ACADEMIC PROGRAM

PROJECTS VI

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

MODALITY: ON CAMPUS

ACADEMIC YEAR: 2023-2024

Name of the course:	Projects VI
Degree :	Interactive Product Design
Location:	Centro Universitario de Tecnología y Arte Digital
Modulo:	Projects
Area:	Projects
Year:	3º
Teaching period:	2º
Type:	OB
ECTS credits:	6
Teaching modality:	On campus
Language:	English
Lecturer / Email	David Alvarez Rodriguez-Osorio/david.rodriguez@u-tad.com
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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 third 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 level-based and team-based games is fundamental in the developments.

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 VI allows the student to begin to understand and integrate game levels in a complete video game project in a team.

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

- Ideation of several (3) game concepts, covering multiple genres.
- Pitch and public defense of concepts. Justified selection of one to develop
- Design of multiple mechanics, and a meta-game based on 2D or 3D levels
- Design and balance of player progression and difficulty curve

- Implementation of mechanics, multiple levels, and meta-game logic
- Implementation of sound effects and music
- Post-mortem analysis of the development and tasks addressed by each team member

SUBJECT SYLLABUS

Theme 1 Ideation of various game concepts, covering multiple genres.

Theme 2 Presentation and defence of the concepts. Justified choice of one to develop.

Theme 3 Design of multiple mechanics, and a meta-game based on 2D or 3D levels.

Theme 4 Design and balancing of player progression and difficulty curve.

Theme 5 Implementation of mechanics, multiple levels, and meta-game logic.

Theme 6 Implementation of sound effects and music.

Theme 7 Post-mortem analysis of development and tasks tackled by each team member.

TRAINING ACTIVITIES AND TEACHING METHODOLOGIES

TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
Theoretical classes	6,00	6,00
Seminars and workshops	6,00	6,00
Practical classes	6,00	6,00
Tutorials	6,00	6,00
Evaluation Activities	6,00	6,00
Group work and study	60,00	36,00
Autonomous and individual study and work	60,00	0,00
TOTAL	150	66

Teaching methodologies

Expository method/Master lecture

Case studies

Exercise and problem solving

Problem-based learning

Project-oriented learning

Cooperative learning

TEMPORAL DEVELOPMENT

Theme 1 Ideation of various game concepts, covering multiple genres: 3 weeks

Theme 2 Presentation and defence of the concepts. Justified choice of one to develop: 2 weeks

Theme 3 Design of multiple mechanics, and a meta-game based on 2D or 3D levels: 2 weeks

Theme 4 Design and balancing of player progression and difficulty curve: 2 weeks

Theme 5 Implementation of mechanics, multiple levels, and meta-game logic: 4 weeks

Theme 6 Implementation of sound effects and music: 1 week

Theme 7 Post-mortem analysis of development and tasks tackled by each team member: 1 week

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	20	20
Assessment of assignments, projects, reports, memos	80	80
Objective test	0	0

General comments on the evaluations/assessments

- During this first part, the game will be conceptualised and prototyped, the game design document and the production plan will be created, the basic mechanics will be implemented and iterated after analysing several playtesting sessions, culminating in the presentation of the "first playable" phase of the project to the examining board.
- Work will be carried out in groups of 4 to 6 students and the whole process will be evaluated through presentations in class, group deliveries (documents, game builds and work schedules) and individual deliveries (report of each milestone and peer assessment).
- All defended work must present evidence of completion and only work documented in the deliverables will be assessed.
- Failure to attend at least 80% of the classes or obtaining an average grade lower than 3 in the peer review, or obtaining an average grade lower than 2 in the individual assessment, will result in an AUTOMATIC SUSPENSION in the course.
- The extraordinary call consists of the completion of an individual project, dimensioned as a single person project, presenting all the tasks (milestones and reports) of the continuous assessment. The only difference between the extraordinary call and the ordinary call in terms of its evaluation (apart from the delivery date) is that there are no peer reviews as it is an individual project.
- “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 los juegos. Madrid: Delta publicaciones.

SALEN, K. y Zimmerman, E. (2004). Rules of play. Game design fundamentals. MA: The MIT Press.

FULLERTON, T. (2004). Game Design Workshop: A Playcentric Approach to Creating Innovative Games. The CRC Press.

Recommended references

SCHELL, J. (2019). The Art of Game Design: A Book of Lenses, 3rd Edition. The CRC Press

KOSTER, R. (2013). Theory of Fun for Game Design. Van Duuren Media.

Rogers, S. (2010). Level Up!: The Guide to Great Video Game Design (1.a ed.). John Wiley & Sons Inc.

SWINK, S. (2017). Game Feel: A Game Designer's Guide to Virtual Sensation. Amsterdam University Press.

ISBISTER, K. (2017). How Games Move Us: Emotion by Design. Amsterdam University Press.

REQUIRED MATERIALS, SOFTWARE AND TOOLS

Type of classroom
Projection equipment and whiteboard

Materials:
laptop

Software:
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