



ESOGU Faculty of Art and Design
Industrial Design Department
COURSE INFORMATION FORM

SEMESTER	Spring
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COURSE CODE	1411xxx	COURSE NAME	Game and Toy Design
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	Type	Language
8	2	1	0	3	5	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATEGORY

Basic Education	Design	Natural and Applied Science	Social Science	Art
	X			

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	It covers understanding the elements related to game and toy design, defining the concepts of games and toys, the effect of games and toys on the physical and cognitive development of children and their place in the world of adults, and basic information on the interaction of technology with games and toys.
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COURSE OBJECTIVES	It is aimed to define games and toys, to research children's games and toys, to question adults' view of games and toys, and to develop a project for game design within the framework of a certain concept.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	It is thought that the course will contribute to those who want to specialize in game and toy design in professional life. Diversity will be provided by focusing on design, technology and education at the point of interdisciplinary work.
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COURSE OUTCOMES	Defines the basic concepts of game and toy design. Makes field definition in game design. Defines game elements and associated toys in game design. Defines the place of the game and the toy on the product-user interaction axis Can design the necessary processes for game design Can define concept for game design Can design the necessary elements for game and toy design Defines concepts such as gamification, learning through play Question the position of technology in game and toy design
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TEXTBOOK	- Kandır, A., Tezel Şahin, F. (2011). Okul Öncesi Dönemde Oyuncak ve Oyun Materyalleri- Eğitici Oyuncaklar, İstanbul: Morpa Kültür Yayınları. - Oğuzkan, Ş., Avcı, N. (2004). Okul Öncesinde Eğitici Oyuncaklar,
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	<p>İstanbul: YA-PA Yayıncılık.</p> <ul style="list-style-type: none">- Senemoğlu, N. (2011). Gelişim, Öğrenme ve Öğretim, Ankara: Pegem Akademi.- Yavuzer, H. (2005). Çocuk Psikolojisi, 28. Basım, Remzi Kitabevi, İstanbul.- Yılmaz, E. A. (2017). Oyunlaştırma, Abaküs Kitap.- Dursun, Y. (2014). Oyunun Ontolojisi, Doğu Batı Yayınları.
OTHER REFERENCES	<ul style="list-style-type: none">- Aral, N. (2000). Çocuk Gelişiminde Oyunun Önemi, Çağdaş Eğitim. Ankara: Tekışık Yayıncılık.- Arı, E. (2011). Temel kavramlar, Filiz, S., B. (Ed.). Öğrenme Öğretme Kuram ve Yaklaşımları (s. 2-23). Ankara: Pegem Akademi Yayınları.- Atalay, A. (2016). Özgün Örneklerle Erken Çocukluk Eğitiminde Materyal Tasarımı ve Yapımı, Ankara: Hedef CS Basın Yayın.- Atalay, A., Aral, N. (2001). Eğitici Oyuncaklar. İstanbul: YA-PA Yayınları.- Auerbach, S. (2008). Çocuk Yetiştirmede Oyunun Önemi. İstanbul: Yakamoz.- Dirim, A. (2004). Okul Öncesi Eğitimi. İstanbul: Esin Yayınevi.- Goldstein, J. H. (Ed.). (1994), Toys, Play and Child Development, Cambridge University Press.- Jordan, P. (2000). Designing Pleasurable Products, London: Taylor & Francis.- MEB, (2014). Okul Öncesi Eğitim Programı, Ankara: Vize Yayıncılık.- Ülgen, G. (2004) Kavram Geliştirme. Kuramdan Uygulamaya. Dördüncü Baskı. Ankara: Nobel Yayın Dağıtım.
TOOLS AND EQUIPMENTS REQUIRED	

WEEKLY COURSE SYLLABUS

WEEK	TOPICS
1	Introduction of the course and general information about the process
2	Definition and discussion of game and toy concepts
3	Classifications and subheadings in game and toy design
4	The place of the game and the toy in the product-user interaction axis
5	Concept determination process management in game and toy design
6	Defining and exemplifying concepts such as gamification and learning through play
7	The effect and contribution of technology to game and toy design
8	Mid-term
9	Concept creation for game and game-related toy design
10	Concept creation for game and game-related toy design
11	Critical and general assessment of the development of game-toy design
12	Critical and general assessment of the development of game-toy design
13	Critical and general assessment of the development of game-toy design
14	Critical and general assessment of the development of game-toy design
15	Critical and general assessment of the development of game-toy design
16	Final Exam

NO	PROGRAM OUTCOMES	Contribution Level		
		3	2	1
1	Within cultural, historical and artistic context the ability to integrate theoretical knowledge about production and consumption mechanisms into the design practice;			X
2	The ability to plan the design process, to choose and use appropriate methods and techniques;		X	
3	The ability to identify design problems and related sub-problems and to produce creative solutions with a critical and dialectical approach;	X		
4	The ability to design in terms of spatial thinking using design principles and elements;			X
5	The ability to make applications in the interaction of aesthetics and function using design elements and means and to evaluate these applications;	X		
6	The ability to visualize and present using two and three dimensional design tools;		X	
7	The ability to follow and apply technological developments, current design approaches, sustainable production methods, materials and innovations in the field of informatics in design projects;		X	
8	The ability to use field knowledge in industrial design projects by considering the needs and interests of the society and target users within the scope of environmental awareness, professional ethics and the laws;		X	
9	The ability to carry out the design process effectively individually or in a team;	X		
10	The ability to take an active role in discipline-specific or interdisciplinary studies at the national and international levels.	X		

1: None. 2: Partial contribution. 3: Complete contribution.

Instructor(s): Asst. Prof. Dr. Cemil YAVUZ

Signature:

Date: