

CENTRO UNIVERSITARIO DE TECNOLOGÍA Y ARTE DIGITAL



ACADEMIC PROGRAM

SOCIAL AND MULTIPLAYER GAME DESIGN

1. BASIC INFORMATION/GENERAL INFORMATION

Degree:	Bachelor in Interactive Product Design
Faculty or Centre:	Centro Universitario de Tecnología y Arte Digital (U-TAD)
Area:	Advanced design
Course:	Social and Multiplayer Game Design
Year:	Fourth
Teaching period:	Second
Type:	Optional subject
ECTS credits:	3
Teaching modality:	classroom-based course
Language:	English
Web page:	http://www.u-tad.com/

2. SUBJECT DESCRIPTION

Area description

This subject belongs to the Specialised Design module within the Advanced Design subject.

This area refers to the study and practice of the set of techniques necessary for the deepening of the essential and basic aspects of design. Focusing on the development of these, in a more complex way, and applied to more specific cases. The acquisition of the competences is guaranteed through the training activities and teaching methodologies associated with the area.

Subject description

The subject Social and Multiplayer Game Design is part of the culmination of a whole learning process for the development of interactive products, using basic knowledge from the subjects: "Introduction to Game Design" and "Game Design".

Social and multiplayer videogames are nowadays an important base in the whole spectrum of the industry, as it has massively incorporated new user profiles. Their future is promising, as attested to by all the reports of the main sector analysis bodies.

3. SKILLS AND LEARNING OUTCOMES

3.1 Skills

GC1 Lifelong learning through self-study and continuous training.

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

GC4 Exercising leadership and negotiation skills.

GC6 Showing motivation for quality.

GC7 Show interest and sensitivity to environmental and social issues, as well as the ability to analyse the social dimension of the activity and corporate social responsibility.

G4 Expressing ideas and concepts through the application of the aesthetic foundations and perception of the image in terms of structure, form, colour and space for the creation of digital content.

CG12 Expressing a critical and self-critical sense and the ability to analyse in order to evaluate different alternatives.

CG14 Knowing how to work in a team in multidisciplinary environments.

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

GC18 Manage information appropriately.

CB1 That students have demonstrated possession and understanding of knowledge in an area of study that starts from the basis of general secondary education, and is usually at a level that, although it is supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

SC11 Applying creativity in the digital content environment.

SC12 Knowing the elements involved in the design of an interactive work in relation to the user.

SC13 Applying basic knowledge on human-machine interaction to an interactive digital product.

SC17 Apply the fundamentals of animation on computer-generated models.

SC18 Applying theoretical and practical knowledge of product design for the development of contents.

3.2 Learning outcomes

Create puzzles, obstacles, and milestones to build a interesting user experience

Apply design knowledge to the development of serious and casual games and innovative genres

To design video games for the acquisition of knowledge and skills aligned with the school curricula of the different educational stages.

Analyze the educational possibilities of entertainment video games.

4. CONTENTS

- Definition of social and/or multiplayer games
- Social and/or multiplayer videogames design
- Development and detailed analysis of video games by genre
- Elements of analysis in interactive products

5. SUBJECT SYLLABUS:

Theme 1: Introduction

Theme 2: Features and design of social games

Theme 3: Multiplayer game features and design

Theme 4: Development and design on different platforms

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.

Training activities

LEARNING ACTIVITIES	Total hours	Hours of attendance	% attendance
Theory classes	16	16	100
Seminars and workshops	3	3	100
Practical classes	6	6	100
Tutoring	2	2	100
Evaluation activities	3	3	100
Study and group work	6	0	5
Self-study and individual work	24	0	0

7. TEMPORAL DEVELOPMENT

Subject	Week
Theme 1: Introduction	1,2,3,4
Theme 2: Features and design of social games	5,6,7
Theme 3: Multiplayer game features and design	8,9,10
Theme 4: Development and design on different platforms	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.	10%	30%
SE2 Evaluation of assignments, projects, reports, reports, reports	35%	70%
SE3 Objective assessment	30%	60%

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 valued for their active participation and the correct delivery of the practicals in due time and form.	10%
SE2 Evaluation of assignments, projects, reports, reports, reports	Correct process of analysis, creation and design of prototypes of interactive digital products.	45%
SE3 Objective assessment	Acquisition of theoretical content involving the design and development of prototypes of interactive digital works.	45%

General comments on the evaluations/assessments:

- In order to pass the course, the student will have to pass all the internships handed in and the exam of the course.
- In the practical part of the course, regardless of whether the practical is group or individual, the student will have to upload the practical to his/her personal online campus space. Failure to upload a group practice will have the same penalties as if an individual practice were not handed in, and failure to upload any of these practices (totally or partially) to the personal online campus will be a condition of failure for the course.
- It is the student's responsibility to check that the practical is correctly uploaded for correction.
- In case of late delivery of any of the practicals, there will be a penalty in the final grade of that practical for the student. The penalties are as follows:

-Late delivery, up to the first 24 hours of the official delivery date: 1 penalty point (subtracted from the final mark of the practical).

-After the first 24 hours, and increasing every day, 1 penalty point will be added until the student gets a mark equal to 0. (The student will never get a negative mark).

- The student will have to attend at least 80% of the classes of the subject, being a condition of not being able to take the final exam of the subject in case of not fulfilling the requirement.
- Final exam: At the end of the course, the student will be evaluated with an exam (practical and/or theoretical) of all the content. This exam must be passed in order to pass the course.
- If a student fails one of the parts of the course (work or exam), he/she must ONLY take that part in the extraordinary exam. The other mark is kept.

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

Key references

Jesse Schell (2015). The art of game design, a book of lenses (CRC Press)

Steve Swink (2009). Game Feel. A game designer's guide to virtual sensation (Morgan Kaufmann)

Ernest Adams (2010). Fundamentals of Game Design (NRG)

Recommended references

David Perry on Game Design, A brainstorming Toolbox (Course Technology) (2009)

Ernest Adams, Joris Dormans (2012). Game Mechanics. AdvancedGameDesign (NRG)

Brenda Brathwaite (2009). Challenges for game designers (Course Technology)

10. Required materials, software and tools

Type of classroom:

Projection equipment and whiteboard

Sala virtual de Blackboard

Materials:

Laptop computer
Webcam
Microphone

Software: