Course guide
804128 - BETMA4-M - Specialization Block in Applied Multimedia Technologies IV

Unit in charge: Image Processing and Multimedia Technology Centre
Teaching unit: 804 - CITM - Image Processing and Multimedia Technology Centre.
Degree: BACHELOR'S DEGREE IN MULTIMEDIA STUDIES (Syllabus 2009). (Optional subject).
Academic year: 2022   ECTS Credits: 6.0   Languages: Catalan, Spanish, English

LECTURER
Coordinating lecturer: Boira Ricart, Oriol
Others:

PRIOR SKILLS
Creative and communicative abilities.
Use of office, audiovisual and interactive creation tools.

REQUIREMENTS
Games and videogames culture, interactive entertainment industry.

DEGREE COMPETENCES TO WHICH THE SUBJECT CONTRIBUTES
Specific:
5. Analyse the evolution and state of the art and identify probable and/or desirable future scenarios, based on the application of multimedia technologies to the areas of: training, health, leisure and entertainment and business and professional activities.
6. Apply new theoretical and practical knowledge related to the creation of content and interactive multimedia applications for use in the areas of: training, health, leisure and entertainment and business and professional activities.

Transversal:
1. SELF-DIRECTED LEARNING. Detecting gaps in one's knowledge and overcoming them through critical self-appraisal. Choosing the best path for broadening one's knowledge.
2. EFFICIENT ORAL AND WRITTEN COMMUNICATION. Communicating verbally and in writing about learning outcomes, thought-building and decision-making. Taking part in debates about issues related to the own field of specialization.
3. SUSTAINABILITY AND SOCIAL COMMITMENT. Being aware of and understanding the complexity of social and economic phenomena that characterize the welfare society. Having the ability to relate welfare to globalization and sustainability. Being able to make a balanced use of techniques, technology, the economy and sustainability.
4. EFFECTIVE USE OF INFORMATION RESOURCES. Managing the acquisition, structure, analysis and display of information from the own field of specialization. Taking a critical stance with regard to the results obtained.

TEACHING METHODOLOGY
Class sessions are divided into two bands of activity:

1. Descriptive part, in which the teacher explains new content, describes work materials, and answers questions from students.
2. Participatory part, in which students work, explain and discuss the exercises.
LEARNING OBJECTIVES OF THE SUBJECT

- Show ability to design, evaluate and test the usability, accessibility and playability of GUIs game, as well as interactive products and services.

- Show knowledge of the standards and regulations relating to applications and systems, usability, accessibility, gameplay and method of user-centered design player

- Show understanding of the concept "game design" and other basic concepts involved and be able to design games using the documents and technological resources.

- Show understanding of the "human factor" concept, mechanisms and psychological processes involved and be able to apply this knowledge in the process of decision making in game design.

- Show understanding and mastery of the "Method of User Centered Design" and the procedures, techniques and technologies involved and be able to apply in the process of design and game development.

- Show understanding and acceptance of social commitment to the standards and guidelines, especially those related to accessibility and ability to adequately apply to each type of interactive application or game in the process of creating it.

- Show understanding of the elements of interactive storytelling in videogames and capacity in applying these methods and techniques in game development.

- Show knowledge of the relationship between "culture - society - game" and the relationship between the types and characteristics of video games with cultural and social characteristics of the society in which they occur and play. Be able to apply this knowledge in the analysis of video games.

- Using strategies for preparing and giving oral presentations and write texts and documents whose content is coherent, adequate structure and style and good spelling and grammatical errors.

- Communicate clearly and efficiently in oral and written presentations tailored to specific audiences and communication objectives and strategies + using appropriate means.

- Help strengthen the team by planning targets and working efficiently to favor communication, task assignment and cohesion.

- After identifying the different parts of an academic document and organizing references, designing and executing a good strategy for advanced searches using specialized information resources, selecting relevant information based on criteria of relevance and quality.

- Carry out the tasks based on the guidelines set by lecturers, deciding the time needed to complete each task, including personal contributions and expanding information sources.

- Applying the knowledge gained in completing a task according to its relevance and importance, deciding how to carry it out and the time to be devoted and selecting information sources most appropriate.

- Show sufficient reading comprehension in reading documents written in English, linked to the art, such as notes, scientific articles, popular articles, web pages, etc.

- Show knowledge and understanding of the different categories and types of board games, with the aim of identifying the most suitable for specific projects or assignments.

- Show ability to develop a proposal and design a prototype board game that can serve as a presentation of a larger project.

- Show ability to identify the main existing recreational resources in board games, in order to implement and / or adapt to video game projects.
STUDY LOAD

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self study</td>
<td>90</td>
<td>60.00</td>
</tr>
<tr>
<td>Hours medium group</td>
<td>60</td>
<td>40.00</td>
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</tbody>
</table>

Total learning time: 150 h

CONTENTS

Introduction to Game Design

Description:
1. The Game Design discipline
2. The role of game designer
3. The creation process
4. Our strategy to create playful quality

Specific objectives:
Put into context the discipline, the office, and work processes and learning.

Related activities:
Research on the discipline, the process of creating and concepts related to quality.

Full-or-part-time: 18h 45m
Theory classes: 7h 30m
Self study: 11h 15m

Game elements and framework

Description:
1. Formal and abstract systems
2. Game elements
3. Frameworks
4. MDA framework

Specific objectives:
Recognize and analyze elements of play and meet and fall into designer frames.

Related activities:
Identification and classification of game elements.

Full-or-part-time: 18h 45m
Theory classes: 7h 30m
Self study: 11h 15m
### Game Mechanics

**Description:**
1. Main mechanics
2. Rules
3. Particular mechanics
4. Connected mechanics
5. Mechanics and controls
6. Mechanics and player
7. Contingences
8. Sequence of events

**Specific objectives:**
Recognize, analyze, create and link game mechanics to create gameplay.

**Related activities:**
Analysis of different types of mechanics.
Creation and justification of mechanics.
Relationships between mechanics and other game elements.

**Full-or-part-time:** 18h 45m
Theory classes: 7h 30m
Self study: 11h 15m

### Goals, rewards and modifiers

**Description:**
1. Goals
2. Rewards
3. Triangulation
4. Modifiers
5. Time
6. Randomness, probability and uncertainty

**Specific objectives:**
Recognize, analyze, create and relate starting pace.

**Related activities:**
Identification, analysis and classification of goals, rewards and modifiers.
Creating proposals and integration with playable contexts.

**Full-or-part-time:** 18h 45m
Theory classes: 7h 30m
Self study: 11h 15m
The player

Description:
1. Different experiences for different people
2. Inherent to human condition
3. Consubstantial to culture
4. Learning and progression
5. Self-Determination Theory
6. Perception of welfare and happiness levels
7. Brain, emotion, behaviors
8. Survival, pleasure, pain
9. Mental models
10. Patterns
11. Bartle Test, User Types Hexad, Big Five Model

Specific objectives:
Knowing the characteristics of the players to optimize gaming systems.

Related activities:
Identifying motivator elements and their corresponding feedback with people.
Identifying and creating activity patterns. Relations with different personality traits.

Full-or-part-time: 18h 45m
Theory classes: 7h 30m
Self study : 11h 15m

Dynamics and game flow

Description:
1. Magic circle
2. Play as activity in time
3. Situations, decisions and actions
4. Fun
5. Game Flow
6. Game Loops
7. Curves of interest
8. Behaviors by conditioning
9. Motivation elements
10. Handling errors
11. Dynamics with objects
12. Puzzles

Specific objectives:
Recognize, analyze, create and dynamic linking.

Related activities:
Analysis and creation of situations, decisions and actions.
Analysis and creation of activity flow and fun.
Creating puzzles and integration with playable contexts.

Full-or-part-time: 18h 45m
Theory classes: 7h 30m
Self study : 11h 15m
Aesthetics and game-player communication

Description:
1. Perception and neuroscience
2. Conceptual communication
3. Ludology and narratology
4. Linearity and non-linearity
5. Conditioning by environment
6. Characters' roles

Specific objectives:
Recognize, analyze, create and relate aesthetic elements for optimum game-player communication.

Related activities:
Analysis of proposals and their integration with mechanics, concept and narrative.
Creating proposals, responding to criteria of content and gameplay.

Full-or-part-time: 18h 45m
Theory classes: 7h 30m
Self study: 11h 15m

Strategy, documentation and communication

Description:
1. Creation and communication strategy
2. Traditional Game Design Document vs Wiki format

Specific objectives:
Recognize, analyze and create strategies creation and documentation.

Related activities:
Creating a strategy and design document GDD.

Full-or-part-time: 18h 45m
Theory classes: 7h 30m
Self study: 11h 15m

ACTIVITIES

SESSION EXERCISES

Description:
In this kind of exercises the studen makes analysis or creates being based on the teorical aspects that has learned, and also makes a document with his analysis or creation.

Specific objectives:
Analysis, investigation, and critical comprehension.

Material:
- Statement sheets.
- Explanations and resources given during the sessions.

Delivery:
- Document deliveries in e-campus.

Full-or-part-time: 2h
Theory classes: 2h
### GAME JAMS

**Description:**
In this exercises the student creates depending on specific contingences.

**Specific objectives:**
Creation and documentation.

**Material:**
- Statement sheets.
- Explanations and resources given in the sessions.

**Delivery:**
- Documents in the e-campus.

**Full-or-part-time:** 4h  
Theory classes: 4h

### GAME DESIGN DOCUMENT

**Description:**
The student creates a Game Design Document with the formalization of a proposal.

**Specific objectives:**
Research, creativity and consistency of the proposals.

**Material:**
- Statement sheet.
- Explanations and resources given in the sessions.

**Delivery:**
- Documents by e-campus.

**Full-or-part-time:** 8h  
Theory classes: 8h

### GRADING SYSTEM

1. Exercises in each session. The sum of all will be a weighting of 20% of the grade for the course.

2. Practice, in "Jam" format. It will represent 25% of the grade for the course.

3. A final project. It will represent the 45% of the grade for the course.

4. The assessment of student participation in the training activities of matter, and learning attitude will be evaluated by monitoring their interventions. This assessment corresponds to 10% of the final grade.
EXAMINATION RULES.

? Part of the exercises can be done in class with the subject teacher. Students must also devote time to self-employment (after hours) to complete the exercises.

? The exercises, once completed, must be returned to the Virtual Campus in the corresponding delivery and date thereof, shall be taken into account in assessing those delivered before 24 hours of the deadline.

? The evaluation of the exercises involves not only the judgment of the case, also it means the defense made of the results and the realization of relevant documents.

? Any incidents that do not help solve the exercise in the indicated time must be previously communicated to the teacher. Following this communication and depending on the causes for failure to submit the exercise, if justified, alternatives were found to complete the assessment. Also they consider justified reasons for non-submission of the exercises communicated to management studies.

? The documents must be completed following the instructions, especially regarding file names. Proper management of the documentation is an aspect of desirable skills and part of the evaluation.

BIBLIOGRAPHY

Basic:

Complementary: