

ID: 316

Academic paper (20+10 min)

Topics: Digital and new materialist artistic and art educational practices and theories

Keywords: games, game design, higher education, design education, ludology

Game and game design studies in the Finnish art teacher training curriculum

Heikka Valja

Aalto University, Finland; heikka.valja@aalto.fi

In this presentation Heikka Valja, part-time lecturer and doctoral candidate at the Aalto University School of Art, Design and Architecture, presents a new course on Games, gaming and game design skills. The presentation includes discussion on how games and gamification have been integrated into art teacher's teaching and how the new course was created and how it has been assessed. The course was developed based on the results of nation wide survey targeted to art educators and hence directly responses to the needs of the field. The course also serves as a material for Valjas ongoing doctoral dissertation.

Valja's theoretical background is in constructionist ludology[1] and Deweyan pragmatist aesthetics[2]. Valja suggests that the games should be studied with different perspectives but their fundamental value is experientiality. The focus of this presentation is on exploring if and how this theoretical background and the experiences of the teacher respondents were integrated with the Games, gaming and game design course. The fundamentals for the design of the course were gaming experience, game design skills, game knowledge and digital skills. All of these aspects were studied from the perspective of experientiality. The course was assessed by the participant art education students and their experiences and the future development steps will be demonstrated in the presentation.

[1] Stenros, Jaakko (2015): Playfulness, Play, and Games: A Constructionist Ludology Approach. Doctoral dissertation. University of Tampere

[2] Dewey, John (1934): Art as experience. New York: Minton, Balch & Company