Teaching guide

IDENTIFICATION DETAILS

Degree:	Degree in Video Game Design
Field of Knowledge:	Social and Legal Sciences
Faculty/School:	Communication Sciences
Course:	PROJECT MANAGEMENT
Type:	Compulsory
ECTS credits:	3
Year:	4
Code:	4676
Teaching period:	Seventh semester
Subject:	Company
Module:	Organization and Production of the Video Game
Teaching type:	Classroom-based
Language:	Spanish
Total number of student study hours:	75

SUBJECT DESCRIPTION

This subject covers training aimed at the materialization of projects in the video game industry, with special attention to supporting the entrepreneurship of their own ideas and projects, so that future graduates can carry out their activities competently and competitively. Students will also obtain the necessary knowledge to create prototypes and make commercial presentations in the business environment.
In addition, the student will be trained to learn the keys to the possibilities of video games in the business environment through the knowledge of game mechanics that motivate the learning of content and ways of acting in a relaxed, new and innovative environment.
The subject also provides foundations of responsibility, commitment and scientific systematicity, paying special attention to:

-Strategic project design (being aware of the multidisciplinary nature of the environment and of the different roles and competencies involved in each of the design, prototyping, development and commercialization of a video game).
-Instruct students in the acquisition of skills and abilities that allow them to move from the design project to the fully functional final work.
- Instill knowledge of the design of video game projects that allow us to select the most suitable for a given purpose.
- Offer the student a global vision of the design project from the point of view of formal, technical and economic viability.
- To train professionals who are aware of the elements that are involved before, during and after the creation of a design.

GOAL

The final degree project, which is developed linked to the Project Design subject, is an exercise that closes the university training cycle of undergraduate studies through the design and implementation of an innovative, complete, systematic and functional videogame work. The academic training of undergraduate students has been active and autonomous since the first year and ends in the Final Degree Project as a conclusion of their learning process.

The purpose of developing an autonomous, creative and scientific project for the student is to bring together in a digital work everything learned throughout the academic experience of the Degree in Video Game Creation and Storytelling (as a transversal project that is nourished by learning, knowledge and tools from a wide variety of fields), and to consolidate it as a step prior to the incorporation of the student into professional life.

The developed project has a fundamentally practical orientation, consisting of the management and development of an innovative video game proposal in the fields of videogame design and narrative. The project has an important component of autonomous work and personal maturity, since it is a matter of the student being able to design, manage, develop and promote a proposal close to the professional world to which they intend to incorporate (maintaining the standards of professionalism and systematicity of the industry and scientific field in the field of video games).

PRIOR KNOWLEDGE

Those specific to the Degree in Video Game Creation and Storytelling.

COURSE SYLLABUS

Block 1: Project Production
1.1. Analysis of production methodologies and tools. 1.2. Monitoring and evaluation of the design process. 1.3. Technical and formal criticism in the making of a work. 1.4. Types of production. Optimization of production

processes and technological aids through iterative design processes.

Block 2: Product Implementation and Development.
2.1. Conceptual Design Management (GCD). 2.2. Development and implementation of the video game design document. The Game Document Design (GDD). 2.3. Design optimization decisions based on role management and multidisciplinary competencies. 2.4. Management of continuous improvement. Balanced, testing and user experience in video game projects (Q&A, UX).

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. Training activities, as well as the distribution of working hours, can be modified and adapted according to the different established scenarios, following the instructions of the health authorities.

DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
30 Horas	45 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 sum up and interrelate the knowledge acquired during the degree with a view to apply it to a specific project in a documented, consistent manner.

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

General Skills

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

Specific skills

Ability to ensure, through professional activity, the responsible use of the video game.

Ability to conceive, plan and create digital interactive leisure products, with the possibility of collaborating and/or directing own projects.

Ability to understand the structure, operation, management and promotion of a company in the interactive digital leisure sector.

Ability to develop prototypes of game systems and methods for their commercial presentation.

LEARNING RESULTS

Carrying out a project in a real and professional environment with closed guidelines adapted to the current market.

Conducting a professional-level project defense.

Capacity to manage resources in the production of a multimedia entertainment creation project.

Ability to complete an established project from the prototype to a minimum viable product.

LEARNING APPRAISAL SYSTEM

The exams and the defense will be carried out in person.
The evaluation will take place through the continuous evaluation system, where the attendance must not be less than 80%, without being part of the qualification. Students with a waiver will have access to non-continuous evaluation. Students must pass all grading elements in order to pass.

Ordinary evaluation:
1. Attendance and participation in face-to-face classroom activities: 40% 2. Evaluation with written or oral, developmental, short answer or test-type tests: 10% 3. Defense evaluation and final deliverable of the project: 50%
Extraordinary evaluation:
1. Individual and group work and exercises: 40% 2. Defense evaluation and final deliverable of the project: 60%

Plagiarism, as well as the use of illegitimate means in evaluation tests, will be sanctioned in accordance with those established in the Evaluation Regulations and the University's Coexistence Regulations.

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

Maxwell, H. (2009) The Game Production Handbook.
(Maxwell, H. (2009) The Game Production Handbook. , Boston: Jones & Bartlett Publishers)

High, J. and Novak, J. (2008) Game Development Essentials: Game Project Management
(High, J. and Novak, J. (2008) Game Development Essentials: Game Project Management , New York: Thomson Delmar Learning||Fullerton, T. (2018) Game Design Workshop: A Playcentric Approach to Creating Innovative Games, Fourth Edition (4th ed.))