

804242 - GAM - Gamification

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:	Del Castillo Figueruelo, Arantzazu
Others:	Del Castillo Figueruelo, Arantzazu Montserrat Ribes, Roger

Degree competences to which the subject contributes

Specific:

CEVJ 4. (ENG) Identificar y emplear mecánicas y dinámicas de juego en entornos no lúdicos con la finalidad de potenciar la motivación, la concentración, el esfuerzo y la fidelidad en sectores muy diversos como la educación, el marketing, la empresa y la salud o el deporte.

Transversal:

04 COE N2. EFFICIENT ORAL AND WRITTEN COMMUNICATION - Level 2. Using strategies for preparing and giving oral presentations. Writing texts and documents whose content is coherent, well structured and free of spelling and grammatical errors.

05 TEQ N2. TEAMWORK - Level 2. Contributing to the consolidation of a team by planning targets and working efficiently to favor communication, task assignment and cohesion.

06 URI N2. 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 N2. SELF-DIRECTED LEARNING - Level 2: Completing set tasks based on the guidelines set by lecturers. Devoting the time needed to complete each task, including personal contributions and expanding on the recommended information sources.

Teaching methodology

The teacher will present the contents and the supplies and study materials needed for the study or the implementation of the practices. In this part of the subject, students can participate, normally by doing questions about the contents presented by the teacher and by taking notes.

Participatory session in which students can actively intervene by asking doubts related with the studied contents and by doing a cooperative revision of the practices with the teacher.

Development of the practices during the sessions and, also autonomously from the instructions given by teachers. Throughout the course there will be two different practices.

Learning objectives of the subject

- Understand the concept of gamification and the techniques of gamification applied in different fields and be able to design a gamification process in a specific context.
- Implement strategies to prepare and perform oral presentations and write texts and documents with coherent content, appropriate structure and style, and good level of spelling and grammar.

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- Contribute to consolidate the team by planning objectives, working efficiently and promoting the communication, the appropriate distribution of the tasks and the cohesion.
- Identify the distinct parts of an academic document and organize the references. Design and perform an advanced search strategy with specialized resources of information and select the proper information with relevance and quantity criteria being in mind.
- Perform the assigned tasks with the basic instructions given by the teachers, deciding the time each task require to be completed, including personal contributions, and extending the sources of information indicated.

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>Gamification. Basic notions.</p>	<p>Learning time: 8h 40m Theory classes: 0h 40m Practical classes: 1h Guided activities: 1h Self study : 6h</p>
<p>Description: Interpretation and definition, history, uses and real examples cases.</p>	
<p>Psychology of Motivation and Gamification</p>	<p>Learning time: 8h 40m Theory classes: 0h 40m Practical classes: 1h Guided activities: 1h Self study : 6h</p>
<p>Description: Description of the most relevant aspects of psychological theories about motivation that serve as a basis to gamification.</p>	
<p>Understanding the concept of game.</p>	<p>Learning time: 8h 40m Theory classes: 0h 40m Practical classes: 1h Guided activities: 1h Self study : 6h</p>
<p>Description: Gamification in context, differences between serious games, games, gameful design and playful design. Differentiation with videogames. Philosophical vision of a game and applications in contexts of business. Kind of players and games in contexts.</p>	
<p>Player Centred Design.</p>	<p>Learning time: 8h 40m Theory classes: 0h 40m Practical classes: 1h Guided activities: 1h Self study : 6h</p>
<p>Description: Presentation of the design approach focused on the player, history, principles and applications.</p>	

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<p>Game elements.</p>	<p>Learning time: 9h 20m Theory classes: 1h 20m Practical classes: 1h Guided activities: 1h Self study : 6h</p>
<p>Description: Game Thinking technics, think as a Game Designer, implement the rules of design, measure the emotions and the entertainment factors. Decomposition, hierarchical organization and pyramid of the elements. Development Of PBL triangle and its limitations. Deconstruction of a memorable experience. Creative available resources.</p>	
<p>Formal approach and Frameworks</p>	<p>Learning time: 8h 40m Theory classes: 0h 40m Practical classes: 1h Guided activities: 1h Self study : 6h</p>
<p>Description: Presentation of three alternative formal approaches for the analysis of gamified experiences and videogames. Comparison of different frameworks.</p>	
<p>Designing the Gamification and design decisions.</p>	<p>Learning time: 8h 40m Theory classes: 0h 40m Practical classes: 1h Guided activities: 1h Self study : 6h</p>
<p>Description: Process of design, definition of the objectives and behaviors. Kinds of players and their courses of activity. Tips to Get more engagement. Design decisions, balance and validation of our gamification. Design according to specific groups. Creative resources available.</p> <p>Related activities: Practices 1 and 2</p>	

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<p>Self-Determination Theory.</p>	<p>Learning time: 14h 40m Theory classes: 0h 40m Practical classes: 1h Guided activities: 1h Self study : 12h</p>
<p>Description: Self-Determination Theory. Analysis of its implementation in gamification.</p> <p>Related activities: Practical exercise deconstruction & construction</p>	
<p>Virtual Economies and Metagames.</p>	<p>Learning time: 8h 40m Theory classes: 0h 40m Practical classes: 1h Guided activities: 1h Self study : 6h</p>
<p>Description: Introduction to the most expanded virtual economies. Review of the principal existing systems of monetization. Integration of virtual goods and virtual currencies with our gamified experience and metagame.</p> <p>Related activities: Practical exercise construction & deconstruction.</p>	
<p>Operant Conditioning.</p>	<p>Learning time: 9h 40m Theory classes: 0h 40m Practical classes: 2h Guided activities: 1h Self study : 6h</p>
<p>Description: Operant conditioning. Analysis of its implementation in gamification. Ethical issues.</p> <p>Related activities: Practical exercise construction & deconstruction</p>	

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<p>Gamification at work and according to sectors.</p>	<p>Learning time: 8h 40m Theory classes: 0h 40m Practical classes: 1h Guided activities: 1h Self study : 6h</p>
<p>Description: Implementation of gamification in enterprises according to its sector. Improve the motivation in the workplace. Dynamics of game vs dynamics of work. Understanding the concept of playbor.</p> <p>Related activities: Practical exercises construction & deconstruction.</p>	
<p>Social Cognitive Theory</p>	<p>Learning time: 8h 40m Theory classes: 0h 40m Practical classes: 1h Guided activities: 1h Self study : 6h</p>
<p>Description: Social Cognitive Theory.</p> <p>Related activities: Practical exercises construction & deconstruction.</p>	
<p>Good Practices, legal risks and bad practices.</p>	<p>Learning time: 3h 50m Theory classes: 0h 20m Practical classes: 0h 30m Self study : 3h</p>
<p>Description: Example cases of good practices in gamification, dangers and examples of bad practices in gamification.</p> <p>Related activities: Practical exercise construction & deconstruction.</p>	

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Flow Theory.	Learning time: 7h 40m Theory classes: 0h 40m Practical classes: 1h Self study : 6h
Description: Flow Theory. Analysis of its implementation to gamification. Related activities: Practical exercise construction & deconstruction.	
KPIs: Metrics and analysis of the gamification.	Learning time: 3h 50m Theory classes: 0h 20m Practical classes: 0h 30m Self study : 3h
Description: Introduction to the main KPI 's, measurement methods and implementation in gamification to validate its performance in a business context.	

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Planning of activities

<p>Practical exercise deconstruction of a gamified project.</p>	<p>Hours: 13h Theory classes: 5h Self study: 8h</p>
<p>Description: Identify the business and user objectives in the project that is deconstructed and analyzed. Understand and empathize with the target audience which the project is directed to, elaborating several detailed profiles of the same, formally justifying each decision. Identify all the game elements, components, mechanics and dynamics applied in the project. Represent visually and schematically the complete screen flow of the project, placing in a concrete way the game elements and their influence within the screenflow. Prepare a report following the framework of the 6Ds on the gamified project. Prepare a complete analysis of the strengths and weaknesses of the gamified project. Prepare a formal improvement proposal that guarantees the business and user objectives. Present in person with the support of a visual presentation all the exercise.</p> <p>Support materials: - Apuntes de la asignatura.</p> <p>Tools: - Gamification Canvas Model de Sergio Jimenez. - TRELLO</p> <p>Papers: - From Game Design Elements to Gamefulness Defining ?Gamification? (Sebastian Deterding; Dan Dixon; Rilla Khaled; Lennart Nacke) - Behavioral game design by John Hopson (Gamasutra) - The Player experience of Need Satisfaction by Scott Rigby and Richard Ryan (PENS) - Motivation during Videogame Play: Analysing Player Experience in terms of Cognitive Action</p> <p>Descriptions of the assignments due and their relation to the assessment: Document with the analysis of a structured Gamified app with attached screens related to this analysis.</p> <p>Specific objectives: Develop the ability to analyze a gamified experience applied to an APP with mainly business objectives that implements various gamification elements and strategies. The exercise aims to familiarize the student with the identification and recognition of the structures that make up a gamification process, its dependencies at the business level and how they influence the complete design of an application.</p>	
<p>Practical exercise Construction of a gamified project.</p>	<p>Hours: 13h Theory classes: 5h Practical classes: 8h</p>
<p>Description: From the briefing of a specific client, the student must develop a gamification proposal and document and design an interactive prototype which presents the main dynamics of the metagame and the gamification. The proposal must consistently implement a metagame that facilitates the retention and loyalty of its players. This metagame will have to incorporate gamification mechanics correctly interrelated with both the virtual microeconomics and the main experience of the videogame.</p>	

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Support materials:

Tools:

- Game Design Lenses Card Deck by Jesse Schell
- SCVNGR's Secret Game Mechanics Playdeck by Zynga
- TRELLO

Webs:

- Deconstructor for fun BLOG by Michail Katkoff.

Descriptions of the assignments due and their relation to the assessment:

Plan de gamificación, esquema de metajuego con ?core-loop? y dependencias con el modelo de negocio del videojuego. Prototipo navegable del metajuego y su gamificación.

Specific objectives:

Be able to abstract the key elements of the experience of a video game and combine gamification techniques that cooperate with the game's metagame. Understand the existing dependencies of the metagame, gamification and game design.

Qualification system

Practical exercises:

Practical exercise deconstruction, 15% of the final grade.

Practical exercise construction, 15% of the final grade.

Tests:

Average grade of the tests, 10% of the final grade.

Partial examination:

1 partial exam, 25% of the final grade.

Final examination:

1 final exam, 25% of the final grade.

Participation and learning attitude, 10% of the final grade.

Suspended students can reach for the re-evaluation, no matter the final grade obtained (There is no minimum grade to access, if and when the grade is different from NP). The grade obtained in the re-evaluation replaces, if it is higher of the grade obtained in the continuous evaluation, except for the participation and learning attitude. The final grade of the course, calculated from the re-evaluation exam, can not exceed 5.

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Bibliography

Basic:

Werbach, Kevin; Hunter, D. For the win: how game thinking can revolutionize your business. Wharton Digital Press, 2012. ISBN 9781613630235.

Burke, Brian. Gamify: how gamification motivates people to do extraordinary things. Bibliomotion, 2014.

Zichermann, Gabe. Mastering gamification.

Zichermann, G.; Linder, J. Game-based marketing: inspire customer loyalty through rewards, challenges and contests. Wiley, 2010. ISBN 9780470562239.

Zichermann, G.; Cunningham, C. Gamification by design: implementing game mechanics in web and mobile apps. O'Reilly Media, 2011. ISBN 9781449397678.

Marín, I.; Hierro, E. Gamificación. Empresa Activa, 2013. ISBN 9788496627833.

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

Rigby, S.; Ryan, R. Glued to games: how to video games draw us in and hold us spellbound. Praeger, 2011. ISBN 9780313362248.

Pink, Daniel H. Drive: the surprising truth about what motivates us. Riverhead Books, 2011. ISBN 9781594484803.