ESOGU INDUSTRIAL DESIGN DEPARTMENT

COURSE INFORMATION FORM

Course Name	Course Code
Game and Toy Design	141118005

Semester	Number of Course Hours per Week		Credit	ECTS
	Theory	Practice		
8	2	1	3	5

Course Category (Credit)				
Basic Sciences	Engineering Sciences	Design	General Education	Social
	1	3		1

Course Language	Course Level	Course Type
Turkish	Undergraduate	Elective

Prerequisite(s) if any	-
Objectives of the Course	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.
Short Course Content	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.

	Learning Outcomes of the Course	Contributed PO(s)	Teaching Methods *	Measuring Methods **
1	Defines the basic concepts of game and toy design.	7, 8, 10	1, 2, 5	A
2	Makes field definition in game design.	7, 8, 10	1, 2, 5	A
3	Defines game elements and associated toys in game design.	7, 8, 10	1, 2, 5	A
4	Defines the place of the game and the toy on the product-user interaction axis	7, 8, 10	1, 2, 5	A
5	Can design the necessary processes for game design	2, 3, 5, 6, 7, 8, 9, 10	11, 12, 14	A, J, L
6	Can define concept for game design	2, 3, 5, 6, 7, 8, 9, 10	11, 12, 14	A, J, L
7	Can design the necessary elements for game and toy design	2, 3, 5, 6, 7, 8, 9, 10	11, 12, 14	A, J, L
8	Defines concepts such as gamification, learning through play	2, 3, 5, 6, 7, 8, 9, 10	11, 12, 14	A, J, L
9	Question the position of technology in game and toy design	2, 3, 5, 6, 7, 8, 9, 10	11, 12, 14	A, J, L
10				

***Teaching Methods** **1:**Expression, 2:Discussion, **3:**Experiment, **4:**Simulation, **5:**Question-Answer, **6:**Tutorial, **7**:Observation, **8**:Case Study, **9:**Technical Visit, **10:**Trouble/Problem Solving, **11:**Induvidual Work, **12**:Team/Group Work, **13**:Brain Storm, **14:**Project Design / Management, **15:**Report Preparation and/or Presentation

****Measuring Methods** **A:**Exam, **B:**Quiz, **C:**Oral Exam, **D:**Homework, **E:**Report, **F:**Article Examination, **G:**Presentation, **I:**Experimental Skill, **J:**Project Observation, **K**:Class Attendance; **L**:Jury Exam

Main 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, İstanbul: YA-PA Yayıncılık. - 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.
Supporting References	- Atalay, A. (2016). Özgün Örneklerle Erken Çocukluk Eğitiminde Materyal Tasarımı ve Yapımı, Ankara: Hedef CS Basın Yayın. - Auerbach, S. (2008). Çocuk Yetiştirmede Oyunun Önemi. İstanbul: Yakamoz. - MEB, (2014). Okul Öncesi Eğitim Programı, Ankara: Vize Yayıncılık.
Necessary Course Material	

Course Schedule	
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 Exam
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
16,17	Final Exam

Calculation of Course Workload			
Activities	**Number**	**Time (Hour)**	**Total Workload (Hour)**
Course Time (number of course hours per week)	14	3	42
Classroom Studying Time (review, reinforcing, prestudy,….)	7	1	7
Homework			
Quiz Exam			
Studying for Quiz Exam			
Oral exam			
Studying for Oral Exam			
Report (Preparation and presentation time included)			
Project (Preparation and presentation time included)	1	42	42
Presentation (Preparation time included)			
Mid-Term Exam	1	3	3
Studying for Mid-Term Exam	4	3	12
Final Exam	1	3	3
Studying for Final Exam	1	42	42
		Total workload	**151**
		Total workload / 30	**5,03**
		Course ECTS Credit	**5**

Evaluation	
Activity Type	**%**
Mid-term	30
Project Observation	20
Class Attendance	10
Final Exam	40
Total	100

RELATIONSHIP BETWEEN THE COURSE LEARNING OUTCOMES AND THE PROGRAM OUTCOMES (PO) (5: Very high, 4: High, 3: Middle, 2: Low, 1: Very low)		
NO	**PROGRAM OUTCOME**	**Contribution**
1	Within cultural, historical and artistic context the ability to integrate theoretical knowledge about production and consumption mechanisms into the design practice;	1
2	The ability to plan the design process, to choose and use appropriate methods and techniques;	3
3	The ability to identify design problems and related sub-problems and to produce creative solutions with a critical and dialectical approach;	5
4	The ability to design in terms of spatial thinking using design principles and elements;	1
5	The ability to make applications in the interaction of aesthetics and function using design elements and means and to evaluate these applications;	5
6	The ability to visualize and present using two and three dimensional design tools;	3
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;	3
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;	3
9	The ability to carry out the design process effectively individually or in a team;	5
10	The ability to take an active role in discipline-specific or interdisciplinary studies at the national and international levels.	5

LECTUTER(S)				
Prepared by	Assoc. Prof. Dr. Cemil YAVUZ			
Signature(s)				

Date:08.08.2024