UNIVERSITY OF SKÖVDE

TRANSLATION FROM SWEDISH

## COURSE SYLLABUS

# Educational Games - Advanced Topics A1F

### 7.5 credits

**Course code:** IT778A
**Version number:** 6
**Valid from:** 1 January 2026
**Ratified by:** Curriculum Committee for Informatics
**Date of ratification:** 15 May 2025

## 1. General information about the course

The course is provided by the University of Skövde and is named Educational Games - Advanced Topics A1F (Spelbaserat lärande och undervisning A1F). It comprises 7.5 credits and is a second-cycle course. The level of progression is A1F.

The course is a part of the main field of study in Informatics. The disciplinary domain of the course is Technology.

## 2. Entry requirements

The course has the following entry requirements: passed IT727A Serious Games - Research and Development A1N and passed IT736A Game Design A1N (or the equivalent).

A further requirement is proof of skills in English, equivalent of studies at upper secondary level in Sweden, known as English 6 or English level 2. This is normally demonstrated by means of an internationally recognized test, e.g., IELTS, TOEFL, or an equivalent.

## 3. Course content

The course deepens the student's understanding of game based learning. The course takes a system perspective on how games are introduced and used in different training and teaching contexts. Thereby the course addresses opportunities and challenges associated with using games and so called game technologies in teaching and training. This includes, for example, technical solutions and their usefulness in educational settings as well as how the game medium in itself impacts learning content and results. The course delivers knowledge required to adopt a critical perspective on game-based learning in a wide range of areas in teaching and training.

## 4. Objectives

After completed course the student should be able to:

- independently identify, analyze and communicate relevant literature,
- give an in-depht account how games can be intruduced and used in different situations of teaching and training,
- give an in-depht account for advantages and disadvantages of games in teaching and training (the artefact perspective),
- critically reflect on the use of games for different situations of teaching and training (the usage perspective) and
- analyze challenges and possibilities for game based learing in different teaching and training contexts (the system perspective).

## 5. Examination

The course is graded A (Excellent), B (Very good), C (Good), D (Satisfactory), E (Sufficient) or F (Fail).

The examinations of the course consist of the following modes of assessment:

- **Unsupervised written examination**
  1.5 credits, grades: G/U
- **Written assignments**
  6 credits, grades: A/B/C/D/E/F (determines the final grade)

Students with a permanent disability who have been approved for directed educational support may be offered adapted modes of assessment.

## 6. Types of instruction and language of instruction

The teaching is comprised of seminars, supervision and lectures.

The teaching is conducted in English.

## 7. Course literature and other educational materials

Becker, K (2017). *Choosing and Using Digital Games in the Classroom: A Practical Guide* (2 ed.). Springer International Publishing AG. ISBN 978-3-319-12223-6. DOI: 10.1007/978-3-319-12223-6

Bogost, I (2010). *Persuasive Games: The expressive power of videogames* (2 ed.). MIT Press. ISBN 9780262514880. I availible as e-book at the library.

## 8. Student influence

Student influence in the course is ensured by means of course evaluation. The students are informed about the results of the evaluation and potential measures that have been taken or are planned, based on the course evaluation.

## 9. Additional information

Further information about the course, as well as national and local governing documents for higher education, is available on the website of the University of Skövde.