoro, c.christyowidiasmoro@uu.nl slides
	Description	Motion capture has become an industry standard in game development, and the entry barriers are increasingly lowered due to techniques like auto-rigging and consumer peripherals like the MS Kinect. As the final summer school day is dedicated to games and the body, this demo will provide foundational knowledge, covering the basics of motion capture and introducing the main pipeline of the Vicon Blade - Motion Capture System used at Utrecht University.
	Suggested reading	More information about the equipment, tutorials on how to use the software packages can be found: http://www.cs.uu.nl/docs/vakken/mcanim/mocap-manual/site/vicon-blade/index.html
11.00-13.00	Lecture	Playing games with your body <i>Dr. Ronald Poppe, R.W.Poppe@uu.nl</i>
	Description	Traditional playground games are characterized by physical activity and social interactions with peers. With the move to computer games, these values have been lost. Players are often playing games alone and with very little physical exertion. Still, we know that body movement can help in getting more engaged with the game. In this lecture, we will discuss how player's natural behavior (body movement, facial movement) can be used to control games. We discuss technology and algorithms and present a number of current and future applications. As such, we attempt to cross the border between strictly non-digital games and digital games, to arrive at games that benefit from the properties of both.
	Suggested reading	Robby van Delden, Steven Gerritsen, Dirk Heylen, & Dennis Reidsma. Co-located Augmented Play-spaces: Past, Present, and Perspectives. Journal on multimodal user interfaces, 12(3), 225-255 (2018) Florian Mueller, Martin r. Gibbs, Frank Vetere, Darren Edge: Designing for Bodily Interplay in Social Exertion Games. ACM Transactions on Computer-Human Interaction (TOCHI) 24(3), 1-41 (2017)
13:00-14:30	Lunch	

14:30-16:30	Lecture/workshop	Engaging with (Cultural) Theories Through the Body Dr. Deborah Cole, d.cole@uu.nl Dr. Stefan Werning, s.werning@uu.nl
	Description	<p>The analytical goal of this final workshop is to encourage critical reflection on how and what we learn by playing a series of “acting” games. “Learning to learn” is an important element of the so-called 21st century skills agenda, and even though games are possibly suited to fostering this skill (e.g. Romero et al. 2014, 159), it remains problematically vague and elusive. To further concretize it we ask, “how much of what we know is analytical and how much is practical?”. You will reflect on your learning experience in the summer school as a whole by embodying various things you have learned during the week. By participating in a series of interactive games, we will generate a set of shared images and experiences, from which we may critique received epistemologies of learning in institutionalized contexts as well as the disproportionate belief in models, which Bogost (2008), with Sherry Turkle, calls “simulation resignation” (106/107).</p> <p>In the process, we will enact elements of social theories of identity, power, and agency, discuss their applicability in contemporary private/professional situations, and assess whether playful learning experiences may provide opportunities to restructure such elements in classroom settings. Finally, we discuss how the results of these embodied learning experiences can be explored and communicated through “narrative sensemaking” (Cunliffe & Coupland 2012), i.e. by comparing the emergent micro-narratives created in the process.</p>
	Mandatory reading	<p>Nelson, Robin. 2006. “Practice-as-Research and the Problem of Knowledge.” <i>Performance Research: A Journal of the Performing Arts</i> 11 (4): 105–16.</p> <p>Boal, Augusto. 2005. <i>Games for Actors and Non-Actors</i>. 2nd edition. London & New York: Routledge. [Excerpts: Postscript, The Space Series, Mirrors Sequence, Memory of the senses, Image techniques]</p>
	Suggested reading	<p>Bogost, Ian. 2008. <i>Unit Operations. An Approach to Videogame Criticism</i>. Cambridge, MA: MIT Press.</p> <p>Cunliffe, Ann, and Chris Coupland. 2012. “From Hero to Villain to Hero: Making Experience Sensible through Embodied Narrative Sensemaking.” <i>Human Relations</i> 65 (1): 63–88.</p> <p>Romero, M., M. Usart, and M. Ott. 2014. “Can Serious Games Contribute to Developing and Sustaining 21st Century Skills?” <i>Games and Culture</i> 10 (2): 148–77. https://doi.org/10.1177/1555412014548919.</p>
16:30-17.00	Closing	Wrap up, bites and drinks together with the UDS Summer School 2019: 'Exploring Culture Through Data'