USCSchool of
Cinematic Arts
Interactive Media
and Games

CTIN404
Units: 2
Spring 2020—Mondays—7:00-9:00pm

Location: SCI L114

Instructor: **Heather Desurvire**
Office Hours: Arranged upon request
Contact Info: 1 310 463 4603
                        Heather@UserBehavioristics.com
                        Heather3d@gmail.com

Student Assistant: Joanna Yu
Office Hours: Arranged upon request
Contact Info: joannayu@usc.edu   573-356-2280

IT Help: Interactive Media and Games Dept for Lab related issues.

Course Description
The emerging field of game user research and player experience insight is an important and necessary part of game design.

Game User Research draws on the disciplines of cognitive psychology, human-computer interface design, game design, communications, film studies, education, learning and visual design. As games are becoming more sophisticated in their visual and interactive design, features and cultural impact, the study of how we interact and understand them becomes an essential aspect of our media literacy.

This course addresses concepts, principles, and methods of usability and playability assessment for games. The emphasis will be on understanding the human- player related interaction surrounding game interfaces, game play, mechanics, immersion, among other elements, and translating them into design recommendations.

This understanding is derived via several methods including game heuristics and player research using the scientific method from the social sciences. The class will also address the development of games as both a cultural and aesthetic practice.

- **A hands on experience of learning principles of player experience**
  - ✓ Learn how to create and evaluate a game for barriers to optimal player experience
  - ✓ Learn how to plan and create a playtesting test, interview, report and presentations for Industry.
  - ✓ Learn industry standard methods and diplomacy
  - ✓ Guest speakers show case studies using methods you are learning
  - ✓ Lab tour of local game company
- **Takeaways**
  - ✓ Arsenal of game research methods you can use
  - ✓ Knowledge of player experience principles giving you insight of what makes a game good or not, and a language for communicating with game team members.
  - ✓

The class will be part lecture, part discussion, mostly experiential learning, and team based workshops with direct collaboration with the CTIN 484 Intermediate Game Design course; a large part of the class will be focused on problem solving, identifying optimal/poor player experiences, while exploring the reasoning behind these experiences.

Principles and concepts of optimal player experience, enhancing player experiences as well as an overview of game user research methods will be the major basis of the class. The class will include: identifying and describing player needs in combination with the games' goals; user-centered design; user evaluation of interactive media, and game design with the player in mind.

Students form teams on their own, of two or three students, within the first weeks of class. Those who do not find their own partners will be assigned one by the instructor. You are encouraged to look outside of existing friendships to find teammates whose skills counterbalance your own.

Week 4, students are responsible for teaming with a game design team from the Intermediate Game Design course (CTIN 484/489). Their game concepts will be available online and presented in class for students to choose.

A good grade is possible but not guaranteed, and will only occur with regular, consistent and timely attendance, active participation, as well as thoughtfully and intelligently completing assignments and on time.

Instructor Bio: Heather Desurvire, President/Founder of User Behavioristics Research, Inc. is one of the foremost specialists of Usability and Playability whose published work on usability/playability methodology has been used to set standards for usability and game testing now performed in many game studios such as EA, Disney and Blizzard. As a practitioner, her clients include many of the top game publishers and design studios and

interactive media companies, such as Disney, Sega, LucasArts, THQ, Blizzard, Spinmaster, Electronic Arts, Sony Online, BWin, Creative Assembly, Yahoo, United Airlines, MySpace, Fandango.com, the US government, and many more. She recently worked on DreamWeddings.com, BingoBlitz from Caesars Interactive, and SpinMaster's Bricks. She is asked to speak at professional conferences, such as GDC, UPA, and ACM-CHI, as well as has presented workshops for many game design studios and designers to assist them in making better games, such as, LucasArts, UbiSoft, Creative Assembly, and IGT, King, Ludia, Paradox Interative, and many many more.

She also works with a productivity company to create a system of Gamification to make work more enjoyable, productive, and add levity. A mulitutide of games and entertainment sites on all platforms, have benefited from Ms. Desurvire's wealth of knowledge and experience.

Her latest work is presented in the book "Evaluating User Experience in Games: Concepts and Methods", published by Springer. She is founding and board member of GDC/IGDA Special interest group, and of the SIG-Game User Research (GUR). She has co-chaired the GDC/IGDA GUR Summit. She co-created the Game User Research workshop at CHI, and FDG which is now a staple of the conferences; she was co-chair of the ACM CHI 2014-2015 for the Game Community working with Northeastern's game department head. She has published over 34 publications in the field.

Learning Objectives
The class covers an overview ouser research design, setting up and conducting user tests, and how to provide recommendations for positively affecting the game design. Students will be exposed to the industry standard usability assessment methods, including Heuristic Evaluation, and the Think Aloud laboratory method. The class includes guest lecturers currently in the field of game development and playability research.

The team component of the class includes partnering with classmates, and collaborating with the Intermediate Game Design and Development course game design teams (CTIN484/489). Students in 404 are expected to actively participate in all critique sessions, giving positive and critical feedback to the games presented, as well as students' assessment exercises. The assignments mainly focus on the team project associated with the player research and readings. The Midterm is based on the readings, and the final based on a Presentation of the two iterations of the player research performed on the game associated with the 484 course, and how their research effected the game design.

For this team component of the course, students will learn to work in group environments where the goal of each member may or may not be the same. Diplomacy and communication techniques are taught to assist in these endeavors.

Recommended Preparation: Statistics

Course Notes
Students will be using the departments' game usability laboratory, located in the same building as the course. They will be expected to learn to use and administer the laboratory and equipment via the class lab tour and instruction manual (available online).

Required Readings and Supplementary Materials
1. [HOUT] Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Tests, Second Edition; Rubin, Jeffrey, Wiley Press, 2008 (Available on Amazon.com, and "should" be at the bookstore)

2. Assignments (Handouts and Readings) all on Website
http://heather3dusc.wixsite.com/uscgameresearch/syllabus-1

Recommended Reading:
- *The Psychology of Everyday Things;* Norman, Donald, Basic Books,
- *Usability Engineering; Nielsen,* Jakob, Morgan Kaufmann, 1994.
- *What Video Games Have to Teach us about Learning and Literacy;* Gee, James Paul, Macmillan, 2004.
- Game Usability: Advice from the Experts For Advancing The Player Experience (2008), Isbister & Schaffer (eds.), Morgan Kaufmann
- Evaluating User Experience in Games: Concepts and Methods", (Human-Computer Interaction Series) (9781848829626), (2010), Regina Bernhaupt, (ed.), Springer. 2010 and 2nd edition 2012.
- Quantifying the User Experience: Practical Statistics for User Research. Jeff Sauro and James R. Lewis.
- http://www.usability.gov/

Description and Assessment of Assignments

Participation & Attendance: Students are expected to participate actively in both the giving and receiving of feedback/information in class.
There will be many opportunities to participate and interact in class.
This is a crucial part of the course, that includes experimenting with ideas, concepts, analyses, and experiential learning.
Base your evaluations on principles and concepts of player experience and game design wherever possible and this will result in a better grade.
You will be evaluated and graded upon your use of these.

Teams and Individual Assignments: All assignments will be turned in as separate individual reports, even when you are working in teams. Your grade is based on your assignment turned in as an individual. Each member of the team will provide a separate report/presentation for grading.

Handouts: Handouts are available on the course website. There are times the SA prints them out for your convenience, however, It is your responsibility to find the Handouts online.

Weekly Assignments and Quizzes: There are from 4 to 6 assignments and/or quizzes given during semester. Each of them are of equal weight toward your assignment grade.

First Iteration Usability Study and Report: The grade for your User Research #1 is the average grade you get from your first test plan, screener, and test report

Second Iteration Usability Study and Report: The grade for your User Research #2 is the average grade you get from your second test plan, screener, and test report.

Final Presentation: The Final presentation grade is based on your GoogleSlide presentation of your two user research sessions, including video of both research iterations. How your research effected the game design.

Lab

- Expectation of Class #1, you are expected to pair up with a partner in class to help each of you with some of the logistics involved with user testing for the semester.
    - Please be responsible for getting their cell and email information.
    - If you are not in attendance at Class #1, a partner will be assigned to you.
- There are specific Usability Lab policies that USC IMD is enforcing. Be sure to read the handout that lists what all students in this class are required when in lab.

Collaboration

- It is vital that throughout the course, you contact your game designer partners from 484 and your 404 course usability partners always by phone.
    - This is not to make things more difficult, but to establish relationships with your designers, and usability partners and mimic the team environments you will find out in the world.
    - Collaboration requires time spent with the person, voice is second to being in person. Having that more intimate contact in person will avoid any confusions, and misconnections. We find it vital to developing a good relationships to use the phone, rather than email or text. Please follow this, as it is part of your requirement in class. Of course, use common sense, since using text and email for location and document sending make sense.

Grading Breakdown

Assignment	Points	% of Grade
Participation	20	20
Weekly Assignments and Quizzes	20	20
1st Iteration User Research	20	20
2nd Iteration User Research	20	20
Final Presentation	20	20
TOTAL	100	100

Assignment Submission Policy

- Upload all assignments to Google docs- folder. The folder links will be in the website-- Be sure to share the assignment in "editing" mode with Heather Desurvire and the Student Assistant [See top of Syllabus for our Googledoc emails). If this is not done, they may be late, and this will unfortunately not be excused from being late.
- Name the assignments as follows,
    - e.g.,<week #> <assignment type> <your name>.doc
    - e.g., "Week 5_Heuristic Evalution_Heather Desurvire"

Assignments and Exercises:

- Readings assigned on day of class, are due day of class.
- Written Assignments are due on the Saturday at 6pm; that is, the Saturday before next Monday's class; unless otherwise explicitly stated by the instructor. *There are no excused late assignments.*
- If you have to miss a class, get the assignment from a class buddy.
- Late Work: If you must miss a class, you are still responsible for turning in your assignment on time (See Table 1 below)
- We often discuss completed assignments in class. Be prepared.
- Assignments turned in late will be graded as follows:

Table 1 . Assignment Grading

Time	Consequence
1. On Time	Normal Grade
2. One minute -two days late	Subtract 25 points; ¼ grade
3. Two days+ one minute to one week late	Subtract 50 points, ½ grade
4. One week + one minute to two weeks late	Subtract 1.0, one full grade
5. More than 2 weeks late	No Credit – assignment is given 0

Additional Policies

No Cell Zone
- Cell Phones and electronic devices must be turned off/vibrate. There will be no tolerance of students using their cell phones or electronic devices in class or leaving class temporarily to use their phones. It will be considered a class missed, and the student will be asked to leave for that day. The only exception is if we use the device for classroom demonstration purposes.

No Laptops During Class
- You may not use your laptop during class for note taking, Internet use, or the like. This is to avoid distraction and for students to remain interactive and present with the class itself, rather than focused on their devices. You may take handwritten notes. The only exceptions for using electronic devices in class, is when we are doing online investigations, presentations, game play, and on the website/googledocs as prescribed by the instructor.

Communication
- "Arrangements with me", what does that mean? This means an agreement with me, either verbally or through email.
  - Leaving me a message or writing an email informing me of your situation does not count as an arrangement. You and I must actually exchange information for the arrangement to be approved.
- If you wish to communicate with me through e-mail or voicemail, please allow 24-48 hours for a response: I will probably get back to you sooner than that, but it is not always possible.

Saving Work
- Please keep duplicate copies of your work, whether on another electronic device, on the cloud, or paper. Though I may sympathize with stories of spontaneously erasing drives and viruses, I will nonetheless expect you to be able to turn your work on time (see Table 1).

Changes
- There may be changes, additions, or substitutions of assignments/topics as appropriate to our work and pace as a class.

Missing an Assignment Deadline, Incompletes:

- The only acceptable excuses for missing an assignment deadline or taking an incomplete in the course are personal illness or a family emergency. Acceptable family emergencies and illness is only according to the Interactive Media and Games Division Handbook.
- Students must inform the professor before the assignment due date and present verifiable evidence in order for a make-up to be scheduled.
- Students who choose to not complete assignments will be asked to withdraw from class.
- Students who wish to take incompletes must also present documentation of the problem to the instructor or student assistant before final grades are due.

Attendance Policy:

These guidelines are from the Interactive Media Division and Games handbook regarding absences and grading and apply to all students.

- Punctual attendance at all classes is mandatory.
- Students arriving late or leaving early will be marked absent from class.
- Lateness is defined as 5 minutes past the beginning of class. It is suggested you arrive early in order to avoid being marked absent.

Guidelines for Absences affecting grading

- Two unexcused absences: lowers you whole grade for the class, 1.0 full grade point.
- Three unexcused absences: lowers your whole grade for the class, 1.5 full grade points.
- Four or more unexcused absences: request to withdraw from course (instructor's discretion).

University Mandated Excused absences are:

- Illness (with a doctor's verification)
- Family or personal emergency (with verification)
- No other excuses will be accepted. I mean and repeat: there are NO other excused absences.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.htmlprovides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* http://emergency.usc.edu/will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Syllabus Course Schedule: A Weekly Breakdown
Game Usability-Game Research (Player Experience Insights) CTIN 404, Spring 404, SCI L114 7:00pm-9:00pm
http://heather3dusc.wix.com/uscgameresearch

A hands on experience of learning principles of player experience

- Learn how to create and evaluate a game for barriers to optimal player experience
- Learn how to plan and create a playtesting and user testing, interview, report and present
- Industry ready, learn industry standard methods and diplomacy
- Guest speakers show case studies using methods you are learning
- Lab tour of local game company

Takeaways

- Arsenal of game research methods you can do
- Knowledge of player experience principles giving you insight of what makes

    - Required Book: Handbook of Usability Testing (HOUT)
    - Readings + Handouts + Assignments + Templates are all on this website

Submit all assignments on GoogleDocs

- Share with Instructor: Heather@userbehavioristics.com and SA
- Make sure the document is "edit" able for all of us
- All Assignments are due on Saturday evening of that week at 6pm sharp
    - [6pm+1 minute grade goes down (see syllabus for how much)]

Assignment Naming Conventions

CTIN404 2020 Assignment: "<Week of Assignment> <ASSIGNMENT NAME> <FIRST NAME> <LAST NAME> "

- *Note no underscores*
- Share the assignment with Heather and SA on GoogleDocs
- For example: " Week 1 Heuristic Evaluation Fred Smith"

404 Spring 2020 Weekly Syllabus

All Assignment Instructions and Handouts can be downloaded from the syllabus on the website

Website: http://Heather3dusc.wix.com/uscgameresearch   ***Spring break does not count as a week!**

Class Dates

Week 1 - Jan 13th	Week 5 - Feb 10	Week 9– March 9	Week 12 - April 13
Week 2 - Jan 20th HOLIDAY	Week 6 - Feb 17th Holiday	**Spring Break March 16-22**	Week 13 - April 20
Week 3 - Jan 27	Week 7 - Feb 24	Week 10 – March 23	Week 14 - April 27
Week 4 – February 3	Week 8– March 2	Week 11 - April 6	Week 15 – April 22

	Homework to Hand In	Class	Homework To Do + Handouts
Week 1	None	1. Introduction to Course and Instructor 2. What is Player experience? 　○ Why is it important? 　○ Careers: Admin +Analysis + Interviewing + Communication 　○ Personal: Diplomacy 3. Exercise on what makes a game optimal 　○ Barriers to Optimal Play: Usability/Game Mechanics/ New Player Experience… 4. Meet Everyone (Tent Tags + Usability Lesson #1) 　○ Favorite game and why; what to learn in course 　○ What makes games fun? 　○ What makes games not fun? 5. Out-of-Box Experience 6.Create Partnerships 　○ Exchange phone #'s and Emails and names 　○ Agree when to meet for week 2 assignment	1. Read handout: Play Principles 　○ You will use these throughout The semester, get to know These 2. Assignment #1 　○ Submit on Googledocs (Make Sure it is editable with Professor and SA) 3. Reading Assignment: HOUT (Handbook for User Testing} Chapters 1 & 2 　○ Write a summary paragraph For each chapter 4. Reading Assignment: Online Publications 　○ Write a Short summary paragraph for each required paper: Required Readings: 　• Better Games Through Usability Evaluation and Testing 　• Beyond Psychological theory: Getting Data that Improves

		Handout: Syllabus SA will collect all student names, email, cell phones, and partnerships by end of class Printed handouts of PLAY + Syllabus & Tent Tags Be sure to schedule out 2 weeks before and after week 8 and week 11 on playtest lab calendar SA: Kinect BoxOne, Controller every week, batteries, Tent tags, xboxone + game Secure Lab Date a few week days+weekend before during week and weekend after Week 8 and Week 11 for Lab with Prof. Wixon by Class 1.	Games • Beyond Usability in Games (Pagulayan) Not required, but recommended: Designing for Fun (Pagulayan))
Week 2	1. Assignment #1 2. HOUT paragraph summaries for Chapters 1 & 2	1. Why do we need to learn UC Principles first? 2. How do you do a Heuristic	1. Read handout again: Play Principles 2.Assignment: HE on Game ○ Assignment #3 handout

	3. Reading Assignment: Online Publication paragraph summaries
	4. #2 Handout - Collaborate on Game
	5. #2 Template
	3. HOUT paragraph summaries for Chapters 3 & 4
		Evaluation?
		3. Robot Out of Box Experience
		4. What are the elements that are barriers
		  ○ Using Heuristics UX
		  ○ Positive and Negative (3 groups board)
		
		Handout: PLAY
		Bring every week
		
		SA printed handouts of Jakob Nielsen's UX Principles
		
		HD: Bring Robo + iPhone Dongle
			○ Assignment #3 template (includes readings)
			3. Reading Assignment: write a summary paragraph for each reading:
			○ Experimental Design 1 (p.144-175)
			○ 10 Usability Heuristics for User Interface Design by Jakob Nielson
			○ 10 Usability (Alternate version)

Week	**Homework to Hand In**	**Class**	**Homework To Do + Handouts**

Week 3	**NO CLASS: MLK DAY**		1. Read Handout Again: PLAY Principes
			2. Assignment: Partner Collaboration
			  ○ #2 Handout - Collaborate on Game
			  ○ #2 Template
			3. Reading Assignment: HOUT Chapters 3 & 4
			  ○ Write summary paragraph for Each chapter

| Week 4 | 1. Read handout again: PLAY Principles
2. Assignment: Heuristic Evaluation [HE] on Game
 ○ Assignment #3 handout
 ○ Assignment #3 template (includes readings)
3. Summary paragraphs for:
 • Experimental Design 1 (p.144-175)
 • 10 Usability Heuristics for User Interface Design by Jakob Nielson
  10 Usability (Alternate version) | 1. Lecture on Delight/Usefulness/Usability - Make me Amazing
2. Exercise on Delight/Usefulness/Usability
 ○ Why are all three Necessary?

SA will get 484 game names and the contact info by end of this week 4 | 1. Assignment 4: Gamification Write-up
 ○ Identify 4-5 game mechanics to Gamify/make more Delightful
 ○ Submit a description of at Least 4-5 mechanics
2. Assignment: Before Week 5 choose Game Concepts from 484
 ○ Go to Googledocs & read all 484 Game Concepts Starting Sunday at 9am (They are available after this time)
 ○ Choose 3 games that you would want to work on
 ○ Class Week 5 we'll choose Games, if you know what you Want you're more likely to get it
3. Reading Assignment: HOUT Chapters 5, 6, & 7
 ○ Write a short summary paragraph for each chapter
4. Reading Assignment: Submit a short summary paragraph for this:
 ○ Single Subject Experimental Design |

			SA: Make sure you get all concepts from 484 SA over weekend, all by Sunday 6pm. They all go in the collaboration folder to share in week 5.
Week	**Homework to Hand In**	**Class**	**Homework To Do + Handouts**

| Week 5 | 1. Assignment 4: Gamification write-up
2. Choose 3 games concepts from 484
3. HOUT chapter summaries for chapters 5, 6, & 7
4. Single Subject Experimental Design Summary paragraph

==Review assignment week 6 since no class== | 1. Choose Game Concepts from 484 (each 404 student gets one game)
2. Class:
   o Review Hypotheses Generation
   o In class exercise in generating Hypothesis
3. Test Plan
   o Review how

Reviews
   • Hypothesis Generation
   • Test Plan
   • Choose Game Concepts
   • Behavior Lecture

Handouts
   • Test Plan How To's folder
   • Screener
   • Data Collection
   • Test Plan +Summary Report
   • How to be an effective user researcher

⎯
SA will record the students name with | 1. Assignment: Heuristic Evaluation [HE] for Generating Hypothesis
   o Assignment #5 Handout
   o Assignment #5 Template

2. WITH DESIGNER: Schedule & meet with your 484 Game Partners (at least one; both is great- at least 1 is required to meet with you). Call them Tuesday a.m. to set up meeting.
   o Identify with them the game Mechanics, art style, player Experience
   o PX Goals & Hypotheses Creation:
     • Find out their goals for PX (in their words)
     Translate those into goals you can identify as the PX in the Test Plan for Week 6
     • Based on speaking with them about their goals, what you think their PX goals are and what you think the concept of the game is, then you can do the Heuristic Evaluation assignment (but it is due this week)
   o Total 2.5 hours total oo Week 8 + Week 11 |

		the 484 game, shares doc with class so they can contact 484 students be sure that lab dates are secured	*** [MEET DESIGNER IN PERSON THIS WEEK, must be scheduled by Week 5, and completed by Week 6, as 484 will have a huge deliverable after] *** Contact SA to help you if you are having ANY issue contact and organizing meeting in person

Week	Homework to Hand In	Class	Homework To Do + Handouts

Week 5 Continued			3. Schedule Playtest 1 and 2 (PT1 & PT2)
			  ○ Identify which dates/times work best for you and your partner, and the designers
			  ○ For each game schedule 90 Mins for PT1 and PT2 (and ensure the designer can be There 1 hour before to set up the game)

Week 6	**No Class Today Holiday**
	
	1. Assignment: Heuristic Evaluation for Generating Hypothesis
	  ○ Assignment #5 Handout
	  ○ Assignment #5 Template
	2. WITH DESIGNER: Schedule & meet with your 484 Game Partners (at least one; both is great- at least 1 is required to meet with you).
	3. Schedule Playtest 1 and 2 (PT1 & PT2)
		SA will ensure that 404 students have scheduled their PT1 & PT2 with 484 students; all students scheduled by end of week 6
		
		__
		
		SA Have Briefing Scripts printed handouts
		
		Print out latest Lab Guide (ensure you have latest from Dennis Wixon)
			1. Assignment: Prepping Player Research Test Plan for 484 Game
			  ○ 6_A Handout Test Plan and Screener
			  ○ 6_A Template Test Plan
			  ○ 6_A Template Screener
			
			Be sure you are setting up a survey on Googledocs or similar and collect data to present in your report
			
			2. Collecting Data During Study
			  ○ 6_ B Handout Moderator Script
			  ○ 6_ A Template Data Collection
			  ○ 6_B Handout Instructions

			for Researchers with Designers
	*** [MEET DESIGNER IN PERSON THIS WEEK, must be scheduled by Week 5, and completed by Week 6, as 484 will have a huge deliverable after] ***		3. Lab Related ○ 6_B Handout Lab Guide ○ 6_B Handout Lab Policies 4. Other Useful Handouts Back up ○ 6_B Handout How to Use Silverback Software ○ 6_B Handout How to make movie clips 5. Reading Assignment: HOUT Chapter 8 & 9 ○ write summary paragraphs for each
Week 7	**Lab Tour**	1. 7-9:00pm and Lab Tour Review Doing Playtesting ○ Different methods for specific Goals ○ Survey (Review how) ○ Playtesting ○ Focus Groups ○ Analytics ○ One-on-One Playtesting ○ Remote User Testing ○ GUR Methods ○ Game Consent Form	1. Recruit for Week 8 PT1; Recruit 3 players for each partner, total 6 for both partners. 30 minutes each. 2. Review + practice process 3. Review week 6 handouts and complete test plan

		2. Lab Tour 7-9:00pm **Professor Dennis Wixon: Lab Tour**	

Week 8
User Test 1
	1. Recruit for week 8 PT1
	2. Review + practice process
	3. Review week 6 handouts and complete test plan
		1. Review Lab procedure + Materials
		   ○ Test Plan
		   ○ Summary Report
		   ○ Review with designers + Plan for playtest 2
		   ○ Practice Moderation in Lab
			PLAYTESTING WEEK 8
			1. Playtest 1: Collect Data and then write a Summary Report
			   ○ Template Summary Report 1 Includes instructions
			   ○ Upload your video to youtube Playlist (link online under week 8)
			   ○ If your playtest is scheduled

Week	**Homework to Hand In**	**Class**	**Homework To Do + Handouts**
Week 8 continued **User Test 1**			On Thursday, talk to Heather to get okay. 2. Reading: write a short summary paragraph for: ○ How to be an effective Researcher ○ Handout

Week 9	1. Playtest 1: Summary Report
	2. Short summary paragraph for:
	How to be an effective Researcher - Handout
		1. FLOW - How we are attempting to attain this middle line
		   ○ 9 Flow Handout
		2. How to review the report and results
		   ○ Lesson on diplomacy
		3. How Principles of Film and Games intersect
		   ○ Bioshock + Tony Hawk
		4.Review Testing Experiences
		
		Handouts: Flow
		SA prints out the Flow Handout
		HD: Bioshock, Tony Hawk + Skate
		
		SA talk to 484 expect meeting this week + plan PT2
			1. Reading
			write short summary paragraph on each article:
			   • 8a Distinguishing Games, Work, Fun, Flow and Play: A Framework for UX Design
			   • 8b Emotion and Flow #11(PDF pages 46○72) (Two articles)
			
			2.Meet with Designer 484 Designer Week 9
			(Week 10 484 have huge deliverables due, so make sure it happens before spring break)
			   ○ Review the report results
			   And talk about new goals for
			   PT2 (and how to use test plan)
			   ○ Test Plan 2

SPRING BREAK ** HAVE FUN!!			

Week 10	1. Reading
	○ write short summary paragraph on each article:
	
	○ 8a Distinguishing Games, Work, Fun, Flow and Play: A Framework for UX Design
	○ 8b Emotion and Flow
		1. User Testing Examples:
		
		○ Frustrated not Taught Tak
		○ Told not taught CnC
		○ Too much Info Hero
		○ Blizzard Cataclysm (Games & Learning)
			1. PLAYTESTING WEEK 11
			2. Playtest 2 Report due
			   ○ 10 Template Summary Report 2
			   ○ 10 Metrics Example include in Report 2
			   ○ UPLOAD your video to youtube

	#11(PDF pages 46-72) (Two articles
	
	2. Meet with 484 Designers about report results and Test Plan 2
		o Match 3 + RM = Gardenscapes + RM principles
		
		2. Games and Learning Video
		   o Economy A Five Year Old in Debt o Schell
		   o Age
		   o George
		3. Wrap up loose ends
		
		SA Coordinates field trip (TBD) with students and rides (ensures those absent get information about rides)
		
		___
		SA will get 484 game names and the contact info by end of this week 4
			Playlist (link on website)
			
			If playtest is scheduled for Thursday or after, see professor for due date

Week 11	1. Playtest Week 11
	2. Playtest 2 Report due
		1. Metrics and Analytics
		   ○ How to use these, and why to Collect them (Hint: they are Part of the story)
		2. New Player Experience and First Time User Experience
		
		SA Print out GAP Principles + <u>Print out handouts of GH Explanation for Week 11 or/+ 12</u>
		
		SA Bring GH and Guitars - ensure the xbox live system works
		
		HD Bring GH Live + GH + Game with NPE + iPhone dongle, Gardenscapes
			1. Required Reading:
			   ○GAP Principles
			2. Heuristic Evaluation on GAP New Player Experience
			   ○ 11 Template Assignment Heuristic Evaluation GAP

Week	**Homework to Hand In**	**Class**	**Homework To Do + Handouts**

Week 11 continued		Demonstrate GAP in how something works poorly and works better GAP
		   • Karaoke Rev Video
			Player Experience
			   ○ 11 Handout Explanation of Gap

| Week 11 continued | | 3. In Class exercise on NPE GH Live
  o Break up in groups
  o HE using GAP (and still PLAY)

Handoouts: GAP | 3. Do your Test Plan 2 for PT2
  o Use same Test Plan
    Templates & Samples for
    Test Plan 2 but add metrics
  o See from week 10
  o Add the goals you
    Received when you met
    With your designer
4. Recruit for Playtest 2 (confirm with playtesters the night before) |
| Week 12
User Test 2 | 1. Read GAP Principles
2. 11 Template Assignment Heuristic Evaluation GAP Player Experience
3. 11 Handout Explanation of GAP
3. Test Plan 2 for PT2
4. Recruit for Playtest 2 | 1. Emotion + Immersion
  o Why are emotionless games
    Still fun & still filled with
    Immersion
2. Bad Games
  o Why are they bad games?
  o Final Analysis using
    PLAY/GAP/UX
3. Analyze a Game

Handoouts: GAP
  • GH sample
  • Summary Report
  • Post Mortem Assignment

SA Coordinates trip (TBD) with students and rides (ensures those absent get information about rides)
HD: Infinity + Bad Games | 1. Readings
 o write 1-2 sentences for each article:

oDavid Perry Emotional Connection Checklist

1. Prepare your final presentation, must be ready by Monday Week 14
  o 12 Presentation Sample
    Example |

Week 13	**Field Trip**	Scopely – be there	
Week 14	1-2 sentences for David Perry Emotional Connection Checklist **FINAL PRESENTATION DUE no exceptions**	**Random selection of 50% Final Presentation in class today**	
Week 15	**Random selection of 50% Final Presentation in class today**	**FINAL PRESENTATION** ALL PRESENTATIONS ARE DUE TODAY. Lottery in class of who is doing their presentation. MUST be present at both week 14 & week 15, regardless of when you present to get full credit on FINAL	**FINAL PRESENTATION** Nothing; have a great break! Must be present to get full grade on FINAL