



## **ACADEMIC PROGRAM**

### **CASUAL GAME DESIGN**

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

***MODALITY: ON CAMPUS***

***ACADEMIC YEAR: 2023-2024***

<b>Name of the course:</b>	<b>Casual Game Design</b>
Degree :	Interactive Product Design
Location:	Centro Universitario de Tecnología y Arte Digital
Modulo:	Specialized Design
Area:	Advanced Design
Year:	4º
Teaching period:	2º
Type:	OP
ECTS credits:	3
Teaching modality:	On campus
Language:	English
Lecturer / Email	Jaime Barahona Martínez/jaime.barahona@u-tad.com
Web page:	<a href="http://www.u-tad.com/">http://www.u-tad.com/</a>

## SUBJECT DESCRIPTION

### Area description

This subject belongs to the Specialised Design module within the Advanced Design subject.

This area refers to the study and practice of the set of techniques necessary for the deepening of the essential and basic aspects of design. Focusing on the development of these, in a more complex way, and applied to more specific cases. The acquisition of the competences is guaranteed through the training activities and teaching methodologies associated with the area.

### Subject description

Due to its specific character, the subject Casual Game Design is closely related to those in which very formal aspects of interactive product development are developed, such as: "Introduction to Game Design" and "Video Game Design".

This subject develops an important aspect within the new trends that already prevail in the development of interactive products.

## 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.

GC3 - Develop creativity and innovation and have the ability to present new resources, ideas and methods in order to subsequently turn them into actions.

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.

CG14 - 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.

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.

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

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

### **Learning outcomes**

Create puzzles, obstacles, and milestones to build a interesting user experience

Apply design knowledge to the development of serious and casual games and innovative genres

To design video games for the acquisition of knowledge and skills aligned with the school curricula of the different educational stages.

Analyze the educational possibilities of entertainment video games.

### **CONTENTS**

- Definition of casual games
- Casual video games design
- Development and detailed analysis of video games by genre
- Elements of analysis in interactive products

### **SUBJECT SYLLABUS**

0. Introduction

0.1. Introduction to casual games.

0.2. What is a casual game?

1. Patterns

1.1. Patterns of play.

1.2. Gameplay patterns and positive design.

2. Mechanics

2.1. Matching.

2.2. Sorting.

2.3. Seeking and Managing.

- 2.4. Constructing.
- 2.5. Hitting and Chaining.
- 2.6. Physical.
- 2.7. Social Games.
- 3. Maintaining and caring for players
  - 3.1. Rewards.
  - 3.2. Metrics and Monetisation.
  - 3.3. Current Casual Gaming and the Industry.
  - 3.4. Some practices in the casual market.

## TRAINING ACTIVITIES AND TEACHING METHODOLOGIES

### TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
<i>Theoretical classes</i>	18,75	18,75
<i>Seminars and workshops</i>	2,50	2,50
<i>Practical classes</i>	6,25	6,25
<i>Tutorials</i>	1,50	1,50
<i>Evaluation Activities</i>	2,50	2,50
<i>Group work and study</i>	5,00	0,25
<i>Autonomous and individual study and work</i>	38,50	0,00
<b>TOTAL</b>	<b>75</b>	<b>32</b>

### Teaching methodologies

Expository method/Master lecture

Case studies

Exercise and problem solving

Problem-based learning

## TEMPORAL DEVELOPMENT

Theme 0 Introduction: 3 weeks

Theme 1 Patterns: 3 weeks

Theme 2 Mechanics: 5 weeks

Theme 3 Maintaining and caring for players: 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>	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>	40	40
<i>Objective test</i>	50	50

**General comments on the evaluations/assessments**

- Class participation. The evaluation of class participation will be assessed according to the effort shown in their interventions. Attendance must be at least 80% in order to allow the student the opportunity to present the final project at the ordinary call with the final project.
- Assignments. This part consists of two papers, each of which counts for 50% of the mark for this part and 25% of the final mark for the course. It is necessary to have at least a mark of 5 or higher in each of the assignments in order to obtain an average and pass the course. The approved works will be kept for the extraordinary call in case this part or the subject is not passed.
- Final Project. It will consist of the completion and presentation of a final project that combines all the knowledge of the subject in a practical way. It will be necessary to pass the project with a mark of 5 or higher to pass the course. If the subject is not passed, but the final project is passed, the mark will be saved for the extraordinary call.
- “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

Juul, J. (2012). *A Casual Revolution: Reinventing Video Games and Their Players*. The MIT Press. ISBN: 978-0262517393

Trefry, G. (2010). *Casual Game Design: Designing Play for the Gamer in ALL of Us*. CRC Press. ISBN: 978-0123749536

Trenta, M. (2014). Modelos de negocio emergentes en la industria del videojuego. *Revista ICONO 14. Revista Científica De Comunicación Y Tecnologías Emergentes*, 12(1), 347-373. <https://doi.org/10.7195/ri14.v12i1.565>

### Recommended references

Adams, E. (2014). *Fundamentals of Puzzle and Casual Game Design*. New Riders.

Caillois, R. (2001). *Man, play, and games*. University of Illinois press. ISBN: 978-0252070334

IGDA. (4 de marzo, 2022). *Mobile Games in 2021: the most notable trends and releases*. IGDA. <https://igda.org/news-archive/mobile-games-in-2021-the-most-notable-trends-and-releases/>

Pamboris, A. (16 de julio, 2021). *Overview: Newzoo’s Gamer Segmentation and Gamer Personas*. Newzoo. <https://newzoo.com/insights/articles/overview-newzoos-gamer-segmentation-and-gamer-personas/>

## REQUIRED MATERIALS, SOFTWARE AND TOOLS

### Type of classroom

Projection equipment and whiteboard

### Materials:

Laptop computer

### Software:

-