



Information about the subject

Degree: Degree in Design and Narration in Animation and Video games

Faculty: Faculty of Legal, Economic and Social Sciences

Code: 2050104 **Name:** Business models in the animation and video game industry

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: BUSINESS ENVIRONMENT AND PROJECTS

Subject Matter: DIGITAL BUSINESS AND LEGISLATION **Type:** Compulsory

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

2051A Federico Lopez Esquibel (**Responsible Lecturer**)

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Module organization

BUSINESS ENVIRONMENT AND PROJECTS

Subject Matter	ECTS	Subject	ECTS	Year/semester
ANIMATION AND VIDEO GAME PROJECTS	6,00	Project development in animation and video games	6,00	3/2
DIGITAL BUSINESS AND LEGISLATION	12,00	Business models in the animation and video game industry	6,00	1/1
		Digital Legislation	6,00	2/2

Recommended knowledge

There are no prerequisites to take this course

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To design an (imaginary) company in the animation and/or video game sector, in a team, where the basic elements worked on in the subject are applied and defend it in an oral presentation.
- R2 To make proposals of possible self-employment options, taking into account the conditions seen in the subject.
- R3 To use with appropriateness the specific legal vocabulary that affects the field of animation and video games.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
B1	Students to show possession and understanding knowledges in a study area that starts from the base of secondary education and it is normally found at a level that, although relies on advanced textbooks, it also includes some aspects coming from their field of study forefront.				X
B2	Students to apply their knowledge to their job or vocation in a professional manner and to possess competences that are usually shown through the elaboration and defence of arguments and problem-solving within their area of study.				X
B3	Students to be able to gather and interpret relevant data (normally within their area of study) to make judgements including a reflection about relevant topics of social, scientific of ethic nature.			X	
B4	Students to transmit information, ideas, problems and solutions to a specialised and non-specialised audience.				X

GENERAL		Weighting			
		1	2	3	4
G5	To use a specific and inclusive vocabulary in the area of expertise of the degree.			X	

SPECIFIC		Weighting			
		1	2	3	4
E25	To propose strategies for fundraising in projects of animation and videogames.			X	



E26	To apply to real or figurative cases the specific legislation dealing with animation and videogames (production, distribution, copyright, license of use, ...).	x		
E27	To design the business organisation process in each and every one of the phases of the creation of a videogame/animation.			x
E28	To develop projects in which possible business proposals, duly justified, are considered in the scope of animation and videogames.			x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	50,00%	Written tests
	10,00%	Oral tests
	40,00%	Elaboration of projects

Observations

MENTION OF DISTINCTION:

According to Article 22 of the Regulations governing the Evaluation and Qualification of UCV Courses, the mention of "Distinction of Honor" may be awarded by the professor responsible for the course to students who have obtained, at least, the qualification of 9 over 10 ("Sobresaliente"). The number of "Distinction of Honor" mentions that may be awarded may not exceed five percent of the number of students included in the same official record, unless this number is lower than 20, in which case only one "Distinction of Honor" may be awarded.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M2 Participatory master class



M5 Case study and research

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Active listening, summaries, concept maps and/or notes organizing the information and work in small groups (Kagan structures) to process the received information. M2	R1, R2, R3	30,00	1,20
Analysis of mock realities – real or simulated- that allow students to connect theory and practice, to learn based on models of reality or to reflect about processes used in the presented cases. M5	R1, R2	30,00	1,20
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Autonomous work. Study, memorization, test preparation, practical abilities drilling, elaboration of works, essays, reflections, metacognitions, portfolios elaboration, ...		40,00	1,60
Analysis of mock realities – real or simulated- that allow students to connect theory and practice, to learn based on models of reality or to reflect about processes used in the presented cases.		50,00	2,00
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Transversal capabilities	Google searches. Effective presentation. Basic trading. Personal brand and positioning. Human behavior and decision theory. Basic Excel.
Business models	Identification of key participants. Market understanding. Read canvas. Buyer Persona Costs. Value proposal. Income. Production. Sales
Entrepreneurship	Self-employment. Opportunities and Risks. The path to launch, idea, team and financing.
Business organization and management Introduction to business organization.	Analysis models: SWOT, Porter, Boston Consulting Group. The areas of the company. The company through its accounting.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Transversal capabilities	9,00	18,00
Business models	11,00	22,00
Entrepreneurship	4,00	8,00
Business organization and management Introduction to business organization.	6,00	12,00



References

Bibliografía Básica:

- Jerry Weissman. (2008) Presenting to win. Financial Times Prentice Hall
- Karen Kang. (2020) Branding Pays. Branding Pays Media
- Jim Thomas. (2007) Negociar para ganar. Gestión 2000
- Daniel Kahneman. (2013) Pensar rápido pensar despacio. Debolsillo
- Alexander Osterwalder. (2011). Generación de modelos de negocios.
- Alexander Osterwalder. (2015) Diseñando la propuesta de valor: Cómo crear los productos y servicios que tus clientes están esperando. Ediciones Deusto
- Chip Heath & Dan Heath (2010) ??Made to Stick: Why Some Ideas Survive and Others Die. Random House Trade Paperbacks
- Kotler, P., Burton, S., Deans, K., Brown, L., y Armstrong, G. (2015). *Marketing*. Pearson Higher Education AU.
- Porter, M. E. (2008). The five competitive forces that shape strategy. *Harvard business review*, 86(1), 25-40.
- Joost Van Dreunen (2020) ONE UP. Creativity, Competition and the Global Business of Video Games. Columbia Business School

Lecturas complementarias recomendadas:

- Suarez Sanchez-Ocaña (2011). Desnudando a Google. Deusto
- Ariño, M.A. y Maella. P (2011). Iceberg a la vista. Empresa activa
- Johnson, S. (2007). Quien se ha llevado mi queso. Empresa Activa
- Elliot J. (2010). El camino de Steve Jobs. Aguilar.
- Goldratt, E. (1993). La meta. Un proceso de mejora continua. Díaz de Santos.
- Brant R.L Un Click. Jeff Bezos y el auge de amazon.com. Gestión 2000.
- Nueno P. (2011). Cartas a un joven emprendedor
- Puchol, L. (2005). El libro del emprendedor. Díaz de Santos. 4ª edición.
- Tries de Bes, F. (2007). El libro negro del emprendedor. Empresa Activa. 3ª edición



Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: