

Title of the module Game Design I						
Code Number 1 GAME		Total workload (h) 270 (h)	ECTS-CREDITS 9	Semester 1. Semester	Frequency annually	Duration 1 semester
1	Courses 1 Seminar	Contact hours (h) 90 (h)	Self-study (h) 180 (h)	planned group size 15 Students		
2	Learning outcomes / Competencies After successful completion of this module, students will be able to: <ul style="list-style-type: none">• Identify, name, and analyze design elements and mechanics of board and card games and their inter-play,• Distinguish and describe different types of game-related objectives (including victory conditions, learning objectives, and design goals),• Conceptualize, produce, and analyze their own analog game prototype including a set of rules,• Test game prototypes with a thematic focus and revise them iteratively.					
3	Contents <ul style="list-style-type: none">• Paper prototyping and play testing for game mechanics• Repertoire: influential analog game genres• Media-specific characteristics and design dimensions of game card, game board, token, dice, etc.• Game design patterns: gameplay verbs, core loop, goals, gameplay modes, procedures, objects, reward/punishment, player interaction patterns, etc.• Fundamental ludological terms: genre designations (analog), game definitions, MDA/DDE framework, decision-making / problem solving, ludonarration, etc.					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester project (20–30 min), colloquium (20–30 min), semester-accompanying course-work (bonus points), home assignent (portfolio, documentation), presentation					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Daniel Heßler					
11	Other Information none					

Title of the module Concept Art I (2D)						
Code Number 2 GAME		Total workload (h) 270 (h)	ECTS-CREDITS 9	Semester 1. Semester	Frequency annually	Duration 1 semester
1	Courses 1 Seminar		Contact hours (h) 90 (h)	Self-study (h) 180 (h)	planned group size 15 Students	
2	Learning outcomes / Competencies After successful completion of the module, students will be able to: <ul style="list-style-type: none">• Describe and apply fundamental concepts and techniques of perspective drawing, shading, composition, color design, and visual language,• Independently use common digital design software for 2D (e.g. Procreate, Krita, Photoshop),• Conceptualize and produce visual concepts from sketch to final artwork,• Create 2D assets suitable for use in a digital and/or analog game.					
3	Contents <ul style="list-style-type: none">• Perspective drawing,• shading,• composition,• color design,• visual language,• creation of analog and digital 2D assets, particularly game-related ones					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester project (20–30 min), colloquium (20–30 min), home assignment (workpiece, portfolio, documentation), presentation					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Daniel Heßler					
11	Other Information none					

Title of the module Technological Foundations I						
Code Number 3 Game		Total workload (h) 150 (h)	ECTS-CREDITS 5	Semester 1. Semester	Frequency annually	Duration 1 semester
1	Courses 2SV, 2E		Contact hours (h) 60 (h)	Self-study (h) 90 (h)	planned group size 30 Students / 15 Stud.	
2	Learning outcomes / Competencies Technical and methodological expertise: <ul style="list-style-type: none">• Understanding and application of fundamental concepts from mathematics and computer science needed in game development• Understanding and application of basic and advanced concepts and methods from (algebraic) geometry and linear algebra• Confident handling of the concepts and methods of vector and matrix calculations and their geometric interpretation, in particular performing computations with straight lines and planes					
3	Contents <ul style="list-style-type: none">• Basic elements of formal logic, set theory, and number sets• Binary, decimal and hexadecimal representation of natural numbers, positional notation with fixed number of places, representation of signed numbers using two’s complement• Floating-point numbers and floating point arithmetic• Euclidean geometry: Pythagoras’ theorem, Sine and Cosine as relations of lengths and as functions of real numbers, laws of sine and cosine, inverse functions• Vector calculus: vectors in 2D and 3D, addition, scalar multiplication, scalar product, cross product, length of vectors, collinearity, linear dependence and independence, angles between vectors• Algebraic representation of straight lines and planes in 2D and 3D• Finite surfaces in 3D: triangles and polyhedra• Matrix calculus, in particular matrix multiplication and inverse matrices• Coordinate systems, coordinate transforms, homogeneous coordinates• Interpolation					
4	Teaching forms The teaching methods are specifically designed for the course <ul style="list-style-type: none">• Lecture in interaction with the students, with board writing and projection,• lecture-accompanying exercise,• Solution of practical exercises in individual or team work,• Group work,• Individual work,• Presentation,• Mini exams during the semester for regular feedback					
5	Participation requirements none					
6	Forms of examination (one of the following) Written exam (60–240 min), semester-accompanying coursework (bonus points), oral exam					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor's degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Daniel Hamburg (FB 4)					
11	Other Information none					

Title of the module Technological Foundations II						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
4 GAME		150 (h)	5	1. Semester	annually	1 semester
1	Courses 1SV 3E		Contact hours (h) 60 (h)	Self-study (h) 90 (h)	planned group size 30 Students / 15 Stud.	
2	Learning outcomes / Competencies After completing the course, students will have mastered the most important principles of object-oriented programming on a small scale and will have a basic understanding of the structure and functionality of computers. After successfully completing this module, students will be able to <ul style="list-style-type: none">• classify the principles, methods, concepts and notations of small-scale programming in different contexts and use them in object-oriented programs• identify the algorithmic core of a simple problem and design an imperative algorithm for it• implement simple object-oriented models in UML notation in an object-oriented programming language• familiarize themselves independently with applications (such as development environments, learning platforms)• analyze and develop object-oriented programs in a programming language such as Python					
3	Contents <ul style="list-style-type: none">• Procedures for the step-by-step development of programs• Elements of imperative programming: data types, control structures, operations• Elements of object-oriented programming: objects, classes, interfaces, inheritance, polymorphism• Description methods of object-oriented programming, e.g. UML					
4	Teaching forms The teaching methods are specifically designed for the course <ul style="list-style-type: none">• Lecture in interaction with the students, with board writing and projection,• Solution of practical exercises in individual or team work,• Processing programming tasks on the computer in individual or team work,• Active, self-directed learning through Internet-based tasks, sample solutions and accompanying materials.					
5	Participation requirements none					
6	Forms of examination (one of the following) written exam, semester-accompanying coursework (bonus points), home assignment (portfolio)					
7	Prerequisites for awarding credit points Module exam					
8	Use of the module in the BA degree program Serious Gaming & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Dr. Daniel Hamburg					
11	Other Information none					

Title of the module Introduction to academic work						
Code Number 5 SK GAME		Total workload (h) 90 (h)	ECTS-CREDITS 2	Semester 1. Semester	Frequency annually	Duration 1 semester
1	Courses 1 SV	Contact hours (h) 30 (h)	Self-study (h) 60 (h)	planned group size 30 Students		
2	Learning outcomes / Competencies 1. Fundamentals of Academic Work Students will be able to... <ul style="list-style-type: none">Understand and distinguish between the different forms of academic work at FH Dortmund,Explain relevant epistemological foundations and research paradigms as well as their impact on scientific research results, andDifferentiate fundamental research methods and explain the characteristics of good scientific practice. 2. Fundamentals of Academic Writing Students will be able to... <ul style="list-style-type: none">Understand and apply the formal criteria of an academic paper,Select a research topic, develop research questions, and structure their own work effectively,Research, read for comprehension, and systematically evaluate simple academic texts,Use literature databases, reference management software, and supplementary library systems appropriately, avoid plagiarism, and apply citation styles correctly,Create bibliographies, lists of figures, tables, and abbreviations for academic texts,Evaluate suitable AI-supported tools considering advantages and challenges, and use them effectively in academic work and writing processes,Plan, write, and revise their own academic text.					
3	Contents <ul style="list-style-type: none">Epistemological foundations and research paradigmsForms of academic work at FH DortmundApplication of good scientific practiceAcademic work with AIMethodology: writing an academic textLibrary system: structure and usageLiterature research, use, and management					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Exam (60–240 min), home assignment (20–30 pages), presentation					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer LfbA Meike Noster, Prof. Dr. Jennifer Tiede					
11	Further literature <ul style="list-style-type: none">Petra Heidler/Albin Krcal/Eva Krczal: <i>Wissenschaftliches Arbeiten für Vielbeschäftigte. Ein praktischer Leitfaden mit Beispielen. Anleitungen und Vorlagen.</i> Leverkusen. 2021.					

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| | <ul style="list-style-type: none">• Johann August Schülein/Simon Reitze: <i>Wissenschaftstheorie für Einsteiger</i>. Stuttgart, 2021.• Buck, I. (2025). <i>Wissenschaftliches Schreiben mit KI</i>. Utb.• Ulrike Pospiech: <i>Wie schreibt man wissenschaftliche Arbeiten?: Von der Themenfindung bis zur Abgabe. Für University term paperen, Bachelor- und Masterarbeit</i>. Mannheim, 2017. |
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Title of the module Interaction Design & User Experience						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
6 GAME		270 (h)	9	2. Semester	annually	1 semester
1	Courses 1 Seminar		Contact hours (h) 90 (h)	Self-study (h) 180 (h)	planned group size 15 Students	
2	Learning outcomes / Competencies After successful participation in this module, students will be able to: <ul style="list-style-type: none">• Name, explain, and apply common methods of design thinking / user-centered design• Identify, describe, and apply key usability concepts (especially in game interfaces) during the design process• Create mockups for a digital interaction concept and document them as a screen flow• Determine common digital interaction elements and use them for designing game-related user interfaces• Name and consider criteria for accessibility of user interfaces					
3	Contents <ul style="list-style-type: none">• User research: design thinking techniques, testing methods• (Paper) prototyping for interfaces• Wireframe tools / frameworks / UI kits (e.g. Figma, Conceptboard, Penpot)• (Iterative) design techniques from object, UI, and UX design• Menu and widget conventions: naming, placement, navigation, interaction properties, grouping, key mapping, sound, micro-animation, etc.• Usability and user-centered design concepts: affordance / limitation, mapping, Nielsen’s heuristics, Gestalt principles, 3 reads, gauges/previews, versatility, juiciness, etc.• Introduction: accessibility• Repertoire: GUIs for different game genres and apps					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester project (20–30 min), colloquium (20–30 min), exam (60–120 min), semester-accompanying coursework (bonus points), home assignment (portfolio, documentation), presentation					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Daniel Heßler					
11	Other Information none					

Title of the module Concept Art II (3D)						
Code Number 7 GAME		Total workload (h) 240 (h)	ECTS-CREDITS 8	Semester 2. Semester	Frequency annually	Duration 1 semester
1	Courses 1 Seminar		Contact hours (h) 90 (h)	Self-study (h) 150 (h)	planned group size 15 Students	
2	Learning Outcomes / Competencies After successful completion of the module, students will be able to: <ul style="list-style-type: none">• Model 3D assets for digital games• Create textures for 3D assets taking relevant considerations into account• Rig, skin, and animate 3D assets• Adjust and position 3D assets considering lighting and effects• Import 3D assets into a game engine and place them appropriately• Name and apply basic methods for working with shaders and texture resolutions					
3	Contents The focus is primarily on digital painting and 3D modeling techniques; <ul style="list-style-type: none">• Exercises and studies in character design and asset design• Exercises in texture design• Exercises in animation, rigging, and skinning• Work with a 3D modeling tool (e.g. Blender)					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester project (20–30 min), colloquium (20–30 min), home assignment (workpiece, portfolio, documentation), presentation					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 1,61%					
10	Module representative – and full-time lecturer Prof. Daniel Heßler					
11	Other Information none					

Title of the module Technological Foundations III						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
8 Game		150 (h)	5	2. Semester	annually	1 semester
1	Courses 2SV 2E		Contact hours (h) 60 (h)	Self-study (h) 90 (h)	planned group size 30 Students	
2	Learning outcomes / Competencies In this module, students learn the basic concepts of game programming and apply their programming skills in the context of 2D game development. After successfully completing this module, students will be able to <ul style="list-style-type: none">• name and explain basic concepts of game programming• classify and explain elements of a typical scripting language• name the components of a game engine and explain how they interact with each other• name and explain tools and editors of a game engine• understand workflows in a game engine and carry them out themselves if necessary.• understand existing implementations of simple 2D games• implement typical software elements or components of 2D games with the help of a game engine					
3	Contents <ul style="list-style-type: none">• Typical functionalities in 2D computer games: Graphical user interface, processing of user input, control of game characters, collision detection and handling, non-playable game objects, simple animations and sound• Definition and components of a game engine• Development processes in a game engine: setting up a project, importing and using assets, building a scene graph, scripting• Elements of a scripting language, such as GDScript• Typical functionalities of a game engine: game loop with callback functions, timer objects, event processing					
4	Teaching forms The teaching methods are specifically designed for the course <ul style="list-style-type: none">• Lecture in interaction with the students, with board writing and projection,• Solution of practical exercises in individual or team work,• Processing programming tasks on the computer in individual or team work,• Active, self-directed learning through Internet-based tasks, sample solutions and accompanying materials are used.					
5	Participation requirements none					
6	Forms of examination (one of the following) Written exam, oral exam					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module in the BA degree program Serious Gaming & Digital Knowledge					
9	Status of the grade for the final grade 1,61%					
10	Module representative – and full-time lecturer Prof. Dr. Daniel Hamburg					
11	Other Information <ul style="list-style-type: none">• Rabin, Steve. Introduction To Game Development (Game Development). Charles River Media, Inc., 2005• Madhav, Sanjay. Game programming algorithms and techniques: a platform-agnostic approach. Pearson Education, 2014.					

	<ul style="list-style-type: none">• Gregory, Jason. Game engine architecture. AK Peters/CRC Press, 2018.• Bradfield, Chris. Godot 4 Game Development Projects. Birmingham, Iso-Britannia: Packt Publishing Ltd, 2023.• Vanhove, Sander. Learning GDScript by Developing a Game with Godot 4: A fun introduction to programming in GDScript 2.0 and game development using the Godot Engine. Packt Publishing Ltd, 2024.
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Title of the module Science I						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
9 W		180 (h)	6	2. Semester	annually	1 semester
1	Courses 3 Lectures		Contact hours (h) 90 (h)	Self-study (h) 90 (h)	planned group size 30 Students	
2	Learning outcomes / Competencies Media Pedagogy I: Introduction (2h) Students will be able to explain the epistemological foundations of media education from both national and international perspectives. They can analyze and assess their applicability in various contexts and explain fundamental concepts and principles in the field of media education. They are capable of understanding, applying, and evaluating media pedagogical methods. They can independently identify, acquire, and apply the necessary digital tools. They reflect on and develop their own media literacy. Game Studies I: Introduction (2h) After successfully completing the module, students are familiar with: Upon successful completion of the module, students will be able to: <ul style="list-style-type: none">• Summarize the disciplinary history of game research, including game design studies• Explain key research questions, methods, and terminology• Contextualize the status of Game Studies in Germany and from an international perspective• Explain the fundamentals of games as a medium and identify them in examples• Differentiate players based on their gaming interests and orientations• Describe important trends and developmental stages in the history of analog and digital games and assign them to appropriate examples Introduction to media studies (2h) Upon successful completion of the module, students will be able to: <ul style="list-style-type: none">• Identify selected periods in media history and the historical development of individual media• Formulate and address questions relevant to media-historical research• Contextualize media-theoretical and media-aesthetic relationships• Develop and apply media-analytical approaches					
3	Contents Media Pedagogy I: Introduction (2h) <i>Theoretical aspects:</i> Fundamentals of media education: definitions, concepts, conditions, and objectives of media education; media literacy and its promotion, as well as related concepts; pedagogical attitudes, practices, and fields of action in media education; media didactics and media upbringing; media acquisition and socialization; international perspectives on media education, media literacy, and educational technology. <i>Practical application areas:</i> Getting to know and evaluating practical examples of media education for different age groups. Getting acquainted with and testing digital learning tools. Developing strategies to gain access to digital technologies through independent learning and to further develop one's own media literacy. Game Studies I: Introduction (2h) This course introduces students to the relatively young and correspondingly heterogeneous research field of Game Studies. It conveys the foundations of Game Studies (disciplinary development, areas of activity, methods, and objectives). The development of Game Studies in Germany and internationally is examined. Pioneers of game research (e.g. Huizinga, Caillois) are introduced with regard to their contributions to the study of games. The fundamentals of the medium "game" (history, development, theory, and analysis of analog and digital games) are presented. Introduction to media studies (2h) This course introduces students to the fundamental methods and terminology of media studies. The course is structured into the following areas: <ul style="list-style-type: none">▪ Media historiography (students gain insight into the historiography and history of audiovisual media, their production and distribution forms, and their dynamics)					

	<ul style="list-style-type: none"> ▪ Media theory (focus on theories of audiovisual media and the disciplinary self-understanding of media studies) ▪ Media analysis (emphasis on analytical approaches to the dimensions of text, image, sound, and audiovisuality)
4	Teaching forms Lecture in interaction with the students, Group work, Project work
5	Participation requirements none
6	Forms of examination (one of the following) Part 1, Part 2 and Part 3: each exam, university term paper, presentation, exercise
7	Prerequisites for awarding credit points 3 passed module sub-examinations
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge
9	Status of the grade for the final grade 2,42%
10	Module representative – and full-time lecturer Prof. Dr. Jennifer Tiede
11	Other Information Media Pedagogy I: Introduction <ul style="list-style-type: none"> • Hobbs, R. (2021). <i>Media Literacy in Action: Questioning the Media</i>. Lanham, MD: Rowman & Littlefield. • Jörisen, B. & Marotzki, W. (Eds.) (2009). <i>Medienbildung – Eine Einführung</i>. Bad Heilbrunn: Klinkhardt. • Medienpädagogik Praxisblog: https://www.medienpaedagogik-praxis.de/ • MERZ Zeitschrift • Moser, H. (2019). <i>Einführung in die Medienpädagogik. Aufwachsen im digitalen Zeitalter</i>. Wiesbaden: Springer. • Schorb, B., Hartung, A., & Dallmann, C. (2017). <i>Grundbegriffe Medienpädagogik</i>. München: kopaed. • Schriften zur Medienpädagogik, Kopaed Verlag (jeweils die 4 aktuellsten Ausgaben) • Tulodziecki, G., Herzig, B., & Grafe, S. (2021). <i>Medienbildung in Schule und Unterricht</i> (3rd Ed.). Bad Heilbrunn: Klinkhardt. • Vuorikari, R., Kluzer, S., & Punie, Y. (2022). <i>DigComp 2.2: The Digital Competence Framework for Citizens - With new examples of knowledge, skills and attitudes</i>. Luxembourg: Publications Office of the European Union. Game Studies I: Introduction <ul style="list-style-type: none"> • Beil, B., Hensel, T., & Rauscher, A. (Eds.) (2018). <i>Game Studies</i>. Wiesbaden: Springer. • Callois, R. (2017). <i>Die Spiele und die Menschen: Maske und Rausch</i>. Berlin: Matthes & Seitz. • Egenfeldt-Nielsen, S., Heide Smith, J., & Pajares Tosca, S. (2024). <i>Understanding Video Games</i> (5th Ed.). New York: Routledge. • Freyermuth, G. S. (2018). <i>Games. Game Design. Game Studies. Eine Einführung</i>. Bielefeld: transcript. • Huizinga, J. (1981). <i>Homo Ludens. Vom Ursprung der Kultur im Spiel</i>. Hamburg: Rowohlt. • Mäyrä, F. (2008). <i>An Introduction to Game Studies. Games and Culture</i>. London: Sage. • Suits, B. (2014). <i>The Grasshopper: Games, Life and Utopia</i>. Peterborough: Broadview. • Wolf, M. & Perron, B. (2004). <i>The Video Game Theory Reader</i>. London: Routledge. Introduction to media studies <ul style="list-style-type: none"> • Grampp, S. (2016). <i>Medienwissenschaft</i>. München: UVK. • Kampmann, E. & Schwering, G. (2017). <i>Teaching Media. Medientheorie für die Schulpraxis. Grundlagen, Beispiele, Perspektiven</i>. Bielefeld: transcript. • Schröter, J. (2014). <i>Handbuch Medienwissenschaft</i>. Stuttgart: Springer.

Title of the module Key competence II / ABWL						
Code Number 10 SK GAME		Total workload (h) 60 (h)	ECTS-CREDITS 2	Semester 2. Semester	Frequency annually	Duration 1 semester
1	Courses 1 Lecture		Contact hours (h) 30 (h)	Self-study (h) 30 (h)	planned group size 30 Students	
2	Learning outcomes / Competencies 2.1.Expertise 2.1.1.Knowledge <ul style="list-style-type: none">• Students have a basic understanding of business administration.• You have learned about the development of central management approaches.• You have acquired an overview of the tasks of operational functions as part of the management process and can explain, classify and differentiate between central management terms.• You can describe and explain the essential management process stages for targeted control of the company.• You know how to describe and explain the basic instruments in the management process.• You are able to integrate knowledge from different areas. 2.1.2.Skills <ul style="list-style-type: none">• Students can describe and structure planning, decision-making and control processes in companies with a practical perspective.• You can systematically describe the operational functions and explain interdependencies in a differentiated manner.• You master essential instruments in the individual phases of operational planning, decision-making and control 2.2 Personal Competencies 2.2.1 Social skills <ul style="list-style-type: none">• The students develop communication skills that are supported by tasks, case studies and case studies.• The students can present their analyzes in a results- and application-oriented manner that is appropriate for the target group. 2.2.2 Independence <ul style="list-style-type: none">• Students can deal independently with complex work and study contexts and design them in an application-oriented manner.• You can reflect on a company's operational and strategic challenges with reference to key business metrics.• You have the ability to understand the interplay between economic regulations, institutional framework conditions and the strategic profile of a company and to derive your own opinion.• • You can work on analytical and argumentative tasks.					
3	Contents In terms of content, the module focuses on teaching basic knowledge of business administration. Accordingly, the module includes the following content structure: <ul style="list-style-type: none">• Basic questions of business administration• New institutional economics• Constitutive decisions (location choice, legal forms, connections)• Corporate management (controlling, organization, human resources management)• International aspects of business administration• Operational service provision (production management, marketing)• Accounting & Finance (Ext./Int. Rewe, Investment and Financing)					
4	Teaching forms Seminar teaching, Group work, Project work, Lecture					
5	Participation requirements none					

6	Forms of examination (one of the following) Presentation of the semester work, Colloquium
7	Prerequisites for awarding credit points Passed module exam
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge
9	Status of the grade for the final grade 2,42%
10	Module representative – and full-time lecturer LfbA Meike Noster / Fabian Dittrich (FB 9)
11	Other Information none

Title of the module Game Design II						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
11 GAME		240 (h)	8	3. Semester	annually	1 semester
1	Courses 1 Seminar		Contact hours (h) 90 (h)	Self-study (h) 150 (h)	planned group size 15 Students	
2	Learning Outcomes / Competencies Upon successful completion of this module, students will be able to: <ul style="list-style-type: none">• Identify and describe gameplay-specific requirements and resulting level architectures of various ludic genres, and articulate them for their own designs• Design a level for a time-critical gameplay genre• Arrange static and interactive objects in a digital level according to common guiding principles• Implement time-critical game mechanics in a game engine as part of a multi-person team• Use and maintain a shared data repository in a multi-person team• Functionally position simple AI actors within a level and define their behavior trees• Create AI-generated game assets and integrate them into a game engine’s asset pipeline					
3	Contents <ul style="list-style-type: none">• Data repository (e.g. Git)• Level design methods: mood boards, layouts, blockouts, etc.• Digital level architecture: 3D vs. 2D, arenas / areas / hubs, terrain & objects, navigation, guiding, sightlines• Interaction in digital levels: camera, lighting, non-player characters, sound• Ludic genre conventions (time-critical, spatial)• AI-generated assets• Repertoire: influential genre examples of time-critical games, e.g. arcade, platformer, racing games, action adventure, physics simulations Content-related and conceptual linkage with Module 12 GAME (Serious Game Development I)					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester project (20–30 min), colloquium (20–30 min), semester-accompanying course-work (bonus points), home assignment (workpiece, portfolio, documentation)					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Daniel Heßler					
11	Other Information none					

Title of the module Game Development I						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
12 GAME		240 (h)	8	3. Semester	annually	1 semester
1	Courses 2 Seminare		Contact hours (h) 90 (h)	Self-study (h) 150 (h)	planned group size 15 Students	
2	Learning outcomes / Competencies Upon successful completion of this module, students will be able to: <ul style="list-style-type: none">• Plan and implement a digital prototype in a multi-person team according to agile principles• Divide a complex project into meaningful work packages and complete them purposefully• Use and continuously maintain a digital ticket system effectively• Name, explain, and apply the various roles, organizational structures, and methods of an agile management methodology• Describe the basic process of constructing digital solutions as well as the key concepts involved, and reflect on them using a given solution					
3	Contents Serious Game Development I: Design (4h) <ul style="list-style-type: none">• Management according to Scrum: roles, organizational structures, methods• Goal setting and adaptation, complexity estimation, time estimation• Ticket management for user stories, tasks, definitions of done, etc. Serious Game Development I: Code (2h) <ul style="list-style-type: none">• Design and implementation concepts• Process of constructing digital solutions• Design and evaluation techniques for digital solutions Content-related and conceptual linkage with Module 11 GAME (Serious Game Design II)					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester project (20–30 min), colloquium (20–30 min), home assignment (workpiece, documentation, reflection), semester-accompanying coursework (bonus points)					
7	Prerequisites for awarding credit points 2 passed module sub-examinations					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Daniel Heßler					
11	Other Information none					

Title of the module Additional competence I / Game Development II (t)						
Code Number 13 ZK		Total workload (h) 180 (h)	ECTS-CREDITS 6	Semester 3. Semester	Frequency annually	Duration 1 semester
1	Courses 1 PS		Contact hours (h) 60 (h)	Self-study (h) 120 (h)	planned group size 20 Students	
2	Learning outcomes / Competencies In this module, students learn advanced concepts of game programming, particularly in relation to the development of 3D games. After successfully completing this module, students will be able to <ul style="list-style-type: none">• name and explain concepts of 3D game programming• name and explain design patterns in game development• understand existing implementations of simple 3D games• implement typical software elements and components of 3D games with the help of a game engine					
3	Contents <ul style="list-style-type: none">• Simple and procedural geometries• 3D transformations and navigation• 3D rendering (material, light, shadow, local and global lighting, particle systems, antialiasing)• 3D collision detection and handling, capabilities of a physics engine• Shader development• Design patterns in game development					
4	Teaching forms The teaching methods are specifically designed for the course <ul style="list-style-type: none">• Lecture in interaction with the students, with board writing and projection,• Solution of practical exercises in individual or team work,• Processing programming tasks on the computer in individual or team work,• Active, self-directed learning through Internet-based tasks, sample solutions and accompanying materials are used.					
5	Participation requirements none					
6	Forms of examination (one of the following) Written exam, oral exam, presentation of the semester work					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 1,08%					
10	Module representative – and full-time lecturer Prof. Dr. Daniel Hamburg					
11	Other Information <ul style="list-style-type: none">• Rabin, Steve. <i>Introduction To Game Development (Game Development)</i>. Charles River Media, Inc., 2005• Nystron, Robert. <i>Game Programming Patterns</i>, 2014• Gregory, Jason. <i>Game engine architecture</i>. AK Peters/CRC Press, 2018.• Bradfield, Chris. <i>Godot 4 Game Development Projects</i>. Birmingham, Iso-Britannia: Packt Publishing Ltd, 2023.					

Title of the module Science II						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
14 W		180 (h)	6	6. Semester	annually	1 semester
1	Courses 2 SV		Contact hours (h) 60 (h)	Self-study (h) 120 (h)	planned group size 30 Students	
2	Learning Outcomes / Competencies Media Pedagogy II: History and Theory of Game-Based Learning (2 h) Students are able to describe the fundamentals of Digital Game-Based Learning and summarize key historical developments in the research on Digital Game-Based Learning. They can explain major learning theories and apply them in category-based assessments of analog and digital games in both formal and informal educational settings. They are able to evaluate learning theories from a media-didactic perspective and derive implications for media-supported teaching. They can identify and apply media-didactic principles of teaching and learning with digital media, considering both learners and educators, when planning and designing media-supported teaching and learning scenarios. They are able to identify and categorize context-appropriate applications for various age groups, taking into account the specific needs of different target audiences. They apply knowledge related to youth media protection in Germany and international contexts within their projects (e.g., in Design 2). Game Studies II: Serious Games in Educational Practice (2 h) Students are able to compare exemplary Serious Games and other educational, game-based applications and concepts, and identify similarities and differences between various Serious Games, learning games, and gamification concepts. They are capable of examining practices related to the pedagogical use of games and analyzing and evaluating different application contexts, with a focus on user groups and situational conditions. They demonstrate a basic understanding of theory-driven analysis of Serious Games and can evaluate academic sources and research approaches regarding the informed preparation, use, and evaluation of Serious Games in educational and other applied contexts.					
3	Contents Media Pedagogy II: History and Theory of Game-Based Learning (2 h) Fundamentals of Digital Game-Based Learning (development as a research discipline, characteristics, application contexts, effects, and educational goals of game-based learning from a media pedagogical perspective); relevant learning theories and their consideration in digital games; players as learners (developmental psychological foundations, attention to diversity and inclusion); legal foundations of game-based learning, especially youth media protection in Germany and international contexts. Game Studies II: Serious Games in Educational Practice (2 h) This course provides space for a theory-based examination of pedagogical game practices and other application contexts of educational games, Serious Games, and gamification. These include, in addition to formal and informal educational settings, therapeutic gaming contexts, games in corporate training and development, and exergames. These and other related gaming scenarios are examined in terms of the learning games or Serious Games used, the practical implementation of educational gaming is explored, and the various gaming practices are analyzed in a theory-driven manner, incorporating relevant academic perspectives.					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements Successful completion of the Game Studies I and Media pedagogy I modules					
6	Forms of examination (one of the following) Presentation of the semester project (20–30 min), colloquium (20–30 min), written exam (60–120 min), home assignment (15–20 pages), presentation					
7	Prerequisites for awarding credit points 2 passed module sub-examinations					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					

9	Status of the grade for the final grade 2,42%
10	Module representative – and full-time lecturer Prof. Dr. Jennifer Tiede
11	Other Information Media Pedagogy II: History and Theory of Game-Based Learning (2 h) <ul style="list-style-type: none"> • Becker, W. & Metz, M. (Eds.) (2022). <i>Digitale Lernwelten – Serious Games und Gamification</i>. Wiesbaden: Springer. • Gee, J. P. (2003). <i>What Video Games have to Teach us about Learning and Literacy</i>. New York: St. Martin's. • Geisler, M. (2019). <i>Digitale Spiele in der Medienpädagogik: Einstellungen, Erfahrungen und Haltungen von Spielleitenden</i>. München: kopaed. • Geisler, M. (2021). <i>Spiel- und Medienpädagogik</i>. Kohlhammer. • Grotlüschen, A. & Pätzold, H. (2020). <i>Lerntheorien in der Erwachsenen- und Weiterbildung</i>. Bielefeld: wbv. • Hugger, K.-U. (2008). Uses-and-Gratification-Approach und Nutzenansatz. In U. Sander, F. Gross, & K.-U. Hugger (Eds.), <i>Handbuch Medienpädagogik</i> (pp. 173–178). Wiesbaden: VS Verlag für Sozialwissenschaften. • Jugendmedienschutzstaatsvertrag • Kerres, M. (2018). <i>Mediendidaktik. Konzeption und Entwicklung digitaler Lernangebote</i>. Berlin: De Gruyter. • KIM und JIM -Studie und andere aktuelle Mediennutzungsstudien • Prensky, M. (2007). <i>Digital Game-Based Learning</i>. St. Paul: Paragon. • Wechselberger, U. (2012). <i>Game-based Learning zwischen Spiel und Ernst. Das Informations- und Motivationspotential von Lernspielen aus handlungstheoretischer Perspektive</i>. München: kopaed. Game Studies II: Serious Games in Educational Practice (2 h) <ul style="list-style-type: none"> • Becker, W. & Metz, M. (Hrsg.) (2024). <i>Serious Games und Gamification in der schulischen Bildung</i>. Springer. • Becker, W. & Metz, M. (2022). <i>Digitale Lernwelten – Serious Games und Gamification</i>. Springer. • Bektic, E., Bruns, D., Gabriel, S., Kelle, F., Pölsterl, G., & Schniz, F. (Eds.) (2020). <i>Mixed Reality and Games. Theoretical and Practical Approaches in Game Studies and Education</i>. Bielefeld: transcript. • Ma, M. & Oikonomou, A. (Hrsg.) (2017). <i>Serious Games and Edutainment Applications</i>. Springer. • Freyermuth, G. S., Gotto, L., & Wallenfels, F. (Hrsg.) (2013). <i>Serious Games, Exergames, Exerlearning</i>. Bielefeld: transcript. • Hoblitz, A. (2015). <i>Spielend lernen im Flow</i>. Springer. • Loh, C. S., Sheng, Y., & Ifenthaler, D. (2015). <i>Serious Games Analytics</i>. Springer. • Dörner, R., Göbel, S., Effelsberg, W., & Wiemeyer, J. (Hrsg.) (2016). <i>Serious Games. Foundations, Concepts and Practice</i>. Springer. • Zeitschrift "Schule + Spiel", alle Ausgaben

Title of the module Key Competency II (Entrepreneurship)						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
15 SK GAME		120 (h)	4	3. Semester	annually	1 semester
1	Courses 1 SV		Contact hours (h) 30 (h)	Self-study (h) 90 (h)	planned group size 30 Students	
2	Learning outcomes / Competencies Students learn the ability to work in cross-functional teams The essence of social businesses is understood, you can understand the challenges of startup management and you have acquired ready-to-use knowledge of selected methods and tools. You can develop business models for social businesses and have understood the Lean Startup approach and can apply its most important tools. The students can create a pitch deck to present a social business and have grasped digital marketing in its entirety and can apply it. (Part 2) You know how to use financing options with a focus on crowd financing. (Part 2)					
3	Contents <div><div>1. Social Entrepreneurship</div><div>2. Business Plan & Strategy</div><div>3. Lean startups</div><div>4. Pitch Deck</div><div>5. Digital Marketing (Part 2)</div><div>6. Crowd Financing (Part 2)</div></div> Entrepreneurship (German / English)					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester work, Colloquium					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer LfBA Meike Noster / Fabian Dittrich FB 9					
11	Other Information none					

Title of the module Game Design III						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
16 GAME		270 (h)	9	4. Semester	annually	1 semester
1	Courses 1 Seminar		Contact hours (h) 180	Self-study (h) 90 (h)	planned group size 15 Students	
2	Learning outcomes / Competencies Upon successful completion of this module, students are able to: <ul style="list-style-type: none">• Describe, design, implement, and document semantic and procedural elements of puzzles.• Name common interactive storytelling techniques and apply them in ludonarrative contexts.• Understand and apply core theoretical concepts of interactive narration.• Design, implement, and document branching quest and dialogue structures.					
3	Contents <ul style="list-style-type: none">• Puzzles: information delivery, locks & keys, concealment techniques, spatial design, ambiguity, re-producible structures• Design techniques:<ul style="list-style-type: none">– <i>Narrative:</i> cutscenes, interactive dialogue, voice-over– <i>Ludic:</i> scripted events, in-game text, quest logs, in-game resources, GUI elements– <i>Spatial:</i> distance, guiding, unlocking, minimap• Software and plug-ins for branching narrative structures• Theoretical concepts: avatar vs. character, interactive storytelling (embedded, evocative, emergent, environmental), branching, ludonarration• Classical dramaturgy: conflict development, structural models, turning points, narrative values, characters (development, relationships, status), subtext, premise• Documentation tools: story graph, puzzle diagram, relationship diagram, log line, treatment• Repertoire: influential narrative game genres, e.g., escape room, graphic adventure, visual novel, text adventure, walking simulator, action adventure					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester project (20–30 min.), colloquium (20–30 min.), semester-accompanying course-work (bonus points), home assignment (workpiece, portfolio, documentation)					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Daniel Heßler					
11	Other Information none					

Title of the module Game Development III (t)						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
17 Game		270 (h)	9	2. Semester	annually	1 semester
1	Courses 1 Seminar, 1TN		Contact hours (h) 90 (h)	Self-study (h) 180 (h)	planned group size 15 Students	
2	Learning outcomes / Competencies This module covers the relevant aspects and application-oriented examples of multimodal user interfaces, augmented and virtual reality and games on mobile devices. After successfully completing this module, students will be able to <ul style="list-style-type: none">• name and explain the characteristics and differences between augmented, mixed and virtual reality technologies• describe the significance of human perception in AR and VR.• explain the basic technical features of AR and VR systems and mobile devices• explain the various interaction options in AR and VR applications and on mobile devices.• carry out selected development processes for AR and VR applications and games on mobile devices.					
3	Contents <ul style="list-style-type: none">• Areas of application and application examples of AR/VR• Perception aspects in AR/VR• AR/VR output devices• AR/VR input devices and tracking• Navigation and interactions in virtual worlds• AR/VR development aspects• Areas of use for mobile applications and examples of games on mobile devices• Development of games for mobile devices					
4	Teaching forms The teaching methods are specifically designed for the course <ul style="list-style-type: none">• Lecture in interaction with the students, with board writing and projection,• Solution of practical exercises in individual or team work,• Processing programming tasks on the computer in individual or team work,• Active, self-directed learning through Internet-based tasks, sample solutions and accompanying materials are used.					
5	Participation requirements Passed module exam „Games Development II-t“					
6	Forms of examination (one of the following) Written exam, Presentation of the semester work, Colloquium					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Dr. Daniel Hamburg (FB 4) / Prof. Daniel Heßler					
11	Other Information <ul style="list-style-type: none">• Jerald, Jason. <i>The VR book: Human-centered design for virtual reality</i>. Morgan & Claypool, 2015.• Geroimenko, Vladimir. <i>Augmentd Reality Games II: The Gamification of Education, Medicine and Art</i>, 2nd. Ed., Springer, 2024					

Title of the module Additional competence II / (Game Development IV-t)						
Code Number 18 ZK		Total workload (h) 180 (h)	ECTS-CREDITS 6	Semester 4. Semester	Frequency annually	Duration 1 semester
1	Courses 1 Project Seminar		Contact hours (h) 60 (h)	Self-study (h) 120 (h)	planned group size 20 Students	
2	Learning outcomes / Competencies The focus of this module are the basics and the development of multiplayer and online games. After successfully completing this module, students will be able to <ul style="list-style-type: none">• analyze existing multiplayer and online games and explain their communication mechanisms• name and explain typical architectures of multiplayer and online games• explain communication protocols and the effects of network service characteristics, in particular latency, jitter and loss on the quality of service from the user's perspective• name and explain problems of scalability and security of multiplayer and online games• implement typical software elements and components of multiplayer games using a game engine					
3	Contents <ul style="list-style-type: none">• Basic principles of computer networks• Basic principles of the Internet and Web• Serialization and state management• Architecture of multiplayer and online games• Latency, jitter and reliability• Scalability• Security• Cloud hosting					
4	Teaching forms The teaching methods are specifically designed for the course <ul style="list-style-type: none">• Lecture in interaction with the students, with board writing and projection,• Solution of practical exercises in individual or team work,• Processing programming tasks on the computer in individual or team work,• Active, self-directed learning through Internet-based tasks, sample solutions and accompanying materials are used.					
5	Participation requirements Passed module exam „Games Development I-t“					
6	Forms of examination (one of the following) Written exam, Presentation of the semester work, Colloquium					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module in the BA degree program Serious Gaming & Digital Knowledge					
9	Status of the grade for the final grade 1,61%					
10	Module representative – and full-time lecturer Prof. Dr. Daniel Hamburg (FB 4) / Prof. Daniel Heßler					
11	Other Information <ul style="list-style-type: none">• Rabin, Steve. <i>Introduction To Game Development (Game Development)</i>. Charles River Media, Inc., 2005• Glazer, Josh, and Sanjay Madhav. <i>Multiplayer game programming: Architecting networked games</i>. Addison-Wesley Professional, 2015.• Campos Henrique, LOvato, Nathan. <i>The Essential Guide to Creating Multiplayer Games with Godot 4.0</i>. Packt Publishing, 2023					

Title of the module SK III / Project Management & Media and Copyright Law						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
19 SK GAME		180 (h)	6	4. Semester	annually	1 semester
1	Courses 2 SV		Contact hours (h) 60 (h)	Self-study (h) 120 (h)	planned group size 30 Students	
2	Learning outcomes / Competencies a Project management 2.1 Expertise 2.1.1 Knowledge The students can explain the characteristics of a project (uniqueness, goal, time-limited form of organization, associated with risks, etc.) and can differentiate projects from recurring and duration-based tasks. You can describe the essential instruments and methods of project management. 2.1.2 Skills The students can describe a project task (project charter). The students are able to identify the stakeholders of a project and record their influence on the project. The students are able to determine the success factors of a project. The students can derive a structured project plan from the project task, with the individual activities that need to be completed (work breakdown structure, WBS / Work breakdown structure, WBS) and can assign the required resources to the activities. The students can create a network plan from the project structure plan, the logical order of the activities, determine the critical path and determine the project duration. You can explain the importance of the critical path. The students are able to derive a cost plan for the project from the project plan, the network plan and the planned use of resources. The students are able to derive checklists for project tracking from the project plan and the network plan and to apply them after the project has started. The students are able to set up a project group and define the roles and responsibilities of the project group members and other stakeholders. The students can identify and qualitatively evaluate the main risks of a project. 2.2 Personal Competencies 2.2.1 Social Competencies The students develop team competencies, which are supported by team tasks etc., Students can lead and coordinate teams in a results-oriented manner. You can present team results in a complex and demanding environment. 2.2.2 Independence Students can deal with complex work or study contexts independently and structure them and make them sustainable. You can edit independent projects. b) Media and copyright law The students learned what rights they are entitled to as creatives and how they can enforce them. You have knowledge of copyright protection, usage rights, (contractual and legal) granting of rights and remuneration claims. At the same time, the students were able to recognize in which situations a rights clearance is necessary in order not to infringe the rights of third parties (such as other creative people, people depicted, brands or designs). Basic knowledge of copyright and media law is an essential part of successful work with customers and contractual partners.					

3	<p>Contents</p> <p>Project Management 2 SHW, Media & Copyright 2 SHW (German / English)</p> <p>a) Project management</p> <p>The project management course takes ISO project management standards into account; DIN, GPM, IPMA, PMI, some of which are also used by students. The following content is also covered:</p> <p>Basics of projects</p> <p>Project management and phases of project management</p> <p>Stakeholder analysis</p> <p>Scope management</p> <p>Time management</p> <p>Cost and resource management</p> <p>Communication management</p> <p>Risk management</p> <p>b) Media and copyright law</p> <p>Protection requirements, duration, usage and processing rights, licenses, barrier regulations, liability. Right to your own image and personal rights. Further basic features of media law: legal regulations on the Internet, protection of brands/designs, artists' social insurance and artists' social contributions, VG Bild/Kunst, fee tables (e.g. MFM, VTV).</p>
4	<p>Teaching forms</p> <p>Seminar teaching, Group work, Project work</p>
5	<p>Participation requirements</p> <p>none</p>
6	<p>Forms of examination (one of the following)</p> <p>Presentation of the semester work, Colloquium</p>
7	<p>Prerequisites for awarding credit points</p> <p>Passed module exam</p>
8	<p>Use of the module</p> <p>at the bachelor degree program Serious Games & Digital Knowledge</p>
9	<p>Status of the grade for the final grade</p> <p>2,42%</p>
10	<p>Module representative – and full-time lecturer</p> <p>LfBA Meike Noster / Fabian Dietrich FB 9</p>
11	<p>Other Information</p> <p>none</p>

Title of the module Game Design IV						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
20 GAME		270 (h)	9	5. Semester	annually	1 semester
1	Courses 1 Seminar		Contact hours (h) 90 (h)	Self-study (h) 180 (h)	planned group size 15 Students	
2	Learning outcomes / Competencies After successful completion of this module, students will be able to: <ul style="list-style-type: none">• Name, explain, and integrate common gamification methods into their own concepts• Identify and explain the affective-aesthetic specifics of selected AR, VR, and mobile applications• Design, prototype, and methodically test a gamification project as an AR, VR, and/or mobile application• Negotiate conceptual requirements with external stakeholders• If possible: Integrate negotiated external stakeholder requirements into the gamification project					
3	Contents <ul style="list-style-type: none">• Gamification: Theoretical models and practical application• Affective-aesthetic dimensions of AR, VR, and mobile• Design techniques and tools for AR, VR, and mobile• If possible: Collaboration with external stakeholders					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester project (20–30 min), colloquium (20–30 min), home assignment (workpiece, documentation, reflection)					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Daniel Heßler					
11	Other Information none					

Title of the module Game Development V (t)						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
21 Game		270 (h)	9	5. Semester	annually	1 semester
1	Courses 1 S (4 SHW), 1 E (2 SHW)		Contact hours (h) 90 (h)	Self-study (h) 180 (h)	planned group size 15 Students	
2	Learning outcomes / Competencies This module covers the relevant aspects of artificial intelligence for the development of computer games and learning platforms. After successfully completing this module, students will be able to <ul style="list-style-type: none">• compare and select the different methods of AI for specific tasks.• describe the basic approaches for neural networks.• develop simple AI applications based on existing libraries and services.• discuss the possibilities and limitations of artificial intelligence.					
3	Contents <ul style="list-style-type: none">• Logic• rule-based knowledge representation, backtracking• problem solving: search, uninformed search, informed (heuristic) search, games with opponents, heuristic evaluation functions• Neural networks: The perceptron, Back-propagation networks, Hopfield networks• Data mining and machine learning: classification, clustering, support vector machines• Development of AI applications: Approach, libraries and services, training neural networks					
4	Teaching forms The teaching methods are specifically designed for the course <ul style="list-style-type: none">• Lecture in interaction with the students, with board writing and projection,• Solution of practical exercises in individual or team work,• Processing programming tasks on the computer in individual or team work,• Active, self-directed learning through Internet-based tasks, sample solutions and accompanying materials are used.					
5	Participation requirements none					
6	Forms of examination (one of the following) Written exam, Presentation of the semester work, Colloquium, Term paper					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Dr. Daniel Hamburg					
11	Other Information <ul style="list-style-type: none">• Rabin, Steve. <i>Introduction To Game Development (Game Development)</i>. Charles River Media, Inc., 2005• Millington, Ian. <i>AI for Games</i>. CRC Press, 2019.• Roberts, Paul. <i>Artificial Intelligence in Games</i>, CRC Press, 2022• Yannakakis, Georgios N., Togelius, Julian. <i>Artificial Intelligence and Games</i>. Springer, 2025.					

Title of the module IDP I						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
22 IDP		180 (h)	6	5. Semester	annually	1 semester
1	Courses 1 PS		Contact hours (h) 60 (h)	Self-study (h) 120 (h)	planned group size 20 Students	
2	Learning outcomes / Competencies As part of working in integrative design projects, students from all degree programs jointly acquire knowledge of creative forms of statement and expression. In the project work, the students combined the expertise they brought with it with that of the disciplines of other courses in the department. Through the process of creating individual individual works or a larger overall design project produced in a group, competencies for intermedia discussion and reflection are acquired. The students learn team-oriented work and an understanding of the laws and connections between their own and “non-subject” disciplines.					
3	Contents The content-related discourse and the creative expression are at the center of working on freely selectable or predetermined topics with social, artistic or philosophical relevance. Conception and design, design and, if necessary, execution of, for example: serious games, exhibition, book, magazine, event, scenographic intervention, installation, audio-visual project, video clip, short film, sound concept. Design project for the implementation of experimental or application-related visual or audiovisual works. The content discourse and creative expression are at the center of working on freely selectable or predetermined topics with social or artistic relevance. The students work in a team within their course discipline together with fellow students from other courses on a joint design project or present and discuss their individual projects in the seminar group.					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester work, Colloquium					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Daniel Heßler					
11	Other Information none					

Title of the module Science III						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
23 W		180 (h)	6	5. Semester	annually	1 semester
1	Courses 2 SV		Contact hours (h) 60 (h)	Self-study (h) 120 (h)	planned group size 30 Students	
2	Learning Outcomes / Competencies					
Media Pedagogy III: Communication and Collaboration in Digital Spaces (2 h) Students are able to differentiate various concepts of digital communication and interaction. They can distinguish, facilitate, and theoretically analyze cooperation and collaboration processes in different technical settings, considering their conditions and possible effects. They have actively explored various forms of digitally supported communication and can reflect on advantages and challenges. They can explain Social Augmented Reality and Social Virtual Reality and competently assess their benefits and issues. They can explain legal regulations regarding digital communication, especially with regard to youth media protection, and apply these in their own use of digital media.						
Game Studies III: Game Analysis (2 h) Students are able to analyze analog and digital games appropriately and from multiple perspectives. They can deconstruct games using a formal media-aesthetic approach and identify and examine game elements and mechanics. They have developed a structured approach to game analysis and can systematically evaluate games in their context with regard to content and formal game elements. They can adopt various analytical perspectives and critically review and theoretically classify and evaluate examples of game analyses from journalistic or academic sources. They can summarize the development of game journalism in Germany and explain and categorize New Game Journalism and participatory forms of games reporting. The skills acquired in the seminar enable students to conduct their own game analyses appropriately using precise and professionally appropriate vocabulary.						
3	Contents					
Media Pedagogy III: Communication and Collaboration in Digital Spaces (2 h) Fundamentals of CSCL (Computer-Supported Collaborative Learning): synchronous and asynchronous concepts of digital communication, interaction, and digitally supported learning (technical, pedagogical, and psychological aspects). Fundamentals of Social Augmented Reality and Social Virtual Reality. Conditions and effects of online-mediated communication and collaboration including relevant tools and application possibilities. Legal regulations regarding interaction and communication in digital spaces.						
Game Studies III: Game Analysis (2 h) Fundamentals of scientifically grounded game analysis. Application of text analysis techniques to analog and digital games. Theory-based strategies for preparing, conducting, and documenting game analyses with focus on game contexts, content, and formal game elements. Establishment of appropriate vocabulary for precise engagement with games based on formalist, structuralist, and post-structuralist approaches. Critical examination of journalistic game reviews and academic game analyses. Engagement with the history of game journalism in Germany and participatory forms of games reporting such as video game essays, podcasts, vlogs, and let's plays.						
4	Teaching forms					
Seminar teaching, Group work, Project work						
5	Participation requirements					
Passed module component exams in Module 9 W						
6	Forms of examination (one of the following)					
Presentation of the semester project (20–30 minutes), colloquium (20–30 minutes), written exam (60–120 minutes), term paper (15–20 pages), presentation (15–20 minutes)						
7	Prerequisites for awarding credit points					
2 passed module sub-examinations						

8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge
9	Status of the grade for the final grade 2,42%
10	Module representative – and full-time lecturer Prof. Dr. Jennifer Tiede
11	Other Information Media Pedagogy III: Communication and Collaboration in Digital Spaces <ul style="list-style-type: none"> • Bauer, J. & Müßle, T. (2020). <i>Psychologie der digitalen Kommunikation</i>. München: utz. • Donelan, H., Kear, K., & Ramage, M. (Eds.) (2010). <i>Online Communication and Collaboration. A Reader</i>. London: Routledge. • Geschke, D., Lorenz, J., & Holtz, P. (2019). The Triple-Filter Bubble. Using Agent-Based Modelling to Test a Meta-Theoretical Framework for the Emergence of Filter Bubbles and Echo Chambers. <i>British Journal of Social Psychology</i>, 58, 129–149. • Jugendmedienschutzstaatsvertrag, Telekommunikation- Telemedien-Datenschutz-Gesetz (TTDSG) • Kress, U., Rosé, C., Wise, A. F., & Oshima, J. (2021). <i>International Handbook of Computer-Supported Collaborative Learning</i>. Cham: Springer. • Kutscher, N., Ley, T., Seelmexer, U., Siller, F., Tillmann, A., & Zorn, I. (2020). <i>Handbuch Soziale Arbeit und Digitalisierung</i>. Weinheim: Beltz Juventa. • Wing Bo Tso, A., Chi-leung Chan, A., Lam Chan, W. W., Sidorko, P. E., & Ma, W. W. K. (Eds.) (2022). <i>Digital Communication and Learning. Changes and Challenges</i>. Singapore: Springer. Game Studies III: Game Analysis (2 h) <ul style="list-style-type: none"> • Ackermann, J. (Ed.) (2017). <i>Phänomen Let's Play-Video</i>. Wiesbaden: Springer. • Bigl, B. & Stoppe, S. (Eds.) (2023). <i>Game-Journalismus. Grundlagen – Themen – Spannungsfelder. Ein Handbuch</i>. Wiesbaden: Springer. • Bogost, I. (2007). <i>Persuasive Games. The Expressive Power of Videogames</i>. Cambridge: MIT. • Fachzeitschrift „Gee“, alle Ausgaben. • Fernández-Vara, C. (2024). <i>Introduction to Game Analysis</i> (3rd ed.). Routledge. • Hensel, T., Neitzel, B., & Nohr, R. F. (Eds.) (2015). „The cake is a lie!“ <i>Polyperspektivische Betrachtungen des Computerspiels am Beispiel von Portal</i>. Münster: Lit. • Inderst, R. (2013). <i>Spannungsfeld Spielejournalismus: Von Testern und Träumern</i>. In J. Koubeck, M. Mosel & S. Werning (Eds.), <i>Spielkulturen: Funktionen und Bedeutungen des Phänomens Spiel in der Gegenwartskultur und im Alltagsdiskurs</i> (pp. 173–185). Glückstadt: vwh. • Inderst, R. (2021). “Here Comes a New Challenger”. Will Video Game Essays be the New Champion of Game Criticism? In B. Beil, G. S. Freyermuth, & H. C. Schmidt (Eds.), <i>Paratextualizing Games. Investigations on the Paraphernalia and Peripheries of Play</i> (pp. 257–281). Bielefeld: transcript. • Jones, S. E. (2008). <i>The Meaning of Video Games. Gaming and Textual Strategies</i>. New York & London: Routledge. • Nieborg, D. B. & Foxman, M. (2023). <i>Mainstreaming and Game Journalism</i>. Cambridge: MIT. • Sachs-Hombach, K., & Thon, J.-N. (Eds.) (2015). <i>Game Studies. Aktuelle Ansätze der Computerspiele-forschung</i>. Köln: Herbert von Halem. • Walz, S. P. & Deterding, S. (Eds.) (2015). <i>The Gameful World: Approaches, Issues, Applications</i>. Cambridge: MIT. • Zierold, K. (2011). <i>Computerspielanalyse. Perspektivenstrukturen, Handlungsspielräume, moralische Implikationen</i>. Trier: Wissenschaftlicher Verlag Trier.

Title of the module Game Design V						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
24 GAME		270 (h)	9	6. Semester	annually	1 semester
1	Courses 1 Seminar		Contact hours (h) 90 (h)	Self-study (h) 180 (h)	planned group size 15 Students	
2	Learning Outcomes / Competencies After successful completion of this module, students are able to: <ul style="list-style-type: none">• Describe and apply fundamental concepts of mathematical combinatorics and probability theory for balancing a game• Identify and explain core concepts of resource-based game aesthetics using examples• Classify resource loops in digital games, interpret their ludic and motivational implications, and document them• Design, prototype, and methodically test a resource-critical game• Recognize, name, integrate, and prototypically implement selected cognitive biases and corresponding dark patterns into a game concept					
3	Contents <ul style="list-style-type: none">• Design techniques: random generators (e.g., dice, cards, RNG), point systems, high scores, resource loops, difficulty levels, collectibles, subscriptions, microtransactions, loot boxes• Tools for game balancing (spreadsheets, charting software, resource simulators, etc.)• Ludic concepts: value relations, discretization/continuity, symmetry/asymmetry, transitive/intransitive systems• HCI concepts: learning curves, player motivations, modes of perception, engagement and immersion modes, cognitive biases, dark patterns• Documentation: resource loops and flows, Machinations framework (sources, sinks, converters, etc.), probabilities and scenarios• Repertoire: influential genre representatives of resource-critical games, e.g., deck builders, gambling games, city builders, roguelikes, trading simulations					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester project (20–30 min.), colloquium (20–30 min.), semester-accompanying course-work (bonus points), home assignment (workpiece, portfolio, reflexion), Written exam, presentation					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Daniel Heßler					
11	Other Information none					

Title of the module Game Project						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
25 GAME		270 (h)	9	6. Semester	annually	1 semester
1	Courses 1 S, 1E		Contact hours (h) 90 (h)	Self-study (h) 180 (h)	planned group size 15 Students	
2	Learning outcomes / Competencies Qualification of students in continuation of the learning and qualification goals of the Game Design I–V and Game Development I–III modules. Methodical, conceptual, design and technical ability to realize complex and extensive development projects in the area of game design / serious games.					
3	Contents Extensive and complex serious games implementation project in group work (groups of 2 or 3) with strong integration with the modules 24 Game (Game Design V) and 27 W (Science VI).					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester work, Colloquium, Home assignment (workpiece, documentation, reflection)					
7	Prerequisites for awarding credit points 2 passed module sub-examinations					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Dr. Daniel Heßler					
11	Other Information none					

Title of the module IDP II						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
26 IDP		180 (h)	6	6. Semester	annually	1 semester
1	Courses 1 PS		Contact hours (h) 60 (h)	Self-study (h) 120 (h)	planned group size 20 Students	
2	Learning outcomes / Competencies As part of working in integrative design projects, students from all degree programs jointly acquire knowledge of creative forms of statement and expression. In the project work, the students combined the expertise they brought with it with that of the disciplines of other courses in the department. Through the process of creating individual individual works or a larger overall design project produced in a group, competencies for intermedia discussion and reflection are acquired. The students learn team-oriented work and an understanding of the laws and connections between their own and “non-subject” disciplines.					
3	Contents The content-related discourse and the creative expression are at the center of working on freely selectable or predetermined topics with social, artistic or philosophical relevance. Conception and design, design and, if necessary, execution of, for example: serious games, exhibition, book, magazine, event, scenographic intervention, installation, audio-visual project, video clip, short film, sound concept. Design project for the implementation of experimental or application-related visual or audiovisual works. The content discourse and creative expression are at the center of working on freely selectable or predetermined topics with social or artistic relevance. The students work in a team within their course discipline together with fellow students from other courses on a joint design project or present and discuss their individual projects in the seminar group.					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester work, Colloquium					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Daniel Heßler					
11	Other Information none					

Title of the module Science IV						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
27 W		180 (h)	6	6. Semester	annually	1 semester
1	Courses 2 SV		Contact hours (h) 60 (h)	Self-study (h) 120 (h)	planned group size 30 Students	
2	Learning Outcomes / Competencies Media Pedagogy IV: Ethics and Social Responsibility (2 h) Students are able to identify ethical frameworks and consequences of digitalization and appropriately apply them in their professional practice. Upon successful completion of the module, they demonstrate an awareness of the significance of algorithmic decisions and can reflect in a category-based manner on potentials as well as ethical and legal issues related to artificial intelligence. They are capable of adopting an inclusive and diversity-sensitive attitude when designing media-based learning and gaming content and can substantiate corresponding design decisions with sound reasoning that incorporates ethical criteria. They recognize their social responsibility in future professional contexts and are able to act appropriately, autonomously, creatively, and socially responsibly within media-related settings. Game Studies IV: Interdisciplinary Perspectives on Games in Culture and Society (2 h) Students possess comprehensive knowledge of classical and current game studies discourses. They can discuss the societal relevance of games and have advanced competencies in analyzing games from interdisciplinary perspectives. They are able to theoretically explain the relationship between rules, play, and culture and concretize this with reference to selected thematic complexes. They can contextualize Game Studies within various neighboring disciplines (e.g., political science, history, musicology, cultural studies, or social sciences) and have the necessary skills to communicate competently and professionally about the cultural asset of games.					
3	Contents Media Pedagogy IV: Ethics and Social Responsibility (2 h) Ethical aspects of digital worlds, including digital artifacts, automated decision-making processes, dark patterns, and artificial intelligence; societal and social opportunities and challenges related to digital media and specifically digital games, e.g., regarding mechanisms of inclusion and exclusion and phenomena such as cyberbullying, propaganda, and hate speech; consideration of diversity and heterogeneity. Game Studies IV: Interdisciplinary Perspectives on Games in Culture and Society (2 h) Building on the courses Game Studies I to III, this seminar provides an in-depth insight into relevant discourses of Game Studies. The focus of the course is the joint reading and guided discussion of various key texts from game culture. Students engage with interdisciplinary perspectives on games based on selected thematic priorities and explore and reflect upon the reciprocal relationship between players and games as well as the role of digital games in culture and society.					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements Successful completion of the 9 W Module					
6	Forms of examination (one of the following) Presentation of the semester project (20–30 min.), colloquium (20–30 min.), semester-accompanying coursework (bonus points), Written exam (60-120 minutes), term paper (15-20 pages), presentation					
7	Prerequisites for awarding credit points 2 passed module sub-examinations					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade 2,42%					
10	Module representative – and full-time lecturer Prof. Dr. Jennifer Tiede					

Other Information

Media Pedagogy IV: Ethics and Social Responsibility

- Beranek, A. (2020). *Soziale Arbeit im Digitalzeitalter*. Weinheim Basel: Beltz Juventa.
- Frau-Meigs, D., Kotilainen, S., Pathak-Shelat, M., Hoechsmann, M., & Poyntz, S. R. (Eds.) (2021). *The Handbook of Media Education Research*. Hoboken: Wiley.
- Ganguin, S. et al. (Eds.) (2023). *Jahrbuch Medienpädagogik 19: Gesellschaftlicher Zusammenhalt: Kommunikation und Konsens*. Zeitschrift für Medienpädagogik.
- Grimm, P. & Zöllner, O. (Eds.) (2020). *Digitalisierung und Demokratie: Ethische Perspektiven (Medienethik)*. Stuttgart: Franz Steiner.
- Schicha, C. (2020). *Medienethik: Grundlagen- Anwendungen-Ressourcen*, Stuttgart: utb.
- Tulodziecki, G. (2023). *Individuelles Handeln und Gemeinwohl. Eine interdisziplinäre Handlungstheorie im Kontext von Freiheit, Verantwortung und künstlicher Intelligenz*. Bielefeld: transcript.
- Zweig, K. (2019). *Ein Algorithmus hat kein Taktgefühl: Wo künstliche Intelligenz sich irrt, warum uns das betrifft und was wir dagegen tun können*. München: Heyne.

Game Studies IV: Interdisciplinary Perspectives on Games in Culture and Society

- Beil, B., Freyermuth, G. S., & Gotto, L. (Eds.) (2015). *New Game Plus. Perspektiven der Game Studies. Genres – Künste – Diskurse*. Bielefeld: transcript.
- Beil, B., Freyermuth, G. S., & Schmidt, H. C. (Eds.) (2021). *Paratextualizing Games. Investigations on the Paraphernalia and Peripheries of Play*. Bielefeld: transcript.
- Bissell, T. (2010). *Extra Lives: Why Video Games Matter*. New York: Pantheon.
- Bodden, T., Madeheim, M., & Montag, A. (Eds.) (2021). *Loading... Game Studies Interdisziplinär*. Paderborn: Fink.
- Bogost, I. (2011). *How To Do Things With Videogames*. Minnesota: University of Minnesota Press.
- Dimopoulos, K. & Kallikaki, M. (2020). *Virtual Cities: An Atlas & Exploration of Video Game Cities*. London: Countryman.
- Gehring, U. & Schwingeler, S. (Eds.) (2009). *The Ludic Society – Zur Relevanz des Computerspiels. Kritische Berichte*, 37(2).
- Grace, L. (Ed.) (2021). *Black Game Studies. An Introduction to the Games, Game Makers, and Scholarship of the African Diaspora*. Pittsburgh: Carnegie Mellon University ETC Press.
- Huizinga, J. (2006/1938). *Homo Ludens – Vom Ursprung der Kultur im Spiel*. Rowohlt.
- Juul, J. (2012). *A Casual Revolution. Reinventing Video Games and Their Players*. Cambridge: MIT.
- Malaby, T. M. (2007). Beyond Play: A New Approach to Games. *Games and Culture*, 2(2), 95–113.
- McGonigal, J. (2011). *Reality is Broken. Why Games Make Us Better and How They Can Change the World*. London: Paragon.
- Muriel, D. & Crawford, G. (2018). *Video Games as Culture: Considering the Role and Importance of Video Games in Contemporary Society*. Routledge.
- Murray, S. (2018). *On Video Games. The Visual Politics of Race, Gender and Space*. London: I. B. Tauris.
- Payne, M. T. & Huntemann, N. B. (Eds.) (2019). *How to Play Video Games*. New York: NYU Press.
- Pearce, C. (2011). *Communities of Play: Emergent Cultures in Multiplayer Games and Virtual Worlds*. Cambridge: MIT.
- Perron, B. (2018). *The World of Scary Video Games: A Study in Videoludic Horror*. London: Bloomsbury.
- Pfister, E., & Winnerling, T. (2020). *Digitale Spiele und Geschichte. Ein kurzer Leitfaden für Student*innen, Forscher*innen und Geschichtsinteressierte*. Glückstadt: vwh.
- Richardson, I., Hjorth, L., & Davies, H. (2021). *Understanding Games and Game Cultures*. Sage.
- Rosenfelder, A. (2008). *Digitale Paradiese. Von der schrecklichen Schönheit der Computerspiele*. Köln: Liepenhauer & Witsch.
- Salen Tekinbaş, K. (2007). *The Ecology of Games. Connecting Youth, Games, and Learning*. Cambridge: MIT.
- Schulze von Glaßer, M. (2014). *Das virtuelle Schlachtfeld. Videospiele, Militär und Rüstungsindustrie*. Köln: PapyRossa.
- Shaw, A. (2014). *Gaming at the Edge. Sexuality and Gender at the Margins of Gamer Culture*. Minnesota: University Press.

	<ul style="list-style-type: none"> • Zacharias, W. (2010). <i>Kulturell-ästhetische Medienbildung 2.0. Sinne – Künste – Cyber</i>. München: kopaed. • Zimmermann, O. & Falk, F. (Eds.) (2020). <i>Handbuch Games Kultur. Über die Kulturwelten von Games</i>. Deutscher Kulturrat e.V.
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Title of the module Bachelor project supervision						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
28 BA		360 (h)	12	7. Semester	jedes Semester	1 semester
1	Courses none		Contact hours (h) 0 SHW	Self-study (h) 360 (h)	planned group size 15 Students	
2	Learning outcomes / Competencies Final supervision: Ability to responsibly carry out (lead/participate) an exemplary project in the area of the course content. Strengthening the students' moderation, organizational and management skills. Evidence of leadership and teamwork skills. Demonstration of professional project know-how. Independent preparation of a paper on the scientific and conceptual basis of the project and the justification of the solution consequences, including documentation of the project basis; professional project presentation. Acquisition of theoretical knowledge, practice-relevant methods and application-related techniques in project planning, project development and organization. By attending at least 12 design lecture series, students have broadened their knowledge of outstanding recent design productions as well as current design topics and relevant discourses beyond their own professional specialization and can thus participate in the critical discussion of global design issues.					
3	Contents Final supervision: Introduction to survey and analysis methods and techniques. Research, testing and evaluation procedures. Organizational strategies, procedures and techniques in the application context of communication and design. Programmatic project communication. Project and design practice: production, design, organization, moderation. Offers for supervision by the supervising lecturers. Discussion of conceptual, dramaturgical, production-oriented and technical questions as part of the BA project. Individual corrections take place in the context of the final thesis - defined according to specific design aspects, e.g.: theory & concept, aesthetics & methods, techniques, tools and technologies. Selected guest lectures and contributions from the national and international cultural sectors, each of which communicates exemplary important topics and questions relating to the state and development of design.					
4	Teaching forms Seminar teaching, Group work, Project work					
5	Participation requirements none					
6	Forms of examination (one of the following) Presentation of the semester work, Colloquium, home assignment (workpiece, portfolio, reflexion)					
7	Prerequisites for awarding credit points Passed module exam					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade [siehe Modul 28]					
10	Module representative – and full-time lecturer All teaching staff of the degree program					
11	Other Information none					

Title of the module Bachelor Thesis						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
29 BA		360 (h)	12	7. Semester	jedes Semester	1 semester
1	Courses none		Contact hours (h) 0 SHW	Self-study (h) 360 (h)	planned group size	
2	Learning outcomes / Competencies The students are able to independently and responsibly conceive and implement a complex and extensive design project in all media orientations and dialects. A project from one or more of the relevant professional fields of serious games and digital knowledge should be realized. Independent preparation of a thesis on the scientific and conceptual basis of the project and the justification of the solution approaches, including documentation of the project basis: project development, project organization (survey, test and evaluation results). Presentation of the project program and project communication. Presentation of scientific research. Project presentation.					
3	Contents Supervision of the bachelor's thesis: supervision by the supervisor; Discussion of conceptual, dramaturgical, production-related and technical questions as part of the bachelor's project as well as the thesis and the colloquium. Presentation of the bachelor's project and the thesis as part of the final colloquium. The events offered (seminars/individual corrections) are based on the specific Bachelor projects in which the candidates want to implement this final module.					
4	Teaching forms Project monitoring in small working groups, Project work					
5	Participation requirements At least 174 LP must be present					
6	Forms of examination (one of the following) Bachelor Colloquium					
7	Prerequisites for awarding credit points passed bachelor's examination					
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge					
9	Status of the grade for the final grade Project: 30% Thesis: 15% Colloquium: 5%					
10	Module representative – and full-time lecturer All teaching staff of the degree program					
11	Other Information none					

Title of the module SK IV Starting a business/management projects						
Code Number		Total workload (h)	ECTS-CREDITS	Semester	Frequency	Duration
30 – SK G		180 (h)	6	7. Semester	annually	1 semester
1	Courses 1 PS		Contact hours (h) 30 (h)	Self-study (h) 150 (h)	planned group size 20 Students	
2	Learning outcomes / Competencies 1 Expertise 1.1.1. To know The students can test and implement the knowledge they have learned so far during their studies in an integrative manner using a self-selected example of an innovative company start-up. Students obtain additional necessary information through independent research, information and learning processes alone and in teams, supported by advice from internal experts as well as tutor and coach discussions to reflect on their actions. 1.1.2. Skills The students have acquired an integrated understanding and broad awareness of problems in relation to essential business management contexts for their future careers. You develop new solutions and evaluate them with regard to different business functional areas. The students are able to successfully apply the linked business knowledge to complex and changing operational problems. You understand how to develop a coordinated overall corporate plan, even in complex decision-making situations. With a practical perspective, students can make business decision-making processes in a well-founded manner and present them in an argumentative manner. 1.2 Personal Competencies 1.2.1 Social skills The students can work effectively and efficiently even in heterogeneously composed groups. You learn to deal with problems in a team proactively. Tasks in the team guide students based on their individual competencies, influence the professional development of others in a goal-oriented manner and take on responsibility in the team. The students apply suitable social competencies in order to organize and control work in the project in an appropriate manner, including on a relationship level. 1.2.2 Independence The students master efficient working techniques and systematically reflect on their effectiveness for the desired project result. You will master efficient work techniques in order to be able to control, organize and successfully complete business projects - even under time pressure.					
3	Contents Applied project work (team processes/time management): Team-based conception of an innovative but realistic business start-up idea per group and subsequent creation of a business plan of approx. 20 - 30 pages within a specified time frame (max. 9 weeks). Business plan explanation by applying business knowledge in the following areas: annual financial statements, marketing, human resource management. Documentation and reflection of the internal and external communication process of project work through agendas and protocols in tutor and coach discussions. Public presentation of the business idea and central components of the business plan as part of a presentation event. 					

	Presentation of the semester work, Colloquium
7	Prerequisites for awarding credit points Passed module exam
8	Use of the module at the bachelor degree program Serious Games & Digital Knowledge
9	Status of the grade for the final grade 2,42%
10	Module representative – and full-time lecturer LfBA Meike Noster oder Fabian Dietrich (FB 9)
11	Other Information none