

Sino-Finnish Centre Courses 2015-2016 (Second Semester)



About Sino-Finnish Centre

Sino-Finnish Centre (SFC), Tongji University is a strategic cooperation platform between Tongji University, China and Aalto University, Finland, serving as an international interdisciplinary open platform and a creative meeting point for education and innovation. It aims to combine Science, Engineering, Art, Design and Business together, and build bridges between universities and industries, governments, NGOs, etc. It always puts students first, offers a space for creative learning, knowhow for learning by doing, learning by travelling, project-based learning, experiences based learning as well as passion-based learning.

SFC provides brand-new experiences of Cross-cultural and Inter-disciplinary activities for students. SFC courses and workshops have close connections with different disciplines, ranging from product design, innovation, sustainability and urban planning to economics and management. We believe that the interaction between students, companies and scholars will bring about amazing result.

SFC has just met its fifth anniversary, demonstrating new looks and latest progresses, from a platform to encourage interdisciplinary exchanges, to innovative education projects represented by Tongji on Tracks, to Tongji Venture Valley, to Tongji Innovation and Venture Minor Program, towards LivingLab the innovative research platform last year.

SFC will enthusiastically collaborate with each other and excellent scholars and future elites from key collaborative universities! For us, the cooperation with world-top companies, organizations and scholars forms an essential part of SFC.

SFC brings most innovative companies into classroom and conducts workshops together with students;

Students can get unique course experience and get ready for their future career from SFC courses;

You will become different when you leave !

Course List

2015-2016 (Second Semester)			
No.	Course Name	Time	Venue
1	Game Design Fundamentals and Principles: Social Impact, Education and Entrepreneurship	Wednesday 15:30-17:30 (May 18 th to Jun. 4th)	SFC stage
2	Innovative Entrepreneurship- Building a Business upon Original Ideas	Monday 18:00-21:00 (April to May)	SFC stage
3	Balance and Necessity of Two Issues: Let's Multi-task and Co-learn	Wednesday 18:00-21:00 (Every other week)	SFC stage
4	I & V Talks	Tuesday 18:30-20:00	SFC stage

REMARKS

- Please note that "[Game Design Fundamentals and Principle: Social Impact, Education and Entrepreneurship](#)", and "[Innovative Entrepreneurship- Building a Business upon Original Ideas](#)" are **intensive** courses;
- For signup, please send email to jiangdan@tongji.edu.cn before March 7th 2016:
 - "Application for SFC courses" in subject;
 - Personal information (including name, major, student number, home university, telephone number and course selected) in body;
 - Copy of your admission letter from Tongji University as attachment.
- Please come to SFC course introduction on **March 1st (Tuesday)**, starting from **18:30 in SFC stage**.
- Any questions, please contact Dan, +86 21 65987507, jiangdan@tongji.edu.cn.
- For more information, please follow Sino-Finnish Centre:
 - Official website: sfc.tongji.edu.cn
 - Official weChat: @sfctongji



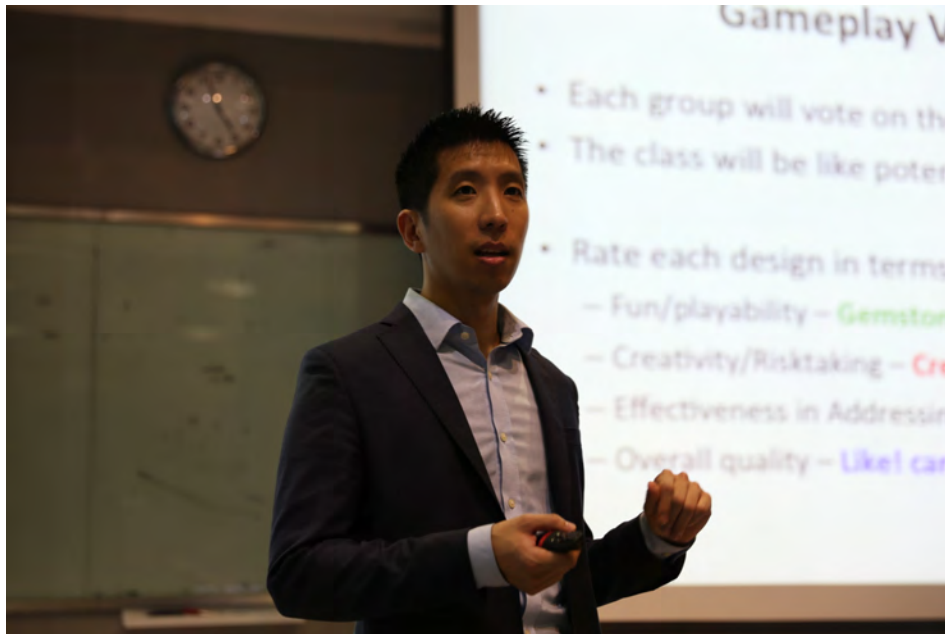
Game Design Fundamentals and Principles: Social Impact, Education and Entrepreneurship

Theory and Practice of Game Design

Instructor: Dr. Joey J. Lee, Assistant Professor, Columbia University

Email: JL3471@tc.columbia.edu

<http://www.gameprof.com>



Course Content

ANYONE who is interested in designing and developing thoughtful games, playing

games thoughtfully, or evaluating the social, cultural and educational impact of games.

This course has three main goals:

First, this course will provide you with the tools you'll need to understand, analyze and design games. Note that these tools aren't technical in nature; this is not a programming course, and you won't be required to do any programming, although this is encouraged. Instead, this class will focus on gaining an understanding of rules, interactivity, play, social interaction, balance, and all the other elements that go into making an innovative game – and making it fun to play. You will learn and adopt a vocabulary for analyzing games, and you will be able to compose your own games upon understanding what makes a game effective and fun.

Second, this course will provide you with an overview of educational theories that relate to games. We will be taking three main theoretical perspectives to games and play during this class: cognitive, social and persuasive. While this class cannot provide an exhaustive investigation of all of educational theory, we will explore the way that these three frameworks allow us to design educational games that go beyond “drill and kill.” Whether you want to explore the applications of existing games to learning, or create learning games of your own, this class will let you engage with games in all their richness and complexity.

Third, this course provides a basic introduction to entrepreneurship concepts – especially tailored toward game design. For example, topics may include (but may not be limited to): how to deliver a pitch presentation, how to develop a value proposition, identifying a customer, and developing business plan.

A note on the educational philosophy of this course: we will focus on games and play as opportunities for learning – something that can happen in or out of the classroom – rather than teaching. While we'll be discussing classroom-based games to some degree, content delivery and standards will not be the only measures of success in an educational game that we'll use. Instead, we'll be using definitions of education that include learning social and leadership skills, developing awareness of new knowledge domains, building inquiry tools, and practicing independent problem-solving skills.

Come with an open mind about what learning means!

Finally, be prepared and know what you're getting into: this will be a difficult and time-consuming class. If you want to learn how to play games, you must be prepared to put in the time to play a variety of games and to reflect on your play experiences. If you want to learn how to design games, you must be prepared to work with an iterative design process -- to take the time to play-test, and to re-work ideas that just aren't fun or useful. On the bright side, play is both entertaining and social. Many of the assignments involve group work, and you're encouraged to involve friends and family in your new gaming life. Hopefully, the hard work of this class will also be hard fun!

Expected Outcome

Students will learn:

- Fundamentals of game design, including mechanics, aesthetics and dynamics; narrative, balancing, designing for learning, systems thinking; game creation tools
- Serious Games and innovative new uses for games, including for learning, training, health, production, art, education
- Design-Based Research on games for purposes beyond entertainment (real-world impact)
- Flow Theory/Positive psychological theories relevant to game design
- Fun and Engagement Theory
- Bridging cultures using games
- Gamification (game-like elements applied to non-game contexts) as “motivation design”
- Basic entrepreneurship concepts and strategies

Deliverables and Grading

Iterative Game Design Project

The biggest project is a Game Design project: You will design, prototype, playtest, and complete a fully playable game during this class, working in small groups. By “design” I mean that you will fully create and flesh out a set of rules for players, rules

that invite fruitful interactivity and interesting play. I do not mean visual design, programming, or content creation; in fact, your games will likely be **non-digital**. The goal of these exercises is to teach you how to make a good, playable game.

For the game assignment, your group will be submitting four things: (1) a complete and playable game, (2) a design rationale, and (3) a process document. All of these materials will be created by your group and turned in by the last class of the semester. Your group will have to decide how to divide up the work for each project you undertake.

Game Design

You will need to hand in the rules of your game, written clearly enough for a stranger to pick them up and play. You will also need to hand in any materials that are needed to play the game, unless those materials are ubiquitous (such as playing cards or dice). The game will be graded on two primary factors: originality and playability. Is your game original or derivative? Have you thought about the mechanic, or is it borrowed from a game like Trivial Pursuit? Is your game fun to play? Does one player always win? How does your game push the boundaries of play?

Design Rationale and Theory

You will submit a short paper explaining how your game is a strong design. Perhaps it is strong because it invokes educational or psychological theories we have investigated during the course (or other relevant theories from outside). Your paper may critique or agree with these theories, but it should address them in some way, while using specific elements of your game design to do so.

Process Document

You will write a two-to-three page paper describing the process of your game design and development. Where did you begin with your design? What changes were made as you went along? What did you learn from your play-testing?

This document will be graded on evidence of an iterative design process, and on the improvement that your game made from its initial to its final version.

Readings and Discussion

Readings will be assigned each week, either from the course textbooks or online.

You are expected to finish the reading before class each week, and come prepared to discuss it with your classmates.

In addition, your active participation in class discussion, particularly game critiques, is an important part of this class. Come prepared to share your ideas – we want to hear what you have to say!

Readings

There are three books recommended for this class (two are relatively short and inexpensive):

- Rules of Play, edited by Katie Salen and Eric Zimmerman;
- A Theory of Fun by Raph Koster;
- What Video Games Have To Teach Us About Learning And Literacy, by Jim Gee;
- Video Games and Learning by Kurt Squire;
- How to Do Things with Video Games by Ian Bogost.

Of course, there are plenty of other game sites out there, and if you find one that you prefer, please follow that instead! However, be sure to choose websites that include reflection about games, not just news. Merely reading about the release of the hottest new games is not going to help with this class; thinking about games critically and carefully will.

Course Policies

I expect you to arrive to class on time, come prepared, participate actively in class, help others and show respect. Treat others as you would like to be treated.

Collaboration policy

For the games and the play analyses, all members of the group are expected to participate equally in the work. Collaboration is highly encouraged! However, groups should be cautious of borrowing their game mechanics too closely from familiar games. Just as a writing class wouldn't let you copy from Hemingway, this class discourages games which are too similar to Monopoly, Scrabble or other popular pastimes. Don't worry, though – I'll let you know if your game is inadvertently plagiarizing in plenty of time to revise it.

Course Credit 4ECTS

Course Language English

Course Dates (tentative)

Wed, May 18, 15:30-17:30PM (2 hrs)

Saturday, May 21, 9-11:30AM and 13:30-17:00PM (7 hrs)

Wed, May 25, 15:30-17:30 (2 hrs)

Saturday, May 28, 9-11:30AM and 13:30-17:00 (7 hrs)

Wed, June 1, 15:30-17:30 (2 hrs)

Wed, June 4, 9-11:30AM and 13:30-17:00 (7 hrs)

Innovative Entrepreneurship – Building a Business Upon Original Ideas

Instructor: Ritchie Yu Ki Chan,
Director of multi-label retailer, design label and creative studio, Triple-Major
In-house Professor of Sino-Finnish Centre



Course Content

In an overview to innovative entrepreneurship, the course adopts interactive approach to providing insights to starting ventures based on original ideas. The course intends to stimulate the students to think out of the boxes, come up with norm breaking ideas and more importantly, putting them to work, and turn the innovative ideas into workable entrepreneurship in the context of real world environment.

Teaching Methods

- Four Lecture + Discussions
- Two Full Day Workshops

Please note that you must attend both full day workshops on April 23rd and May 7th in order to pass the class.

Evaluation

- Classroom Performance 50%
- Workshop Presentation 50%

Course Credit 4ECTS

Course Language English

Course Dates (tentative)

Lecture 1 (3h) April

Lecture 2 (3h) April

Workshop 1 (7h) April 23rd

Lecture 3 (3h) May

Workshop 2 (7h) May 7th

Lecture 4 (3h) May

Balance and Necessity of Two Issues: Let's Multi-task and Co-learn

City Innovation and Ecosystem Development x
Our Culture, Saving Worthwhile Heritages, Traditions, Crafts
Instructor: Richard Hsu,
Curator of TEDx Shanghai, In-house Professor of Sino-Finnish Centre



Course Content

This course will help you to study and co-learn how and if these following two categories can merge, why they need and can support each other.

1. City Innovation and Ecosystem Development

- Co-learn, co-develop, co-create models and formulas of innovative disruptions for a city, in our case – Shanghai
- Research and aggregate what innovation will change what sectors, what parts of their business
- Aggregation and programming of ecosystems and content
- Vision development
- Business model, sustainable model
- Measurable impact

2. Our Culture, Saving Worthwhile Heritages, Traditions, Crafts

- What heritages to save, to preserve
- How, how much, who will support
- What are the long term consequences, repercussions

Teaching Methods

- Search and research deep and wide, studies world and Asia case studies
- E.g. Singularity University. Silicon Valley, Google X, TED and TEDx, Pan-Asia, UNESCO, Brics nations, MIT MediaLab Japan, Penang Taipei Seoul government, Strelka Institute...

- Continuous expert will speak and do workshops

Assignments

- Identify world and Asia best case studies and examples, we will co-study their models, lessons, wins and losses, business models.

Assessment and Grading

- Self motivated research
- Self initiated projects and presentations

General Policy

- Passionate about city, about innovation, about curiosity, about change-making, about lifelong learning
- We will make you participate and collaborate, cannot just sit there and listen
- We will learn mutually, we will co-learn, learn from all and from everything
- We will discuss and share opinions and ideas, there is no bad idea

I & V Talks



Course Content

This course will invite experts, scholars and professionals from companies to give hot speeches on current fields of innovation and venture programs. It will provide basic knowledge and practice ideas on innovation and venture, problems as well as solutions occurred during the teaching of basic knowledge and practice period. It will enable students to grasp basic knowledge and cultivate students' interest.

Passing Requirement

In-class Q&A is required. In order to pass the course, class attendance, in-class discussion and feedback (including your own ideas on certain topic) are important segments.

Course Time

Tuesday 18:30-20:00, starting from March 8th.

(The lecture content will be forwarded through WeChat, and will also be updated on SFC official website sfc.tongji.edu.cn)

Course Credit 4ECTS

Course Language English

Course Dates

March 8th, 15th, 22nd, 29th

April 5th, 12th, 19th, 26th

May 3rd, 10th, 17th, 24th, 31st

June 7th, 14th, 21st

3. Address & Contact Information of SFC

Address

Aalto-Tongji Design Factory, 4th Floor, Shixun Building, No.100, Zhangwu Road,
Yangpu District, Shanghai

Open Period

Monday-Friday, 9:00am- 17:00pm

Contact Person Jiang Dan (Dan)

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Email jiangdan@tongji.edu.cn

