



ACADEMIC PROGRAM

PROJECTS VIII

B.F.A. IN INTERACTIVE PRODUCT DESIGN

MODALITY: ON CAMPUS

ACADEMIC YEAR: 2023-2024

Name of the course:	Projects VIII
Degree :	Interactive Product Design
Location:	Centro Universitario de Tecnología y Arte Digital
Modulo:	Projects
Area:	Projects
Year:	4º
Teaching period:	2º
Type:	OB
ECTS credits:	6
Teaching modality:	On campus
Language:	English
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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 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 students to begin to understand the production and completion of video game team projects.

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.

GC14 - 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

- Analysis of pre-production, and risks associated with the project not yet resolved.
- Iteration on the design according to the state of the different parts of the project.
- Production planning and development: logic, graphic and sound contents, level contents, and milestones to be achieved.

- Planning and development of game testing and polishing. Periodic revisions to the size and extension of the contents to be produced.
- Development of promotional materials for the project, including a web page.
- Dissemination and promotional actions through the web and social networks.
- Development of the materials needed to present the game in festivals and national and international events.

SUBJECT SYLLABUS

Topic 1. Analysis of pre-production, and of the risks associated with the project that have not yet been resolved.

Topic 2. Iteration on the design according to the state of the different parts of the project.

Topic 3. Planning and development of the production: logic, graphic and sound contents, level contents, and milestones to be achieved.

Topic 4. Planning and development of the testing and polishing of the game. Periodic revisions to the size and extent of the contents to be produced.

Topic 5. Construction of communication materials for the project, including a web page.

Topic 6. Dissemination and dissemination actions via the web and social networks.

Topic 7. Launching.

Topic 8. Preparation of the project to be presented at national and international festivals and events.

TRAINING ACTIVITIES AND TEACHING METHODOLOGIES

TRAINING ACTIVITIES

LEARNING ACTIVITIES	Total hours	Hours of presence
<i>Theoretical classes</i>	6,00	6,00
<i>Seminars and workshops</i>	6,00	6,00
<i>Practical classes</i>	6,00	6,00
<i>Tutorials</i>	6,00	6,00
<i>Evaluation Activities</i>	6,00	6,00
<i>Group work and study</i>	60,00	36,00
<i>Autonomous and individual study and work</i>	60,00	0,00

<i>TOTAL</i>	150	66
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Teaching methodologies

Expository method/Master lecture

Case studies

Exercise and problem solving

Problem-based learning

Project-oriented learning

Cooperative learning

TEMPORAL DEVELOPMENT

Topic 1. Analysis of pre-production, and of the risks associated with the project that have not yet been resolved: 2 weeks

Topic 2. Iteration on the design according to the state of the different parts of the project: 3 weeks

Topic 3. Planning and development of the production: logic, graphic and sound contents, level contents, and milestones to be achieved: 2 weeks

Topic 4. Planning and development of the testing and polishing of the game. Periodic revisions to the size and extent of the contents to be produced: 2 weeks

Topic 5. Construction of communication materials for the project, including a web page: 2 weeks

Topic 6. Dissemination and dissemination actions via the web and social networks: 1 week

Topic 7. Launching: 2 weeks

Topic 8. Preparation of the project to be presented at national and international festivals and events: 1 week

EVALUATION SYSTEM

ASSESSMENT SYSTEM	MINIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)	MAXIMUM SCORE RESPECT TO THE FINAL ASSESSMENT (%)
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<i>Assessment of participation in class, exercises or projects of the course</i>	20	40
<i>Assessment of assignments, projects, reports, memos</i>	60	80
<i>Objective test</i>	0	0

GRADING CRITERIA

ASSESSMENT SYSTEM	ORDINARY EVALUATION	EXTRAORDINARY EVALUATION
<i>Assessment of participation in class, exercises or projects of the course</i>	40	40
<i>Assessment of assignments, projects, reports, memos</i>	60	60
<i>Objective test</i>	0	0

General comments on the evaluations/assessments

- Assessment of participation in class, in practicals or in projects of the subject: The process of analysis and discussion of the theoretical concepts from other subjects that form the basis of video game development, the adequacy of the 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 postmortem with the metrics and subsequent analysis of the launch will be assessed.
- Assessment of work, projects, reports, memories: At least one peer review of the work of the team members of each group will be carried out, identifying weaknesses and strengths and verifying that the assigned tasks have been carried out; the final execution of the video game and whether the development challenges have been adequately resolved will be assessed.
- “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

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. Mit Press. 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.