Course guides
804348 - GDES-A - Game Design

Unit in charge: Image Processing and Multimedia Technology Centre
Teaching unit: 804 - CITM - Image Processing and Multimedia Technology Centre.

Degree: BACHELOR'S DEGREE IN DESIGN, ANIMATION AND DIGITAL ART (Syllabus 2017). (Optional subject).

Academic year: 2021   ECTS Credits: 6.0   Languages: Catalan

LECTURER

Coordinating lecturer: Boira Ricart, Oriol

Others:

DEGREE COMPETENCES TO WHICH THE SUBJECT CONTRIBUTES

Specific:
CEAAD 3. (ENG) Master the wide range of professional tools in the sector for developing all kinds of digital content.

Transversal:
03 TLG. THIRD LANGUAGE. Learning a third language, preferably English, to a degree of oral and written fluency that fits in with the future needs of the graduates of each course.
04 COE. 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.
05 TEQ. TEAMWORK. Being able to work as a team player, either as a member or as a leader. Contributing to projects pragmatically and responsibly, by reaching commitments in accordance to the resources that are available.
06 URI. 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.
07 AAT. 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.

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

(ENG)

STUDY LOAD

<table>
<thead>
<tr>
<th>Type</th>
<th>Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours medium group</td>
<td>22,0</td>
<td>14.67</td>
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<tr>
<td>Hours large group</td>
<td>24,0</td>
<td>16.00</td>
</tr>
<tr>
<td>Self study</td>
<td>90,0</td>
<td>60.00</td>
</tr>
<tr>
<td>Guided activities</td>
<td>14,0</td>
<td>9.33</td>
</tr>
</tbody>
</table>

Total learning time: 150 h
## 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:** 10h
Theory classes: 4h
Self study : 6h

## 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:** 10h
Theory classes: 4h
Self study : 6h
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: 30h
Theory classes: 12h
Self study : 18h

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: 20h
Theory classes: 8h
Self study : 12h
### 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:** 20h
Theory classes: 8h
Self study: 12h

### 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:** 30h
Theory classes: 12h
Self study: 18h
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:** 20h
Theory classes: 8h
Self study: 12h

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:** 10h
Theory classes: 4h
Self study: 6h

ACTIVITIES

SESSION EXERCISES

**Description:**
In this kind of exercises the student makes analysis or creates being based on the theoretical 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:** 5h
Theory classes: 2h
Self study: 3h
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: 10h
Theory classes: 4h
Self study: 6h

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: 20h
Theory classes: 8h
Self study: 12h

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:

RESOURCES

Other resources:
www.gamasutra.com
www.gamecareerguide.com
www.gamesindustry.com
www.meristation.com