



ACADEMIC PROGRAM

GAME PSYCHOLOGY

B.F.A. IN INTERACTIVE PRODUCT DESIGN

MODALITY: ON CAMPUS

ACADEMIC YEAR: 2023-2024

Name of the course:	Game Psychology
Degree :	Interactive Product Design
Location:	Centro Universitario de Tecnología y Arte Digital
Modulo:	Ideation and Concept Design
Area:	Human-machine interaction
Year:	2º
Teaching period:	1º
Type:	B
ECTS credits:	6
Teaching modality:	On campus
Language:	English
Lecturer / Email	Dra. Susana Rodríguez Díaz/susana.rodriguez@u-tad.com
Web page:	http://www.u-tad.com/

SUBJECT DESCRIPTION

Area description

This subject belongs to the module of Conceptual Design and Ideation and, within this, to the area of Human-Machine Interaction.

This area refers to the study and practice of the set of techniques necessary for the creation of all those applications in which an interrelation between a machine, device, application and the human being is necessary.

Subject description

This subject has links with the other subjects of the degree since the programs that will be developed during the course of this degree are developed for the use and enjoyment of a user and therefore any knowledge of the psychology of the user will be very useful in its development.

Game psychology is an important part of any interactive product development, especially video games. There are very few professionals trained or with minimal knowledge on the subject and these are sought after by companies. Knowing the profile of the user-buyer and how to satisfy him/her is of vital importance.

The aim is to provide students with both theoretical knowledge and tools for practical developments.

COMPETENCIES AND LEARNING OUTCOMES

Competencies

BASIC AND GENERAL

GC8 - Demonstrate the ability to work in a team.

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.

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

GC6 - Demonstrate motivation for quality.

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.

SPECIFIC

SC1 - Know the language necessary to communicate and structure a coherent discourse in the field of sociology, philosophy and psychology in relation to the design of interactive products.

SC3 - Analyse the social and cultural aspects that favour the usability 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.

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

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

SC14 - Apply the fundamentals of narrative to the development of interactive products.

SC15 - Analysing the characteristics and needs of users in the humanistic environment as a fundamental element in the design of interactive products.

SC19 Understand the design principles that enable the use, accessibility and usability of interactive products and their philosophical implications.

Learning outcomes

Incorporate the psychological fundamentals into the game design.

Build a system in which players' actions make sense in the context of the game

Define a game rule structure to produce a satisfying game experience

Recognize the special needs of players with disabilities

Evaluate the usability components in a game

Designing a testing system for a game

CONTENTS

- Basic psychological aspects
- Cognition
- Experience vs Perception
- Ethics in videogames

SUBJECT SYLLABUS

Theme 1. Fundamentals of Psychology.

Theme 2. Developmental Psychology.

Theme 3. Psychology of Emotions.

Theme 4. Psychology of the Game Experience.

Theme 5. Social Psychology.

TRAINING ACTIVITIES AND TEACHING METHODOLOGIES

TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
<i>Theoretical classes</i>	44,44	44,44
<i>Seminars and workshops</i>	0,00	0,00
<i>Practical classes</i>	35,56	35,56
<i>Tutorials</i>	4,22	4,22
<i>Evaluation Activities</i>	8,89	8,89
<i>Group work and study</i>	23,56	1,18
<i>Autonomous and individual study and work</i>	33,33	0,00
TOTAL	150	94

Teaching methodologies

Expository method/Master lecture

Case studies

Exercise and problem solving

Problem-based learning

TEMPORAL DEVELOPMENT

Theme 1. Fundamentals of Psychology: 3 weeks

Theme 2. Developmental Psychology: 4 weeks

Theme 3. Psychology of Emotions: 3 weeks

Theme 4. Psychology of the Game Experience: 2 weeks

Theme 5. Social Psychology: 2 weeks

EVALUATION SYSTEM

ASSESSMENT SYSTEM	MINIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)	MAXIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)
<i>Assessment of participation in class, exercises or projects of the course</i>	10	30
<i>Assessment of assignments, projects, reports, memos</i>	35	70
<i>Objective test</i>	30	60

GRADING CRITERIA

ASSESSMENT SYSTEM	ORDINARY EVALUATION	EXTRAORDINARY EVALUATION
<i>Assessment of participation in class, exercises or projects of the course</i>	10	10
<i>Assessment of assignments, projects, reports, memos</i>	50	50
<i>Objective test</i>	40	40

General comments on the evaluations/assessments

- The final numerical grade is from 0 to 10 points; it is an indispensable requirement to achieve a minimum grade of 5 points to obtain a pass the subject.
- There will be a final test that must be passed with a grade higher than 5 out of 10.
- To complete the course, it is necessary to obtain a minimum grade (in the exam and the activities) of 5 points.
- In case of not passing the exam or the activities, the maximum grade obtained will be 4.
- The grades of the parts passed will be kept in the extraordinary call.
- In order to pass the course in the extraordinary call, the presentation of the failed or undelivered work, as well as passing the final exam, will be required (if it has not been passed in the ordinary call), maintaining the percentages that appear in the grading criteria section.
- Any detection of plagiarism, copying or use of bad practices (such as the use of AIs) in a paper or exam will result in a failing grade of 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 cell phones is not allowed during exams. Such devices will have to be put away and out of the student's sight during the exam.
- The use of cell phones is not allowed during classes.

LIST OF REFERENCES (BOOKS, PUBLICATIONS, WEBSITES):

Key references

HODENT, C. (2017): The Gamer's Brain. How Neuroscience and UX Can Impact Video Game Design. CRC Press.

MARSHALL REEVE, J. (2004): Understanding Motivation and Emotion. John Wiley & Son Inc.

ROZENZWEIG, M. R. & LEIMAN, A. I. (1989): Physiological psychology. Random House. SHAFFER, D. R. (2008): Social and Personality Development. Cengage Learning.

Recommended references

ACHTMAN, R. L., GREEN, C. S. & BAVELIER, D. (2008): Video games as a tool to train visual skills. Restorative neurology and neuroscience, 26, pp. 435-446.

CALLOIS, R. (2000): Man, Play and Games. University of Illinois Press.

CHABRIS, C. and SIMONS, D. (2021): The Invisible Gorilla And Other ways Our Intuition Deceives Us. Harper.

FEDERATION OF AMERICAN SCIENTIST (2006): Harnessing the power of video games for learning. Summit on Educational Games. pp. 1-53.

HODENT, C. (2020): The Psychology of Videogames. Routledge.

HUIZINGA. J. (2016): Homo Ludens: A Study of the Play-Element in Culture. Angelico Press.

PEARCE, C. (2009): Communities of play. Emergent cultures in multiplayer games and virtual worlds. Cambridge. Ed. MIT Press.

REQUIRED MATERIALS, SOFTWARE AND TOOLS

Type of classroom

Theoretical.

Materials:

-

Software:

-