Institute of Communication, Culture, Information & Technology
UNIVERSITY OF TORONTO
M I S S I S S A U G A

Institute Office: Room 3014, CCT Building
Telephone: 905-569-4489

CCT419H5F LEC0101
User Experience Design - UXD and Board Games
Course Outline - Fall 2022

Class Location & Time	Mon, 05:00 PM - 08:00 PM MN 1100
Instructor	Steve Szigeti
Office Location	CC3081
Office Hours	Monday 3:30-4:30
E-mail Address	steve.szigeti@utoronto.ca
Course Web Site	https://q.utoronto.ca
Teaching Assistant	Christina Wei
Office Hours	By Appointment
E-mail Address	christina.wei@mail.utoronto.ca

Course Description

This course allows students to explore issues related to user interface, user experience, materiality, gamification and game theory. Board games represent a space to consider social interaction, the use of materials, the role of emotion in design (UX), knowledge sharing and the role gamification plays in influencing behaviour. Students will be exposed to professional and research publications related to design, game theory, user experience and game mechanics. [36S]

Prerequisite: A minimum of 8.0 credits including CCT210H5 or CCT218H5 or CCT270H5 or CCT380H5 or CCT382H5. (SSc)
Distribution Requirement: SSc

It is your responsibility to ensure that the prerequisites for course have been met. Students without the prerequisites can be removed at any time. No waivers will be granted.

Goals and Learning Objectives

This course recognizes that you probably don't plan on being a board game designer, but learning the process of design will allow you to apply the tools and techniques in many other domains. In addition, developing skills to think critically about games (which arguably represent activities that we consider entertainment or distraction) is a valuable asset. At the end of this course, students should be able to:

- Identify and explain different game mechanics and their potential role in gamification of various activities;
- Conduct evaluation of game artifacts and present the findings in both written and oral form;
- Apply design thinking as a process in developing activities. This includes developing a plan for evaluating a game artifact, conducting evaluations, and iterating the design.
- Explain and interpret the social dynamics of teamwork as manifested in game play.
- Explain the role of perfect and imperfect information (from game theory), symmetry and asymmetry, and communication
- Demonstrate effective communication both orally and in writing
- Put into practice effectively working on a design team
- Identify opportunities for gamification in various professions.

Required Materials

Both required and supplementary readings will be posted to the course site. Various games will be made available in the class and through the UTM library (https://library.utm.utoronto.ca/board-games). Materials used in games (cards, dice, other materials) will be provided and must be returned at the conclusion of the course.

Assessment and Grading Policies

Type	Description	Due Date	Weight
Quiz	Quizzes (Best 2 of 3)	On-going	10%
Assignment	Game Critique #1	2022-10-24	10%
Assignment	Game Critique #2	2022-11-07	10%
Assignment	Usability Testing Report	2022-11-28	15%
Assignment	Sell Sheet and Presentation	2022-12-05	10%
Assignment	Board Game Prototype	2022-12-07	30%
Other	Peer evaluation form	2022-12-07	15%
		Total	100%

You should receive at least one significant mark (15%) before the last day you can drop a course without academic penalty.

Requirements and Criteria

Quizzes. There will be a short quiz to begin three (3) of the classes. Each quiz will cover assigned readings in addition to material from the class (lectures and exercises). Note that only your top two (2) quiz grades will be used to calculate your final grade. Because only 2 of 3 count towards your grade, if you miss a class you cannot take the quiz for that week (ie. no rescheduling of the quiz).

   Date: September 26, October 3 and 17
   Format: In-class written quiz. Multiple choice and/or short answer
   Weight: 10% (Each quiz is worth 5%. Your two (2) best grades will be used towards the 10% total)

Game Critique. Students will complete two critiques of a board game not discussed or played in class (see assignment for details).

   Date: Monday, October 24 and November 7 (5pm)
   Format: Written report submitted via Quercus
   Weight: 20% (10% x 2)

Usability Testing Report. Clear communication of the game testing is important. This group assignment will describe the test methodology, provide details of the participants, present data and discuss implications to the game design.

   Dates: November 28 (5pm)
   Format: Written report submitted via Quercus
   Weight: 15%

Sell Sheet and Presentation. Each group will prepare a sell sheet (used to market board games) and present their game to the class.

   Dates: December 5 (5pm)
   Format: Group presentation with physical sell sheet
   Weight: 10%

Game Prototype. Student groups will submit their board game prototype (including materials and rules), as well as the completed design journal with final reflections. All group members will receive the same grade. Details regarding this assignment will be available on the course site.

   Due: Wednesday, December 7 (4pm)
   Format: Board game prototype submitted via ICCIT offices
   Weight: 30%

Class Attendance, Engagement and Peer Evaluation: Students are expected to attend class, contribute to class discussions and participate in workshops. An attendance mark requires you to arrive on time and remain until the end of class. In addition, students are expected to contribute meaningfully to group work and are required to complete a confidential group evaluation form and submit via Quercus.

   Due: Participation is ongoing. Peer Evaluation form due Wednesday, December 7, 11:59pm
   Format: Peer evaluation form completed and submitted via Quercus
   Weight: 15%

Teaching Methods

The class will meet for three hours each week. Class sessions will include lectures and discussions, but a majority of the learning is based on directed group activities. This means that **regular attendance and engagement is crucial** to the succes of the course. Classes were usually begin with a brief lecture or instruction and will then be followed by the application of various design concepts. We will learn by doing.

On their own time, students must complete weekly readings and the assignments. Note that for every one (1) hour of contact, you can expect to do 2 hours of reading and preparation work on your own.

Each student is responsible for keeping up with the course material, which includes all of the required readings. Students are expected to attend all workshop sessions, to arrive on time, stay for the duration of the class, and to participate in discussions. If you miss a class, you are responsible for obtaining any information or materials given in class, either from your classmates or online. Unauthorized recording of the lectures is not permitted.

The interaction among students and their collaborative work is essential in making the course a success. Students are expected to use the experiences and knowledge they bring into the class to help define their learning objectives, contribute to the course content, and complement their own learning experience and that of their classmates.

Procedures and Rules

E-Culture Policy

Only student U of T email accounts should be used for course communication and all emails from students must include the course code in the subject line and should be signed with the full student name and student number.

Phones and devices: All phones, tablets, smart watches, etc. must be silenced during class. The focus during each class must be on classroom activities.

E-mail: It is your responsibility to read your U of T email on a regular basis. This will ensure that you receive important information from your instructors and the university.

It is your responsibility to read your U of T email on a regular basis. This will ensure that you receive important information from your instructors and the university.

It is your responsibility to read your email regularly and check course information updates and announcements through Quercus. Students who choose to opt out of receiving messages through Quercus are still responsible for actions required, or changes communicated through those announcements and messages.

Learning Technology

It is your responsibility to read your email regularly and check course information updates and announcements through Quercus. Students who choose to opt out of receiving messages through Quercus are still responsible for actions required, or changes communicated through those announcements and messages.

Late Penalties

You are expected to complete assignments on time. There will be a penalty for lateness of 10% deducted per day and work that is not handed in one week after the due date will not be accepted.

Missed Tests and Extensions on Assignments - Special Consideration Requests

Students who miss a test or an assignment deadline due to circumstances beyond their control (e.g. illness or accident) can request special consideration from the ICCIT department for approval.

IMPORTANT: Please review the ICCIT Special Consideration Request (SCR) policy here, and follow the procedure to submit a special consideration request online. You have three days or 72 Hours (including weekends) from the assignment deadline or date of the missed test/quiz to complete the SCR process in full: https://www.utm.utoronto.ca/iccit/students/late-assignments-extensionsmissed-tests-quizzes

If you are registered with AccessAbility at UTM and/or Accessible Learning Services at Sheridan,and the reason for missing a test or a deadline **pertains to a disability**, you are still required to submit an SCR at the link above. In such cases, the department will accept documentation supplied by the UTM AccessAbility Resource Centre. If you require further information, please speak with your accessibility services advisor. Please see the section on "AccessAbility" for more information.

Religious Observance: Information about the University's Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances is at

http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm

U of T Mississauga students are required to declare their absence from a class, for any reason, through their ACORN accounts in order to receive academic accommodation for any course work such as missed tests, late assignments, and final examinations. Absences include those due to illness, death in the family, religious accommodation or other circumstances beyond their control.

Re-marking Pieces of Term Work

General

A student who believes that his or her written term work has been unfairly marked may ask the person who marked the work for re-evaluation. Students have up to one month from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file for an appeal. For example, should the work be returned or the mark be made available on March 3rd, the student has until April 3rd to inquire in writing and start the re-marking process. Instructors must acknowledge receipt of a student request for re-marking within **3-working days**, and decisions should be provided in a timely fashion.

If an academic misconduct case is in progress for the piece of term work in question, a student may not appeal until the matter is resolved.

Details

Regrade requests for term work worth less than 20% of the final mark may be submitted to the person who marked the work for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, he or she may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In these instances where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why he or she believes the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in mark was made. If a re-marking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition. Instructors and TAs should ensure all communication with the student is in writing (e.g. follow-up email) and keep a copy for later reference.

Only term work worth at least 20% of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above for work worth less than 20%. To escalate an appeal beyond the instructor, the student must submit to the department (1) all previous communications between the student, original marker, and the instructor (2) the detailed reason(s) documenting why the mark for the work was inappropriate and (3) the original piece of work. If the department believes that re-marking is justified, the department shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, the student must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark. Where possible, the independent reader should be given a clean, anonymous copy of the work. Without knowing the original assigned mark, the reader shall determine a mark for the work. The marking of the work should be considered within the context of the course of instruction for which it was submitted. If the new mark differs substantially from the original mark, the department shall determine a final mark taking into account both available marks.

The final level of appeal is to the Dean's Office. Appeals must already have been considered at the two previous levels (Instructor followed by Department), with the decision reviewed by the head of the academic unit, before they will be considered by the Dean's Office. **Appeals must be submitted in writing, and include all previous correspondence, as soon as possible after the student receives the final response from the academic unit, but no later than one month after.** Appeals to the Dean's Office about the marking of term work will be reviewed to ensure that appropriate procedures have been followed in earlier appeals, that the student has been treated fairly, and that the standards applied have been consistent with those applied to other students doing the assignment. Any mark resulting from such an appeal will become the new mark, whether it is higher or lower or the same as the previous one. This process applies only to term work; appeals for re-reads of final examinations are handled directly by the Office of the Registrar.

Issues Pertaining to Term Work and Instructional Activities

Issues arising within a course that concern the pedagogical relationship of the instructor and the student, such as essays, term work, term tests, grading practices, or conduct of instructors, fall within the authority of the department. Students are entitled to seek resolution of these issues, either orally or in writing to the course instructor and, if needed, the ICCIT Director for resolution.

Following a response from the ICCIT Director, students may submit an appeal, in writing, to the Vice-Principal, Academic and Dean.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases

of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. You are instructed to read the following for more information: http://www.utm.utoronto.ca/academic-integrity/office-dean-academic-integrity and http://academicintegrity.utoronto.ca/).

Students are required to submit their Game Critiques to Ouriginal for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Ouriginal reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faq).

Expectations for Conduct in the Academic Setting

Students agree that by taking this course, they agree to adhere to the ICCIT Expectations for Conduct in the Academic Setting set out at https://www.utm.utoronto.ca/iccit/students/policies-procedures/code-conduct.

Copyright in Instructional Settings

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

For more information on copyright and the University of Toronto, please visit https://onesearch.library.utoronto.ca/copyright/copyright.

Equity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at edo.utm@utoronto.ca or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.
http://www.utm.utoronto.ca/equity-diversity/

Other Resources

AccessAbility
The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code, including those who have a physical, sensory, or learning disability, mental health condition, acquired brain injury, or chronic health condition, be it visible or hidden.

If you have a disability or health consideration that may require accommodations, please approach the AccessAbility Resource Centre as soon as possible. The AccessAbility staff are available by appointment to assess specific needs, provide referrals and

arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

To register with AccessAbility*, please call the centre at 905-569-4699 or e-mail access.utm@utoronto.ca.
http://www.utm.utoronto.ca/access/

Students attending Sheridan-based courses with accommodation needs must register with the AccessAbility Resources Centre at UTM and the Accessible Learning Services at Sheridan College. For assistance at Sheridan, please contact Accessible Learning Services at 905-845-9430, ext. 2530 or trafalgar.als@sheridancollege.ca. For more information, please visit: https://www.sheridancollege.ca/life-at-sheridan/student-services/accessible-learning-services.aspx.

Robert Gillespie Academic Skills Centre
The centre offers wide-ranging support to help students identify and develop the academic skills they need for success in their studies, including: understanding learning styles; essay and report writing; time management; lecture-listening; note-taking; and studying for tests and exams.
http://www.utm.utoronto.ca/asc

UTM Library (Hazel McCallion Academic Learning Centre)
The UTM library provides access to a vast collection of online and print resources to faculty, staff, and students. Various services are available to students, including borrowing, interlibrary loans, online references, research help, laptop loans and the RBC Learning Commons.
http://library.utm.utoronto.ca

Course Schedule

Date	Topic
2022-09-12	**Class 1: Course introduction and a brief history of board games (Part 1)** **Required Readings** • Course Syllabus • Attia, P. (2018). *The History of Board Games*. **Recommended Readings** • Bell, R.C. (1979). *Board and Table Games from Many Civilizations*. Revised Edition. Dover Publications, Inc. New York. • Donovan, T. (2018). *It's All a Game*. St. Martin's Press. New York. **Game Evaluation and Critique** • Ten, Jactus, Checkers
2022-09-19	**Class 2: Game Mechanics, Themes and a brief history of board games (Part 2)** **Required Readings** • Donovan, T. (2017). Why Old-fashioned Board Games Thrive in the Internet Age, *Wharton Business Daily*. • Luke (2018). Board Game Mechanics 101: An Introduction To Core Gaming Mechanics. Start Your Meeples. • Mercury, K. (2018). *Mechanics Sorted by Type*. From Resources to Teach Strategy in Game Design. • Rules for Love Letter • Rules for Sushi Go • Rules for Yahtzee **Recommended Readings** • Andriesse, A. (2019, February 20). Progress in Play Board Games and the Meaning of History, Public Domain Review. Retrieved December 12, 2021 from https://publicdomainreview.org/essay/progress-in-play-board-games-and-the-meaning-of-history. • Anthropy, A. (2012). Chapter 1: Rise of the videogame zinesters: How freaks, normals, amateurs, artists, dreamers, dropouts, queers, housewives, and people like you are taking back an art form (Seven Stories Press 1st ed.) Seven Stories Press. • Boardgamegeek. (2021). Board Game Mechanics. • Koster, R. (2005). Chapter 3: What Games Are. From *A Theory of Fun*. Paraglyph Press. Scottsdale, AZ. pp. 34-47 • LaPensée, E (2014). Just Make Games. Retrieved December 7, 2021 from https://vimeo.com/112613093 • Thompson, D. (2015). Teaching validity and soundness of arguments using the board game: The resistance. *PRIMUS, 25*(6), 542-552. **Game Evaluation and Critique** • Love Letter, Sushi Go and Yahtzee

2022-09-26	**Class 3: Culture and Games** **Quiz #1** **Required Readings** • Bolding, J. (2019). A Cancelled Board Game Revealed How Colonialism Inspires and Haunts Games. VICE. April 12, 2019. • Salen K. and Zimmerman, E. (2004). Defining Culture. From *Rules of Play: Game Design Fundamentals*. MIT Press. Cambridge, MA. pp. 505-513. • Salen K. and Zimmerman, E. (2004). The Primary Schemas: Rules, Play, Culture. From *Rules of Play: Game Design Fundamentals*. MIT Press. Cambridge, MA. pp. 100-105. • Sax, D. (2016). Chapter 4: The Revenge of Board Games. From *The Revenge of Analog: Real Things and Why They Matter*. Publicaffairs: New York. pp. 75-98. • Rules for (Setters of) Catan **Recommended Readings** • Borit, C, et al. (2018). Representations of Colonialism in Three Popular, Modern Board Games: Puerto Rico, Struggle of Empires, and Archipelago. Open Library of Humanities, 4(1): 17, pp. 1-40. • Elias, G.S., Garfield, R., and Gutschera, K.R. (2012). Appendix: Von Neumann Game Theory from *Characteristics of Games*. MIT Press, Cambridge, MA. pp. 254-245. • Price,E. (2020). The Sellers of Catan: The Impact of the Settlers of Catan on the United States Leisure and Business Landscape, 1995-2019. *Board Game Studies Journal*,14(1) 61-82. **Game Evaluation and Critique** • (Settlers of) Catan
2022-10-03	**Class 4: Design Case Study: Pandemic** **Quiz #2** **Required Readings** • Lane, R. (2016). The Making of Pandemic - the board game that went viral: Highly contagious. • Rules for Pandemic **Recommended Readings** • Anania, E. C., Keebler, J. R., Anglin, K. M., & Kring, J. P. (2016, September). Using the Cooperative Board Game Pandemic to Study Teamwork. In *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* (Vol. 60, No. 1, pp. 1770-1774). SAGE Publications. • Heron, M. (2016). Meeple Like Us Accessibility Tear Down. Retrieved August 6, 2022 from https://www.meeplelikeus.co.uk/pandemic-accessibility-teardown/ **Game Evaluation and Critique** • Pandemic
2022-10-10	**Reading Week** No class

2022-10-17	**Class 5: Design Brainstorming** **Quiz #3** **Required Readings** - Barrett, G (2018). Rob Daviau from *Board Game Design Advice*. Barrett Publishing. Atlanta, GA. pp 21-23. - Tinsman, B. (2008). Chapter 21: Game Design from *The Game Inventor's Guidebook*. Morgan James Publishing. New York. pp. 169-178. **Recommended Reading** - Flanagan, M. (2009). Chapter 8, Designing for Critical Play, Critical play: Radical game design. pp. 251-262; MIT Press. - Hofstetter, E., & Robles, J. (2019). Manipulation in Board Game Interactions: Being a Sporting Player. *Symbolic Interaction*, *42*(2), 301-320. https://doi.org/10.1002/symb.396 - Knizia, R. (1999). Category Games from *Dice Games Properly Explained*. Blue Terrier Press. n.p. pp 148-195.
2022-10-24	**Class 6: Design Techniques: Prototyping** **Required Readings** - Daviau, R. (2011). Design Intuitively from *The Kobold Book of Board Game Design*. Ed. M. Selinker. Open Design. Kirkland, WA. pp. 42-49. - Tinsman, B. (2008). Chapter 22: Game Development from *The Game Inventor's Guidebook*. Morgan James Publishing. New York. pp. 179-186. **Recommended Reading** - Rettig, M. (1994). Prototyping for Tiny Fingers. *Communications of the ACM*. April 1994. 37 (4).
2022-10-31	**Class 7: User Testing, Part 1** **Required Readings** - Barnum, C. (2020). *Usability Testing Essentials.* Chapter 6: Preparing for Usability Testing. Morgan Kaufman. New York, NY. - Nielsen, J. (2012). Thinking Aloud: The #1 Usability Tool from *the Nielsen Norman Group*. **Recommended Readings** - Dumais, J.S. & Redish, J.C. (1999). *A Practical Guide to Usability Testing.* Revised Edition. Intellect Books - Martin, B. & Hanington, B. (2012). Talk-Aloud Protocol from *Universal Methods of Design.* Rockport Publishers. Beverly, MA. pp. 180-181
2022-11-07	**Class 8: User Testing, Part 2** **Required Reading** - Barnum, C. (2020). *Usability Testing Essentials.* Chapter 7: Conducting a Usability Test. Morgan Kaufman. New York, NY. **Recommended Readings** - Barbara, J. (2014). Measuring User Experience in Board Games. *International Journal of Gaming and Computer-Mediated Simulations*. Volume 6, Issue 1, pp. 64-79.

2022-11-07	**Class 9: User Evaluation, Session #1 and Rulebooks**

Due to the agenda for this class, it is critical that all students attend and arrive on time.

Required Reading

- Fullerton, T. (2015). Chapter 9: Playtesting. *Game Design Workshop*.
- Barrett, G. (n.d.). *Writing Rules*.*This site has links to various resources you'll find helpful.*
- Carmichael, K. (2016). Top 7 Tips for Editing your Rulebook.
- Chavez, G. (2021). Top 6 Rules for Rulebook Writing.
- Chuan, T. (2020). How to Write a Good Board Game Rulebook.
- Jaffe, S. (2015). Following Rules is Hard, Writing Rules is Harder.

Recommended Readings

- Heron, M. (2018). The Bloom's Taxonomy of Boardgame Reviews, Meeple Like Us. Retrieved December 7, 2021 from https://www.meeplelikeus.co.uk/the-blooms-taxonomy-of-boardgame-reviews/

2022-11-14	**Class 10: User Evaluation, Session #2 and Interpreting Results**

Similar to Class 9, due to the agenda it is critical that all students attend this class and arrive on time.

Required Reading

- Barnum, C. (2020). *Usability Testing Essentials.* Chapter 8: Analyzing the Findings. Morgan Kaufman. New York, NY.

2022-11-28	**Class 11: Refinement (Game) and Marketing**

Required Readings

- Barnum, C. (2020). *Usability Testing Essentials.* Chapter 9: Reporting the Findings. Morgan Kaufman. New York, NY.
- Levy, R.C. (2011). Life's a Pitch from *The Kobold Book of Board Game Design* Ed. M. Selinker. Open Design. Kirkland, WA. pp. 118-123

Recommended Reading

- Wachs, J., & Vedres, B. (2021). Does crowdfunding really foster innovation? Evidence from the board game industry. Technological Forecasting & Social Change, 168, 120747-. https://doi.org/10.1016/j.techfore.2021.120747
- Usability.gov. (2020). *Report Template: Usability Test. Accessed August 20, 2022 from https://www.usability.gov/how-to-and-tools/resources/templates/report-template-usability-test.html*

2022-12-05	**Class 12: Game Presentations**

No required reading

Last Date to drop course from Academic Record and GPA is November 16, 2022.

Every attempt will be made to follow this syllabus, but its content are subject to change, according to the rules as outlined in the UTM Instructor's Handbook, section 3.2.2.