Teaching guide

IDENTIFICATION DETAILS

Degree:	Degree in Video Game Design
Field of Knowledge:	Social and Legal Sciences
Faculty/School:	Communication Sciences
Course:	WORLD VIDEO GAME SOCIOLOGY AND MARKET
Type:	Compulsory
ECTS credits:	6
Year:	3
Code:	4672
Teaching period:	Sixth semester
Subject:	Sociology
Module:	Foundations for a Video Game Theory
Teaching type:	Classroom-based
Language:	Spanish
Total number of student study hours:	150

SUBJECT DESCRIPTION

Throughout the course, students will be able to understand the sociological context and behavioral patterns of players in a global industry to create successful works adapted to each culture. Due to its introductory nature, the course aims to provide information on sociological perspective and research; to understand the relationship between the different approaches and to handle with ease the analysis tools typical of sociological work (social research methodology applied to the video game market).

Students will learn skills to transmit cultural diversity by creating meeting points between people or social groups from different countries and cultures; they will be able to recognize the diverse and multidisciplinary nature of a device inherited from a given cultural tradition and will understand the video game as a device located in a specific social context.

At the end of the course, students will have the tools and basic notions to effectively navigate the diffuse map of

the sociological reality of the video game and will understand the behavioral patterns of the international player being sensitive to the different cultural realities of the global market.

GOAL

I- Introduce the student to the habit of analytical and critical reflection on sociological work, so that they become accustomed to contextualizing the reality of the video game from a scientific perspective.
II- Identify the sociological perspective of analyzing social reality and the video game market in the world; know the main sociological concepts and processes as basic tools of the discipline.
III- Know how to use the main research tools that sociology brings to the market and video game studies.
IV- Critically analyze and produce studies and data on the global video game market.
VI- Know and develop properly the different phases of an applied sociological research project.
VII- Understand the sociological context and behavioral patterns of players in a global industry to create successful works adapted to each culture.
VII- Capacity to transmit cultural diversity in the digital leisure environment by creating meeting points between people or social groups from different countries and cultures.

PRIOR KNOWLEDGE

Basic knowledge of social sciences and video game creation and storytelling.

COURSE SYLLABUS

AGENDA SOCIOLOGY AND THE VIDEO GAME MARKET IN THE WORLD
Sociology and the scientific method.
The video game ecosystem in the world.
This subject is aimed at training students in the sociology of video games and the analysis of player behavior, given the great participatory and communicative potential of the medium. The student will learn in depth how, based on a common leisure, large communities have been formed capable of capturing the collective intelligence of their users through the exchange of information and storage at a global level.

EDUCATION ACTIVITIES

PARTICIPATORY MASTER LESSON: Unlike the classic master lesson, in which the burden of teaching falls on the teacher, in the participatory master class we seek to move the student from a passive attitude to an active one,

encouraging their participation. For this reason, it is necessary for the teacher to structure the content well, to have clarity of presentation and to be able to maintain the student's attention and interest.
AUTONOMOUS WORK. In this methodology, the student takes the initiative with or without the help of others (teachers, classmates, tutors, mentors). It is the student who diagnoses their learning needs, formulates their learning goals, identifies the resources they need to learn, chooses and implements appropriate learning strategies and evaluates their learning outcomes. The teacher thus becomes the guide, the facilitator and a source of information that collaborates in this autonomous work. This methodology will be of special interest for the development of research-related competencies.
COOPERATIVE WORK IN SMALL GROUPS: The number of students scheduled at our University allows us to work in small groups as a group. Slavin defines cooperative work as 'instructional strategies in which students are divided into small groups and are evaluated according to group productivity', which brings into play both individual responsibility and positive interdependence, the basis of professional teamwork.
TUTORIAL ACTION SYSTEM: which includes interviews, discussion groups, self-reports and tutorial follow-up reports.
RESEARCH: Search for information from various sources and documents, analysis and synthesis of data and development of conclusions.
CASE METHOD: Acquisition of learning through the analysis of cases or real management situations. This active learning technique, focused on the student's research on a real and specific problem, helps the student to acquire the basis for inductive study.
ROLEPLAYING AND GAMIFICATION: All sessions are gamified by implementing roleplaying games (teaching methodology) to achieve greater commitment, participation, improved skills and interactivity in the classroom.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
60 Horas	90 Horas

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study.

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

Capacity to form part of a multidisciplinary group with common objectives while fostering analysis and pooling different approaches.

General Skills

Capacity to form part of a multidisciplinary group with common objectives while fostering analysis and pooling different approaches.

Specific skills

Ability to understand the sociological context and behavioral patterns of players in a global industry to create successful works adapted to each culture.

Ability to transmit cultural diversity in the digital leisure environment by creating meeting points between people or social groups from different countries and cultures.

LEARNING RESULTS

First contact with the current situation of the industry.

First contact with scientific research and the academic world.

Development of a first state of the professional portfolio.

First approach to market analysis.

LEARNING APPRAISAL SYSTEM

Written or oral, developmental, short answer or test-type tests: 50% - 70%
Individual and group work and exercises: 25% - 40%
Attendance and participation in face-to-face activities in the classroom and/or laboratory: 5% - 15%

ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding

their impact and/or limitations in the development of the assigned task or project.
b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website(https://www.ufv.es/gestion-de-la-informacion_biblioteca/).
d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the Guide for the Responsible Use of Artificial Intelligence in Studies at UFV. Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Daniel Muriel Video Games and the Construction of Meaning in Contemporary Society 2018
(Daniel Muriel Video Games and the Construction of Meaning in Contemporary Society 2018 , ISBN 10:8494702947/ISBN 13:9788494702945)