804234 - DISVJ1 - Game Design I

Coordinating unit: 804 - CITM - Image Processing and Multimedia Technology Centre
Teaching unit: 804 - CITM - Image Processing and Multimedia Technology Centre
Academic year: 2018
Degree: BACHELOR'S DEGREE IN VIDEO GAME DESIGN AND DEVELOPMENT (Syllabus 2014). (Teaching unit Compulsory)
BACHELOR'S DEGREE IN VIDEO GAME DESIGN AND DEVELOPMENT (Syllabus 2014). (Teaching unit Compulsory)
ECTS credits: 6
Teaching languages: Catalan, Spanish, English

Teaching staff
Coordinator: Pons López, Juan Jose
Others: Castaño Estrella, Daniel
Loepfe, Lasse

Prior skills
Creative and communicative abilities.

Requirements
Games and videogames culture, videogames industry.

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.

? 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></th>
<th>Total learning time: 150h</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours large group:</td>
<td>18h  12.00%</td>
</tr>
<tr>
<td>Hours medium group:</td>
<td>30h  20.00%</td>
</tr>
<tr>
<td>Hours small group:</td>
<td>0h  0.00%</td>
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<tr>
<td>Guided activities:</td>
<td>12h  8.00%</td>
</tr>
<tr>
<td>Self study:</td>
<td>90h  60.00%</td>
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</table>
# 804234 - DISVJ1 - Game Design I

## Content

<table>
<thead>
<tr>
<th>Introduction to Game Design</th>
<th>Learning time: 2h</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory classes: 2h</td>
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</table>

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

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

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

<table>
<thead>
<tr>
<th>Game elements and framework</th>
<th>Learning time: 4h</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory classes: 4h</td>
</tr>
</tbody>
</table>

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

**Related activities:**
Identification and classification of game elements.

**Specific objectives:**
Recognize and analyze elements of play and meet and fall into designer frames.
<table>
<thead>
<tr>
<th><strong>Game Mechanics</strong></th>
<th><strong>Learning time:</strong> 6h</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>Theory classes: 6h</td>
</tr>
<tr>
<td>1. Main mechanics</td>
<td></td>
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<tr>
<td>2. Rules</td>
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<tr>
<td>3. Particular mechanics</td>
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<td>4. Connected mechanics</td>
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<tr>
<td>5. Mechanics and controls</td>
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<tr>
<td>6. Mechanics and player</td>
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<tr>
<td>7. Contingences</td>
<td></td>
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<tr>
<td>8. Sequence of events</td>
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<tr>
<td><strong>Related activities:</strong></td>
<td></td>
</tr>
<tr>
<td>Analysis of different types of mechanics.</td>
<td></td>
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<tr>
<td>Creation and justification of mechanics.</td>
<td></td>
</tr>
<tr>
<td>Relationships between mechanics and other game elements.</td>
<td></td>
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<tr>
<td><strong>Specific objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>Recognize, analyze, create and link game mechanics to create gameplay.</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Goals, rewards and modifiers</strong></th>
<th><strong>Learning time:</strong> 4h</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>Theory classes: 4h</td>
</tr>
<tr>
<td>1. Goals</td>
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<td>2. Rewards</td>
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<td>3. Triangulation</td>
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<tr>
<td>4. Modifiers</td>
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<td>5. Time</td>
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<tr>
<td>6. Randomness, probability and uncertainty</td>
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<tr>
<td><strong>Related activities:</strong></td>
<td></td>
</tr>
<tr>
<td>Identification, analysis and classification of goals, rewards and modifiers.</td>
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<tr>
<td>Creating proposals and integration with playable contexts.</td>
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<tr>
<td><strong>Specific objectives:</strong></td>
<td></td>
</tr>
<tr>
<td>Recognize, analyze, create and relate starting pace.</td>
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</tbody>
</table>
### 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

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

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

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### 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

**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.

**Specific objectives:**
Recognize, analyze, create and dynamic linking.
# Aesthetics and game-player communication

**Learning time:** 8h  
Theory classes: 8h

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

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

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

## Strategy, documentation and communication

**Learning time:** 4h  
Theory classes: 4h

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

**Related activities:**  
Creating a strategy and design document GDD.

**Specific objectives:**  
Recognize, analyze and create strategies creation and documentation.
## Introduction to board games

**Description:**
1. Board games as ancestors of video games.
2. Types of games and categories
3. Concept: the game’s possibility space
4. Classic Games: adaptation to mini games

**Related activities:**
- Pdf individual variations Game of the Goose
- Adapting puzzle game system (Rush Hour) to mini video game

**Specific objectives:**
- Develop proposal; check the possibility space
- Analysis, creation and adaptation (weighs 5% of the final grade)

## Autopsy, mechanical and concepts

**Description:**
1. Rules and content: introduction, goals and components
2. Game mechanics: turns, phases, victory conditions
3. Concepts: Party Games and Fillers

**Related activities:**
- Write game rules using a template

**Specific objectives:**
- Analysis and planning
### Randomness and simulation

**Description:**
1. Resources to generate random results
2. Simulation mechanics
3. Trading Card Game: probability and combinatorics

**Related activities:**
- Comparative study: Magic vs HearthStone
- Quiz games

**Specific objectives:**
- Analysis and preparation of proposal
- Investigation

<table>
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</table>

### Communication and interaction between players

**Description:**
1. Confrontation vs cooperation: semi cooperative and cooperative games
2. The playtesting
3. Diplomacy games: communicate, negotiate, ... decide
4. Play-by-mail

**Related activities:**
- Adapt semi cooperative game to cooperative game
- Play a game by mail.

**Specific objectives:**
- Critical analysis, creativity and proposal (scoring)
- Analysis, planning, management and decision-making skills

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</table>
### Sports simulation

**Description:**
1. Sports simulators: Abstract and thematic
2. Setting and gameplay
3. Simulation rules
4. Matrix of actions and results

**Related activities:**
Matrix sports simulation

**Specific objectives:**
Analysis, playtesting, planning, creativity (weighs 10% of the final grade)

**Learning time:**
- Theory classes: 2h

### Negotiation and interaction between players

**Description:**
1. Decision making, resource management
2. Negotiation and strategy
3. Evolution of the mainstream games, Eurogames
4. Updating board games
5. Symmetry vs asymmetry concept: themed games
6. Skill management

**Related activities:**
- Updating a game (parcheese)
- Design an asymmetrical chess

**Specific objectives:**
Analysis, creativity, planning and proposal (weighs 10% of the final grade)

**Learning time:**
- Theory classes: 4h
### RPG creative process

<table>
<thead>
<tr>
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**Description:**
1. Player Profiles: PJ and DJ
2. Systems added: characters, adventures, world
3. Diversification of the game systems
4. Creative Process: Characters

**Related activities:**
Design of creating characters with progression of skills

**Specific objectives:**
Analysis, creativity, planning and proposal (scoring '?)

### Franchisees games

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**Description:**
1. Games franchises based on novels, comics, movies, series
2. Creation process based on adaptation

**Related activities:**
Final exercise:
Design prototype board game adapted from video game
Adapt zombie video game to board game (with playtesting)

**Specific objectives:**
Analysis, creativity, planning and proposal (scoring '?)

### Qualification system

1. Exercises in each session. The sum of all will be a weighting of 35% of the grade for the course.
2. Two final projects, one per each block in the subject. The sum of the two will represent 55% of the grade for the course.
3. 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.
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**Regulations for carrying out activities**

- 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:**


