*** day2day program/syllabus ***

Summer School:

Multidisciplinary Game Research - Between Theory and Practice

20.08.2018 - 24.08.2018

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

Friday: 9.00 - 17.00 , Buys Ballotgebouw - 205

Course Directors: Stefan Werning, Remco Veltkamp

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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.

Note 1:	This is a tentative schedule that can still be subject to change.
Note 2:	Bring your own laptop and, if the workshop description indicates the use of software, please make sure to install it beforehand.
Note 3:	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.
Note 4:	Lunch is provided on-site. Both the daily lunches and the welcome dinner on Monday are included in the course fee.

Saturday and Sunday, 18/19.08.2018		
12.00-18.00	Accommodation key pick up	You will find the exact key pick up location in the pre-departure information, which becomes available after you have paid the course fee.

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

Monday, 20.08.2018		
9:00-9:30	Opening	Introduction summer school
9:30-12:30	Lecture + Workshop (LPs)	(Let's) Play as Method Dr. René Glas, r.glas@uu.nl , Dr. Jasper van Vught, J.F.vanVught@uu.nl SLIDES
	Description	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 cheating - as part of one's method. After some reflexive exercises to gain a better understanding of your situatedness as a player and 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 set-up, we further encourage reflection on the way play informs your research question. 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 *doing* and *presenting* research.
	Mandatory reading	van Vught, Jasper, and René Glas. 2017. 'Considering play: From method to analysis'. Paper presented at: DiGRA 2017. 3-6 July, Melbourne.
	Suggested reading	Fernández-Vara, Clara. 2014. *Introduction to Game Analysis.* London: Routledge. Electronic copy accessible through UBU Aarseth, Espen J. 2003. 'Playing Research: Methodological Approaches to Game Analysis'. Paper presented at *Digital Arts and Culture* (DAC), Melbourne. Kücklich, Julian. 2007. 'Homo Deludens: Cheating as a Methodological Tool in Digital Games Research.' *Convergence* 13 (4): 255-367.

		Lammes, Sybille. 2007. 'Approaching Game-Studies: Towards a Reflexive Methodology of Games as Situated Cultures'. In *DiGRA 2007: Situated Play Conference Proceedings,* edited by Akira Baba, 25-30.
12:30-13:30	Lunch	
13:30-17:00	Workshop	Practice-as-Research in Game Studies Dr. Stefan Werning, S.Werning@uu.nl SLIDES
	Description	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 the respective medium itself or on other issues. Within computer game studies, this approach has been infrequently touched upon but not systematically explored. In this workshop/lecture, we will discuss how game experiments, which are increasingly viable to create with free tools like Game Maker: Studio or Unity 3D but also simply using pen & paper, can be used and re-made to answer research questions and connect to ongoing scholarly debates. First, we will discuss the two mandatory texts, which address both the potential of digital games as "theoretical objects" (in the sense of Mieke Bal) and the more practice-oriented notion of "critical modification" as a means of exploring the semantic potential of board games. Finally, we will phenomenologically assess the usefulness of this these practice-based epistemologies by working in groups on a case study, using Milton Bradley's historical board game *The Checkered Game of Life* (1861) as a example, and comparing the results in a final plenary session.
	Mandatory reading	Gualeni, S. (2016). Self-reflexive videogames: observations and corollaries on virtual worlds as philosophical artifacts. *GAME. The Italian Journal of Game Studies*, 5(1). https://www.gamejournal.it/gualeni-self-reflexive-videogames/ Loring-Albright, Greg. 2015. "The First Nations of Catan: Practices in Critical Modification." *Analogue Game Studies* 2 (7). http://analoggamestudies.org/2015/11/the-first-nations-of-catan-practices-in-critical-modification/
	Suggested reading	Nelson, Robin. 2006. "Practice-as-Research and the Problem of Knowledge." *Performance Research: A Journal of the Performing Arts* 11 (4). Routledge: 105–16. DOWNLOAD Caruso, Giovanni, Riccardo Fassone, Gabriele Ferri, Stefano Gualeni, and Mauro Salvador. 2013. "G|A|M|E on Games. The Meta-Panel." In *Proceedings of DiGRA 2013: DeFragging Game Studies*. Atlanta, GA.

		Fernandez-Vara, Clara, Neal Grigsby, Eitan Glinert, Philip Tan, and Henry Jenkins. 2008. "Between Theory and Practice: The GAMBIT Experience." In *The Video Game Theory Reader 2*, 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, 21.08.2018		
9:00-12:30	Lecture and workshop	Games for Education Prof. Wouter van Joolingen, W.R.vanJoolingen@uu.nl SLIDES
	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. *Review of Educational Research*, *86*(1), 79–122.
12:30-13:30	Lunch	
13:30-17:00	Workshop	Serious games for higher education, Communicate! Prof. Johan Jeuring, j.t.jeuring@uu.nl Henk van Zeijts, henk@dialoguetrainer.nl SLIDES
	Description	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. 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 choice between the answer options on the utterance and emotion of the virtual character. 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 *Communicate!*, 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	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 Scenarios in virtual learning environments for one-to-one communication skills trainings Raja Lala, Johan Jeuring, Jordy van Dortmont, and Marcell van Geest. *ETHE: the International Journal of Educational Technology in Higher Education*, 2017. https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0054-1
18:00-20:00	Workshop/Panel discussion in collaboration with the media lab SETUP	Play and game elements in contemporary art practice Jelle van der Ster (SETUP), jelle@setup.nl Dr. Stefan Werning, s.werning@uu.nl
	Description	The goal of this informal evening workshop organized in collaboration with Utrecht-based media lab SETUP is to engage in a discussion with several Dutch artists, who are part of the second installment of the Installation48 program, about the relevance of games, play and playfulness for their most recent project, their earlier work as well as (contemporary) art itself. Four artist duos participate in the workshop, each tackling a different self-chosen subject matter: **Team 1 - Robots and Society** | Casper de Jong and Floortje Wijands **Team 2 - Urban Game + Privacy** | Marijke Hessels and Lieke van de Made **Team 3 - Embodied experiences** | Fred de jong and Pelle Schilling **Team 4 - Robotics and Humanity** | Crystal Maria de la Cruz and Stan Wannet In one project, game mechanics may very explicitly be referenced while in another a playful disposition and re-interpretation of the world might be evoked in an otherwise not very game-like scenario. We are going to discuss whether and how games, play and playfulness may meaningfully contribute to the planned art works and how they will affect the interpretation of the spectator/user as 'player'.

	Suggested reading	Dissanayake, Ellen. 1974. "A Hypothesis of the Evolution of Art from Play." Leonardo 7 (3): 211–17. http://www.jstor.org/stable/1572893. Sicart, Miguel. 2014. Play Matters. Cambridge, MA: The MIT Press. [chapter 5: Beauty]

Wednesday, 22.08.2018		
9:00-12:30	Workshop	Using games to inspire transformations toward sustainable futures Dr. Joost Vervoort, j.m.vervoort@uu.nl Astrid Mangnus, a.c.mangnus@uu.nl
	Description	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. 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.
	Suggested reading	Folke, C., Biggs, R., Norström, A. V., Reyers, B.& Rockström, J. (2016). Social-ecological resilience and biosphere-based sustainability science. *Ecology and Society* 21(3):41. Mayer, I., G. Bekebrede, G., Harteveld, 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. *British Journal of Educational Technology 45*:502-527. Mayer, I. S. (2009). The gaming of policy and the politics of gaming: A review. *Simulation and Gaming 40*:825-862. 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. *Science 347*(6223):

		1259855.
12:30-13:30	Lunch	
13:30-17:00	Workshop	Using analytical game vignettes to research and teach persuasive game design Dr. Jasper van Vught, J.F.vanVught@uu.nl Dr. Stefan Werning, s.werning@uu.nl
	Description	This workshop uses Analytical Game Design and Critical Modification as a methodological framework to systematically investigate the contingencies of persuasive game design, using two ready-made digital prototypes based on the prominent Google-developed persuasive game *Interland* as examples. Persuasive game research differs considerably by discipline, ranging from meta reviews of empirical validation studies to numerous design reports on individual persuasive games as 'end products'; yet, our understanding of how form and function are intertwined to "fine tun[e] the persuasion" (Khaled et al. 2007) is still limited and requires a combination of theory and practice. For that purpose we work with game vignettes rather than final 'products' to determine as reflective practitioners how theoretical frameworks for persuasive games (e.g. de la Hera 2013) can be 'translated' differently into playable form and how even small design changes can profoundly affect the play experience in ways that are often only partially anticipatable by theoretical means alone. The workshop is divided into three blocks of 60 minutes. In block 1, we will discuss basics of persuasive game design like de la Hera's "conceptual model" and different procedural rhetorical modes using the games Vax and Spent as case studies. In block 2, we will iteratively modify the two prototypes and discuss changes in the persuasive design. In block 3, we will discuss the contextual dimension of persuasive games following (Deterding 2016) and apply these to the prototypes in the form of thought experiments.
	Mandatory reading	de la Hera Conde-Pumpido, T. (2013). A Conceptual Model for the Study of Persuasive Games. In C. Pearce, H. Kennedy, & J. Sharp (Eds.), DiGRA '13 - Proceedings of the 2013 DiGRA International Conference: DeFragging Game Studies. Retrieved from http://www.digra.org/digital-library/publications/a-conceptual-model-for-the-study-of-persuasive-games/ Deterding, S. (2016). The Mechanic Is Not the (Whole) Message: Procedural Rhetoric Meets Framing in Train & Playing History 2. DiGRA/FDG '16 - Abstract Proceedings of the First International Joint Conference of DiGRA and FDG, 13(2). Retrieved from http://www.digra.org/digital-library/publications/the-mechanic-is-not-the-whole-message-procedural-rhetoric-meets-framing-in-train-playing-history-2/

	Suggested reading	Khaled, R., Barr, P., Noble, J., Fischer, R., & Biddle, R. (2007). Fine tuning the persuasion in persuasive games. In Y. de Kort, W. Ijsselsteij, C. Midden, B. Eggen, & B. J. Fogg (Eds.), Persuasive Technology (Lecture No, Vol. 4744, pp. 36–47). Heidelberg: Springer. Treanor, M., Schweizer, B., & Bogost, I. (2011). Proceduralist Readings: How to find meaning in games with graphical logics. In *FDG '11: Proceedings of the 6th International Conference on Foundations of Digital Games* (pp. 115–122). New York, New York, USA, New York, USA: ACM Press. http://doi.org/10.1145/2159365.2159381
Evening	Optional social program	https://www.utrechtsummerschool.nl/social-programme

Thursday, 23.08.2018		
9:00-12:30	Workshop	Games and Interactive Digital Narrative design 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	Koenitz, H. (2015). Towards a Specific Theory of Interactive Digital Narrative. In H. Koenitz, G. Ferri, M. Haahr, D. Sezen, & T. I. Sezen (Eds.), Interactive Digital Narrative (pp. 91–105). New York: Routledge. Koenitz, H. (2015). Design Approaches for Interactive Digital Narrative. In Interactive Storytelling (Vol. 9445, pp. 50–57). Cham: Springer International Publishing. http://doi.org/10.1007/978-3-319-27036-4_5 Dubbelman, T. (2016). Narrative Game Mechanics. In F. Nack & A. S. Gordon (Eds.), Interactive Storytelling (pp. 39–50). Springer International Publishing. http://doi.org/10.1007/978-3-319-48279-8_4

		Murray, J. H. (2016 [1996]). Hamlet on the Holodeck (pp. 1–558). New York: The Free Press.
12:30-13:30	Lunch	
13:30-17:00	Lecture/Workshop	Narrative Functions of Sound and Music in Games and Interactive Digital Narratives Dr. Michiel Kamp, m.kamp1@uu.nl
	Description	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. 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.
	Mandatory reading	Collins, Karen. (2008). Game Sound: An Introduction to the History, Theory, and Practice of Video Game Music and Sound Design. Cambridge, MA: MIT Press. Chapters 7 and 8 Electronic copy accessible through the UBU
19.00-20:30	Optional social program	Utrecht-based game "A murder in Utrecht" Sjors Martens, Martens, S.C.Martens@uu.nl Meeting point: Drift 15
	Description	This pervasive scavenger hunt game combines insights from the study of interactive narrative with the social elements from Urban Gaming culture. Embracing the regionalism and idiosyncratic legends of Utrecht, the game will pit the players against each other in a race against the clock solving a series of historical murders. Engaging with the physical and the 'narrative' city is put (and will put you) to the test.
	Suggested Reading	Chess, Shira. 2014. 'Augmented Regionalism: Ingress as Geomediated Gaming Narrative'. *Information, Communication & Society* 17 (9): 1105–17. Copy available through UBU servers. Sicart, Miguel. 2016. 'Play and the City'. In *Playin' the City: Artistic and*

		Scientific Approaches to Playful Urban Arts, edited by Judith Ackermann, Andreas Rauscher, and Daniel Stein, 25–40. Siegen: Universität Siegen.

Friday, 24.08.2018 New location: room 205, Buys Ballot Building, Princetonplein 5, Utrecht (see map)		
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 Dr. Ronald Poppe, R.W.Poppe@uu.nl
	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	Anton Nijholt, Dennis Reidsma and Ronald Poppe: Games and entertainment in ambient intelligence environments. In: H. Aghajan & R. López-Cózar Delgado & J.C. Augusto (Eds.), Human-centric interfaces for ambient intelligence. Academic Press, Burlington, MA, USA, 393-413 (2009)

		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)
13:00-14:00	Lunch	
14:00-16:00	Lecture/workshop	Games for Health Dr. Monique Simons, M.Simons@uu.nl slides test-form
	Description	Research shows that games are a promising medium for promoting healthy lifestyle behaviors. In the lecture you will get an overview of how games or game elements (gamification) can be harnessed to motivate people into healthy behaviors. The state of the art research on games and gamification for health behavior change will be discussed, with a focus on physical activity promotion in the urban environment. Examples of diverse physical activity promoting games and applications (e.g. location-based games, playful interactions in public spaces etc.) will be shown and discussed. After the lecture, students will separate in groups and playtest a location-based game and evaluate its usefulness to impact health behaviors in the urban environment.
	Suggested reading	LeBlanc AG, Chaput JP. Pokémon Go: A game changer for the physical inactivity crisis? Prev Med. 2017 Aug;101:235-237. doi: 10.1016/j.ypmed.2016.11.012. Epub 2016 Nov 14. Boulos K, Yang SP. Exergames for health and fitness:the roles of GPS and geosocial apps. International Journal of Health Geographics 2013 12:18 https://doi.org/10.1186/1476-072X-12-18 Payne HE, Moxley VB, MacDonald E. Health Behavior Theory in Physical Activity Game Apps: A Content Analysis. JMIR Serious Games 2015;3(2):e4 DOI: 10.2196/games.4187 Pdf file
16:00-17.00	Closing	Wrap up, bites and drinks