COURSE SYLLABUS						
Course Title	**Course Code**	**Semester**	**Course Hour/Week**		**Credit**	**ECTS**
Toy Design	GAME215	III	**Theory** 2	**Practice** 2	3	5
Course Type	Compulsory Courses	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Compulsory	Other
	-	YES	-	-	-	-
Level of Course	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate/ Doctoral (Second /Third Cycle)	
	-		YES		-	

Language of Instruction	English

Course Instructor(s)	Can Friedrich Luckinger	E-mail : can.luckinger@arucad.edu.tr	
Course Objectives	Toy Design aims to introduce students to fundamental craft techniques for prototyping, testing and launching Toys as a product. Via practical experience in all steps of the toy designing process.		
Course Learning Outcomes	**Students will able to:**	**Teaching Methods**	**Evalutation Methods**
	Explain the historical development, categories, and fundamental principles of toy design.	Lecturing	Mid-term Project
	Analyze user needs, educational objectives, and play experiences to develop appropriate toy concepts	Interactive lectures	Mid-term Project

	Apply prototyping techniques, construction methods, and digital design tools to create functional toy prototypes.	Project-based learning	Midter Project + Assignment
	Design original toy concepts by integrating creativity, storytelling, material selection, and sustainability principles.	Project-based learning	Assignment
	Evaluate toy prototypes based on usability, safety, manufacturability, and user feedback to improve product quality.	Project-based learning	Final Project
	Produce a professionally presented toy prototype, including packaging and product presentation suitable for commercial contexts.	Project-based learning	Final Project
Course Content	- Understand steps in development of toys as a product - Prototype Toys for testing - Operate Software to aid in the design process of toys - Produce and Package a Toy		

COURSE OUTLINE/SCHEDULE			
Week	**Topic**	**Implementation (theory/practice)**	**Required Reading, Preliminary preparation**
1	History of Toys, Tool Familiarization and concept development.	T	Parlett, D. (2018). Parlett's history of board games. Echo Point Books & Media. . Library Catalogue number: GV1312 .P37 2018.
2	Material overview and Cardboard Toy development	T/P	Parlett, D. (2018). Parlett's history of board games. Echo Point Books & Media. . Library Catalogue number: GV1312 .P37 2018.
3	Cardboard Construction techniques and Practice	T/P	Parlett, D. (2018). Parlett's history of board games. Echo Point Books & Media. . Library Catalogue number: GV1312 .P37 2018.

4	Paper Toy design overview, conceptualization and experimentation.	T/P	Parlett, D. (2018). Parlett's history of board games. Echo Point Books & Media. . Library Catalogue number: GV1312 .P37 2018.
5	Educational Toys and their aim	T/P	Schrier, K., & Gibson, D. (Eds.). (2010). Ethics and game design: Teaching values through play. Information Science Reference. Library Catalogue number: GV1469.34.S52.E86 2010.
6	Upcycling and Recycling in toy design.	T/P	Schrier, K., & Gibson, D. (Eds.). (2010). Ethics and game design: Teaching values through play. Information Science Reference. Library Catalogue number: GV1469.34.S52.E86 2010.
7	Storytelling in Toy design	T/P	Schrier, K., & Gibson, D. (Eds.). (2010). Ethics and game design: Teaching values through play. Information Science Reference. Library Catalogue number: GV1469.34.S52.E86 2010.
8	**MIDTERM SUBMISSION**		
9	Mechanical Motion for toy design.		Hodent, C. (2018). The gamer's brain: How neuroscience and UX can impact video game design. CRC Press. Library Catalogue No: GV1469.3.H62 2018.
10	Co-operative Toy design features and practice	T/P	Hodent, C. (2018). The gamer's brain: How neuroscience and UX can impact video game design. CRC Press. Library Catalogue No: GV1469.3.H62 2018.
11	Introduction to Traditional Board Games	T/P	Hodent, C. (2018). The gamer's brain: How neuroscience and UX can impact video game design. CRC Press. Library Catalogue No: GV1469.3.H62 2018.
12	Board game mechanics expanded		Hodent, C. (2018). The gamer's brain: How neuroscience and UX can impact

			video game design. CRC Press. Library Catalogue No: GV1469.3.H62 2018.
13	Toy packaging Introduction	T/P	Hodent, C. (2018). The gamer's brain: How neuroscience and UX can impact video game design. CRC Press. Library Catalogue No: GV1469.3.H62 2018.
14	Final Project Conceptualization and Sketching.	T/P	
15	Final Project Feedback and Packaging		
16	Final Project Finalization and Feedback		
17	**FINAL SUBMISSION**		

Required Course Material(s) / Reading(s)/ Text Book(s)	**Materials:** Box cutters/Scalpel, Glue(either 2 part architectural glue or hot glue), Black marker, Ruler, paper a4 cardstock Balsa sheets Schrier, K., & Gibson, D. (Eds.). (2010). Ethics and game design: Teaching values through play. Information Science Reference. Library Catalogue number: GV1469.34.S52.E86 2010. Parlett, D. (2018). Parlett's history of board games. Echo Point Books & Media. . Library Catalogue number: GV1312 .P37 2018.
Recommended Course Material(s)/ Reading(s) /Other	Heimann, J., & Heller, S. (2021). *Toys: 100 Years of all-american toy ads*. Cologne (Allemagne): Taschen.

ASSESSMENT		
Learning Activities	**NUMBER**	**WEIGHT in %**
Mid-Term		
Quiz		
Assignment		
Project		
Field Study		
Presentation / Seminar		
Studio Practice		
Other		
Contribution of Final Examination/Final Project/ Dissertation to the Final Grade		
TOTAL		100

CONTRIBUTION OF COURSE LEARNING OUTCOMES TO PROGRAMME LEARNING OUTCOMES							
No	PROGRAMME LEARNING OUTCOMES	Level of Contribution (1- lowest/ 5- highest)				
		1	2	3	4	5
1	Knows the historical development of the field of communication, basic concepts, theories.	x				
2	Knows the basic concepts and terminology related to the field of game design.				X	
3	Has knowledge about the history of computer and video games and developments in this field.		X			
4	Knows game design processes and related applications.					X
5	Has the ability to utilize various disciplines such as communication, art, music, psychology, mythology, cinema, etc. in the game design process.					X
6	Has the ability to analyze analog and digital game genres.				x	

7	Has the ability to use contemporary game engines and problem solving skills.	x				
8	Has the knowledge of questioning the game designs with an analytic and critical perspective.				x	
9	Has knowledge about media literacy.	x				
10	Has the competence to prepare projects based on ethical principles in game development processes.			x		
11	Has the competence to evaluate games as an art form.					x
12	Has the competence to use game design concepts and methods in related fields such as design, software development and media.					x
13	Has the competence to prepare projects based on ethical principles in game development processes.			x		
14	Has the competence to take part and responsibility in game development teams.				x	
15	Has the competence to collect, analyze and interpret analytical data about games and players.		x			
16	Has the competence to develop and present a digital game project by using game design practices effectively.			x		

ECTS / STUDENT WORKLOAD				
ACTIVITIES	**NUMBER**	**UNIT**	**HOUR**	**TOTAL (WORKLOAD)**
Course Teaching Hour (X weeks * total course hours)	15		4	60
Preliminary Preparation and self- study	5		1	5
Mid-Term	1		10	10
Quiz	-		-	-
Assignment	1		20	20
Project	-		-	-
Field Study	-		-	-
Presentation / Seminar	-		-	-
Studio Practice	-		-	-
Final Examination/ Final Project/ Dissertation	1		30	30

Other	-		-	-
TOTAL WORKLOAD				125
TOTAL WORKLOAD / 25				5
ECTS				**5**

ETHICAL RULES WITH REGARD TO THE COURSE
Plagiarism Disclaimer Detected and undetected plagiarism is a serious offence at any time and it could have devastating effects on your degree result and future professional life. Plagiarism is easy to avoid if you make sure you thoroughly identify and recognize your sources and do not copy from visual examples, designs or notes taken directly from your sources word for word. The maximum citation limit cannot exceed 20%. Artificial intelligence citations are also considered within this scope. If proven otherwise, the student will fail the course.

ASSESSMENT DETAILS AND EVALUATION CRITERIA:
Final Grades will be determined according to the Course Learning Activities and Final Examination/ Project/ Dissertation Assessment Details as below, and comply with the Education and Examination Regulation set forth by the University. Throughout the course, students will learn the theoretical base of the topic and they will be able to equip themselves with the practical know-how skills of Advertisement production. Also, students are expected to design a creative advertisement piece with the knowledge they have gained in the course. During the class sessions, participation is a very important input for the learning process for the students. It is also vital to understand the effect of creativity input on the production process of advertisement. 70% attendance to courses is compulsory. Health reports belong to 30% absenteeism right. Final Grades will be determined according to the Course Learning Activities and Final Examination/ Project/ Dissertation Assessment Details as below, and comply with the Education and Examination Regulation set forth by the University. Throughout the course, students will learn the theory of toy design and put into practice what they have learned to create, refine and package their own toys

Midterm Submission is based on a section given prior to the midterm in which students are expected to follow the instructions of the assignment and each section has its own evaluation criteria which are mentioned to the students with the assignment.

Please beware that the class uses teams. Thus, submissions have to be made Printed and digitally.

Late work can only receive full credit in extreme circumstances and will be penalized otherwise as follows:

- Over a day but less than two days late: 10% deducted

A week or more late: **Not accepted: 0%**

PREPARED BY	Can Friedrich Luckinger
UPDATED	20/09/2024
APPROVED	