



Course guides

804234 - DISVJ1 - Game Design I

Last modified: 01/09/2021

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

Degree: BACHELOR'S DEGREE IN VIDEO GAME DESIGN AND DEVELOPMENT (Syllabus 2014). (Compulsory subject).

Academic year: 2021 **ECTS Credits:** 6.0 **Languages:** Catalan, Spanish, English

LECTURER

Coordinating lecturer: Pons López, Juan Jose

Others: Castaño Estrella, Daniel

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 video games 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

Type	Hours	Percentage
Hours large group	18,0	12.00
Self study	90,0	60.00
Guided activities	12,0	8.00
Hours medium group	30,0	20.00

Total learning time: 150 h

CONTENTS

Introduction to game design

Description:

Definition of game design
The job of game designer
What is Magic Circle?
What does fun mean?
What does meaningful decisions mean?
Game and culture (Homo Ludens)

Related activities:

Own definition of what a game is, what is game design, which means fun?

Full-or-part-time: 15h

Theory classes: 6h
Self study : 9h

Brainstorming and early ideas

Description:

Brainstorming
Sources of inspiration (Inner & Outer world)
Filter ideas
The Pitch - Sales Sheet
Copy and modify
References

Related activities:

Collaborated chaining design.
Moodboard & Sale sheet of a game, identifying the important elements

Full-or-part-time: 25h

Theory classes: 10h
Self study : 15h



Foundations and approaches to game design

Description:

Space & Time
State machines
Handling of information
The actions (Introduction to the mechanics)
Uncertainty & probability
Emergency
Approaches to game design
* Game centric
* Player centric
* Narrative centric
* Centered art
* Centric niche
* Tech centric
* License centric (franchised games)
* Date centric

Related activities:

Taxonomy of mechanics, generics, platforms, etc.
Game Wireframe

Full-or-part-time: 25h

Theory classes: 10h
Self study : 15h

Player psychology, documentation and design frameworks

Description:

Player psychology
* Models
* Get to know the player
* Intrinsic and extrinsic motivation
* Maslow Needs Hierarchy
Flow learning curve
User types Hexad, PENS, Big Five model, Bartle & Kahneman
Documentation
* GVD - Game vision statement
* GDD - Game design document
* After GDD?
Core Mechanics
* Mechanics and emerging narrative
* Mechanics of the Puzzles
Framework of the MDA

Full-or-part-time: 25h

Theory classes: 10h
Self study : 15h



Pacing, rewarding systems and game theory

Description:

Pacing

- * Organic tutorial
- * Impetus of the movement
- Threat, tension and time
- Front loaded vs. Slow burn
- Targets
- * Nested goals
- Rewards
- * Contingencies
- * Triangularity
- * Rewards planning (Schedules)
- * Uncertainty for rewards

Game Theory

- * Competition vs. cooperation

Full-or-part-time: 30h

Theory classes: 9h

Self study : 21h

Playtesting and analysis of technologies

Description:

Technology

- * History
- * Foundational vs. decorative
- * Hype cycle
- * Innovator's dilemma
- Design for VR & Design for AR
- Design for switch & mobiles
- Physical prototyping
- * Write the rules of the game
- Playtesting prototypes
- Iterate & improve

Full-or-part-time: 25h

Theory classes: 10h

Self study : 15h

Mechanics and documentation

Description:

- Game vision document
- Game design document
- Groundbreaking mechanics
- Emergent mechanics

Full-or-part-time: 5h

Theory classes: 5h



ACTIVITIES

2 physical prototypes

Description:

Out of 4 concepts, we choose 2 and we do 2 physical prototypes. (30% of the grade)

Material:

a single pdf and 2 physical prototypes

Delivery:

Classroom session

Full-or-part-time: 4h

Theory classes: 4h

a single final prototype

Description:

Of the two physical prototypes, we choose one and perform a minimum of three iterations of improvement, well documented. (30% of the grade)

Material:

a single pdf and 1 physical prototype

Delivery:

Classroom session

Full-or-part-time: 4h

Theory classes: 4h

GRADING SYSTEM

1. First delivery: 30% of the final grade
2. Partial exam: 30% of the final grade (this is the only part that can be recovered in the recovery exam)
3. Second and last delivery: 30% of the final grade
4. The evaluation of the student's participation in the formative activities of the subject and the learning attitude will be evaluated by means of a follow-up of his interventions, voluntary presentations and voluntary tasks. This evaluation corresponds to 10% of the final grade.

Students who do not pass the subject through continuous assessment may take the re-assessment exam, as long as they do not have an NP grade. In this exam the qualifications corresponding to the partial exam will be re-evaluated.

EXAMINATION RULES.

The exercises, once completed, must be returned to the Virtual Campus in the corresponding delivery and date thereof.

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:

- Schreiber, I.. Game Balance [on line]. 1st. CRC Press, 2021 Available on: <https://www.amazon.es/Game-Balance-Brenda-Romero/dp/1498799574>. ISBN 1498799574.
- Koster, R. A theory of fun for game design. 2nd ed. Sebastopol, USA: O'Reilly Media, 2013. ISBN 9781449363215.
- Tinsman, B. Game inventor's guidebook: how to invent and sell board games, card games, role-playing games, and everything in between!. Garden City, NY: Morgan James Pub, 2008. ISBN 9781600374470.
- Woods, S. Eurogames: the design, culture and play of modern european board games. Jefferson, North Carolina and London: McFarland & Company, 2012. ISBN 9780786467976.
- Selinker, M. The Kobold guide to board game design. Kirkland, WA: Open Design LLC, 2012. ISBN 9781936781041.