

## 804259 - PTRANS - Transmedia Production

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 Optional) BACHELOR'S DEGREE IN VIDEO GAME DESIGN AND DEVELOPMENT (Syllabus 2014). (Teaching unit Optional)	
ECTS credits:	6	Teaching languages: Catalan, Spanish

### Teaching staff

Coordinator:	Pueyo Sobrevia, David
Others:	Delgado García, Abel

### Degree competences to which the subject contributes

#### Specific:

CEVJ 5. (ENG) Utilizar lenguajes de programación, patrones algorítmicos, estructuras de datos, herramientas visuales de programación, motores de juego y librerías para el desarrollo y prototipado de videojuegos, de cualquier género y para cualquier plataforma y dispositivo móvil.

#### Transversal:

CT4. EFFECTIVE USE OF INFORMATION RESOURCES: Managing the acquisition, structuring, analysis and display of data and information in the chosen area of specialisation and critically assessing the results obtained.

CT5. FOREIGN LANGUAGE: Achieving a level of spoken and written proficiency in a foreign language, preferably English, that meets the needs of the profession and the labour market.

CT3. TEAMWORK: Being able to work in an interdisciplinary team, whether as a member or as a leader, with the aim of contributing to projects pragmatically and responsibly and making commitments in view of the resources that are available.

O4 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.

### Teaching methodology

Class sessions are divided, in general, into three areas of activity:

1. Resolution of doubts from the previous sessions or exercises proposed
2. Descriptive part where the professors make a presentation of new contents (50%)
3. Participatory part where practices, activities or discussions around the specific topic are developed

### Learning objectives of the subject

- Be able to develop an interactive graphical application in real time for any medium, platform and device



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### 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>1. Introduction to the world Transmedia</p>	<p>Learning time: 20h Practical classes: 6h Self study : 14h</p>
<p>Description:</p> <ul style="list-style-type: none"> <li>1.1 Origins of the TransMedia concept and vision</li> <li>1.2 From Crossmedia to the Transmedia</li> <li>1.3 Convergence Culture</li> <li>1.4 From Transmedia Storytelling to Transmedia Storyliving</li> <li>1.5 Creation of Transmedia narratives</li> <li>1.6 Potentially Transmedia elements of an audiovisual project / video game (music, lore, cinematic, gameplay, trailer, making of, easter eggs ...)</li> </ul> <p>Related activities:</p> <p>Exercise E1- Individual</p> <p>Submit an example of its own and justification of the choice of a transmedia element of a production relevant to the student.</p>	
<p>2. Transmedia project development</p>	<p>Learning time: 40h Practical classes: 12h Self study : 28h</p>
<p>Description:</p> <ul style="list-style-type: none"> <li>2.1 Transmedia Toolkit</li> <li>2.2 Start with why / Purpose of any project</li> <li>2.3 Think big, start small, scale fast</li> <li>2.4 Ecosystems and worlds Transmission and the definition of immutable principles</li> <li>2.5 The Transmedia Bible</li> <li>2.6 ICP / Lean / Canvas Models / Market Analysis / Competency identification</li> <li>2.7 Definition of objectives, metrics and kpis</li> <li>2.8 Transmission project development process</li> <li>2.9 Produce thinking about multiplatform</li> <li>2.10 A liquid and beta world, the importance of the test &amp; learn</li> <li>2.11 Organization of equipment, circuits, production and work processes</li> </ul> <p>Related activities:</p> <p>Practice evaluable in group P1</p> <p>Practice related to the development of a narrative brainstorming</p>	

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<p>3. Transmedia brands</p>	<p>Learning time: 26h Practical classes: 10h Self study : 16h</p>
<p>Description:</p> <ul style="list-style-type: none"> <li>3.1 Construction of brands with meaning / Meaningful Brands</li> <li>3.2 Branded Content</li> <li>3.3 Advergaming</li> <li>3.4 Pitch Elevator</li> </ul> <p>Related activities:</p> <ul style="list-style-type: none"> <li>P2 evaluable practice in a group</li> <li>Pitch Simulator based on a real case</li> </ul>	
<p>4. Identification and creation of audiences</p>	<p>Learning time: 12h Practical classes: 6h Self study : 6h</p>
<p>Description:</p> <ul style="list-style-type: none"> <li>4.1 Understanding and trends of audience behavior</li> <li>4.2 Society and digital culture. Consumption habits in a multitasking context - 24/7</li> <li>4.3 The war for attention</li> <li>4.4 Concept of Addressability</li> <li>4.5 Consumer Journey &amp; Content Journey</li> <li>4.6 Tools to identify and understand our audiences</li> <li>4.7 Real time Mk and plan z (when everything fails, what to do?)</li> <li>4.8 Fandoms</li> <li>4.9 User Generated Content</li> <li>4.10 Gamification</li> </ul> <p>Related activities:</p> <ul style="list-style-type: none"> <li>* Practice evaluable 3 P3 Consumer Journey in group: Analysis of a project audience's journey</li> <li>* Practice evaluable 4 P4 Practice Rebrief in group: Expansion and transmedia amplification of an old case study with potential</li> </ul>	

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<p>5. The Big 4: Technology / Points of Contact / Content and Date</p>	<p>Learning time: 40h Practical classes: 20h Self study : 20h</p>
<p>Description:</p> <p>5.1 Technology at the service of ideas: Hype Cycle / Beacons? geofencing and proximity tools, RFID, Wi-Fi, nfc ...) / Virtual Reality, augmented and mixed / Artificial intelligence + Chatbots / IOT + internet of everything / Wearables</p> <p>5.2 Points of Concurrency and means: The importance of the distribution and circulation of the content / Tools to develop a communication and capture campaign / strategies push &amp; pull / Shared, owned, earned &amp; paid media / Platforms, distribution networks and formats / Media and platforms Social / Second Screen and Social Tv / Mobile gaming</p> <p>5.3 Contents: Meaningful content Manifesto / Content production / Contents Streaming and on-demand</p> <p>5.4 Date: Tools and measurement / use of the big data and the smart data / sensitive datab / human data / data driven content powered.</p> <p>Related activities:</p> <p>Exercise 2 Development of media plan and contact points of a project</p>	
<p>6. Transmedia business</p>	<p>Learning time: 12h Practical classes: 6h Self study : 6h</p>
<p>Description:</p> <p>6.1 Transmedia Storyselling: Transmedia content that generates income and complementary sales</p> <p>6.2 Transmedia Storyliving: Increased and interactive experiences</p> <p>Related activities:</p> <p>Ejercicio E3 individual Proponer una experiencia aumentada / transmedia living sobre un caso de éxito real</p>	

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### Planning of activities

Exercise P1	Hours: 10h Self study: 10h
Description: Practice related to the development of a narrative brainstorming	
Exercise P2	Hours: 6h Self study: 6h
Description: Pitch Simulator based on a real case	
Exercise P3	Hours: 3h Self study: 3h
Description: Consumer Journey in a group: Analysis of a project audience's journey	
Exercise P4	Hours: 3h Self study: 3h
Description: Rebrief in group: Expansion and transmedia amplification of an old case study with potential	

### Qualification system

20% Assessment 4 evaluable practices that will be developed in person in class (5% each)

20% Test type / partial exam

20% Partial presentation, final project subject

30% Final presentation project (exhibition + documentation work)

10% Participation in class and attitude of learning during classroom activities

The evaluation of the student's participation in the educational activities of the subject, and the attitude of learning, will be evaluated by monitoring their class interventions and the proportion of exercises and practices presented. This evaluation corresponds to 10% of the final grade.

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### Regulations for carrying out activities

#### Practices:

The practice exercises begin during the class hours in the target group and according to the practice they will be finished during the session or a delivery date will be presented, being delivered to the teacher on the virtual campus. The evaluation of the practices does not only involve the resolution of the proposed exercises, but also the defense of the results when the group of students present it. The causes of non-presentation of exercises that are communicated to the professors by the Head of Studies will also be considered justified.

#### Review:

The partial exam will be done to the laboratory with computers by electronic document that the student has to complete. The questions and problems proposed in the exams refer both to the theoretical content of the subject and to the exercises resolved in the different practices. Apart from each question or problem, the point contribution is to the total grade of the exam. Revisions and / or claims regarding exams will be made exclusively on the dates and times established in the Academic Calendar.

#### Final practical work (partial and final project presentation)

Students will have to dedicate autonomous working hours (out of hours) to carry out the final practical work of the subject. To do this, you will have to follow the instructions given in the working document. The exercise once finalized will be presented in class in the sessions planned and will have to deposit the work in the virtual campus in the delivery of the classroom 48h before the presentation in person.

The evaluation of the exercises does not imply only the resolution of the exercises, it also implies the defense of the results and the carrying out of relevant documents. Any incident that does not allow to solve the exercise within the term indicated will have to be communicated previously to the / Professor. After this communication and based on the causes that motivate the failure to submit the exercise if justified, alternatives will be found to complete the evaluation. The causes of the non-presentation of the exercises communicated by the management of studies will also be considered justified.

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### Bibliography

#### Basic:

Scolari, Carlos Alberto. Narrativas transmedia: cuando todos los medios cuentan. Barcelona: Deusto, cop. 2013. ISBN 9788423413362.

Evans, Elizabeth. Transmedia television: audiences, new media and daily life. New York: Routledge, 2011. ISBN 9780415882927.

Jenkins, Henry; Ford, Sam. Cultura transmedia. Gedisa, 2015. ISBN 9788497848442.

#### Complementary:

Jenkins, Henry. Convergence culture: la cultura de la convergencia de los medios de comunicación. Barcelona [etc.]: Paidós, cop. 2008. ISBN 9788449321535.

Jenkins, Henry; Hermida Lazcano, Pablo. Fans, blogueros y videojuegos: la cultura de la colaboración. Barcelona [etc.]: Paidós, 2009. ISBN 9788449322587.

Phillips, Andrea. A creator's guide to transmedia storytelling. McGraw-Hill, 2012. ISBN 9780071791526.

Cline, Ernest; Estrella, Juanjo. Ready player one. Barcelona: Ediciones B, Grupo Zeta, 2011. ISBN 9788466649179.

Dorst, Doug, J.J.; Abrams, S. Ship of theseus. Mulholland Books, 2013. ISBN 0316201642.

Catmull, Ed. Creatividad, S.A.. Conecta, 2014. ISBN 9788493914523.

Duarte, Nancy. Resonancia. Gestión 2000, 2012. ISBN 9788498752007.

#### Others resources:

##### Hyperlink

<https://www.slideshare.net/eduardoprados/cmo-escribir-una-biblia-transmedia?ref=https://eduardoprados.com/2012/12/30/como-escribir-una-biblia-transmedia/>

##### Resource

[https://us.mullenlowe.com/wp-content/uploads/2009/06/Mullen\\_Marketing\\_Ecosystem.pdf](https://us.mullenlowe.com/wp-content/uploads/2009/06/Mullen_Marketing_Ecosystem.pdf)  
The new Marketing ecosystem

<http://www.digitalbuzzblog.com/>  
Digital Buzz Blog

<http://thetartle.tumblr.com/>  
Tartle

<http://innovacionaudiovisual.com/>  
Innovación Audiovisual

<http://openstrate.gy/>  
Open Strategy

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<http://arenatechandtrends.es/>  
Arena tech and trends

<http://trendwatching.com/freepublications/>  
Trendwathing

<https://www.thinkwithgoogle.com/tools/>  
Think with Google Tools

<https://www.consumerbarometer.com/en/>  
Google Consumer Barometer

<http://www.meaningful-brands.com/en>  
Havas Meaningful Brands

<http://www.transmedia-manifest.com/>  
The Future Of Storytelling. The transmetia Manifest

<http://es.slideshare.net/Altimeter/the-converged-media-imperative>  
Altimeter. The converged Media Imperative, 2012

### Audiovisual material

[https://www.ted.com/talks/j\\_j\\_abrams\\_mystery\\_box?language=es](https://www.ted.com/talks/j_j_abrams_mystery_box?language=es)  
Mystery box J.J.Abrams

[https://www.ted.com/talks/jane\\_mcgonigal\\_gaming\\_can\\_make\\_a\\_better\\_world](https://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world)  
Mgonigal Jane. Gaming can make a better world

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[https://www.ted.com/talks/kevin\\_kelly\\_how\\_ai\\_can\\_bring\\_on\\_a\\_second\\_industrial\\_revolution](https://www.ted.com/talks/kevin_kelly_how_ai_can_bring_on_a_second_industrial_revolution)  
Kevin, Kelley. How ai can bring on a second industrial revolution

[ttps://www.youtube.com/watch?v=y71u6ecF4cI](https://www.youtube.com/watch?v=y71u6ecF4cI)  
Penn, Zak. Atari Game-over (Documental). 2014

[https://www.youtube.com/watch?v=AqQIe-4UvRA&index=17&list=PLILqf9UYQz\\_vSta8AMj2B28RUGYO\\_O28g](https://www.youtube.com/watch?v=AqQIe-4UvRA&index=17&list=PLILqf9UYQz_vSta8AMj2B28RUGYO_O28g)  
Extra life (serie documental)