



ACADEMIC PROGRAM

USER EXPERIENCE FUNDAMENTALS

B.F.A. IN INTERACTIVE PRODUCT DESIGN

MODALITY: ON CAMPUS

ACADEMIC YEAR: 2023-2024

Name of the course:	User Experience Fundamentals
Degree :	Interactive Product Design
Location:	Centro Universitario de Tecnología y Arte Digital
Modulo:	Ideation and Concept Design
Area:	Design of interactive products
Year:	2º
Teaching period:	2º
Type:	OB
ECTS credits:	3
Teaching modality:	On campus
Language:	English
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SUBJECT DESCRIPTION

Area description

This subject belongs to the module of Conceptual Design and Ideation and, within this, to the area of Design of Interactive Products. This area allows students to acquire knowledge of audiovisual narrative, game and player psychology, visual and artistic design and, above all, the design of the mechanics and dynamics that define the playability of the interactive product.

Subject description

It is a subject based on applying analysis and optimisation in the interactive digital content environment by observing the characteristics and needs of clients and end users. It is closely linked to the subjects "Visual Perception and Expression" and "Introduction to Game Design".

The subject of Fundamentals of User Experience provides competences and skills to evaluate and design interactive experiences trying to optimise the experience of use and interaction.

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.

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.

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

GC14 - Know 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 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.

SC5 - Understand the influence of sociology, philosophy and psychology in their correlation with the history of art, literature and games as a reference in the creative process.

SC6 - Apply the practical fundamentals of mathematics and physics to the creation of an interactive digital product.

SC9 - Understand the principles of audiovisual narrative to develop discourses and stories applicable to interactive products.

SC11 - Apply 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 of human-machine interaction to an interactive digital product.

SC16 - Understand the processes of the elements involved in interactive artistic production.

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

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

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

Learning outcomes

Understand interactive application design as a global process

Build stories that can visually capture the literary elements they are based on

Categorize the different types of video games according to their design elements

Manage 2D design concepts in the development of a game

Apply game design knowledge to building a basic 3D game

Apply Methodology and Standards in Game Design

Design an entire character according to its physical, behavioral, and communication aspects.

Use character design principles and dialogues in creating consistent visual stories and dialogues

CONTENTS

- Visual analysis approach
- Visual analysis development
- Aesthetic modification of the product
- Selection of the design elements
- Line and shape
- The need for a visual language
- Conflict and process

SUBJECT SYLLABUS

Theme 1. Introduction: from UX to GameUX

Theme 2. UX Fundamentals: Usability

Theme 3. Accessibility: Videogames for all.

Theme 4. ARCS Design: Emotional-Rational Process.

Theme 5. UXFlow: Gameplay, Learning and Playful Experience.

TRAINING ACTIVITIES AND TEACHING METHODOLOGIES

TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
<i>Theoretical classes</i>	25,00	25,00
<i>Seminars and workshops</i>	0,00	0,00
<i>Practical classes</i>	10,00	10,00
<i>Tutorials</i>	1,71	1,71
<i>Evaluation Activities</i>	3,14	3,14
<i>Group work and study</i>	5,14	0,26
<i>Autonomous and individual study and work</i>	30,00	0,00
TOTAL	75	40

Teaching methodologies

Expository method/Master lecture

Case studies

Exercise and problem solving

Problem-based learning

TEMPORAL DEVELOPMENT

Theme 1. Introduction: from UX to GameUX: 3 weeks

Theme 2. UX Fundamentals: Usability: 3 weeks

Theme 3. Accessibility: Videogames for all: 3 weeks

Theme 4. ARCS Design: Emotional-Rational Process: 3 weeks

Theme 5. UXFlow: Gameplay, Learning and Playful Experience: 4 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>	30	60
<i>Objective test</i>	30	70

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

- Ordinary call:
 - Class participation, attitude and voluntary assignments will account for 10% of the final mark.
 - The marks for the work done during the course will account for 50% of the final mark.
 - The student must hand in all the assignments to obtain a grade point average.
 - The final exam will account for 40% of the final grade.
 - Both parts (assignments and exams) must have a grade higher than 5 to pass the course.
 - If either the exam or any practice parts are not successfully passed, the maximum grade obtained will be 4.

- All the activities can be handed in after the deadline for each one, which will be indicated sufficiently in advance by the teacher. However, any of them that are submitted for the first time after the deadline will not be eligible for a grade higher than a pass mark (5) in any case.
- 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 during the exams is forbidden. Such items will need to be kept away and out of the sight of the student during the exam.
- The use of mobile phones during the classes is forbidden.
- Extraordinary call:
 - In case of requiring extraordinary call, the student must present the failed activities and pass the exams, being the valuation with respect to the final grade of each activity the same as for the ordinary call.
 - Both parts (assignments and exams) must have a grade higher than 5 in order to pass the course.
 - The marks of the exams and activities passed in the ordinary call will be kept until the extraordinary call.

LIST OF REFERENCES (BOOKS, PUBLICATIONS, WEBSITES):

Key references

- KRUG, S. (2005). No me hagas pensar. New Riders Press
- SWINK, S. (2008) Game Feel: A Game Designer's Guide to Virtual Sensation.
MORGAN Kaufmann Game Design Books.
- TIDWELL, J. (2010). Designing interfaces.

Recommended references

- HODENT, C. (2018). The Gamers Brain. CRC Press. Taylor and Francis Group.
- JUUL, Jesper. (2013). The Art of Failure. The MIT Press. London. England
- JOHNSON, Jeff. Designing with the Mind in Mind: Simple Guide to Understanding User Interface Design Rules. Elsevier. 2010.
- ISBISTER, K. (2017). How Games Move Us (Playful Thinking): Emotion by Design. The MIT Press. London. England
- COSTIKYAN (2013). Uncertainty in Games. The MIT Press. London. England
- SICART, M. (2017) Play Matters. Prentice Hall.

REQUIRED MATERIALS, SOFTWARE AND TOOLS

Type of classroom

Projection equipment and whiteboard

Materials:

Laptop computer

Internet access.

Software:

Word.

Adobe Acrobat.