

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:	2019
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

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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

Total learning time: 150h	Hours large group:	18h	12.00%
	Hours medium group:	30h	20.00%
	Hours small group:	0h	0.00%
	Guided activities:	12h	8.00%
	Self study:	90h	60.00%



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Content

<p>Introduction to game design</p>	<p>Learning time: 15h Theory classes: 6h Self study : 9h</p>
<p>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)</p> <p>Related activities: Own definition of what a game is, what is game design, which means fun?</p>	
<p>Brainstorming and early ideas</p>	<p>Learning time: 25h Theory classes: 10h Self study : 15h</p>
<p>Description: Brainstorming Sources of inspiration (Inner & Outer world) Filter ideas The Pitch - Sales Sheet Copy and modify References</p> <p>Related activities: Collaborated chaining design. Moodboard & Sale sheet of a game, identifying the important elements</p>	

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<p>Foundations and approaches to game design</p>	<p>Learning time: 25h Theory classes: 10h Self study : 15h</p>
<p>Description:</p> <ul style="list-style-type: none"> Space & Time State machines Handling of information The actions (Introduction to the mechanics) Uncertainty & probability Emergency Approaches to game design <ul style="list-style-type: none"> * Game centric * Player centric * Narrative centric * Centered art * Centric niche * Tech centric * License centric (franchised games) * Date centric <p>Related activities:</p> <ul style="list-style-type: none"> Taxonomy of mechanics, generics, platforms, etc. Game Wireframe 	
<p>Player psychology, documentation and design frameworks</p>	<p>Learning time: 25h Theory classes: 10h Self study : 15h</p>
<p>Description:</p> <ul style="list-style-type: none"> Player psychology <ul style="list-style-type: none"> * 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 <ul style="list-style-type: none"> * GVD - Game vision statement * GDD - Game design document * After GDD? Core Mechanics <ul style="list-style-type: none"> * Mechanics and emerging narrative * Mechanics of the Puzzles Framework of the MDA 	

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<p>Pacing, rewarding systems and game theory</p>	<p>Learning time: 35h Theory classes: 14h Self study : 21h</p>
<p>Description:</p> <ul style="list-style-type: none"> Pacing <ul style="list-style-type: none"> * Organic tutorial * Impetus of the movement Threat, tension and time Front loaded vs. Slow burn Targets <ul style="list-style-type: none"> * Nested goals Rewards <ul style="list-style-type: none"> * Contingencies * Triangularity * Rewards planning (Schedules) * Uncertainty for rewards Game Theory <ul style="list-style-type: none"> * Competition vs. cooperation 	
<p>Playtesting and analysis of technologies</p>	<p>Learning time: 25h Theory classes: 10h Self study : 15h</p>
<p>Description:</p> <ul style="list-style-type: none"> Technology <ul style="list-style-type: none"> * History * Foundational vs. decorative * Hype cycle * Innovator's dilemma Design for VR & Design for AR Design for switch & mobiles Physical prototyping <ul style="list-style-type: none"> * Write the rules of the game Playtesting prototypes Iterate & improve 	

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Planning of activities

4 conceptual boardgames	Hours: 10h Theory classes: 10h
<p>Description: First delivery: 4 ideas or concepts of board game of one page each. (25% of the note)</p> <p>Support materials: 1 a single pdf with 4 pages</p> <p>Descriptions of the assignments due and their relation to the assessment: 1 - Campus virtual</p>	
2 physical prototypes	Hours: 4h Theory classes: 4h
<p>Description: Second delivery: Of the 4 concepts, we choose 2 and we do 2 physical prototypes. (25% of the grade)</p> <p>Support materials: a single pdf and 2 physical prototypes</p> <p>Descriptions of the assignments due and their relation to the assessment: Classroom session</p>	
a single final prototype	Hours: 4h Theory classes: 4h
<p>Description: Third and final delivery: Of the two physical prototypes, we choose one and perform a minimum of three iterations of improvement, well documented. (40% of the grade)</p> <p>Support materials: a single pdf and 1 physical prototype</p> <p>Descriptions of the assignments due and their relation to the assessment: Classroom session</p>	

Qualification system

1. First delivery: 25% of the final grade
2. Second installment: 25% of the final grade
3. Third and final delivery: 40% of the final grade
4. The evaluation of the participation of the student in the formative activities of the subject and the attitude of learning will be evaluated by means of a follow-up of his interventions. This evaluation 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:

Schell, Jesse. The art of game design. 2nd ed. Amsterdam [etc.]: Elsevier/Morgan Kaufmann, 2015. ISBN 9781466598645.

Koster, R. A theory of fun for game design. 2nd ed. Sebastopol, USA: O'Reilly Media, 2013. ISBN 9781449363215.

Selinker, M. The Kobold guide to board game design. Kirkland, WA: Open Design LLC, 2012. ISBN 9781936781041.

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.