SYLLABUS

1. Data about the program

1.1 Higher Education Institution	Babeș-Bolyai University
1.2 Faculty	Psychology and Educational Sciences
1.3 Departament	Psychology
1.4 Field of study	Psychology
1.5 Study cicle	Master 2022-2024
1.6 Study program / Qualification	Master's Degree in Human Resource Psychology and Organizational Health

2. Course information

2.1 Name of the course	Gaming and Simulation/ Simulări și metoda jocurilor						
2.2 The holder of the course activities	Lect. Dr. Cătălina Oțoiu						
2.3 The holder of the seminar activities	Lect. Dr. Cătălina Oțoiu						
2.4 Year of study	2	2.5 Semestre	3	2.6. Type of evaluation	E	2.7 Course regime	opt

3. **Estimated total time** (hours per semester of teaching activities)

3.1 Number of hours per week	2	Of which: 3.2 course	1	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	28	Of which: 3.5 course	14	3.6 seminar/laboratory	14
Distribution of estimated time:					hours
Studying textbooks, course support, bibliography, and notes:					20
Additional documentation in the library, on specialized electronic platforms and in the field:					13
Preparation of seminars / laboratories, papers, portfolios, and essays:					14
Tutorship:					5
Evaluations:					4
Other activities:					

3.7 Total hours of individual study	47
3.8 Total hours per semester	75
3.9 Number of ECTS credits	3

4. **Prerequisites** (where applicable)

4.1 curriculum	• Advanced Organizational Psychology
4.2 compentencies	• Knowledge of the fundamental theories in Organizational Psychology

5. **Conditions** (where applicable)

5.1 Course conduct	• Room with at least 50 seats, computer and video projector • Online, MsTeams
5.2 Conducting the seminar	• Room with at least 50 seats, computer and video projector • Online, MsTeams

6. Specific competences acquired

Professional competencies	• *The ability to diagnose and evaluate individual, group, organizational, and situational characteristics (PC 1)* • *The ability to use the results of the organizational diagnosis in order to inform and establish interventions addressed to multiple levels of the organization (PC 2.2)* • *The ability to develop and differentiate between specific intervention methods specific to multiple levels of the organization in order to increase performance and innovation (PC 2.1)* • *The ability to design appropriate interventions in accordance with a specific organizational level (individual, group, organizational, multi-level) and the interrelated dynamics between multiple organizational levels in order to support performance (PC 3.2)* • *The ability to describe and understand different types of organizational diversity, as well as the impact of diversity on organizational dynamics in order to improve the performance and innovation of multiple organizational levels (PC 3.4)* • *The ability to design and apply specific strategies in order to improve and support decision making (PC 4.5)* • *The ability to design specific instruments in order to measure relevant concepts for the occupational and organizational health of an organization (PC 5.3)* • *The ability to design courses of actions and solutions for organizational knowledge management in order to enhance organizational efficiency and innovation (PC 6.3)* • *The ability to understand the organizational business model and requirements in order to facilitate organizational efficiency and innovation (PC 8.5)*
Transversal competencies	• *The ability to communicate in contexts of inter-organizational and intra-organizational collaboration (TC 1)* • *The development of critical thinking, analytical ability and information inference in order to ensure objective decisions and recommendations within organizations (TC 2)* • *The ability to initiate and maintain efficient work collaborations and professional work relations (TC 3)* • *Interorganizational and intraorganizational project management (TC 4)*

7. **The objectives of the discipline** (based on the grid of acquired competencies)

7.1 General course objective	• Understanding the main theories and models related to the development and practice of organizational simulations and acquiring competencies in designing an organizational simulation.
7.2 Specific course objectives	• Understanding the relevant conceptual delimitations for the field of simulations and games. • Theoretical understanding of designing a simulation from the perspective of complex systems.

	• Learning and understanding the steps of designing a game-type simulation. • Complete development of a simulation starting from a set of specific objectives and for a real organizational context. • Validating and evaluating an organizational simulation.

8. Content

8.1 Course	Teaching methods	Observations:
Perspectives on play, games, and simulations - an integration of current theories and practices.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Gaming simulation - an independent science or a boundary field?	exposition, demonstrative example, guided discovery, experiential learning, game play	
Gaming simulation - an approach from the perspective of complex systems.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Gaming simulation - elements and stages of design (1).	exposition, demonstrative example, guided discovery, experiential learning, game play	
Gaming simulation - elements and stages of design (2).	exposition, demonstrative example, guided discovery, experiential learning, game play	
Case studies: gaming simulation as a learning tool in organizations.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Case studies: gaming simulation as an intervention tool for organizational development.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Case studies: gaming simulation as a research method in organizational psychology.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Case studies: gaming simulation as an intervention method for sustainable development.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Simulation design - computational modeling.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Facilitating organizational simulations - briefing and debriefing.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Evaluation in the field of organizational simulations.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Validation of organizational simulations as a method for learning, intervention, and research.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Summary and conclusions	Knowledge synthesis	

References:

Klabbers, J. H. G. (2018). On the Architecture of Game Science. *Simulation & Gaming*, Prepublished, April 09 2018. doi: 10.1177/1046878118762534.

Klabbers, J. H. G. (2014). Gaming as Language for Dealing with Complex Systems in General. In R. D. Duke & W. C. Kritz (Eds.), *Back to the Future of Gaming* (pp. 12-29). Bielefeld: wbv.

Kaneda, T., Kanegae, H., Toyoda, Y. & Rizzi, P. (2016). Simulation and Gaming in the Network Society. Singapore: Springer

Lukosch, H. K., Bekebrede, G., Kurapati, S., & Lukosch, S. G. (2018). A Scientific Foundation of Simulation Games for the Analysis and Design of Complex Systems. *Simulation & Gaming*, 1046878118768858. doi: 10.1177/1046878118768858

Hofstede, G. J., de Caluwé, L., & Peters, V. (2010). Why Simulation Games Work-In Search of the Active Substance: A Synthesis. *Simulation & Gaming, 41*(6), 824-843. doi: 10.1177/1046878110375596

Armstrong, M. B., & Landers, R. N. (2017). An Evaluation of Gamified Training: Using Narrative to Improve Reactions and Learning. *Simulation & Gaming, 48*(4), 513-538. doi: 10.1177/1046878117703749

Bekebrede, G., Lo, J., & Lukosch, H. (2015). Understanding Complexity: The Use of Simulation Games for Engineering Systems. *Simulation & Gaming, 46*(5), 447-454. doi: 10.1177/1046878115618140

Bekebrede, G., Lo, J., & Lukosch, H. (2015). Understanding Complex Systems Through Mental Models and Shared Experiences: A Case Study. *Simulation & Gaming, 46*(5), 536-562. doi: 10.1177/1046878115621463

Mäyrä, F., Holopainen, J., & Jakobsson, M. (2012). Research Methodology in Gaming: An Overview. *Simulation & Gaming, 43*(3), 295-299. doi: 10.1177/1046878112439508

Montola, M. (2011). Social Constructionism and Ludology: Implications for the Study of Games. *Simulation & Gaming, 43*(3), 300-320. doi: 10.1177/1046878111422111

Wilson, K. A., Bedwell, W. L., Lazzara, E. H., Salas, E., Burke, C. S., Estock, J. L., . . . Conkey, C. (2008). Relationships Between Game Attributes and Learning Outcomes: Review and Research Proposals. *Simulation & Gaming, 40*(2), 217-266. doi: 10.1177/1046878108321866

van den Hoogen, J., Lo, J., & Meijer, S. (2016). Debriefing Research Games: Context, Substance and Method. *Simulation & Gaming, 47*(3), 368-388. doi: 10.1177/1046878116651023

8.2 Seminar / laboratory	Teaching methods	Observations
Learning as acquisition versus learning as interaction.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Collaborative aspects in the development of organizational simulations.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Design thinking - design methods and techniques for innovation.	exposition, demonstrative example, guided discovery, experiential learning, game play	
Designing an organizational simulation.	group activity	
Designing an organizational simulation.	group activity	
Designing an organizational simulation.	group activity	
Designing an organizational simulation.	group activity	
Designing an organizational simulation.	group activity	
Designing an organizational simulation.	group activity	
Designing an organizational simulation.	group activity	
Organizational simulation testing	Game play, group activity	

Organizational simulation testing	Game play, group activity	
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Organizational simulation testing	Game play, group activity	

References:

Duke, R. (2014). *Gaming: The Future's Language* (2nd printing ed.). Bielefeld: wbv.

Klabbers, J. H. G. (2000). Learning as Acquisition and Learning as Interaction. *Simulation & Gaming, 31*(3), 380-406. doi: 10.1177/104687810003100304

Klabbers, J. H. G. (2009). *The Magic Circle: Principles of Gaming and Simulations* (3rd ed.). Rotterdam: Sense Publishers

Wang, M., Zhou, L., & Zhang, Z. (2016). Dynamic modeling. *Annual Review of Organizational Psychology and Organizational Behavior*, *3*, 241-266.

9. Corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The content of the discipline is in line with what is taught in other university centers in the country and abroad. Organizational simulations are widely used internationally as intervention and research methods. Throughout this course, students have the opportunity to practice constructing and implementing an organizational simulation.

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation method	10.3 Weight in the final grade
10.4 Course		Group project	100%
			The project grade is weighted by 30% intragroup peer-evaluation
10.5 Seminar/laboratory		-	

10.6 Minimal performance requirements

The final assessment will be based on a group semester project.

The final grade consists of the evaluation of the semester project in a percentage of 100% and weighted by peer-evaluation.

Recognition of one's own contribution by group colleagues - obtaining a score of 0 in the intragroup evaluation results in the loss of the entire score.

Date	Signature of the course holder	Signature of the seminar holder
14.09.2023	Lect. Dr. Cătălina Oțoiu	Lect. Dr. Cătălina Oțoiu

Date of approval in the department

14.09.2023

Signature of the department chair/director

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