

CENTRO UNIVERSITARIO DE TECNOLOGÍA Y ARTE DIGITAL



ACADEMIC PROGRAM

PROJECTS II

1. BASIC INFORMATION/GENERAL INFORMATION.

Degree:	Bachelor in Interactive Product Design
Faculty or Centre:	Centro Universitario de Tecnología y Arte Digital (U-TAD)
Area:	Projects
Course:	Projects II
Year:	First
Teaching period:	Second
Type:	Compulsory subject
ECTS credits:	3
Teaching modality:	classroom-based course
Language:	English
Lecturer/Teacher:	Álvaro Daza Hernández
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2. SUBJECT DESCRIPTION

Area description

This subject belongs to the Projects module and, within this, to the Projects area. The area "Projects" enables students to consolidate and reinforce the knowledge and skills acquired in the other subjects, develop teamwork skills and acquire professional work dynamics. It also integrates an interdisciplinary approach, which is considered absolutely necessary to complete their professional profile.

Subject description

This subject has links with the other subjects of the degree, and more specifically with those taught in the second four-month period of the first year, since one of the objectives of this degree is the development of interactive projects with special

attention to video games. Knowing the principles of graphic integration of the game is another of the bases on which project development is based.

The subject "Projects" enables students to consolidate and reinforce the knowledge and skills acquired in the rest of the subjects, develop teamwork skills and acquire professional work dynamics. It also integrates an interdisciplinary approach which is considered absolutely necessary to complete their professional profile. Specifically, Projects II allows students to begin to understand and integrate 2D graphic elements in a video game or interactive application.

3. SKILLS AND LEARNING OUTCOMES

3.1 Skills

GC1 - Lifelong learning through self-study and lifelong learning.

GC2 - Knowing how to adapt to change and new situations with flexibility and versatility.

GC6 - Manifesting motivation for quality.

GC12 - Express a critical and self-critical sense and the ability to analyse in order to evaluate different alternatives.

GC17 - Demonstrate the ability to analyse, synthesise and gather information from different sources.

GC18 - Manage information appropriately.

TC1 - Deploy their knowledge, activities and values in cultural, sporting and social spheres.

SC7 - Know the practical fundamentals of the use and programming of computers, game platforms and interactive product development tools.

SC8 - Evaluate the ethical, technical and creative implications of technology in the design of interactive products.

SC11 - Apply creativity in the digital content environment.

3.2 Learning outcomes

Identify needs and situations that require the intervention of the professional

Develop cooperation skills with other professionals

To become aware of the ethical component and deontological principles of the exercise of the profession.

To be aware of the fundamental rights and equality between men and women in the field of work.

Appropriately use theories, procedures and tools in their professional development

4. CONTENTS

- Use of programming capabilities in a visual development tool for videogames.
- Design of a complex mechanics or multiple simple mechanics to be combined.
- Creation of graphic contents and 2D images to represent game elements.
- Implementation of mechanics in the Project
- Integration of graphic assets in the Project
- Analysis of the impact of the creation and integration of the graphic assets in the development and in the game experience.

5. SUBJECT SYLLABUS:

TOPIC 01- Project definition and presentation

TOPIC 02- Project planning: Time, Resources, Costs -Scope

TOPIC 03- Prioritisation, Monitoring and Follow-up: Work Techniques

TOPIC 04- Validation requirements: The market vision

TOPIC 05- Group work dynamics

Designing, prototyping, testing and iterating a board game

Using hacknPlan

Testing and iteration: receiving, interpreting and implementing feedback

Common errors, crises and problems

Producing useful documentation

Delivering a fully playable board game

6. TRAINING ACTIVITIES AND TEACHING METHODS

Teaching methods

The subject will be developed through the following general methods and techniques, which will be applied differently depending on the characteristics of the subject:

- **Expository method/Master lecture:** the lecturer will develop the contents of the syllabus through master classes and dynamic lectures.
- **Case studies:** analysis of real cases related to the subject.
- **Exercise and problem solving:** students will develop the appropriate solutions by applying transformation procedures to the information available and interpreting the results.
- **Problem-based learning:** using problems as a starting point for the acquisition of new knowledge.
- **Project-oriented learning:** students are asked, in small groups, to plan, create and evaluate a project that responds to the needs posed in a given situation.
- **Cooperative learning:** students work in groups to carry out tasks collectively.

Training activities

LEARNING ACTIVITIES	Total hours	Hours of attendance	% attendance
Theory classes	3	3	100
Seminars and workshops	3	3	100
Practical classes	3	3	100
Tutoring	3	3	100
Evaluation activities	3	3	100
Study and group work	30	12	40
Self-study and individual work	30	0	0

7. TEMPORAL DEVELOPMENT

Subject	Week
TOPIC 01- Project definition and presentation	1,2,
TOPIC 02- Project planning: Time, Resources, Costs -Scope	3,4,
TOPIC 03- Prioritisation, Monitoring and Follow-up: Work Techniques	5,6,

TOPIC 04- Validation requirements: The market vision	7,8
TOPIC 05- Group work dynamics	9,10,11,12,13,14,15

8. EVALUATION SYSTEM

ASSESSED ACTIVITY	MINIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)	MAXIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)
SE1 Assessment of participation in class, practicals or projects of the subject.	20%	40%
SE2 Evaluation of assignments, projects, reports, reports, reports	60%	80%
SE3 Objective assessment	0%	0%

Grading criteria:

EVALUATION ACTIVITY	EVALUATION CRITERIA	EVALUATION CRITERIA ASSESSMENT IN RELATION TO THE FINAL GRADE (%)
SE1 Assessment of participation in class, practicals or projects of the subject.	Students will be assessed on their active participation and the correct submission of the practical exercises in due time and form.	40%
SE2 Evaluation of assignments, projects, reports, reports, reports	The student shows interest in the subject, participates in class and contributes material to be discussed with his/her classmates.	60%
SE3 Objective assessment	Structure, design, level of detail, comprehension, quality of submissions and presentation. Adequacy to the statements, comprehension, final presentation, own participation in the team, evaluation of teammates.	0%

General comments on the evaluations/assessments:

The course is divided into 2 parts:

1st - General knowledge of the structure of a project and personal organisation.

2nd - Development of a group board game.

- It is necessary to hand in ALL the material required in the first part of the course in order to be eligible to participate in the second part and be part of a group.
- Except in exceptional cases, the board games will be played and developed through digital platforms. Suggested platforms include boardgamearena, roll20, Gamestructor, Tabletopia, etc., although students will be able to propose their own solutions.
- Learning autonomously how to use the chosen development tool is part of the course requirements.
- At the end of the course, the board game should be fully playable online.
- The documentation and explanation of the game development process will be as relevant as the final quality of the game.
- It will be necessary to keep the online board game experience as similar as possible to that of a face-to-face board game.

9. LIST OF REFERENCES (BOOKS, PUBLICATIONS, WEBSITES):

Key references

AGUADO Franco, J. C. (2007). Teoría de la decisión y de los juegos. Madrid: Delta publicaciones.

CUENCA, M.; Aguilar, E. & Ortega, C. (2010). Ocio para Innovar. Bilbao: Universidad de Deusto, Bilbao.

SALEN, K. y Zimmerman, E. (2004). Rules of play. Game design fundamentals. MA: The MIT Press.

Recommended references

HUIZINGA, Johan (2012, 3a ed.). Homo Ludens. Madrid: Alianza Editorial.

BRAUNGART, Michael; McDonough William (2005). Cradle to cradle. Rediseñando la forma en que hacemos las cosas. 1era ed. Madrid: McGrawHill.

COVEY, Stephen R. (1989). Los siete hábitos de la gente altamente efectiva. Paidós.

FORSYTH, P. (2005). Cómo administrar su tiempo. Gedisa.

MÉNARD, J. D. (2004). Cómo organizar el tiempo en la vida personal y profesional. Barcelona: Larousse.

10. Required materials, software and tools

Type of classroom:

Projection equipment and whiteboard

Materials:

Laptop computer

Software:

Game development environment.