ACADEMIC PROGRAM

PROJECTS VII

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

MODALITY: ON CAMPUS

ACADEMIC YEAR: 2023-2024

Name of the course:	Projects VII
Degree :	Interactive Product Design
Location:	Centro Universitario de Tecnología y Arte Digital
Modulo:	Projects
Area:	Projects
Year:	4º
Teaching period:	1º
Type:	OB
ECTS credits:	6
Teaching modality:	On campus
Language:	English
Lecturer / Email	Daniel Garcia Nebrea/daniel.nebrea@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 first four-month period of the fourth 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 the game is the basis on which possible developments are 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 VII allows the student to begin to understand the pre-production of a video game project.

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

- Pitch and public defense of multiple game concepts. Justified selection of one to develop
- Comprehensive concept development.
- Prototyping and iteration on the gameplay design, narrative, visual, and the technical needs to make it.

- Elaboration of a development plan and risk analysis.
- Development of a vertical slice that demonstrates the fundamental concepts of the game and a demonstrable implementation of each aspect: levels, mechanics, characters, narrative and graphic and sound content.
- Planning reviews and follow up.
- Construction of the corporate identity of the team and the game: name, logo and key elements of its presentation.
- Analysis of the results achieved in pre-production, and tasks addressed by each member of the team.

SUBJECT SYLLABUS

Theme 1. Presentation and defence of multiple game concepts.

Theme 2. Justified choice of one to develop.

Theme 3. Thorough concept development.

Theme 4. Prototyping and iteration on gameplay design, narrative, visual, and the techniques necessary to carry it out.

Theme 5. Elaboration of a development plan and risk analysis.

Theme 6. Development of a vertical slice that demonstrates the fundamental concepts of the game and a demonstrable implementation of each aspect: levels, mechanics, characters, narrative and graphic and sound content.

Theme 7. Tracking and justified periodic revisions of the planning.

Theme 8. Construction of the corporate identity of the team and the game: name, logo and pillars of its presentation.

Theme 9. Analysis of the results achieved in pre-production, and tasks tackled by each member of the team.

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. Presentation and defence of multiple game concepts: 2 weeks

Theme 2. Justified choice of one to develop: 2 weeks

Theme 3. Thorough concept development: 2 weeks

Theme 4. Prototyping and iteration on gameplay design, narrative, visual, and the techniques necessary to carry it out: 2 weeks

Theme 5. Elaboration of a development plan and risk analysis: 1 week

Theme 6. Development of a vertical slice that demonstrates the fundamental concepts of the game and a demonstrable implementation of each aspect: levels, mechanics, characters, narrative and graphic and sound content: 1 week

Theme 7. Tracking and justified periodic revisions of the planning: 2 weeks

Theme 8. Construction of the corporate identity of the team and the game: name, logo and pillars of its presentation: 1 week

Theme 9. Analysis of the results achieved in pre-production, and tasks tackled by each member of the team: 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	30	30
Assessment of assignments, projects, reports, memos	70	70
Objective test	0	0

General comments on the evaluations/assessments

- Assessment of participation in class, practicals or projects of the subject: The process of analysis and discussion of theoretical concepts from other subjects that form the basis of video game development, the adequacy of schedules and production plans to the production of the vertical slice, the performance in the classroom and the resolution of doubts about the development in the creative, programming and production sections, and the presentations of the different phases of the project will be assessed.
- Assessment of work, projects, reports, memories: There will be at least a peer review of the work of the team members of each group, identifying weaknesses and strengths and verifying that the assigned tasks have been carried out; an individual memory of the work carried out by each of the team members will be provided; the final execution of the vertical slice will be assessed and whether it is in line with what was foreseen.

- Any detection of plagiarism, copying or use of bad practices (such as the use of AIs) in a paper or exam will imply the failure of this work with a zero, the 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
- The evaluation percentages of Ordinary will be maintained in the Extraordinary Examination

LIST OF REFERENCES (BOOKS, PUBLICATIONS, WEBSITES):

Key references

Fullerton, T. (2014). Game Design Workshop: A Playcentric Approach to Creating Innovative Games. CRC Press. ISBN: 978-0240809748

Salen, K. y Zimmerman, E. (2003)Rules of Play: Game Design Fundamentals. MitPress. ISBN: 978-0262240451

Adams, E. y Dormans, J. (2012) Game Mechanics: Advanced Game Design. 1ª ed. New Riders. ISBN: 978-0321820273

Recommended references

Bell, R.C. (1979). Board and table games from many civilizations. Dover Publications.

Caillois, R. (1994). Los juegos y los hombres. Fondo de Cultura Económica.

Deulofeu, J. (2010). Prisioneros con dilemas y estrategias dominantes. RBA.

Gibbons, R. (1997). Un primer curso de teoría de juegos.Bosch Editor.

Koster, R. (2004). A Theory of Fun for Game Design. ISBN: 978-1449363215

REQUIRED MATERIALS, SOFTWARE AND TOOLS

Type of classroom
Projection equipment and whiteboard

Materials:
Laptop computer

Software:
Unity

Unreal Engine

Adobe CC.