ACADEMIC PROGRAM

PROJECTS II

B.F.A. IN **INTERACTIVE PRODUCT DESIGN**

MODALITY: ON CAMPUS

ACADEMIC YEAR: 2023-2024

Name of the course:	Projects II
Degree :	Interactive Product Design
Location:	Centro Universitario de Tecnología y Arte Digital
Modulo:	Projects
Area:	Projects
Year:	1º
Teaching period:	2º
Type:	OB
ECTS credits:	3
Teaching modality:	On campus
Language:	English
Lecturer / Email	0
Web page:	http://www.u-tad.com/

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.

COMPETENCIES AND LEARNING OUTCOMES

Competencies

BASIC AND GENERAL

GC1 - Lifelong learning through self-study and continuous training.

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

GC4 - Exercise leadership and negotiation skills.

GC5 - Demonstrate initiative and entrepreneurial spirit.

GC6 - Demonstrate motivation for quality.

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

GC8 - Demonstrate the ability to work in a team.

GC9 - Be able 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 - Value the ethical sense of work.

CG14 - Know how to work in a team in multidisciplinary environments.

GC15 - Organisational and planning skills

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.

CB1 - That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 - Students are able to apply their knowledge to their work or vocation in a professional manner and possess the competences usually demonstrated through the development and defence of arguments and problem solving within their field of study.

CB3 - Students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements that 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 those learning skills necessary to undertake further study with a high degree of autonomy.

TRANSVERSALS

CT1 - To deploy their knowledge, activities and values in cultural, sporting and social spheres.

CT2 - Show interest in acts of cooperation and civic solidarity.

SPECIFIC

SC4 - Analyze the needs and moral and ethical implications associated with the development and design that arise for the creators of interactive products.

SC7 - Knowing the practical fundamentals of the use and programming of computers 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.

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

SC22 - Understand and communicate clearly and effectively the guidelines for the development of a project.

SC23 - Understand the relevant aspects of the digital society in the context of sociology, philosophy, psychology, ethics, moral values and knowledge-related aspects that affect the creation, publication and distribution of a project.

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

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.

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

TRAINING ACTIVITIES AND TEACHING METHODOLOGIES

TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
Theoretical classes	3,00	3,00
Seminars and workshops	3,00	3,00
Practical classes	3,00	3,00
Tutorials	3,00	3,00
Evaluation Activities	3,00	3,00
Group work and study	30,00	18,00
Autonomous and individual study and work	30,00	0,00
TOTAL	75	33

Teaching methodologies

Expository method/Master lecture

Case studies

Exercise and problem solving

Problem-based learning

Project-oriented learning

Cooperative learning

TEMPORAL DEVELOPMENT

TOPIC 01- Project definition and presentation: 2 weeks

TOPIC 02- Project planning: Time, Resources, Costs -Scope: 2 weeks

TOPIC 03- Prioritisation, Monitoring and Follow-up: Work Techniques: 2 weeks

TOPIC 04- Validation requirements: The market vision: 2 weeks

TOPIC 05- Group work dynamics: 7 weeks

EVALUATION SYSTEM

ASSESSMENT SYSTEM	MINIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)	MAXIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)
Assessment of participation in class, exercises or projects of the course	20	40
Assessment of assignments, projects, reports, memos	60	80
Objective test	0	0

GRADING CRITERIA

ASSESSMENT SYSTEM	ORDINARY EVALUATION	EXTRAORDINARY EVALUATION

Assessment of participation in class, exercises or projects of the course	40	40
Assessment of assignments, projects, reports, memos	60	60
Objective test	0	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.
- "Any detection of plagiarism, copying or use of malpractice (such as the use of AIs) in a paper or exam will result in the failure of that paper with a zero, a report to the faculty and academic coordinator and the application of the current regulations, which can lead to very serious penalties for the student."
- The use of smartwatches or mobile phones is not permitted during the exams. These devices must be put away and out of sight during the exam.
- The use of mobile phones is not permitted during lessons.

LIST OF REFERENCES (BOOKS, PUBLICATIONS, WEBSITES):

Key references

AGUADO Franco, J. C. (2007). Teoría de la decisión y de losjuegos. 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). Cradletocradle. Rediseñando la forma en que hacemos las cosas. 1era ed. Madrid: McGrawHill.

COVEY, Stehphen 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.

REQUIRED MATERIALS, SOFTWARE AND TOOLS

Type of classroom
Projection equipment and whiteboard

Materials:
Laptop computer

Software:
Entorno de desarrollo de juegos./Game development environment.