

HONG KONG BAPTIST UNIVERSITY

COURSE SYLLABUS

1. **COURSE TITLE**
Selected Topics in Psychology of Digital Games
2. **COURSE CODE**
GAME4055
3. **NO. OF UNITS**
3
4. **OFFERING DEPARTMENT**
Department of Interactive Media
5. **PREREQUISITES**
Nil
6. **MEDIUM OF INSTRUCTION**
English
7. **AIMS & OBJECTIVES**
This elective course introduces selected topics related to the psychological aspects of digital games. Students will learn how to apply psychological theories and research on digital games in their personal and professional lives. This course provides an opportunity for students to conduct empirical research project(s) on psychological topics in digital gaming. By the end of this course, students should gain a deeper understanding of scientific research in the psychology of gaming. This course targets year 2 & 3 students, but year 1 & 4 students are welcome.
8. **COURSE CONTENT**
 1. Introduction to selected topics in psychology of digital games
 2. Game genres
 3. Violent video games
 4. Prosocial video games
 5. Digital games and individual differences
 6. Gaming motivations and gratifications
 7. Esports psychology
 8. Gaming addiction
 9. Game-based learning
9. **COURSE INTENDED LEARNING OUTCOMES (CILOs)**

CILO	By the end of this course, students should be able to:
CILO 1	Describe the context of psychology of digital games
CILO 2	Explain the implications of psychology of digital games
CILO 3	Apply psychological theories and research on digital games to students' lives and work
CILO 4	Conduct psychological studies of digital games using social science research

methods

10. **TEACHING & LEARNING ACTIVITIES (TLAs)**

CILO No.	TLAs
CILO 1 & 2	Lectures on selected topics of psychology of digital games
CILO 2, 3, & 4	Tutorials for class discussions and peer evaluations of research projects
CILO 2, 3, & 4	Research project(s) on psychological aspects of digital games

11. **ASSESSMENT METHODS (AMS)**

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Class participation	20%	CILO 1-4	Participation is based on an assessment of students' contribution to class activities and discussions.
Presentations	40%	CILO 1-4	Presentations are developed to present a specific topic in digital games by employing psychological theories. The metrics used to evaluate students' presentations include content, organization, and presentation strategies.
Written reports	40%	CILO 1-4	Written reports are designed to assess students' ability to apply psychological approaches when writing about digital games. The metrics for evaluating students' written reports include content, organization, and writing style.

12. **TEXTBOOKS / RECOMMENDED READINGS**

Suggested Books

- Hodent, C. (2020). *The psychology of video games*. Routledge.
- Huizinga, J. (1949). *Homo ludens: A study of the play-element in culture*. Beacon Press.
- McGonigal, J. (2011). *Reality is broken: Why games make us better and how they can change the world*. Penguin Press.
- Vorderer, P., & Bryant, J. (Eds.). (2012). *Playing video games: Motives, responses, and consequences*. Routledge. <https://doi.org/10.4324/9780203873700>
- Yee, N. (2014). *The Proteus paradox: How online games and virtual worlds change us—and how they don't*. Yale University Press.

Suggested Articles

- Akbari, M., Seydavi, M., Spada, M. M., Mohammadkhani, S., Jamshidi, S., Jamaloo, A., & Ayatmehr, F. (2021). The big five personality traits and online gaming: A systematic review and meta-analysis. *Journal of Behavioral Addictions, 10*, 611–625. <https://doi.org/10.1556/2006.2021.00050>
- Anderson, C. A., Shibuya, A., Ihori, N., Swing, E. L., Bushman, B. J., Sakamoto, A., Rothstein, H. R., & Saleem, M. (2010). Violent video game effects on aggression, empathy, and prosocial behavior in eastern and western countries: A meta-analytic

- review. *Psychological Bulletin*, 136, 151–173. <https://doi.org/10.1037/a0018251>
- Bányai, F., Griffiths, M. D., Király, O., & Demetrovics, Z. (2019). The psychology of esports: A systematic literature review. *Journal of Gambling Studies*, 35, 351–365. <https://doi.org/10.1007/s10899-018-9763-1>
- Braun, B., Stopfer, J. M., Müller, K. W., Beutel, M. E., & Egloff, B. (2016). Personality and video gaming: Comparing regular gamers, non-gamers, and gaming addicts and differentiating between game genres. *Computers in Human Behavior*, 55, 406–412. <https://doi.org/10.1016/j.chb.2015.09.041>
- Charlton, J. P., & Danforth, I. D. W. (2007). Distinguishing addiction and high engagement in the context of online game playing. *Computers in Human Behavior*, 23, 1531–1548. <https://doi.org/10.1016/j.chb.2005.07.002>
- Clarke, R. I., Lee, J. H., & Clark, N. (2017). Why video game genres fail. *Games and Culture*, 12, 445–465. <https://doi.org/10.1177/1555412015591900>
- Faisal, A., & Peltoniemi, M. (2018). Establishing video game genres using data-driven modeling and product databases. *Games and Culture*, 13, 20–43. <https://doi.org/10.1177/1555412015601541>
- Ferguson, C. J. (2007). The good, the bad and the ugly: A Meta-analytic review of positive and negative effects of violent video games. *Psychiatric Quarterly*, 78, 309–316. <https://doi.org/10.1007/s1126-007-9056-9>
- Gentile, D. A., Anderson, C. A., Yukawa, S., Ihori, N., Saleem, M., Ming, L. K., Shibuya, A., Liau, A. K., Khoo, A., Bushman, B. J., Rowell Huesmann, L., & Sakamoto, A. (2009). The effects of prosocial video games on prosocial behaviors: International evidence from correlational, longitudinal, and experimental studies. *Personality and Social Psychology Bulletin*, 35, 752–763. <https://doi.org/10.1177/0146167209333045>
- Granic, I., Lobel, A., & Engels, R. C. M. E. (2014). The benefits of playing video games. *American Psychologist*, 69, 66–78. <https://doi.org/10.1037/a0034857>
- Greitemeyer, T., Osswald, S., & Brauer, M. (2010). Playing prosocial video games increases empathy and decreases schadenfreude. *Emotion*, 10, 796–802. <https://doi.org/10.1037/a0020194>
- Kuss, D. J., & Griffiths, M. D. (2012). Internet gaming addiction: A systematic review of empirical research. *International Journal of Mental Health and Addiction*, 10, 278–296. <https://doi.org/10.1007/s11469-011-9318-5>
- Pedraza-Ramirez, I., Musculus, L., Raab, M., & Laborde, S. (2020). Setting the scientific stage for esports psychology: A systematic review. *International Review of Sport and Exercise Psychology*, 13, 319–352. <https://doi.org/10.1080/1750984X.2020.1723122>
- Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of game-based learning. *Educational Psychologist*, 50, 258–283. <https://doi.org/10.1080/00461520.2015.1122533>
- Qian, M., & Clark, K. R. (2016). Game-based Learning and 21st century skills: A review of recent research. *Computers in Human Behavior*, 63, 50–58. <https://doi.org/10.1016/j.chb.2016.05.023>
- Sherry, J. L., Lucas, K., Greenberg, B. S., & Lachlan, K. (2006). Video game uses and gratifications as predictors of use and game preference. In P. Vorderer & J. Bryant (Eds.), *Playing video games: Motives, responses, and consequences* (pp. 213–224). Lawrence Erlbaum Associates Publishers.
- Yee, N. (2006). Motivations for play in online games. *CyberPsychology & Behavior*, 9, 772–775. <https://doi.org/10.1089/cpb.2006.9.772>

Suggested Journals

Computers in Human Behavior

Convergence: The International Journal of Research into New Media Technologies
Games and Culture
Media Psychology
New Media & Society
Psychology of Popular Media
Simulation & Gaming