



Designing Game Rubrics from the top

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GAME DEVELOPERS CONFERENCE
MARCH 18–22, 2019 | #GDC19



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WASHINGTON, DC



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Director/co-director
Games Center



Founder: AU Game Lab



Knight Chair: School of Communications



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WASHINGTON, DC



UNIVERSITY
OF MIAMI

90+

Class sections taught since 2003

12

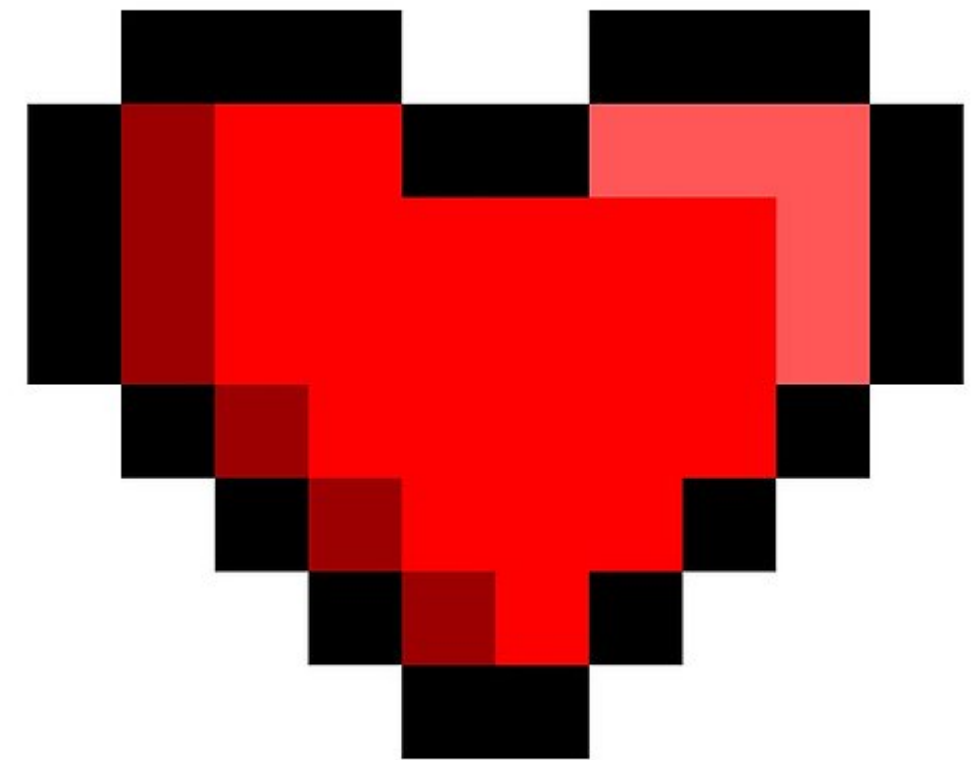
New classes created since 2010

4

Created/Co-created New Programs

Certificate, Undergraduate and Graduate (MFA, MS)

I love assessment



I **love** assessment (mostly)

Assessment?



**No one tells you how,
but they expect you to do it**

A man with a beard, wearing a white suit, is dancing with his arms raised next to a white Bentley Continental GT. The car is parked on a snowy surface, and there are trees and a fence in the background. The scene is set in a snowy, outdoor environment.

Don't **start** from the bottom

Start from the top

Start from the top

- 1) Program Outcomes
- 2) Course Outcomes
- 3) Assignment Outcomes

Start from the top

1) Program outcomes

- 1) What kind of students do you want to foster, produce?

- 2) What are the key foci of your education

2) Course Outcomes

3) Assignment Outcomes

Start from the top

1) Program outcomes

- 1) What kind of students do you want to foster, produce?
- 2) What are the key foci of your education

2) Course Outcomes

- 1) What kind of students do you want to foster, produce?
- 2) What are the key foci of **your class**

3) Assignment Outcomes

Start from the top

1) Program outcomes

- 1) What kind of students do you want to foster, produce?
- 2) What are the key foci of your education

2) Course Outcomes

- 1) What kind of students do you want to foster, produce?
- 2) What are the key foci of **your class**

3) Assignment Outcomes

- 1) What kind of students do you want to foster, produce?
- 2) What are the key foci of **your assignment**

Start from the top

(ask **the same questions** at each level)

Start from the top

1) Program outcomes

- 1) What kind of students do you want to foster, produce?
- 2) What are the key foci of your education

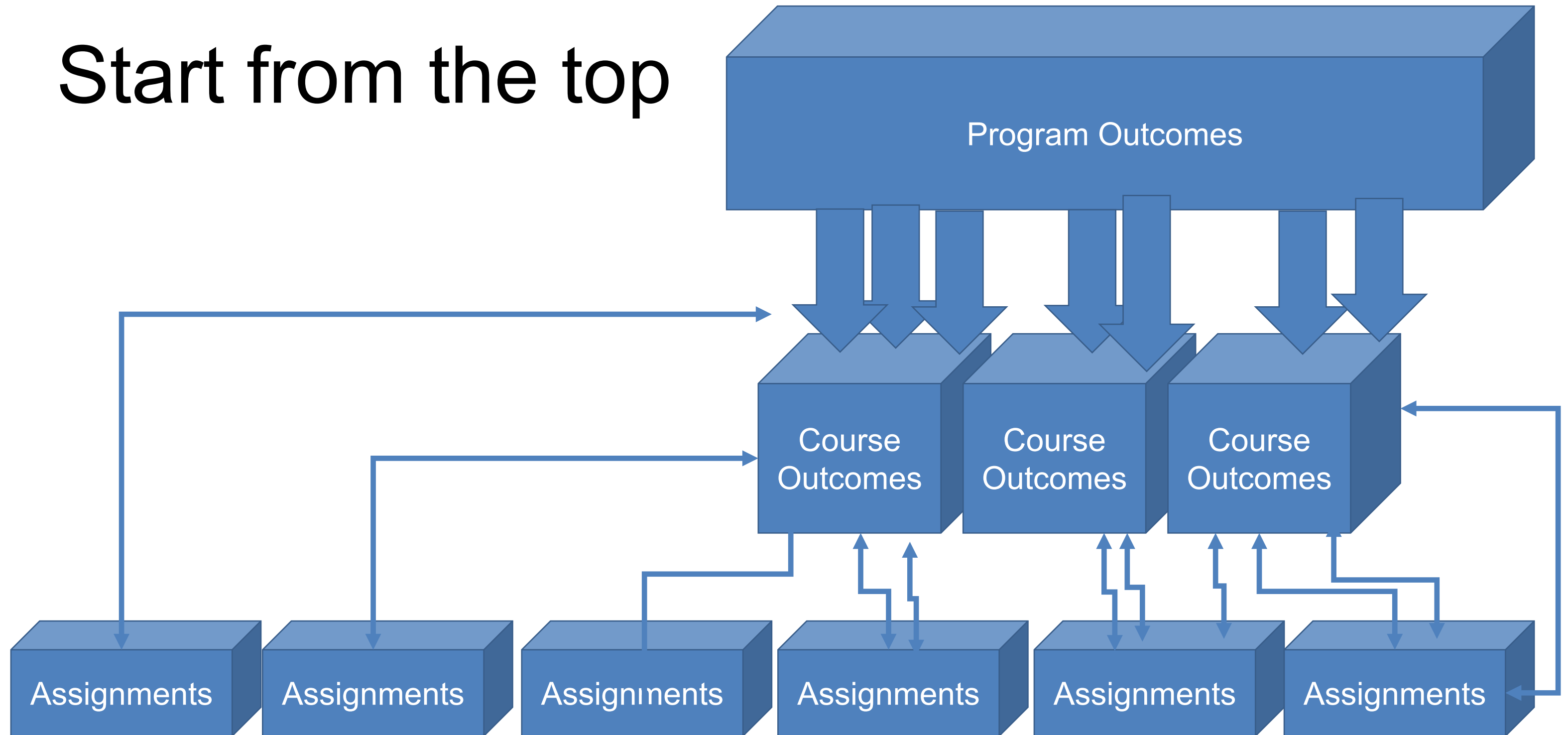
2) Course Outcomes

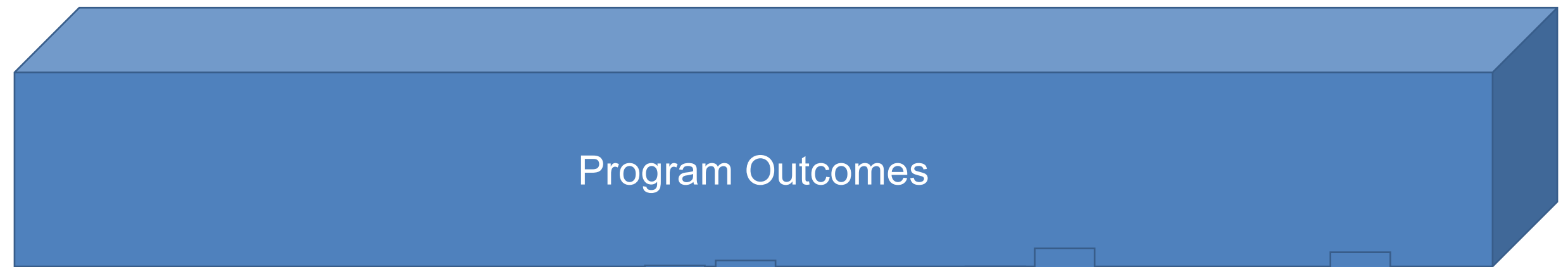
- 1) What kind of students do you want to foster, produce?
- 2) What are the key foci of **your class**

3) Assignment Outcomes

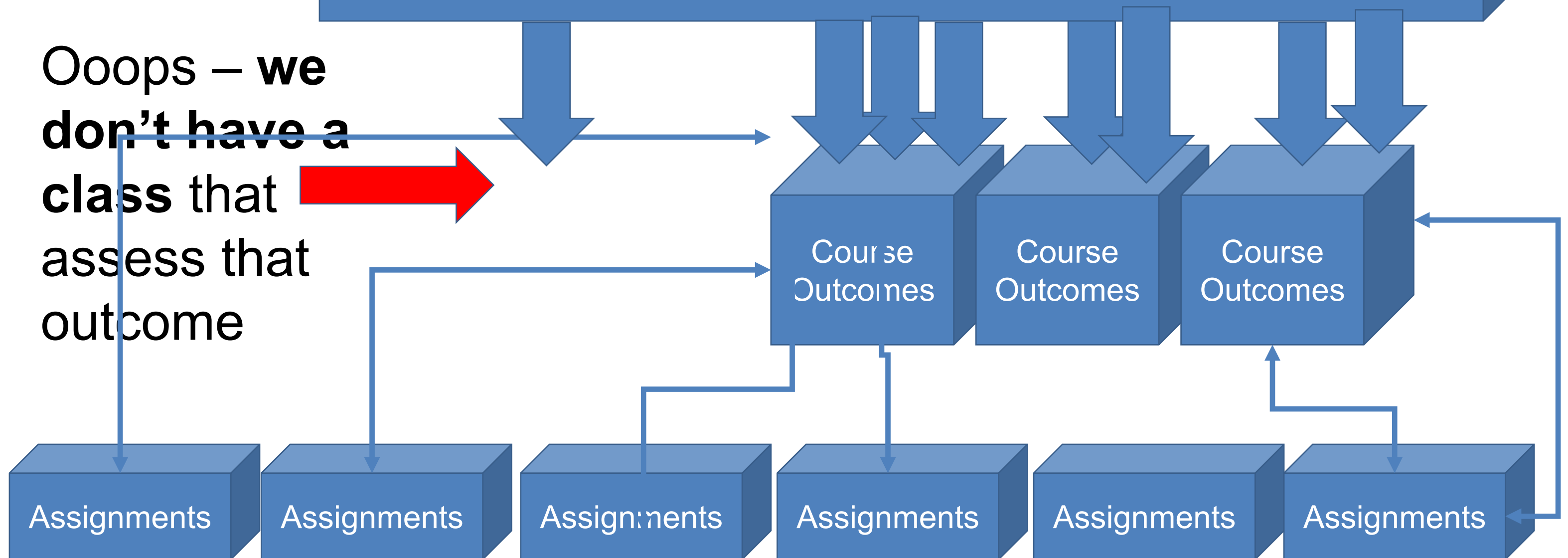
- 1) What kind of students do you want to foster, produce?
- 2) What are the key foci of **your assignment**

Start from the top

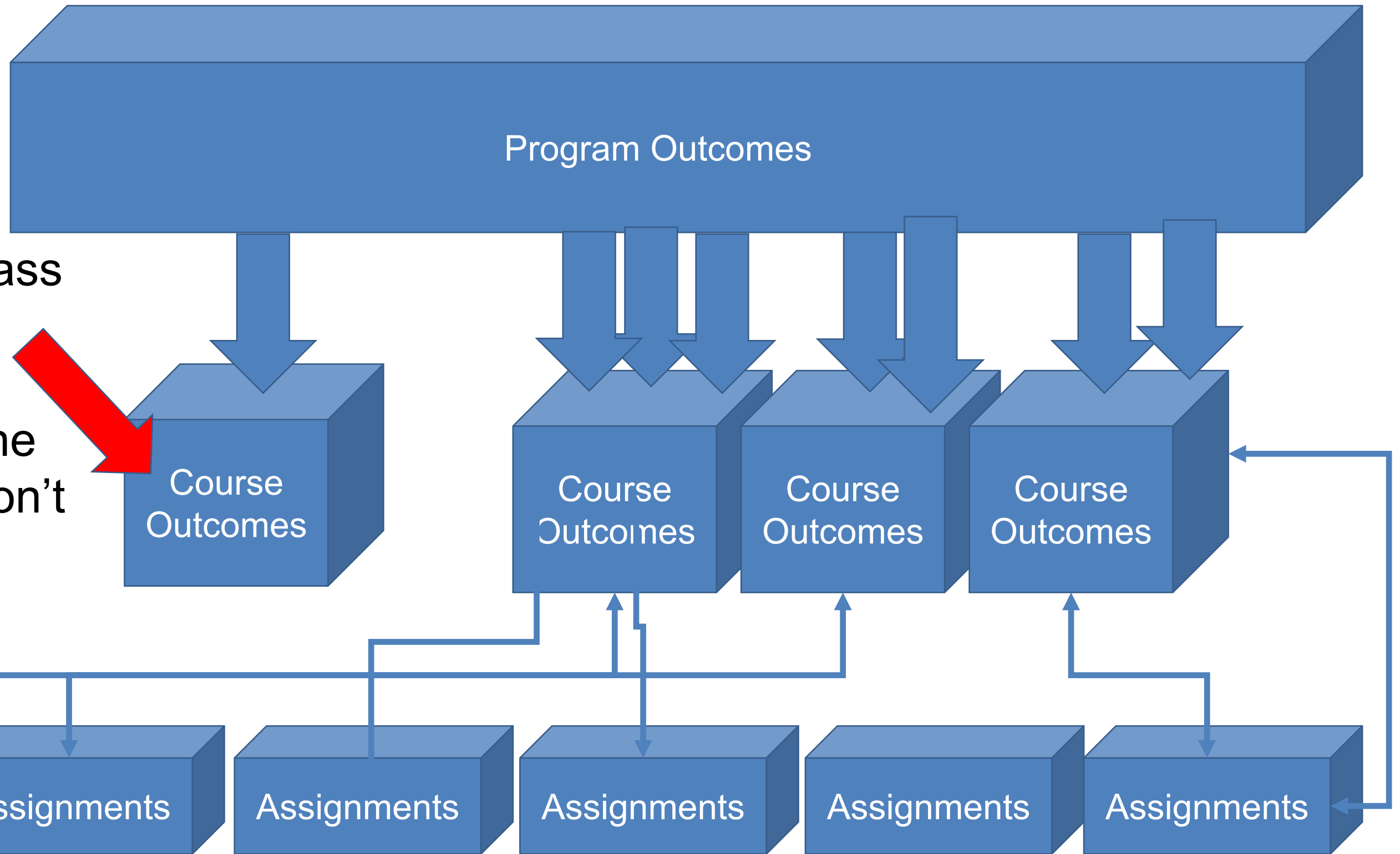




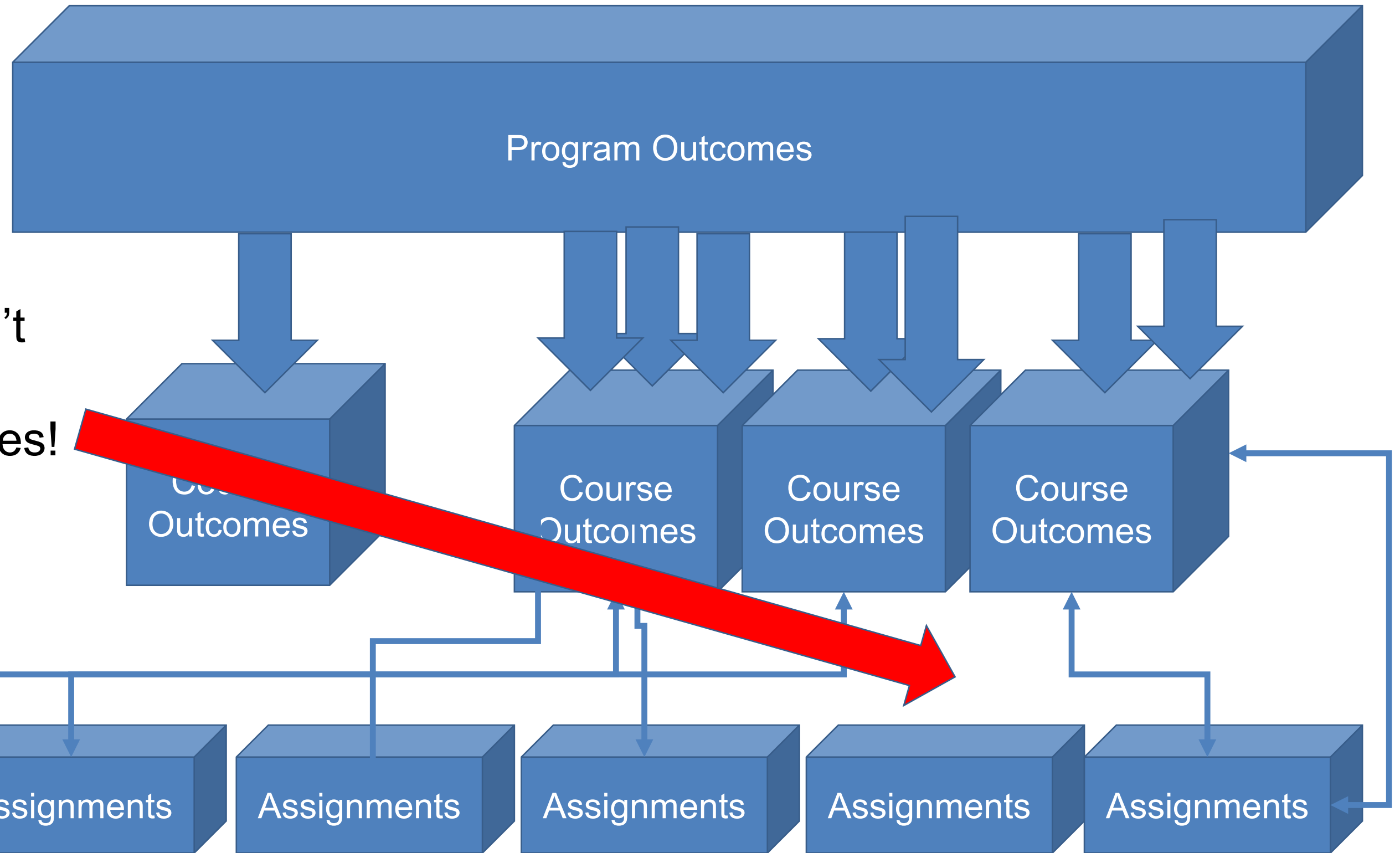
Ooops – we don't have a class that assess that outcome



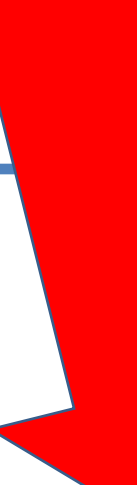
Ooops – the class
Is supposed to
teach that
outcome, but the
assignments don't
ask for it



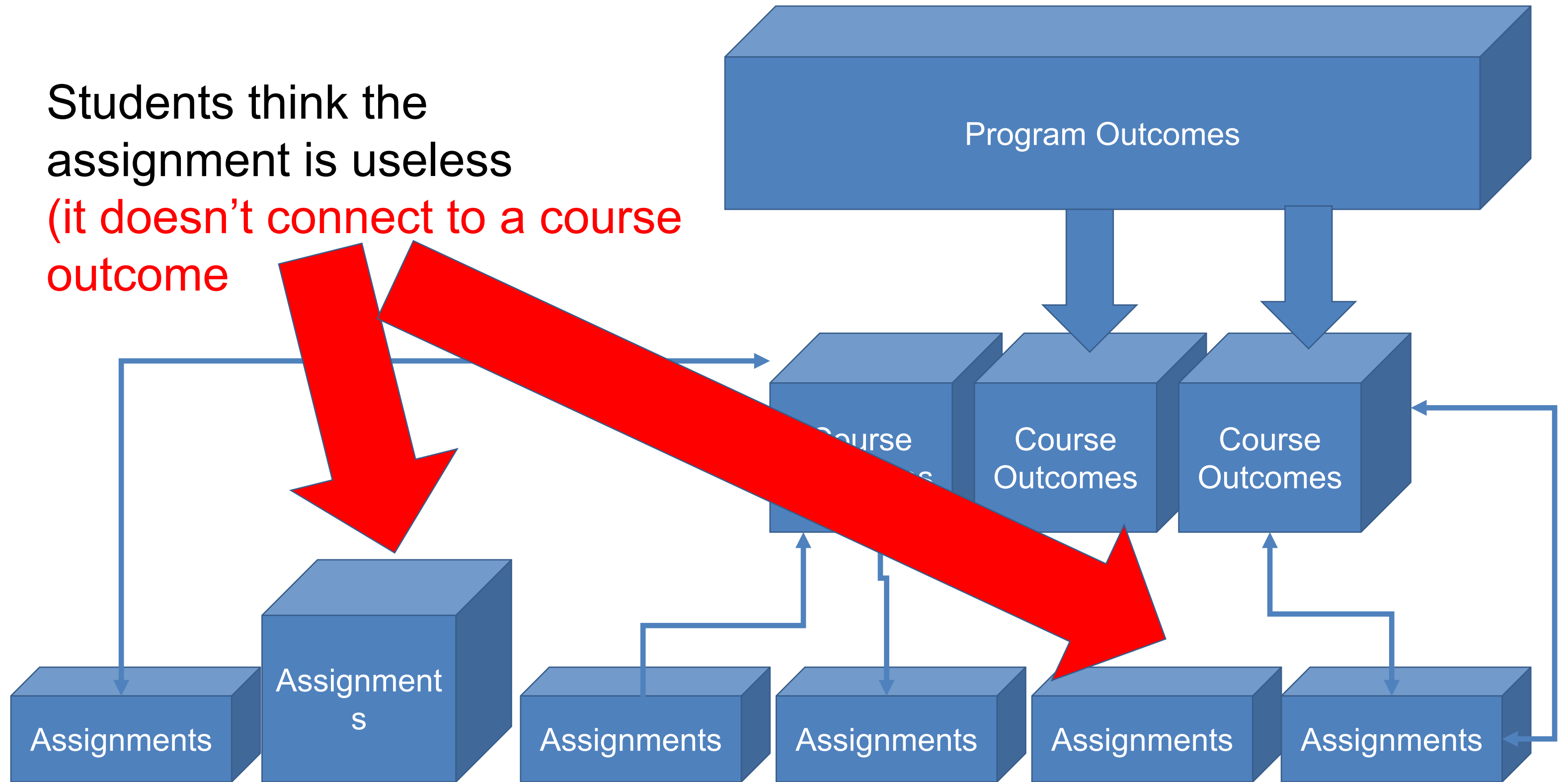
Ooops – The assignment isn't related to any course outcomes!



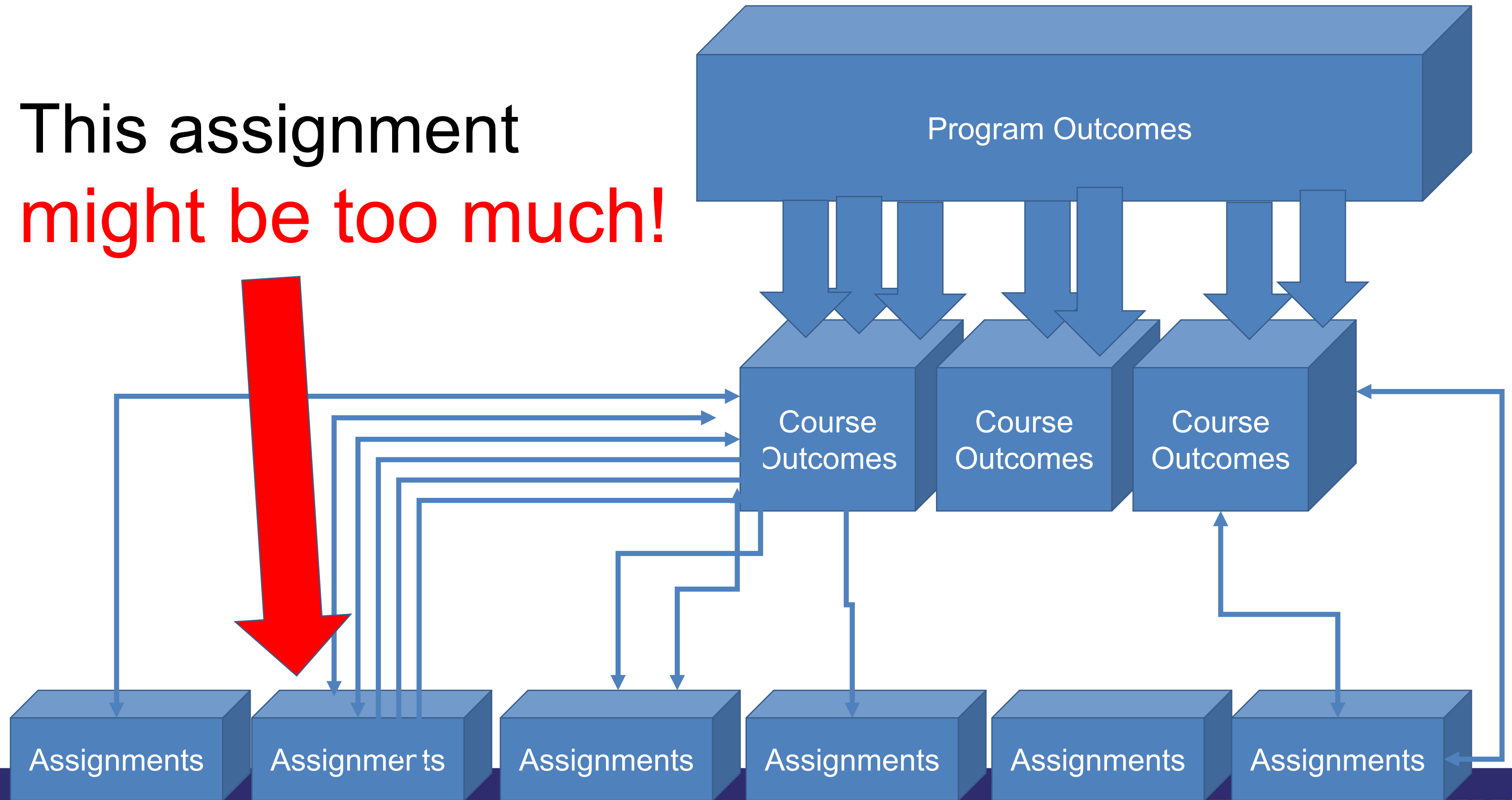
Understanding your structure,
helps you **teach better**



Students think the assignment is useless
(it doesn't connect to a course outcome)



This assignment
might be too much!



Grids and Structure

will allow you to know what's working
and what's not

(without guessing or estimating)

	CSC 5xx Indie Dev (bootcamp)	COMM 5xx Design of Play	GAME60 1 Game Design and Art Pipeline	GAME61 2 Digital Art Tools	Game 672 Intro to 3D Modeling	GAME60 5 Games & Society	GAME 610 Game Research Methods	GAME 615 Game Development	COMM 640 Strategies of Communication:	Other Electives (non/com, CS)	GAME 625 Advanced Game Dev	GAME 620 Games and Rhetoric	Game 692 3D Animation	Games and Health	Playful City	Internship (GAME)	COMM 702 Capstone
Develop effective game with 1 or more development environments	H		H	L	L			H		H, L	H	H	L	L	H		H
Understand techniques, application of Persuasive Play, procedural rhetoric, expressive gaming & social impact through play		H				H	H					H		L	H		L
Design creative, effective solutions to problems using play technologies	H	H	H	H	H			H		H	H	H	H	H	H		H
Recognize, understand historical failures, success in games solving specific, non-entertainment problems		L	H	L		H	H	L			L	L		L	L		
Develop portfolio of 1-2 effective game designs to create change in players interests, activities, opinions			H	H				H			H	L		L	L		H
Design/evaluate game efficacy research						H	H					L		H			H
Recognize influence of major cultural, aesthetic, philosophical trends in game & play design		H	H	H	H	H	H				L	L	H				
Manage small project campaigns	L		H					L	H		H	L			L	H	H

I LOVE
Course
Competency
Grids

Courses

Program Outcomes

	CSC 5xx Indie Dev (bootcamp)	COMM 5xx Design of Play	GAME60 1 Game Design and Art Pipeline	GAME61 2 Digital Art Tools	Game 672 Intro to 3D Modeling	GAME60 5 Games & Society	GAME 610 Game Research Methods	GAME 615 Game Develop ment	COMM 640 Strategie s of Commu nication:	OtherEle ctives (non/com, CS)	GAME 625Adva nced Game Dev	GAME 620 Games and Rhetoric	Game 692 3D Animatio n	Games and Health	Playful City	Internshi p (GAME)	COMM 702 Capston e
Develop effective game with 1 or more development environments	H		H	L	L			H		H, L	H	H	L	L	H		H
Understand techniques, application of Persuasive Play, procedural rhetoric, expressive gaming & social impact through play		H				H	H					H		L	H		L
Design creative, effective solutions to problems using play technologies	H	H	H	H	H			H		H	H	H	H	H	H		H
Recognize, understand historical failures, success in games solving specific, non-entertainment problems		L	H	L		H	H	L			L	L		L	L		
Develop portfolio of 1-2 effective game designs to create change in players interests, activities, opinions			H	H				H			H	L		L	L		H
Design/evaluate game efficacy research						H	H					L		H			H
Recognize influence of major cultural, aesthetic, philosophical trends in game & play design		H	H	H	H	H	H				L	L	H				
Manage small project campaigns	L		H					L	H		H	L			L	H	H

Courses

Program Outcomes

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Develop effective game with 1 or more development environments	H		H	L	L			H		H, L	H	H	L	L	H		H
Understand techniques, application of Persuasive Play, procedural rhetoric, expressive gaming & social impact through play		H				H	H					H		L	H		L
Design creative, effective solutions to problems using play technologies	H	H	H	H	H			H		H	H	H	H	H	H		H
Recognize, understand historical failures, success in games solving specific, non-entertainment problems		L	H	L		H	H	L			L	L		L	L		
Develop portfolio of 1-2 effective game designs to create change in players interests, activities, opinions			H	H				H			H	L		L	L		H
Design/evaluate game efficacy research						H	H					L		H			H
Recognize influence of major cultural, aesthetic, philosophical trends in game & play design		H	H	H	H	H	H				L	L	H				
Manage small project campaigns	L		H					L	H		H	L			L	H	H

High Priority Outcome

Low Priority Outcome

Not Required

Courses (in sequence)

Program Outcomes

	CSC 5xx Indie Dev (bootcamp)	COMM 5xx Design of Play	GAME60 1 Game Design and Art Pipeline	GAME61 2 Digital Art Tools	Game 672 Intro to 3D Modeling	GAME60 5 Games & Society	GAME 610 Game Research Methods	GAME 615 Game Develop ment	COMM 640 Strategie s of Commu nication:	OtherEle ctives (non/co m, CS)	GAME 625Adva nced Game Dev	GAME 620 Games and Rhetoric	Game 692 3D Animatio n	Games nad Health	Playful City	Internshi p (GAME)	COMM 702 Capston e
Develop effective game with 1 or more development environments	H		H	L	L			H		H, L	H	H	L	L	H		H
Understand techniques, application of Persuasive Play, procedural rhetoric, expressive gaming & social impact through play		H				H	H					H		L	H		L
Design creative, effective solutions to problems using play technologies	H	H	H	H	H			H		H	H	H	H	H	H		H
Recognize, understand historical failures, success in games solving specific, non-entertainment problems		L	H	L		H	H	L			L	L		L	L		
Develop portfolio of 1-2 effective game designs to create change in players interests, activities, opinions			H	H				H			H	L		L	L		H
Design/evaluate game efficacy research						H	H					L		H			H
Recognize influence of major cultural, aesthetic, philosophical trends in game & play design		H	H	H	H	H	H				L	L	H				
Manage small project campaigns	L		H					L	H		H	L			L	H	H

High Priority Outcome

Low Priority Outcome

Not Required

Courses (in sequence)

Program Outcomes

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Develop effective game with 1 or more development environments	H		H	L	L			H		H, L	H	H	L	L	H		H
Understand techniques, application of Persuasive Play, procedural rhetoric, expressive gaming & social impact through play		H				H	H					H		L	H		L
Design creative, effective solutions to problems using play technologies	H	H	H	H	H			H		H	H	H	H	H	H		H
Recognize, understand historical failures, success in games solving specific, non-entertainment problems		L	H	L		H	H	L			L	L		L	L		
Develop portfolio of 1-2 effective game designs to create change in players interests, activities, opinions			H	H				H			H	L		L	L		H
Design/evaluate game efficacy research						H	H					L		H			H
Recognize influence of major cultural, aesthetic, philosophical trends in game & play design		H	H	H	H	H	H				L	L	H				
Manage small project campaigns	L		H					L	H		H	L			L	H	H

High Priority Outcome

Low Priority Outcome

Not Required

Functional Degree

Courses (in sequence)

Program Outcomes

	CSC 5xx Indie Dev (bootcamp)	COMM 5xx Design of Play	GAME60 1 Game Design and Art Pipeline	GAME61 2 Digital Art Tools	Game 672 Intro to 3D Modeling	GAME60 5 Games & Society	GAME 610 Game Research Methods	GAME 615 Game Development	COMM 640 Strategies of Communication: Other Elements (not/comp, etc)	GAME 625 Advanced Game Dev	GAME 620 Games and Rhetoric	Game 692 3D Animation	Games and Health	Playful City	Internship (GAME)	COMM 702 Capstone
Develop effective game with 1 or more development environments	H		H	L	L			H	H, L	H	H	L	L	H		H
Understand techniques, application of Persuasive Play, procedural rhetoric, expressive gaming & social impact through play		H				H	H				H		L	H		L
Design creative, effective solutions to problems using play technologies	H	H	H	H	H			H	H	H	H	H	H	H		H
Recognize, understand historical failures, success in games solving specific, non-entertainment problems		L	H	L		H	H	L		L	L		L	L		
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Design/evaluate game efficacy research						H	H				L		H			H
Recognize influence of major cultural, aesthetic, philosophical trends in game & play design		H	H	H	H	H	H			L	L	H				
Manage small project campaigns	L		H					L	H	H	L			L	H	H

High Priority Outcome

Low Priority Outcome

Not Required

Functional Degree



Courses (in sequence)

Program Outcomes

	mp)	of Play	Pipeline	Art Tools	g	Society	Methods	Game Development	COMM 640 Strategies of Communication: (non/com, CS)	GAME 625 Advanced Game Dev	GAME 620 Games and Rhetoric	Game 692 3D Animation	Games and Health	Playful City	Internship (GAME)	COMM 702 Capstone
Develop effective game with 1 or more development environments	H		H	L	L			H		H	H	L	L	H		H
Understand techniques, application of Persuasive Play, procedural rhetoric, expressive gaming & social impact through play		H				H	H				H		L	H		L
Design creative, effective solutions to problems using play technologies	H	H	H	H	H			H		H	H	H	H	H		H
Recognize, understand historical failures, success in games solving specific, non-entertainment problems		L	H	L		H	H	L		L	L		L	L		
Develop portfolio of 1-2 effective game designs to create change in players interests, activities, opinions			H	H				H		H	L		L	L		H
Design/evaluate game efficacy research						H	H				L		H			H
Recognize influence of major cultural, aesthetic, philosophical trends in game & play design		H	H	H	H	H	H			L	L	H				
Manage small project campaigns	L		H					L		H	L			L	H	H

Class later removed

High Priority Outcome

Low Priority Outcome

Not Required

Functional Degree

Courses (in sequence)

Program Outcomes

	CSC 5xx Indie Dev (bootcamp)	COMM 5xx Design of Play	GAME60 1 Game Design and Art Pipeline	GAME61 2 Digital Art Tools	Game 672 Intro to 3D Modeling	GAME60 5 Games & Society	GAME 610 Game Research Methods	GAME 615 Game Develop ment	COMM 640 Strategie s of Communica tion:	OtherEle ctives (non/co m, CS)	GAME 625Adva nced Game Dev	GAME 620 Games and Rhetoric	Game 692 3D Animatio n	Games nad Health	Playful City	Internshi p (GAME)	COMM 702 Capston e
Develop effective game with 1 or more development environments	L	H	L	L	L			H		L	H	H	L	L	L	H	H
Understand techniques, application of Persuasive Play, procedural rhetoric, expressive gaming & social impact through play		H				L	L					H		L	L		L
Design creative, effective solutions to problems using play technologies	L	H	L	L	H			H		H	H	H	H	H	L	H	H
Recognize, understand historical failures, success in games solving specific, non-entertainment problems		H	H	L		L	L	L			L	H		L	L		
Develop portfolio of 1-2 effective game designs to create change in players interests, activities, opinions		H	L	L				H			H	H		L	L	L	H
Design/evaluate game efficacy research		H				H	H					H		H			H
Recognize influence of major cultural, aesthetic, philosophical trends in game & play design		H	L	L	H	H	H				L	L	H				
Manage small project campaigns	L	H	L					L	H		H	L			L	H	H

High Priority Outcome

Low Priority Outcome

Not Required

"Weed out/Gate Keeper)

Courses (in sequence)

Program Outcomes

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1		CSC 5xx Indie Dev (bootca mp)	COMM 5xx Design of Play	GAME60 1 Game Design and Art Pipeline	GAME61 2 Digital Art Tools	Game 672 Intro to 3D Modelin g	GAME60 5 Games & Society	GAME 610 Game Research Methods	GAME 615 Game Develop ment	COMM 640 Strategie s of Commun ication:	OtherEle ctives (non/co m, CS)	GAME 625Adva nced Game Dev	GAME 620 Games and Rhetoric	Game 692 3D Animatio n	Games nad Health	Playful City	Internshi p (GAME)	COMM 702 Capston e
2	Develop effective game with 1 or more development environments						H							L	L	L		H
	Understand techniques, application of Persuasive Play																	

High Priority
Outcome

Low Priority
Outcome

Not Required

Mid Curriculum, no intro
High expectation!

You can do this with **classes** too!

Program Outcomes

- Appropriately articulate game designs informed by theories of entertainment and engagement
- Realize game designs in non digital prototypes
- Understand, articulate and emulate leading philosophies and theories in contemporary and historical ludology.
- Synthesize and communicate entertaining ideas through the appropriate use of writing and applied arts
- Apply theories of entertainment to a variety of situations, including business, education, and technology.
- Research and evaluate designs based on author stated objectives and a design's ability to engage its intended audience
- Contextualize current and historical play trends to inform future designs
- Employ design thinking, iterative processes and other common means of producing innovative, appropriately designed solutions.
- Identify historically significant game designs, designers, and game theorists
- Employ fun as a technique to increase audience engagement

Course Outcomes (for 1 class)

- Appropriately articulate game designs informed by theories of entertainment and engagement
-
- Understand, articulate and emulate leading philosophies and theories in contemporary and historical ludology.
-
-
- Research and evaluate designs based on author stated objectives and a design's ability to engage its intended audience
-
-
-
-

Course Outcomes

- **Appropriately articulate game designs** informed by theories of entertainment and engagement
- **Understand, articulate and emulate leading philosophies** and theories in contemporary and historical ludology.
- **Research and evaluate designs based on author stated objectives** and a design's ability to engage its intended audience

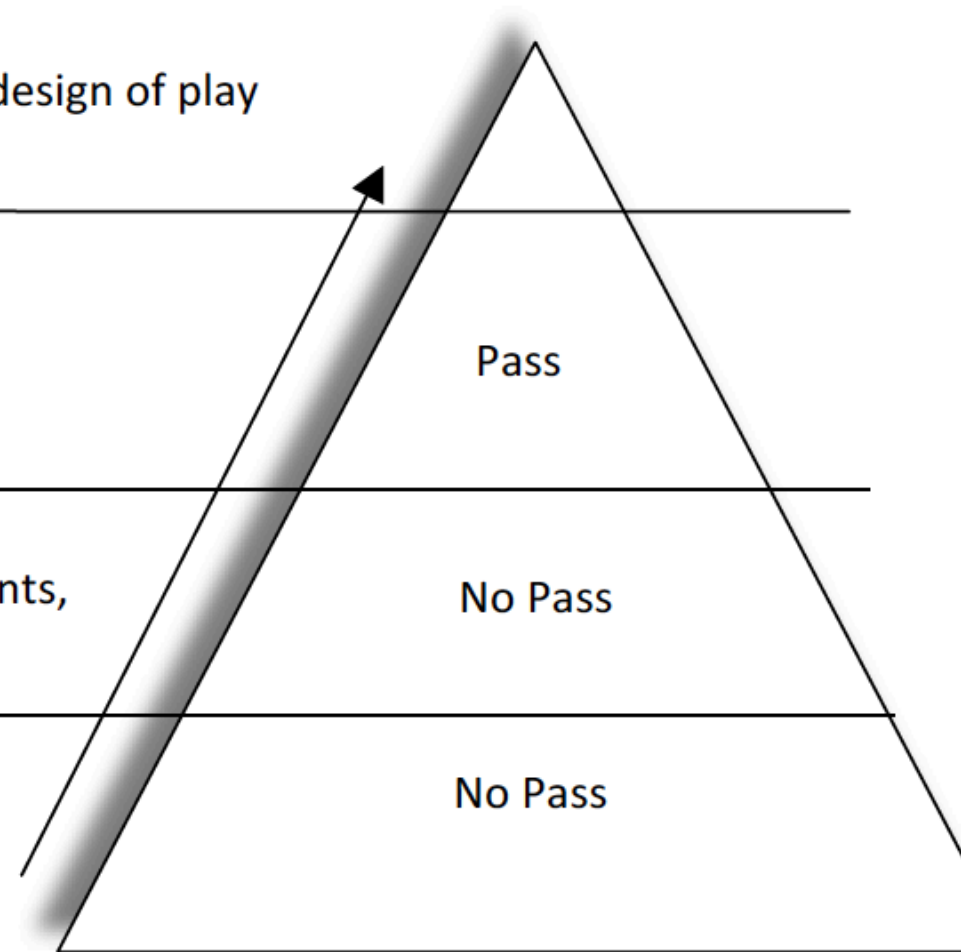
Design of Play Grading Rubric for Design Summary

Design summary makes an original, non-apparent claim about the design of play as it relates to the design (high pass)

Design summary relates course readings or non course material to the analysis, drawing interesting or insightful relationships between theory and practice

Design summary accurately identifies each of the core game elements, decomposing the final game into its ludic design elements

Design summary merely reports the game rules or events, demonstrating what can be learned from 5 minutes of play or reading a game summary



My
assignment
rubric

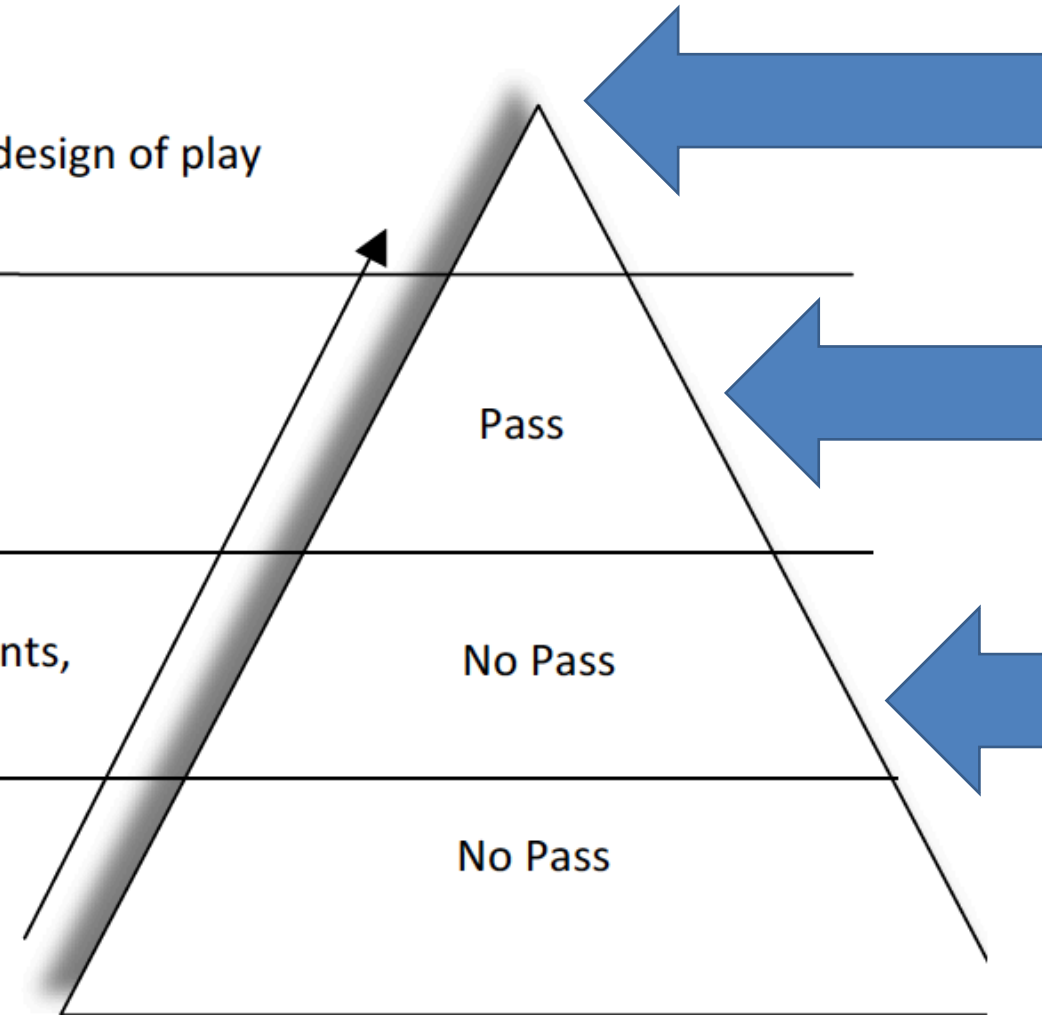
Design of Play Grading Rubric for Design Summary

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Design summary merely reports the game rules or events, demonstrating what can be learned from 5 minutes of play or reading a game summary

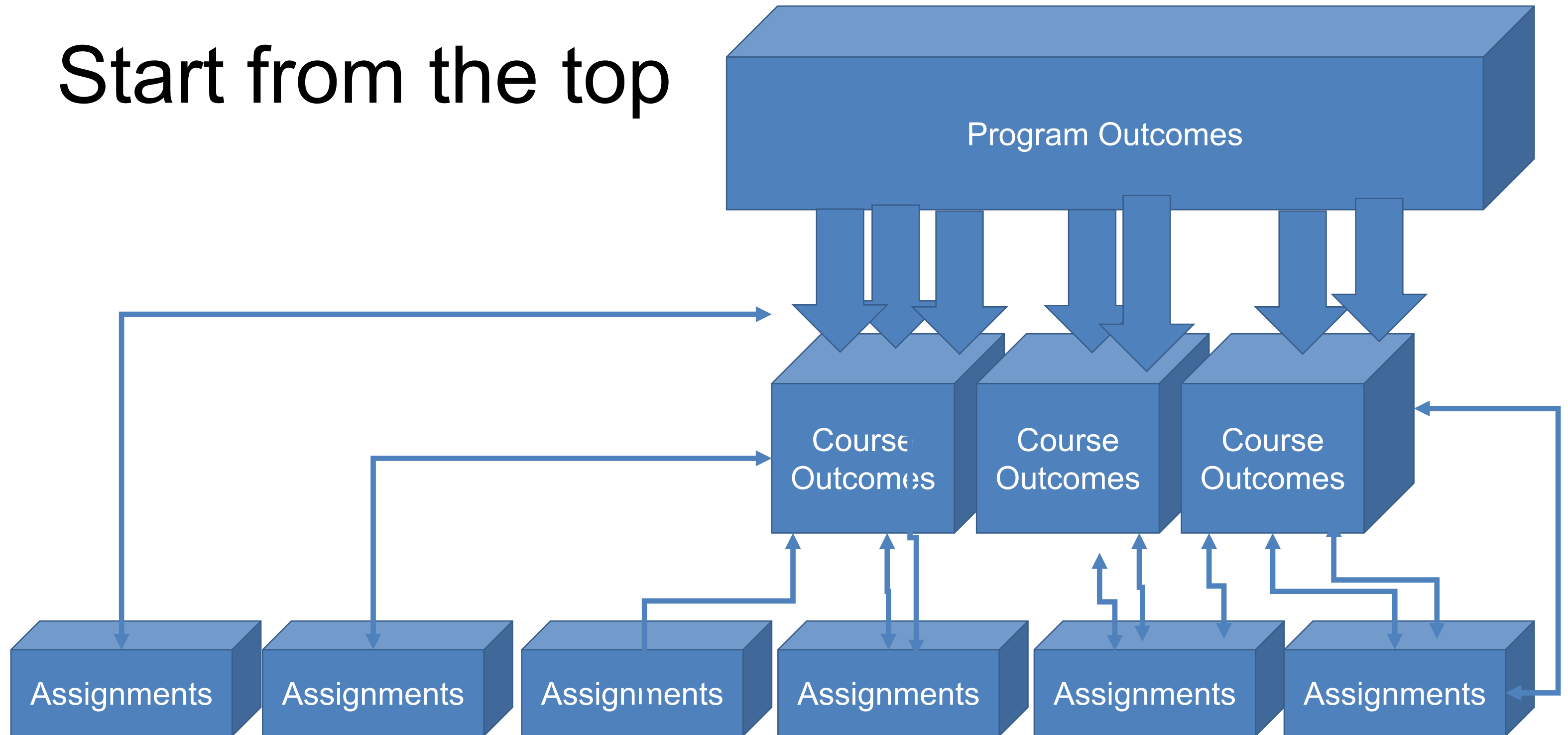


Research and evaluate designs based on author stated objectives ...

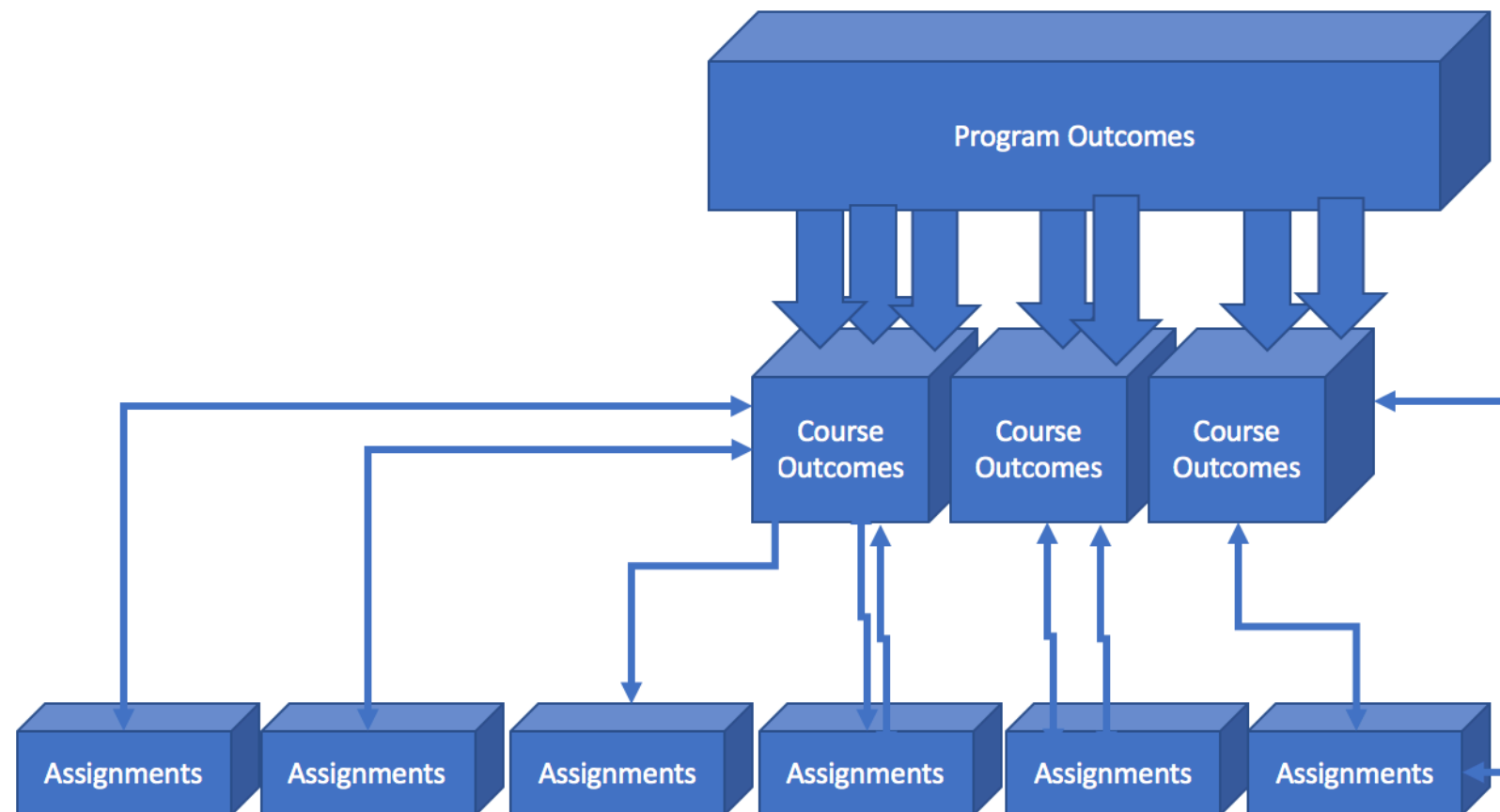
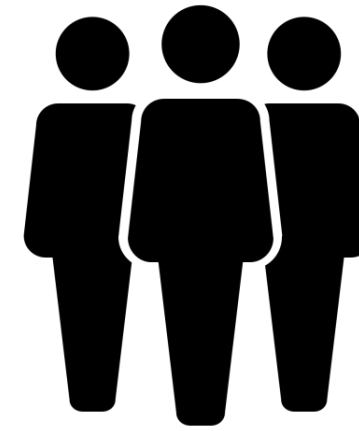
Understand, articulate and emulate leading philosophies...

Appropriately articulate game designs ...

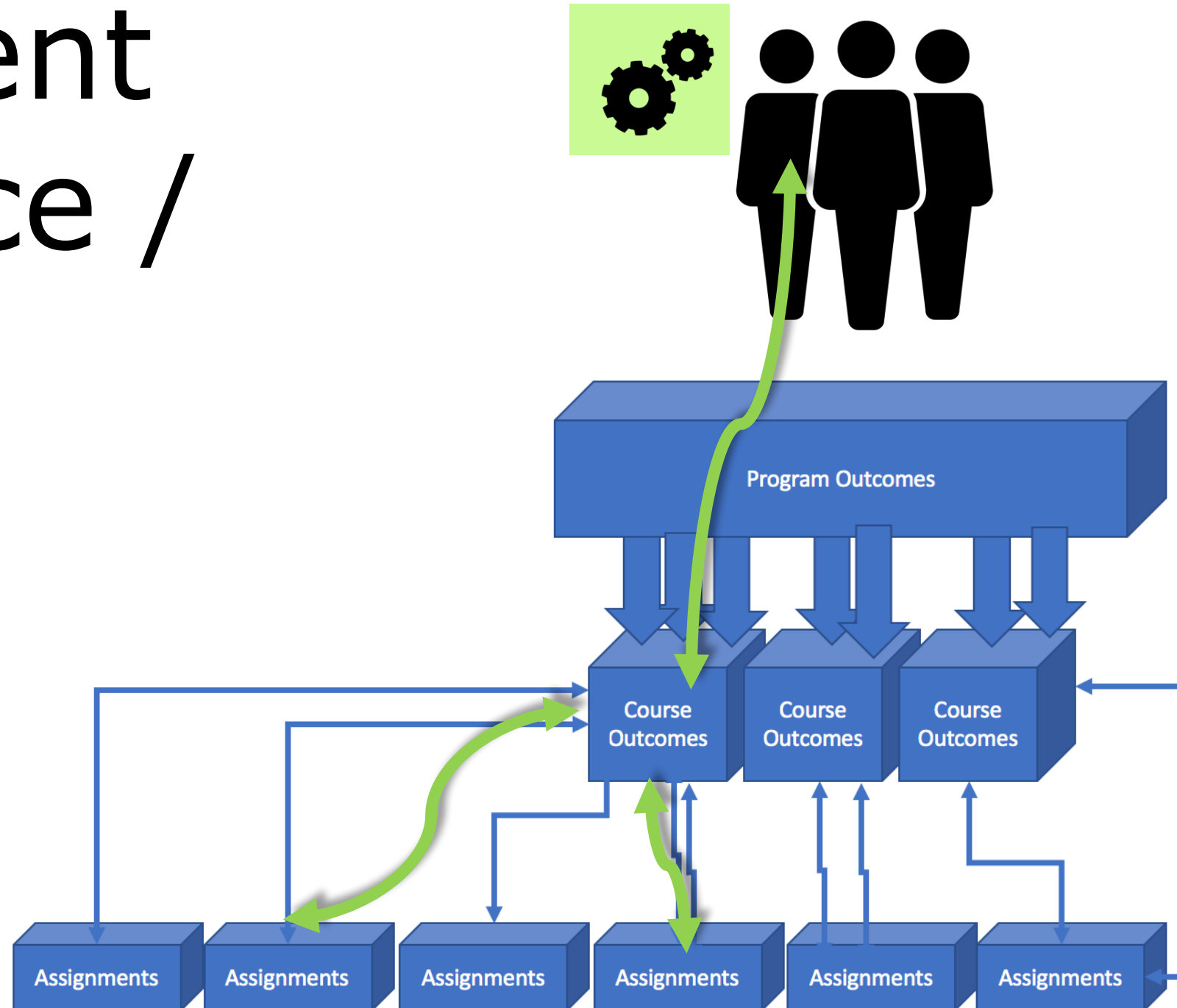
Start from the top



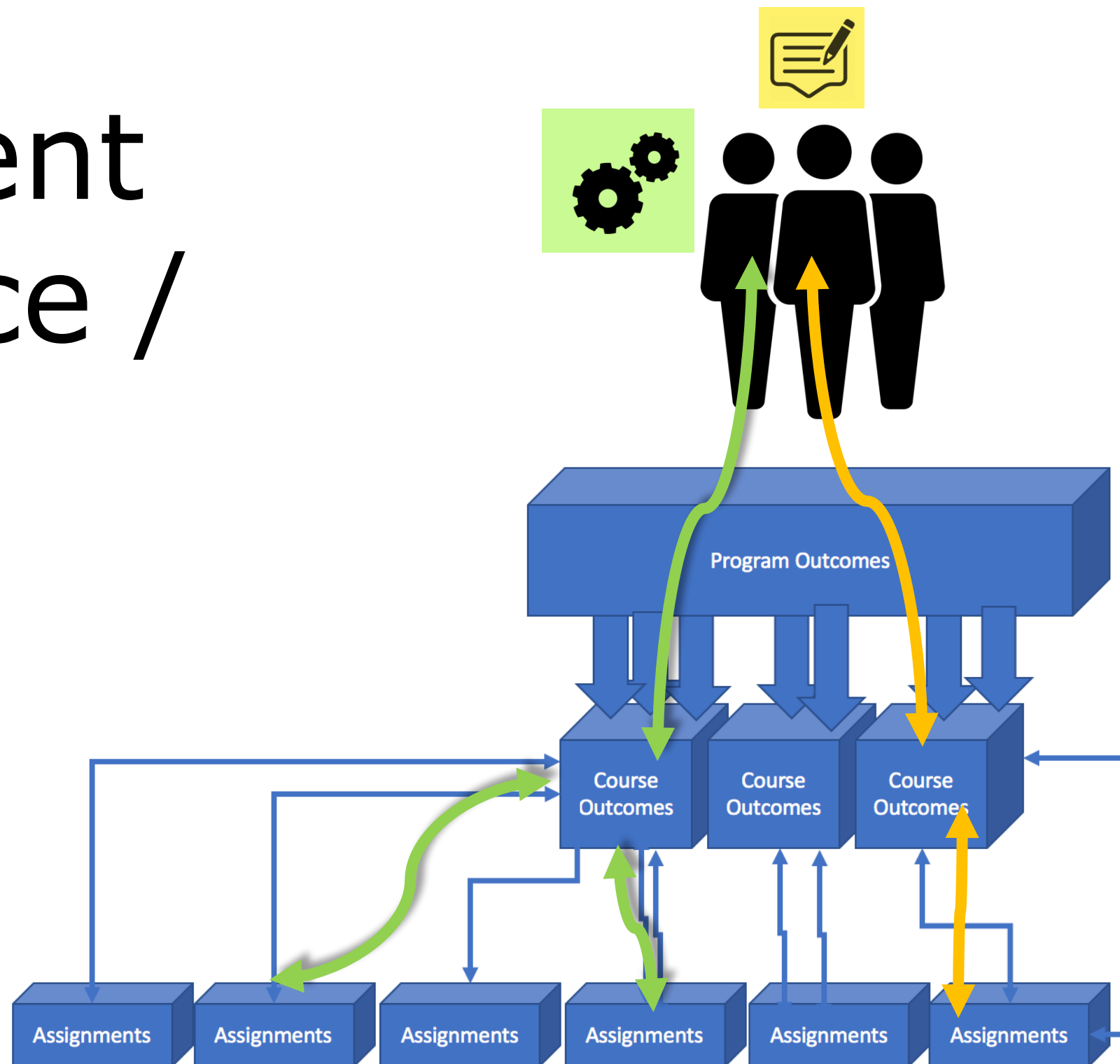
Trace student performance / success



Trace student performance / success



Trace student performance / success



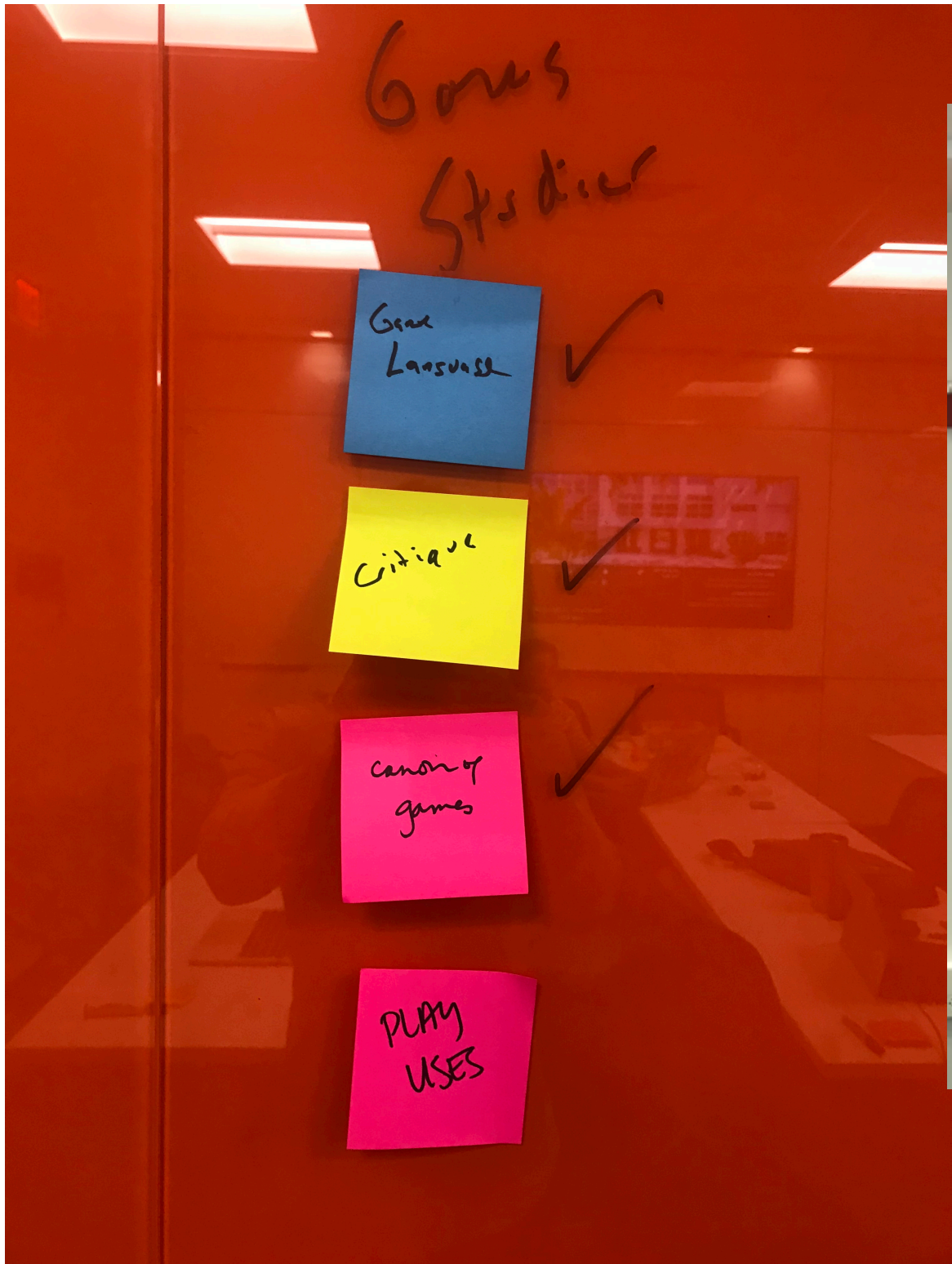
Outcomes										
	COMM??? PP Games & Society	CS course	COMM??? Persuasive Play Design Research	CS course	COMM Elective: Online Cert or MAME?	Elective (not many offerings outside SOC)	CS???Game Production	COMM??? Games and Rhetoric	COMM 702 Capstone	Comm 702 Capstone
Develop effective game with 1 or more development environments		X		X			X		X	X
Understand techniques, application of PP, procedural rhetoric, expressive gaming & social impact through play	X		X					X	X	X
Design creative, effective solutions to problems using play technologies		X		X			X	X	X	X
Recognize, understand historical failures, success in games solving specific, non-entertainment problems	X		X					X		
Develop portfolio of 1-2 effective game designs to create change in players interests, activities, opinions								X	X	X
Design/evaluate game efficacy research	X		X					X	X	X
Recognize influence of major cultural, aesthetic, philosophical trends in game & play design	X		X				X	X		
Manage small project campaigns				X	X		X	X	X	X
Evaluate existing, proposed game solutions for potential effectiveness			X			X	X	X	X	
Apply appropriate discipline specific language, practices			X	X	X	X	X	X	X	X
Apply appropriate theories, practice from 2 or more complementary fields: communication, comp science education, marketing, psychology, or visual art					X	X		X	X	X

Lots
of
ways
to do
it

BS.C interactive Media	Core Required							
	CIM 111 Web Lab	CIM 120 Internet Media and Society	CIM 211 Interaction Design	COM 250 Freedom of Expression	CIM 540 Intro to Creative Coding	CIM 542 Physical Computing	CIM 593 Dynamic Data	
1. Develop technical and practical skills needed to make them career-ready through hands-on learning, problem-solving based inquiry, and advanced study.	5		5		5	5	5	
2. Develop individual talent, creativity, and discovery through collaboration, professionalism, and intellectual growth.	1		1		5	5	1	
3. Integrate theory and practice to think critically and effectively connect technology and art and/or design.		5				1		
4. Recognize theoretical, historical, cultural and traditional approaches in the focus of their study		5		5				
5. Demonstrate an ability to use state of the art technology	1		5		1		5	
Interactive Media Outcomes								
• Recognize the relationship between technology, it's design and society		5	1				1	
• Implement an interactive media project from concept to functional prototype			1		1			
• Evaluate technological trends to identify likely success in failures in future industry solutions		1						
Technically the right way to do this is to have one primary, and the others as secondary - but that also assumes program and course outcvmes have been done at the right granularity. The current BS.C outcomes are a bit too wide								
Typically this is done as I=important, M-Minor but I'm trying numbers for tallies of what courses seem a bit too essentail or non essential								
Null = Not present or less than 10% of the evaluation criteria for the course								
1 = Secondary								
5 = Primary								

Cooperatively, with faculty

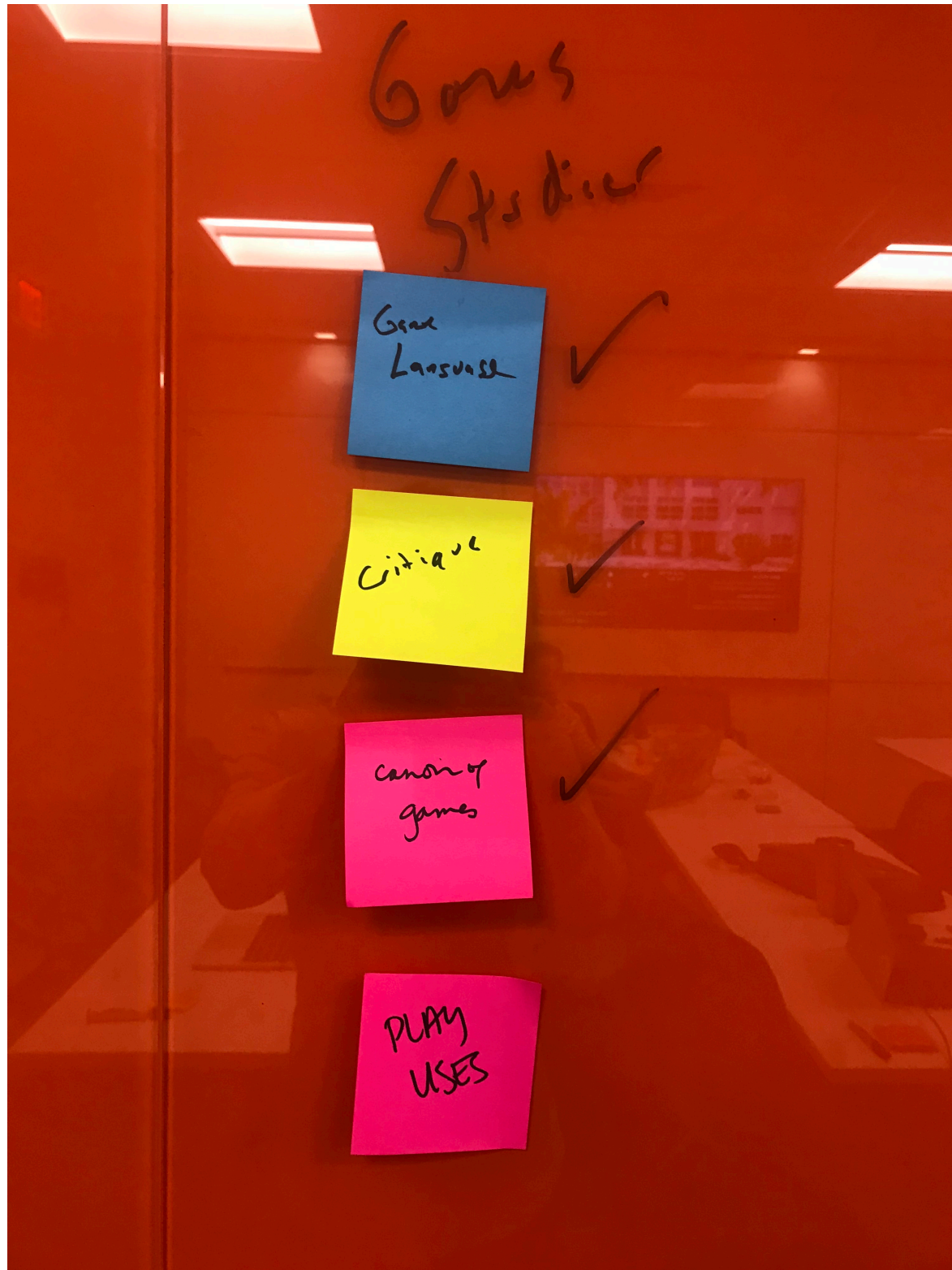
Cooperatively, with faculty (and student critique in hand)



UNIVERSITY
OF MIAMI

GDC

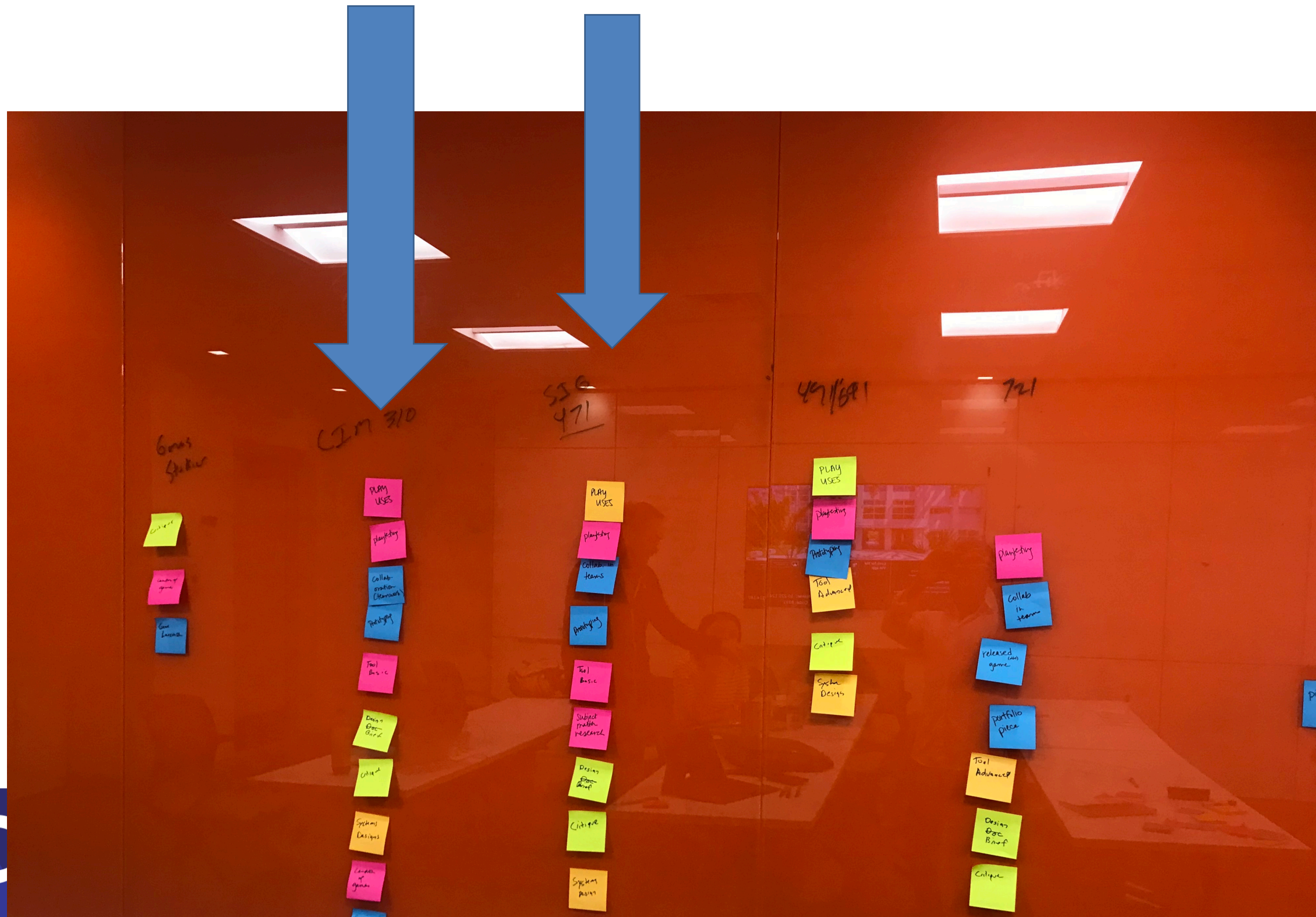
GAME DEVELOPERS CONFERENCE
MARCH 18-22, 2019 | #GDC19



Can focus on very **specific**
competencies:

Like Technologies

Identify classes asking too much



Identify classes asking too little



it also helps everyone understand how
their course fits into the grand scheme

Helps make **better assignments**

Helps make **better assignments**
that **map to outcomes**

Helps make **better assignments**
that **map to outcomes**
with **rubrics that make sense**

Thanks for listening!

Lindsay Grace

Knight Chair of Interactive Media

University of Miami, School of Communication

Vice President, Higher Education Video Game Alliance

ProfessorGrace.com

