

CENTRO UNIVERSITARIO DE TECNOLOGÍA Y ARTE DIGITAL



ACADEMIC PROGRAM

PROJECTS V

1. BASIC INFORMATION/GENERAL INFORMATIONz.

Degree:	Bachelor in Interactive Product Design
Faculty or Centre:	Centro Universitario de Tecnología y Arte Digital (U-TAD)
Area:	Projects
Course:	Projects V
Year:	Third
Teaching period:	First
Type:	Compulsory subject
ECTS credits:	6
Teaching modality:	classroom-based course
Language:	English
Lecturer/Teacher:	Jorge Pablo Yanguas Martín
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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 first four-month period of the third year, since one of the objectives of this degree is the development of interactive projects with special

attention to video games. Knowing the theoretical bases of the meta-game and the creation and integration of 3D elements and spaces in the structure of the game is the basis on which possible developments are 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 IV allows the student to begin to understand and integrate structures and interactions of complete meta-games and 3D graphics in the video game project, in teams.

3. SKILLS AND LEARNING OUTCOMES

3.1 Skills

GC8 - Demonstrate the ability to work in a team.

GC9 - Know how to manage time effectively.

GC10 - Have the ability to work in an international context, as well as in diverse and multicultural environments.

GC11 - Manage basic skills for interpersonal relations.

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

GC13 - Valuing a sense of work ethics.

GC14 - Knowing how to work in a team in multidisciplinary environments.

GC15 - Having the ability to organise and plan.

GC16 - Be able to express oneself correctly orally and in writing.

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

GC18 - Manage information appropriately.

GC19 - Know how to make decisions and solve problems in the professional field.

GC4 - Exercise leadership and negotiation skills.

GC5 - Demonstrate initiative and entrepreneurial spirit.

GC6 - Demonstrate motivation for quality.

CB2 - That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competences that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.

CB3 - Students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements which include reflection on relevant social, scientific or ethical issues.

CB4 - Students are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

TC2 - Show an interest in acts of cooperation and civic solidarity.

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

SC11 - Apply creativity in the digital content environment.

SC18 - Apply theoretical and practical knowledge of product design to content development.

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

- Ideation of several (3) game concepts, covering multiple genres.

- Pitch and public defense of concepts. Justified selection of one to develop
- Design of multiple mechanics
- Definition of an artistic style oriented to the creation of 3D graphics
- Design of the meta-game cycle and player progression
- Implementation of mechanics, 3D graphics, simple animations, and meta-game logic
- Balancing of player progression
- Post-mortem analysis of the development and tasks addressed by each team member

5. SUBJECT SYLLABUS:

Theme 1. Ideation of various game concepts based on different themes.

Theme 2. Definition of an artistic style oriented to the creation of 2D and/or 3D graphics.

Theme 3. Implementation of mechanics, 2D and 3D graphics, simple animations and meta-game logic.

Theme 4. Balancing player progression. Presentation and defence of prototypes.

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	6	6	100
Seminars and workshops	6	6	100
Practical classes	6	6	100
Tutoring	6	6	100
Evaluation activities	6	6	100
Study and group work	60	24	40
Self-study and individual work	60	0	0

7. TEMPORAL DEVELOPMENT

Subject	Week
Theme 1. Ideation of various game concepts based on different themes.	1,2,3,4,5
Theme 2. Definition of an artistic style oriented to the creation of 2D and/or 3D graphics.	6,7,8,9
Theme 3. Implementation of mechanics, 2D and 3D graphics, simple animations and meta-game logic.	10,11,12
Theme 4. Balancing player progression. Presentation and defence of prototypes.	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%
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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 work in due form and on time. Self-assessment and/or co-assessment of work, projects, reports or memories.	20%
SE2 Evaluation of assignments, projects, reports, reports, reports		80%
SE3 Objective assessment		0%

General comments on the evaluations/assessments:

- The course will consist of the conceptualisation and prototyping of 3 games by groups of variable size, to be determined by the teacher. The final grade of the course will be the average grade of the prototypes delivered. Failure to deliver or defend any of them on the due date without justification will result in automatic failure in the subject.
- The concepts and prototypes submitted must be original. If plagiarism is detected in the conceptualisation or in the development of the game prototype and the group involved does not prove the authorship of this, the students of that group will be AUTOMATICALLY SUSPENDED in the subject. This will apply both to the group that copies and to the group that has been copied, so students must maintain the privacy of their work.
- In the Extraordinary Examination, the assignments will be the same as in the Ordinary Examination. Students who have failed in the ordinary exam may hand in improved versions of the games handed in in the ordinary exam, or completely new games.

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

Key references

ROGERS, S. (2004). Level Up! The Guide to Great Video Game Design. Wiley.

SHELL, J. (2019). The Art of Game Design: A Book of Lenses, 3rd Edition. The CRC Press

Recommended references

Fullerton, T. (2004). Game Design Workshop: A Playcentric Approach to Creating Innovative Games. The CRC Press.

10. Required materials, software and tools

Type of classroom:

Projection equipment and whiteboard

Materials:

Laptop computer

Software:

No