CENTRO UNIVERSITARIO DE TECNOLOGÍA Y ARTE DIGITAL

ACADEMIC PROGRAM

PROJECTS VIII

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 VIII
Year:	Fourth
Teaching period:	Second
Type:	Compulsory subject
ECTS credits:	6
Teaching modality:	classroom-based course
Language:	English
Web page:	http://www.u-tad.com/

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 fourth 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 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 VII allows students to begin to understand the production and completion of video game team projects.

3. SKILLS AND LEARNING OUTCOMES

3.1 Skills

GC8 Demonstrate the ability to work in a team.

GC9 Knowing how to manage time effectively.

GC10 Be able to work in an international context, as well as in diverse and multicultural environments.

GC11 Manage basic skills for interpersonal relations.

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

GC13 Valuing an ethical sense at work.

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

GC15 Being able to organise and plan.

GC16 Express oneself correctly in oral and written form.

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.

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.

CB5 That students have developed the necessary learning skills to undertake further studies with a high degree of autonomy.

SC11 Apply creativity in the digital content environment.

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

SC22 Understanding and communicating clearly and effectively the guidelines for the development of a project.

SC23 Understanding the relevant aspects of the digital society in the context of sociology, philosophy, psychology, ethics, moral values and aspects related to knowledge, which affect the creation, publication and distribution of interactive products.

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

- Analysis of pre-production, and risks associated with the project not yet resolved.
- Iteration on the design according to the state of the different parts of the project.
- Production planning and development: logic, graphic and sound contents, level contents, and milestones to be achieved.
- Planning and development of game testing and polishing. Periodic revisions to the size and extension of the contents to be produced.
- Development of promotional materials for the project, including a web page.

- Dissemination and promotional actions through the web and social networks.
- Development of the materials needed to present the game in festivals and national and international events.

5. SUBJECT SYLLABUS:

Topic 1. Analysis of pre-production, and of the risks associated with the project that have not yet been resolved.

Topic 2. Iteration on the design according to the state of the different parts of the project.

Topic 3. Planning and development of the production: logic, graphic and sound contents, level contents, and milestones to be achieved.

Topic 4. Planning and development of the testing and polishing of the game. Periodic revisions to the size and extent of the contents to be produced.

Topic 5. Construction of communication materials for the project, including a web page.

Topic 6. Dissemination and dissemination actions via the web and social networks.

Topic 7. Launching.

Topic 8. Preparation of the project to be presented at national and international festivals and events.

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
Topic 1. Analysis of pre-production, and of the risks associated with the project that have not yet been resolved.	1,2
Topic 2. Iteration on the design according to the state of the different parts of the project.	3,4,5
Topic 3. Planning and development of the production: logic, graphic and sound contents, level contents, and milestones to be achieved.	6,7
Topic 4. Planning and development of the testing and polishing of the game.	8,9

Periodic revisions to the size and extent of the contents to be produced.	
Topic 5. Construction of communication materials for the project, including a web page.	10,11
Topic 6. Dissemination and dissemination actions via the web and social networks.	12
Topic 7. Launching.	13,14
Topic 8. Preparation of the project to be presented at national and international festivals and events.	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 practicals in due time and form. Analytical skills, application of theoretical concepts, planning and implementation of schedules and production plans, performance in the classroom, presentations. Peer reviews, execution of the final video game.	40%
SE2 Evaluation of assignments, projects, reports, reports, reports		60%
SE3 Objective assessment		0%

General comments on the evaluations/assessments:

- Assessment of participation in class, in practicals or in projects of the subject: The process of analysis and discussion of the theoretical concepts from other subjects that form the basis of video game development, the adequacy of the schedules and production plans to the production of the vertical slice, the performance in the classroom and the resolution of doubts about the development in the creative, programming and production sections, and the postmortem with the metrics and subsequent analysis of the launch will be assessed.

- Assessment of work, projects, reports, memories: At least one peer review of the work of the team members of each group will be carried out, identifying weaknesses and strengths and verifying that the assigned tasks have been carried out; the final execution of the video game and whether the development challenges have been adequately resolved will be assessed.

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

Key references

Fullerton, T. (2014). Game Design Workshop: A Playcentric Approach to Creating Innovative Games. CRC Press. ISBN: 978-0240809748
Salen, K. y Zimmerman, E. (2003)Rules of Play: Game Design Fundamentals. Mit Press. ISBN: 978-0262240451
Adams, E. y Dormans, J. (2012) Game Mechanics: Advanced Game Design. 1ª ed. New Riders. ISBN: 978-0321820273

Recommended references

Bell, R.C. (1979). Board and table games from many civilizations. Dover Publications.
Caillois, R. (1994). Los juegos y los hombres. Fondo de Cultura Económica.
Deulofeu, J. (2010). Prisioneros con dilemas y estrategias dominantes. RBA.
Gibbons, R. (1997). Un primer curso de teoría de juegos. Bosch Editor.
Koster, R. (2004). A Theory of Fun for Game Design. ISBN: 978-1449363215

10. Required materials, software and tools

Type of classroom:

Projection equipment and whiteboard

Materials:

Laptop computer
Webcam

Software:

Unity, Unreal Engine, Adobe CC.