

Advanced Master's Degree Educational Video Game Design





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- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitute.com/us/videogames/advanced-master-degree/advanced-master-degree-educational-video-game-design

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 14

04

Course Management

p. 18

05

Structure and Content

p. 22

06

Methodology

p. 40

07

Certificate

p. 48

01

Introduction

In a context in which educational and serious video games have gained relevance, this TECH program is presented as a complete and up-to-date option for professionals in the world of video games who are looking to specialise in the creation of games with social and cultural impact. Students will review topics including gamification applied to video games, the design of gamified games, player psychology, user experience for gamification and narrative and scripting, among others. Moreover, with a 100% online modality, this programme offers the necessary tools to face the challenges of the industry and contribute to the creation of video games with a significant impact.



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Discover how gamification applied to video games can transform education and culture into a more engaging and interactive user experience”

In the video game industry, the creation of educational or serious games has become more important in recent years. Educational video games are those whose main objective is to teach certain knowledge, skills or values through entertainment. Serious video games, on the other hand, focus on raising awareness and changing player behaviour in relation to issues such as health, the environment or politics.

The main challenge in the development of these games is to strike a balance between the educational or social content to be conveyed and the entertainment that the game itself should provide. This requires appropriate design and gamification to engage the player in the learning or awareness-raising experience.

In this context, the Advanced Master's Degree in Educational Video Game Design is a unique opportunity for professionals in the world of video games who wish to specialise in the creation of educational or serious games. This program offers a complete and updated instruction in areas such as gamification applied to video games, gamified game design, player psychology, user experience for gamification or narrative and scripting for gamification, among others.

The program also includes specific topics related to Serious Games, such as violence, education, whistleblowing, autobiographical games, psychological video games, strategic video games, health and industrial games. These topics are approached from a critical and reflective perspective that allows students to understand the potential of video games as tools to generate social and cultural change.

In addition, the Advanced Master's Degree in Educational Video Game Design is taught 100% online, which means that students can access the program from anywhere in the world and adapt their study pace to their personal and professional needs.

This **Advanced Master's Degree in Educational Video Game Design** contains the most complete and up-to-date program on the market. The most important features include:

- ◆ The development of case studies presented by experts in video game design and gamification
- ◆ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ◆ Content that is accessible from any fixed or portable device with an Internet connection



Acquire the skills needed to design gamified games that combine playful and educational elements to create more effective and memorable experiences for users"

“

Learn how to apply player psychology to understand users' motivations, needs and expectations in order to design more engaging and satisfying video games"

Develop storytelling and scripting skills to create captivating stories in serious video games that convey powerful and meaningful messages.

Become an expert in the creation of video games with a significant social and cultural impact by enrolling now in this Advanced Master's Degree.

The teaching staff includes professionals from the field of video games, who bring the experience of their work to this programme, as well as recognised specialists from leading companies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive learning experience designed to prepare for real-life situations.

This program is designed around Problem-Based Learning, whereby the student must try to solve the different professional practice situations that arise throughout the program. For this purpose, the professional will be assisted by an innovative interactive video system created by renowned and experienced experts.



02 Objectives

The Advanced Master's Degree in Educational Video Game Design aims to train professionals in the world of video games in the skills necessary to design and develop educational and serious video games with a significant social and cultural impact. To this end, the program's syllabus covers everything from gamification applied to video games and the design of gamified games, to player psychology, user experience and narrative and scripting for gamification, providing a comprehensive vision of this area.



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Learn how to integrate ludic and educational elements to design gamified video games that combine fun and learning in an effective way”



General Objectives

- ◆ Master in depth the field of gamification, its development and expansion
- ◆ Analyze all the variables of video games and their industry
- ◆ Professionalize the theoretical bases of gamification applied in each field of specialization
- ◆ Achieve autonomy in the development of videogames and their specializations
- ◆ Know the construction, application and needs of board games for their extrapolation into gamified products
- ◆ Study players' behavior and their level of satisfaction within a designed product
- ◆ Enhance design skills to make video games attractive and easy to use
- ◆ Manage specialized documentation processes
- ◆ Explore the behavior of the business and sales world
- ◆ Identify the impact of Serious Games in different industries
- ◆ Learn in depth all the theoretical and practical knowledge to be able to adapt a classic training to a Serious Games environment
- ◆ Acquire in-depth knowledge and contextualize the design of video games within the Serious Games
- ◆ Integrate the analysis of Serious Games that have had a relevant social impact
- ◆ Broaden the range of career opportunities for students





Specific Objectives

Module 1. Gamification

- ◆ In-depth knowledge of the language of gamified game development
- ◆ Analyze the evolution of gamification and its competitors
- ◆ Problem solving within gamification professional development
- ◆ Acquire the necessary skills of a professional gamified game developer

Module 2. Gamification applied to Video Games

- ◆ In-depth knowledge of player motivations
- ◆ Analyze user experiences to enhance the use of the gamified product
- ◆ Deepen the objectives within the game design
- ◆ Understand in detail the purposes for which gamified games work

Module 3. Gamified Game Design

- ◆ Differentiate in a professional manner interactive products and their media
- ◆ Internalize the mission, vision and values of game development and design
- ◆ Creation of a consistent design according to the theoretical basis of board game design
- ◆ Analyze product types
- ◆ Deepen in the different professional roles in the gaming industry

Module 4. Game Design and Gamification

- ◆ Master the tools and fundamentals of video game design
- ◆ Examine the genres and types of games available on the market
- ◆ Apply the MDA framework successfully in the development of gamified video games
- ◆ Implementing gaming rewards for market differentiation
- ◆ Interpret level and world design to optimize player experience
- ◆ Balance game economy for successful game progression

Module 5. Video Game Documentation

- ◆ Apply in a professional manner the pillars of video game design within the character, camera and control systems
- ◆ Interpret specialized documentation within the video game industry
- ◆ Document information related to the game design in an orderly and useful manner
- ◆ Master communication strategies for efficient teamwork

Module 6. Player Psychology

- ◆ Analyze player behavior for product optimization
- ◆ Discover the drivers of user behavior within the interactive environment
- ◆ Understand the needs and motivations of a player's psychology in order to reshape them within the gamified game design
- ◆ Deepen in the different types of players according to experts

Module 7. User Experience for Gamification

- ◆ Identify the best way to include an interface within a product according to your needs
- ◆ Develop screen maps describing how the product works for good communication with the development team
- ◆ Apply the related laws within the player experience in a product
- ◆ Efficiently apply interface principles in the development of a product

Module 8. Narrative and Scripting for Gamification

- ◆ Use methods and tools that facilitate the generation of ideas for a successful narrative
- ◆ Create worlds and characters that are believable to the human mind in an imaginary context
- ◆ Apply classic narrative structures for a complete story construction
- ◆ Develop the structure par excellence within the video game industry into new products

Module 9. Business Models and Sale of Gamified Video Games

- ◆ Knowledge of the industry's business models and its characters
- ◆ Analyze the importance of branding and its successful application
- ◆ Delve into ways to raise capital for new product development
- ◆ Identify the right prototype for each product type
- ◆ Understand the keys to selling a prototype

Module 10. Gamification Design and Other Models

- ◆ Seamlessly develop the design process within the field of gamification
- ◆ Devise new success stories based on known products and best practices
- ◆ Apply metrics and analytics to support development within a launched product
- ◆ Learn about different models and success stories in order to define your own objectives
- ◆ Successful completion of gamified product development

Module 11. The Game in Serious Games

- ◆ Acquire specialization in the design of Serious Games
- ◆ Master specific design procedures
- ◆ Professionally create a Serious Game with an objective and mechanics to support it

Module 12. Serious Games

- ◆ Know both in-depth and culturally the Serious Game
- ◆ Master specific Serious Game Design procedures
- ◆ Master the applications of Serious Games in different work disciplines

Module 13. Serious Games and Violence

- ◆ In-depth knowledge of Serious Games focused on violence
- ◆ Understand in a professional and specialized way the design process of a video game with this approach
- ◆ Master the various design techniques to seek emotional responses from the player, as well as experience the gameplay of one of them

Module 14. Serious Games and Education

- ◆ Professional knowledge of Serious Games focused on education
- ◆ Understand and learn the process of designing a game with this approach
- ◆ Master design techniques to seek emotional responses from the player in addition to experiencing the gameplay of one

Module 15. Serious Games and Social Issues

- ◆ In-depth knowledge of Serious Games focused on Social Issues
- ◆ Understand and learn the process of designing a game with this approach
- ◆ Master design techniques to seek emotional responses from the player in , addition to experiencing the gameplay of one

Module 16. Serious Games and Autobiographical Games

- ◆ Know in depth the Autobiographical Serious Games
- ◆ Understand and learn the process of designing a game with this approach
- ◆ Master design techniques to seek emotional responses from the player in , addition to experiencing the gameplay of one

**Module 17. Serious Games and Psychological Video Games**

- ◆ In-depth knowledge of Serious Games focused on psychological video games
- ◆ Integrate knowledge of the game design process with this approach
- ◆ Master design techniques to seek emotional responses from the player in , addition to experiencing the gameplay of one

Module 18. Serious Games and Strategic Video Games

- ◆ Learn more about Serious Games focused on Strategic Video Games
- ◆ Understand and integrate the game design process with this approach
- ◆ Master design techniques to seek emotional responses from the player in , addition to experiencing the gameplay of one

Module 19. Serious Games and Health

- ◆ Gain professional knowledge of Serious Games focused on health-themed video games
- ◆ Acquire knowledge of the game design process with this approach
- ◆ Master the various design techniques to seek emotional responses from the player, as well as experience the gameplay of one of them

Module 20. Serious Industrial Games

- ◆ In-depth knowledge of Serious Games focused on industrial-themed games
- ◆ Understand and learn the process of designing a game with this approach
- ◆ Master the various design techniques to seek emotional responses from the player, as well as experience the gameplay of one of them

03 Skills

Advanced Master's Degree in Educational Video Game Design enables students to develop a wide range of skills in key areas of video game design and development, as well as in the application of gamification to different contexts. Among the skills that can be acquired are the ability to design and develop educational and serious video games, integrating gamification and storytelling effectively. In addition, the program offers the opportunity to learn how to apply serious videogames in different fields, such as education, social denunciation, autobiographical videogames or psychological videogames.



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You will develop skills in storytelling and scripting for gamification, enabling you to create captivating and exciting stories for your games”

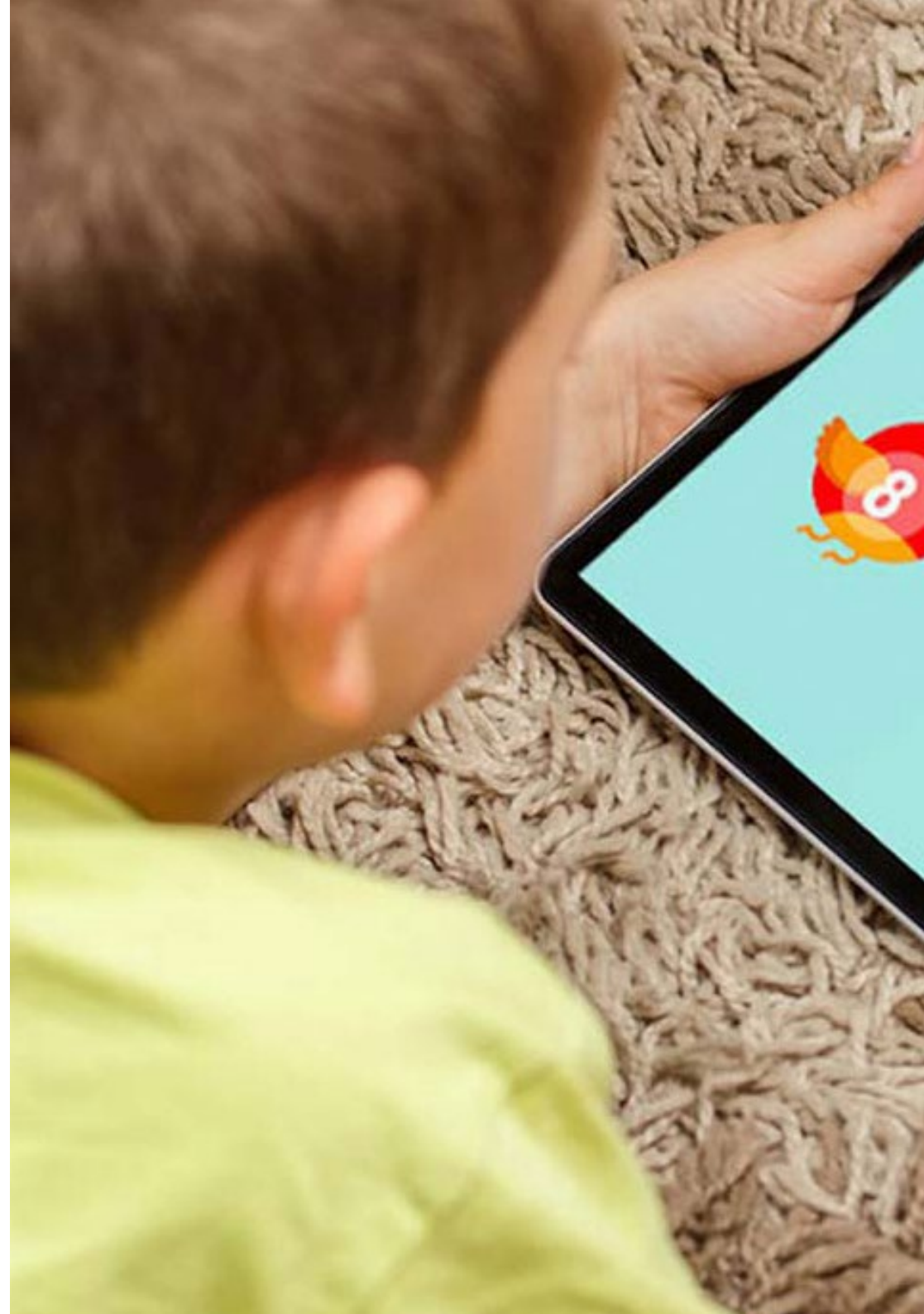


General Skills

- ◆ Develop a gamified video game in a professional manner
- ◆ Solve common problems autonomously
- ◆ Manage specialized documentation processes
- ◆ Adapt to different types of gamification models and environments
- ◆ Apply psychology in the development of your products
- ◆ Master communication strategies
- ◆ Create narrative contexts tailored to each need
- ◆ Specialize in Serious Game Design
- ◆ Analyze the method of structuring ideas
- ◆ Know in depth the design phases of a Serious Game
- ◆ Incorporate basic psychological fundamentals into game design
- ◆ To investigate the psychological impact of Serious Games on individuals and groups



You will learn how to design business and sales models for gamified video games, which will allow you to monetise your products and be successful in the market"





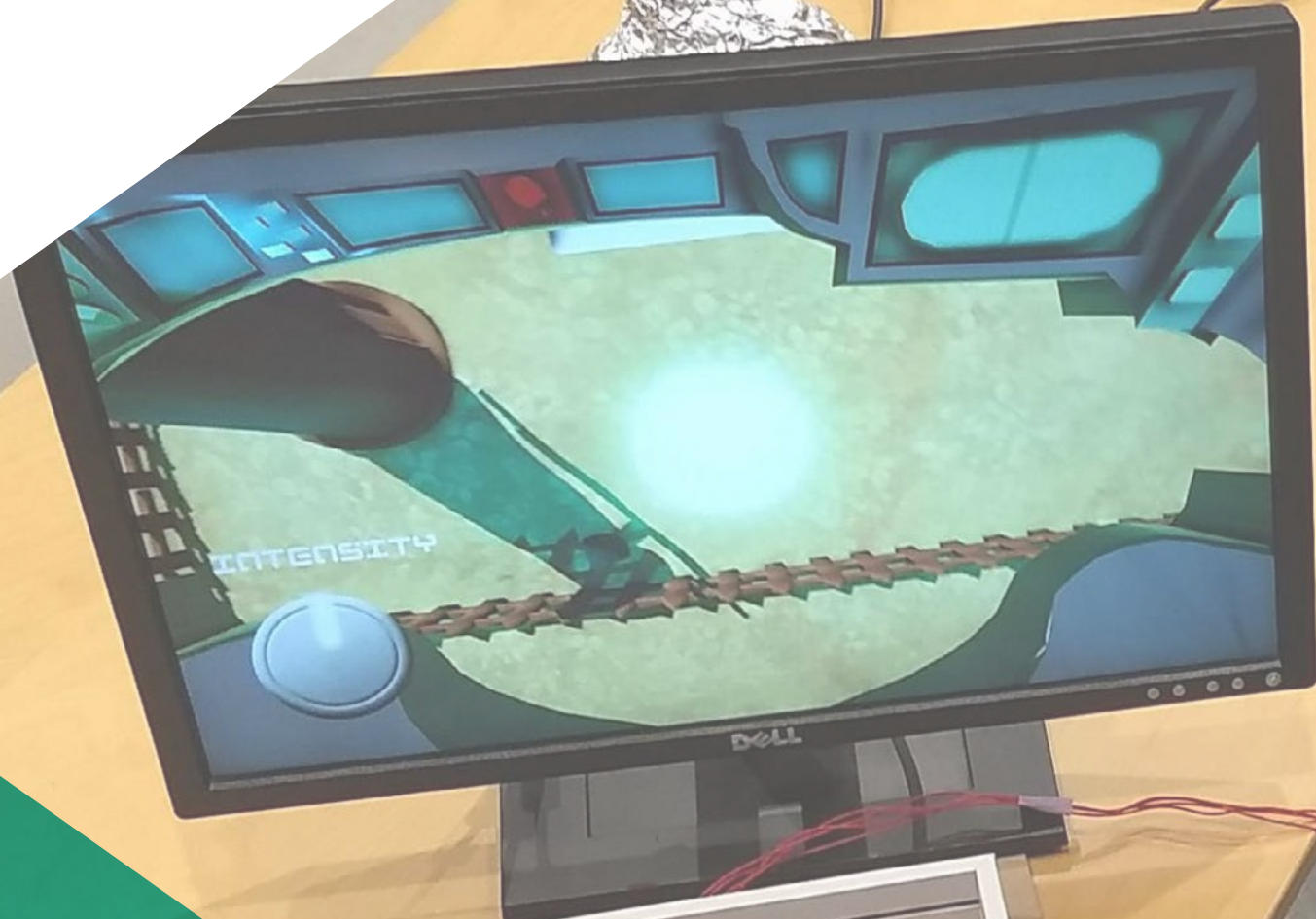
Specific Skills

- ◆ Study the current context of gamification
- ◆ Understand the different gamification issues
- ◆ Study real cases of successful video games
- ◆ Analyze the purposes of gamified video games
- ◆ Understand the origin of board games and their mechanics
- ◆ Add interaction as an important element in the development of the game
- ◆ Understand player psychology
- ◆ Correct application of interfaces
- ◆ Create narrative contexts that fit the product's objective
- ◆ Know the business and sales models within the video game industry
- ◆ Develop the language and narrative system for Serious Games
- ◆ Create advanced Serious Games as a teaching tool
- ◆ Script and create Serious Games about violence, education and social issues
- ◆ Conceptualize Serious Games according to the unit covered
- ◆ Handling conflict in awareness-raising video games for children
- ◆ Select the most appropriate objectives and genre for autobiographical video games
- ◆ Know the most practical uses of psychological video games
- ◆ Develop the usability of Strategic Serious Games
- ◆ Create serious mechanics, dynamics and objectives in videogames related to healthcare
- ◆ Design and experiment with decisions in industrial videogames

04

Course Management

This Advanced Master's Degree in Educational Video Game Design has a highly qualified teaching staff with extensive experience in the creation of serious and educational video games. The teachers are experts and designers who have worked on innovative projects and are recognised in the sector. Their experience allows them to effectively transmit the theoretical and practical knowledge necessary for the creation of high quality educational and serious video games.





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*Learn from working designers and experts!
The teachers of the Advanced Master's
Degree are professionals with extensive
experience, which will allow you to learn
first-hand how they work in the sector"*

Management



Ms. Vicent Gisbert, Victoria

- ♦ Video Game Producer and Designer
- ♦ Designer and producer at Gamelearn
- ♦ Video Game Developer at Null Reference Studio
- ♦ Team Coordinator at MSWEB
- ♦ Master's Degree in Blockchain and Business 3.0 by Founderz
- ♦ Advanced Technician in Multi-platform Application Development by CIF Batoi
- ♦ Degree in Interactive Product Design by U-TAD



Mr. Vargas Pardo, Diego

- ◆ Director and Senior Producer of Video Games and Documentaries
- ◆ Senior Game Designer and Producer at Life Games
- ◆ Director and producer of the script of the documentary "Press Start: The history of video games in Spain"
- ◆ Producer and designer at IKIGAI Play
- ◆ Production Assistant at Ilion Animation Studios
- ◆ Game Designer at Cauldron Games
- ◆ Art Director Pool Creaciones Publicitarias S.A
- ◆ Creative Director First Group - Events and Communication
- ◆ Art Director Valhalla Publicidad & Comunicación
- ◆ Graduated in Graphic Design and Advanced Design at IED Italian Institute of Design
- ◆ Master's Degree in Videogame Design at UTAD
- ◆ Master's Degree in Film and Documentary Directing in TAI

Professors

Mr. Takebe, Yoshikuni

- ◆ JavaScript Developer at Tecnalis
- ◆ Videogame designer for the Night & Day project
- ◆ Game Designer at IKIGAI Play
- ◆ Video game designer at Yump, Heyou! Games, Parhelion Mobile Games and Pyro Mobile Games
- ◆ Graduated in Telecommunications and Computer Systems at IES
- ◆ El Burgo de las Rozas
- ◆ Master's Degree in Video Game Design at U-tad

Mr. Mateo, Daniel

- ◆ Communicator and videogame marketing expert
- ◆ Director of Playmakers at Non Stop People
- ◆ Product Manager at Meridiem Games
- ◆ Sales and Marketing Manager at Meridiem Games
- ◆ Publishing Lead at Meridiem Games
- ◆ Cofounder of Coven Arts
- ◆ Director of TopGamesTV

05

Structure and Content

The Advanced Master's Degree in Educational Video Game Design has a structure and content rigorously designed to offer students a complete and detailed teaching in the field of educational video games. The program is comprised of a variety of resources, including detailed videos, supplementary readings and case studies, which are designed to provide a comprehensive and rigorous learning experience.



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Access detailed videos that will allow you to acquire technical and practical knowledge in an efficient way"

Module 1. Gamification

- 1.1. Gamification
 - 1.1.1. Gamification
 - 1.1.2. Ludification
 - 1.1.3. Games
- 1.2. Game Learning and Behaviour Design
 - 1.2.1. Game-Based Learning
 - 1.2.2. Human Focused Design
 - 1.2.3. Behavioural Design
- 1.3. E-learning and Playful Learning
 - 1.3.1. E-learning
 - 1.3.2. Playful Learning
 - 1.3.3. Edutainment
- 1.4. Types of Gamification
 - 1.4.1. Serious Games
 - 1.4.2. Entertainment Games
 - 1.4.3. Transmedia Games
- 1.5. Social Contexts of Gamification
 - 1.5.1. AED
 - 1.5.2. DED
 - 1.5.3. Obstacles
- 1.6. Professionalization of Gamification
 - 1.6.1. Professional
 - 1.6.2. Lack of Knowledge
 - 1.6.3. Bridges
- 1.7. Problems in Gamification
 - 1.7.1. Time
 - 1.7.2. Money
 - 1.7.3. Target Audience

- 1.8. Gamification Technologies
 - 1.8.1. Technology
 - 1.8.2. PBL
 - 1.8.3. Rejection
- 1.9. Video games, Games and Narrative
 - 1.9.1. Video Games
 - 1.9.2. Board Games
 - 1.9.3. Narrative
- 1.10. Usability, Psychology and Business
 - 1.10.1. Usability
 - 1.10.2. Psychology
 - 1.10.3. Business

Module 2. Gamification applied to Video Games

- 2.1. Gamification in Video Games
 - 2.1.1. Objectives
 - 2.1.2. Assessments
 - 2.1.3. Practices
- 2.2. Motivation in Video Games
 - 2.2.1. Intrinsic
 - 2.2.2. Extrinsic
 - 2.2.3. Counterposition
- 2.3. Promotion of Gamification
 - 2.3.1. Identity
 - 2.3.2. Independence
 - 2.3.3. Community
- 2.4. Failures and Competencies
 - 2.4.1. Errors
 - 2.4.2. Skills
 - 2.4.3. Exploration

- 2.5. Maple: Motivation
 - 2.5.1. Company
 - 2.5.2. Power
 - 2.5.3. Collaboration
- 2.6. Maple: Awareness
 - 2.6.1. Ethics and morals
 - 2.6.2. Physical and Mental Health
 - 2.6.3. Newsgames
- 2.7. Maple: Reality
 - 2.7.1. Skills
 - 2.7.2. Psychology
 - 2.7.3. Difficulties
- 2.8. Maple: Persuasion
 - 2.8.1. Product Placement
 - 2.8.2. Advergaming
 - 2.8.3. Ideologies and Stereotypes
- 2.9. Maple: Learning
 - 2.9.1. Day-To-Day
 - 2.9.2. Business Environment
 - 2.9.3. Soft Skills
- 2.10. Maple: Assessment
 - 2.10.1. Treatment
 - 2.10.2. Educational
 - 2.10.3. Self-Benefiting

Module 3. Gamified Game Design

- 3.1. Gamified Game Design
 - 3.1.1. Games
 - 3.1.2. Video Games
 - 3.1.3. The Design
- 3.2. Profiles Involved
 - 3.2.1. Programmer
 - 3.2.2. Artist
 - 3.2.3. Designer
- 3.3. Production and QA
 - 3.3.1. Producer
 - 3.3.2. QA
 - 3.3.3. Screenwriter
- 3.4. Other Roles
 - 3.4.1. Composer
 - 3.4.2. Specialist Roles
 - 3.4.3. Intermediaries BORRAR
- 3.5. Mission
 - 3.5.1. Role of the Designer
 - 3.5.2. Valuable Knowledge
 - 3.5.3. Solo Development
- 3.6. Vision
 - 3.6.1. Possibilities
 - 3.6.2. Ambition
 - 3.6.3. Retrospective Vision
- 3.7. Values of Gamification
 - 3.7.1. Constraints
 - 3.7.2. Planning
 - 3.7.3. Target

- 3.8. Specialities
 - 3.8.1. Goals
 - 3.8.2. Niche
 - 3.8.3. Clone Wars
- 3.9. Prototyping
 - 3.9.1. Paper Prototype
 - 3.9.2. From Game to Video Game
 - 3.9.3. Board Games
- 3.10. Structures
 - 3.10.1. Structure and Elements
 - 3.10.2. Brainstorming
 - 3.10.3. The Five Questions

Module 4. Game Design and Gamification

- 4.1. Gameplay
 - 4.1.1. Gameplay
 - 4.1.2. Rules
 - 4.1.3. Setting
- 4.2. Immersion
 - 4.2.1. Coherence
 - 4.2.2. Suspension of Disbelief
 - 4.2.3. Dimensions
- 4.3. Tools and techniques
 - 4.3.1. Proof and Correction
 - 4.3.2. Experience
 - 4.3.3. MDA Framework
- 4.4. MDA Model
 - 4.4.1. Mechanisms
 - 4.4.2. Dynamics
 - 4.4.3. Aesthetics

- 4.5. Design Elements
 - 4.5.1. Genre
 - 4.5.2. Game Modes
 - 4.5.3. Core Dynamics
- 4.6. Types of Objectives
 - 4.6.1. Short Term
 - 4.6.2. Medium Term
 - 4.6.3. Long Term
- 4.7. Rewards: Ludification
 - 4.7.1. Play Structure
 - 4.7.2. Challenges
 - 4.7.3. Progression
- 4.8. Rewards: Stories
 - 4.8.1. Stories
 - 4.8.2. Secrets
 - 4.8.3. System
- 4.9. Level Design
 - 4.9.1. Paper Design
 - 4.9.2. Difficulty Curve
 - 4.9.3. Flow Theory
- 4.10. Economy
 - 4.10.1. Components
 - 4.10.2. Functions
 - 4.10.3. Regulation

Module 5. Video Game Documentation

- 5.1. The Three C's
 - 5.1.1. Character
 - 5.1.2. Cameras
 - 5.1.3. Control
- 5.2. Character
 - 5.2.1. Physiology
 - 5.2.2. Personality
 - 5.2.3. Mechanisms
- 5.3. Cameras
 - 5.3.1. Viewpoints
 - 5.3.2. Camera Control
 - 5.3.3. Camera Guides
- 5.4. Control
 - 5.4.1. Control Ergonomics
 - 5.4.2. Related to the Character
 - 5.4.3. Related to the Camera
- 5.5. General Documentation
 - 5.5.1. Game Concept
 - 5.5.2. Game Treatment
 - 5.5.3. Game Document Design
- 5.6. Specific Documents
 - 5.6.1. Design
 - 5.6.2. Engineering
 - 5.6.3. Editorial Staff
- 5.7. Game Document Design
 - 5.7.1. Documentation
 - 5.7.2. Communication
 - 5.7.3. General Rules

- 5.8. GDD: One Page
 - 5.8.1. Uses
 - 5.8.2. Structure
 - 5.8.3. Design
- 5.9. GDD: ten pages
 - 5.9.1. Uses
 - 5.9.2. Structure
 - 5.9.3. Design
- 5.10. Documentation Tools
 - 5.10.1. Rule of Three
 - 5.10.2. Game Progression
 - 5.10.3. Victory Chart

Module 6. Player Psychology

- 6.1. Sociology in Video Games
 - 6.1.1. Individual
 - 6.1.2. Community
 - 6.1.3. Society
- 6.2. Psychology in Video Games
 - 6.2.1. Cognitive
 - 6.2.2. Emotional
 - 6.2.3. Behaviour
- 6.3. Entertainment Needs
 - 6.3.1. Entertainment
 - 6.3.2. Fun
 - 6.3.3. Motivation
- 6.4. Feelings
 - 6.4.1. Desire
 - 6.4.2. Power
 - 6.4.3. Necessity

- 6.5. Maslow's Pyramid
 - 6.5.1. Survival
 - 6.5.2. Existence
 - 6.5.3. Assessment
- 6.6. Behavioral Design
 - 6.6.1. Behavioral Psychology
 - 6.6.2. Classical Conditioning
 - 6.6.3. Operant conditioning
- 6.7. Reinforcement Schedule
 - 6.7.1. Instinct
 - 6.7.2. Method
 - 6.7.3. Intervals
- 6.8. Rewards Map
 - 6.8.1. Rewards
 - 6.8.2. Pauses
 - 6.8.3. Compensators
- 6.9. Contrasts
 - 6.9.1. Extinction
 - 6.9.2. Levels
 - 6.9.3. Avoidance
- 6.10. Players
 - 6.10.1. Bartle
 - 6.10.2. Ami Jo Kim
 - 6.10.3. Marczewski





Module 7. User Experience for Gamification

- 7.1. Interface in Video Games
 - 7.1.1. Usable Design Guide
 - 7.1.2. UI: in the Game History
 - 7.1.3. UI: in the Game World
- 7.2. Screen Flow
 - 7.2.1. Aesthetic Appearance
 - 7.2.2. Functional Aspect
 - 7.2.3. Interaction
- 7.3. Perceptual Vision
 - 7.3.1. Considerations
 - 7.3.2. Gestalt Laws
 - 7.3.3. Combination
- 7.4. Usability: Efficiency and Effectiveness
 - 7.4.1. Efficiency
 - 7.4.2. Efficacy
 - 7.4.3. Satisfaction
- 7.5. Usability: Perception and Intuition
 - 7.5.1. Perception
 - 7.5.2. Intuition
 - 7.5.3. Retention
- 7.6. Gameplay
 - 7.6.1. Intrinsic
 - 7.6.2. Mechanics
 - 7.6.3. Artistic
- 7.7. Interactive Gameplay
 - 7.7.1. Interactive
 - 7.7.2. Intrapersonal
 - 7.7.3. Interpersonal

- 7.8. UI: Consistency
 - 7.8.1. Consistency
 - 7.8.2. Ease of Use
 - 7.8.3. User Control
- 7.9. UI: Positioning
 - 7.9.1. Positioning
 - 7.9.2. Visual Organization
 - 7.9.3. Balance and Weight
- 7.10. UI: Points of Attention
 - 7.10.1. Points of Attention
 - 7.10.2. Eye Movement
 - 7.10.3. Colors

Module 8. Narrative and Scripting for Gamification

- 8.1. Ideas for Video Games
 - 8.1.1. Rules
 - 8.1.2. Blockages
 - 8.1.3. Fun
- 8.2. Triangle of Rarity
 - 8.2.1. Character
 - 8.2.2. World
 - 8.2.3. Activities
- 8.3. Characters
 - 8.3.1. Types
 - 8.3.2. Secondary
 - 8.3.3. Jung's Archetypes
- 8.4. Worlds
 - 8.4.1. World as a Character
 - 8.4.2. Maps
 - 8.4.3. Historical Line

- 8.5. Narratives
 - 8.5.1. Narration and Narrative
 - 8.5.2. Viewpoints
 - 8.5.3. Voices and Dialogues
- 8.6. Times
 - 8.6.1. Analepsis
 - 8.6.2. Prolepsis
 - 8.6.3. Paralipsis
- 8.7. Classic Structure
 - 8.7.1. Structure
 - 8.7.2. Pivot Points
 - 8.7.3. The Play-List
- 8.8. The Hero's Path: Structure
 - 8.8.1. Game Start
 - 8.8.2. Initiation
 - 8.8.3. Return
- 8.9. The Hero's Path: Tools
 - 8.9.1. Character Arc
 - 8.9.2. Monomite
 - 8.9.3. Data Science
- 8.10. Non-Linear Script

Module 9. Business Models and Sale of Gamified Video Games

- 9.1. Communication
 - 9.1.1. Developers
 - 9.1.2. Companies
 - 9.1.3. Publishers
- 9.2. Promotion
 - 9.2.1. Crowdfunding
 - 9.2.2. Events
 - 9.2.3. Incubators

- 9.3. Inverters
 - 9.3.1. Venture Capital
 - 9.3.2. Seed Money
 - 9.3.3. Angel Investor
- 9.4. Brand: Identification
 - 9.4.1. Logo
 - 9.4.2. Conceptual Art
 - 9.4.3. Personal Cards
- 9.5. Brand: Exposure
 - 9.5.1. Web Presence
 - 9.5.2. Merchandising
 - 9.5.3. Presskit
- 9.6. Marketing
 - 9.6.1. Own
 - 9.6.2. Delegate
 - 9.6.3. Public
- 9.7. Sales Arguments
 - 9.7.1. Numbers
 - 9.7.2. Statistics
 - 9.7.3. USP
- 9.8. Prototypes: Mechanics
 - 9.8.1. Mechanics
 - 9.8.2. Esthetics
 - 9.8.3. Technology
- 9.9. Other Prototypes
 - 9.9.1. Emerging
 - 9.9.2. Vertical
 - 9.9.3. Horizontal
- 9.10. Pitch
 - 9.10.1. Structure
 - 9.10.2. Sales
 - 9.10.3. Press

Module 10. Gamification Design and Other Models

- 10.1. Data Science
 - 10.1.1. Analysis
 - 10.1.2. Metrics
 - 10.1.3. Actors
- 10.2. Ggdd
 - 10.2.1. Objective
 - 10.2.2. Behaviour
 - 10.2.3. Players
- 10.3. Ggdd: Motivators and Implications
 - 10.3.1. Motivators
 - 10.3.2. Implications
 - 10.3.3. MDA
- 10.4. Ggdd: Entertainment
 - 10.4.1. Fun
 - 10.4.2. Data Science
 - 10.4.3. AAI
- 10.5. Study Cases
 - 10.5.1. Speed Camera
 - 10.5.2. Amazon
 - 10.5.3. Pain Squad
- 10.6. Serious Games
 - 10.6.1. Uses
 - 10.6.2. Obstacles
 - 10.6.3. Case Study
- 10.7. Social Games
 - 10.7.1. Connections
 - 10.7.2. Viralization
 - 10.7.3. Case Study

- 10.8. Educational Games
 - 10.8.1. Problems
 - 10.8.2. Learning as a Means
 - 10.8.3. Case Study
- 10.9. Advertising Games
 - 10.9.1. Differences
 - 10.9.2. Advantages
 - 10.9.3. Case Study
- 10.10. Transmedia Games
 - 10.10.1. Inclusion
 - 10.10.2. Creation
 - 10.10.3. Cases

Module 11. The Game in Serious Games

- 11.1. Cultural Video Games
 - 11.1.1. Design
 - 11.1.2. Culture
 - 11.1.3. Sociology
- 11.2. Mathematical Game Theory
 - 11.2.1. Theory
 - 11.2.2. Strategic
 - 11.2.3. Mathematics
- 11.3. The Video Game as a Simulation
 - 11.3.1. Simulation
 - 11.3.2. Creativity
 - 11.3.3. Efficiency
- 11.4. The Video Game as a Narrative System
 - 11.4.1. Narratology
 - 11.4.2. Temporal Space
 - 11.4.3. Ludonarrative

- 11.5. Video Games as a Resource for Serious Games
 - 11.5.1. Games
 - 11.5.2. Learning
 - 11.5.3. Fun
- 11.6. Senses of Video Games in the Industry
 - 11.6.1. Mechanisms
 - 11.6.2. Dynamics
 - 11.6.3. Design
- 11.7. The Language of Videogames
 - 11.7.1. Emotions
 - 11.7.2. Experiences
 - 11.7.3. Communication
- 11.8. The Fictional World of Videogames
 - 11.8.1. Fiction
 - 11.8.2. Video Games
 - 11.8.3. Themes
- 11.9. Games in Adult Learning
 - 11.9.1. Learn
 - 11.9.2. Educate
 - 11.9.3. Mechanisms
- 11.10. Design Phases in a Serious Game
 - 11.10.1. Research
 - 11.10.2. Phases
 - 11.10.3. Designs

Module 12. Serious Games

- 12.1. Serious Games Beyond Entertainment
 - 12.1.1. Entertainment
 - 12.1.2. Serious Games
 - 12.1.3. Analysis
- 12.2. Gamification vs. Serious Games
 - 12.2.1. Purpose
 - 12.2.2. Learning
 - 12.2.3. Designs
- 12.3. Serious Games as an Educational Tool
 - 12.3.1. Educational
 - 12.3.2. Learning
 - 12.3.3. Designs
- 12.4. Serious Games: Analysis
 - 12.4.1. Serious Games
 - 12.4.2. Analysis
 - 12.4.3. Gamification
- 12.5. Serious Games in different Industries
 - 12.5.1. Industry
 - 12.5.2. Classification
 - 12.5.3. Projects
- 12.6. Serious Games 2.0
 - 12.6.1. Serious Games 2.0
 - 12.6.2. Evolution
 - 12.6.3. Experimentation
- 12.7. Serious Games and its Developments
 - 12.7.1. Chronology
 - 12.7.2. Evolution
 - 12.7.3. Developers

- 12.8. Serious Games and Game Design Education
 - 12.8.1. Educational
 - 12.8.2. Design
 - 12.8.3. Creativity
- 12.9. Serious Game Design Analysis
 - 12.9.1. Design
 - 12.9.2. Phases
 - 12.9.3. Analysis
- 12.10. Serious Games Rankings
 - 12.10.1. Classification
 - 12.10.2. Serious Games
 - 12.10.3. Designs

Module 13. Serious Games and Violence

- 13.1. Serious Games and Violence
 - 13.1.1. Violence
 - 13.1.2. Focus
 - 13.1.3. Cases
- 13.2. Objectives of Video Games against Violence
 - 13.2.1. Purpose
 - 13.2.2. Learning
 - 13.2.3. Designs
- 13.3. Game Genres in Video Games against Violence
 - 13.3.1. Definition
 - 13.3.2. Cataloging
 - 13.3.3. Designs
- 13.4. Actions and Decisions in Video Games against Violence
 - 13.4.1. Experimentation
 - 13.4.2. Learning
 - 13.4.3. Designs

- 13.5. Gender Violence in Video Games
 - 13.5.1. Cataloging
 - 13.5.2. Genre
 - 13.5.3. Design
- 13.6. Rules and Objectives of Anti-Violence Video Games
 - 13.6.1. Mechanisms
 - 13.6.2. Dynamics
 - 13.6.3. Objectives
- 13.7. Conflict in Video Games against Violence
 - 13.7.1. Game Stories
 - 13.7.2. Purpose
 - 13.7.3. Designs
- 13.8. Serious Games about Violence
 - 13.8.1. Cataloging
 - 13.8.2. Experimentation
 - 13.8.3. Serious Games
- 13.9. Analyzing The Kite
 - 13.9.1. The Kite
 - 13.9.2. Design
 - 13.9.3. Experimentation
- 13.10. Briefings, violencia y Serious Games
 - 13.10.1. Briefing
 - 13.10.2. Application
 - 13.10.3. Cases

Module 14. Serious Games and Education

- 14.1. Serious Games Focused on Education
 - 14.1.1. Educational
 - 14.1.2. Focus
 - 14.1.3. Cases
- 14.2. Objectives of Video Games for Education
 - 14.2.1. Purpose
 - 14.2.2. Learning
 - 14.2.3. Designs
- 14.3. Game Genres in Video Games for Education
 - 14.3.1. Genre
 - 14.3.2. Cataloging
 - 14.3.3. Designs
- 14.4. Actions and Decisions in Educational Video Games
 - 14.4.1. Experimentation
 - 14.4.2. Learning
 - 14.4.3. Designs
- 14.5. Conceptualizing a Video Game for Children
 - 14.5.1. Cataloging
 - 14.5.2. Genre
 - 14.5.3. Designs
- 14.6. Rules and Objectives of Educational Video Games
 - 14.6.1. Mechanisms
 - 14.6.2. Dynamics
 - 14.6.3. Objectives
- 14.7. Conflict in Educational Video Games for Children
 - 14.7.1. Story
 - 14.7.2. Purpose
 - 14.7.3. Designs

- 14.8. Educational Serious Games in Practice
 - 14.8.1. Cataloging
 - 14.8.2. Experimentation
 - 14.8.3. Serious Games: usability
- 14.9. Analysis of Interland
 - 14.9.1. Interland
 - 14.9.2. Designs
 - 14.9.3. Experimentation
- 14.10. Briefings , Children and Serious Games
 - 14.10.1. Briefing
 - 14.10.2. Application
 - 14.10.3. Cases

Module 15. Serious Games and Social Issues

- 15.1. Serious Games and Raising Awareness
 - 15.1.1. Social Issues
 - 15.1.2. Raising Awareness
 - 15.1.3. Playable Stories
- 15.2. Serious Games of Social Issues and their Objectives
 - 15.2.1. Purpose
 - 15.2.2. Learning
 - 15.2.3. Designs
- 15.3. Game Genres in Video Games on Social Issues
 - 15.3.1. Complexity
 - 15.3.2. Gameplay
 - 15.3.3. Story
- 15.4. Actions and Decisions in Serious Games on Social Issues
 - 15.4.1. Experimentation
 - 15.4.2. Learning
 - 15.4.3. Design
- 15.5. Conceptualizing a Social Issue Video Game
 - 15.5.1. Cataloging
 - 15.5.2. Social Issues
 - 15.5.3. Design
- 15.6. Rules and Objectives of Video Games on Social Issues
 - 15.6.1. Mechanisms
 - 15.6.2. Dynamics
 - 15.6.3. Objectives
- 15.7. Conflicts in Video Games on Social Issues
 - 15.7.1. Story
 - 15.7.2. Conflicts
 - 15.7.3. Designs
- 15.8. Serious Games on Social Issues
 - 15.8.1. Cataloging
 - 15.8.2. Experimentation
 - 15.8.3. Practical Social Issues
- 15.9. Exploring the World of Fake It to make It
 - 15.9.1. Fake it to Make It
 - 15.9.2. Designs
 - 15.9.3. Experimentation
- 15.10. Briefings Social Issues and Serious Games
 - 15.10.1. Briefing
 - 15.10.2. Application
 - 15.10.3. Cases

Module 16. Serious Games and Autobiographical Games

- 16.1. Serious Autobiographical Games
 - 16.1.1. Autobiography
 - 16.1.2. Designs
 - 16.1.3. Purposes
- 16.2. Objectives of Autobiographical Video Games
 - 16.2.1. Purpose
 - 16.2.2. Learning
 - 16.2.3. Designs
- 16.3. Genres Applicable to Autobiographical Video Games
 - 16.3.1. Applied Autobiography
 - 16.3.2. Cataloging
 - 16.3.3. Designs
- 16.4. Actions and Decisions in Autobiographical Video Games
 - 16.4.1. Experimentation
 - 16.4.2. Learning
 - 16.4.3. Designs
- 16.5. Conceptualizing an Autobiographical Videogame
 - 16.5.1. Cataloging
 - 16.5.2. Autobiography
 - 16.5.3. Designs
- 16.6. Rules and Objectives of the Autobiographical Video Game
 - 16.6.1. Mechanisms
 - 16.6.2. Dynamics
 - 16.6.3. Objectives
- 16.7. Conflicts in Autobiographical Video Games
 - 16.7.1. Story
 - 16.7.2. Conflicts
 - 16.7.3. Designs

- 16.8. Autobiographical Serious Games: Practical Applications
 - 16.8.1. Cataloging
 - 16.8.2. Experimentation
 - 16.8.3. Serious Games
- 16.9. Exploring the World of Dys4ia
 - 16.9.1. Dys4ia
 - 16.9.2. Designs
 - 16.9.3. Experimentation
- 16.10. Advanced RizomUV
 - 16.10.1. Briefing
 - 16.10.2. Application
 - 16.10.3. Cases

Module 17. Serious Games and Psychological Video Games

- 17.1. Serious Games and Psychology
 - 17.1.1. Psychology and Serious Games
 - 17.1.2. Cataloging
 - 17.1.3. Story
- 17.2. Objectives of Psychological Video Games
 - 17.2.1. Purpose
 - 17.2.2. Learning
 - 17.2.3. Designs
- 17.3. Genres Applicable to Psychological Video Games
 - 17.3.1. The Psychological Game
 - 17.3.2. Cataloging
 - 17.3.3. Designs
- 17.4. Actions and Decisions in Game Psychology
 - 17.4.1. Experimentation
 - 17.4.2. Learning
 - 17.4.3. Designs

- 17.5. Conceptualizing a Psychological Video Game
 - 17.5.1. Cataloging
 - 17.5.2. Structures
 - 17.5.3. Designs
- 17.6. Rules and Objectives of the Psychological Video Game
 - 17.6.1. Mechanisms
 - 17.6.2. Dynamics
 - 17.6.3. Objectives
- 17.7. Conflict in the Psychological Video Game
 - 17.7.1. Conflict
 - 17.7.2. The Psycho Game
 - 17.7.3. Designs
- 17.8. Psychological Serious Games: Practical Uses
 - 17.8.1. Cataloging
 - 17.8.2. Experimentation
 - 17.8.3. SG and Psychology
- 17.9. Exploring the World of Unmanned
 - 17.9.1. Unmanned
 - 17.9.2. Designs
 - 17.9.3. Experimentation
- 17.10. Briefings from Psychology in Serious Games
 - 17.10.1. Briefing
 - 17.10.2. Application
 - 17.10.3. Cases

Module 18. Serious Games and Strategic Video Games

- 18.1. Strategic Serious Games
 - 18.1.1. Strategy
 - 18.1.2. Uses
 - 18.1.3. Designs
- 18.2. Objectives of the Strategic Video Game
 - 18.2.1. Purpose
 - 18.2.2. Learning
 - 18.2.3. Designs
- 18.3. Genres Applicable to Strategic Video Games
 - 18.3.1. Applications
 - 18.3.2. Cataloging
 - 18.3.3. Designs
- 18.4. Strategic Video Game Actions and Decisions
 - 18.4.1. Experimentation
 - 18.4.2. Learning
 - 18.4.3. Designs
- 18.5. The Strategic Video Game: Usability
 - 18.5.1. Usability
 - 18.5.2. Cataloging
 - 18.5.3. Designs
- 18.6. Rules and Objectives of the Strategic Video Game
 - 18.6.1. Mechanisms
 - 18.6.2. Dynamics
 - 18.6.3. Objectives
- 18.7. Conflicts in the Strategic Video Game
 - 18.7.1. Conflict and Strategy
 - 18.7.2. Types
 - 18.7.3. Designs

18.8. Strategic Serious Games: Practical Uses

18.8.1. Cataloging

18.8.2. Experimentation

18.8.3. SG and Health

18.9. Exploring the World of McDonald's Video Game

18.9.1. McDonald's Video Game

18.9.2. Designs

18.9.3. Experimentation

18.10. Briefings from McDonald's Video Game

18.10.1. Briefings

18.10.2. Application

18.10.3. Cases

Module 19. Serious Games and Health

19.1. Health in Serious Games

19.1.1. Health in Serious Games

19.1.2. Usability

19.1.3. Stories

19.2. Objectives of the Health Video Game

19.2.1. Purpose

19.2.2. Learning

19.2.3. Designs

19.3. Health Video Game Genres

19.3.1. Applications

19.3.2. Cataloging

19.3.3. Designs

19.4. Actions and Decisions in Health Video Games

19.4.1. Experimentation

19.4.2. Learning

19.4.3. Designs

19.5. Conceptualizing a Video Game for Health

19.5.1. Cataloging

19.5.2. Health

19.5.3. Designs

19.6. Rules and Objectives of the Healthcare Video Game

19.6.1. Mechanisms

19.6.2. Dynamics

19.6.3. Objectives

19.7. Conflict in the Video Game for Health

19.7.1. Conflict

19.7.2. Types

19.7.3. Designs

19.8. Serious Games and Health: Practical Uses

19.8.1. Cataloging

19.8.2. Experimentation

19.8.3. SG and Health

19.9. Exploring the World of Zombies, Run!"

19.9.1. Zombies, Run!

19.9.2. Designs

19.9.3. Experimentation

19.10. Serious Games Briefings

19.10.1. Briefing

19.10.2. Application

19.10.3. Cases

Module 20. Serious Industrial Games

- 20.1. Serious Industrial Games
 - 20.1.1. Serious Games Industry
 - 20.1.2. Usability
 - 20.1.3. Stories
- 20.2. Objectives of the Industrial Video Game
 - 20.2.1. Purpose
 - 20.2.2. Learning
 - 20.2.3. Designs
- 20.3. Genres for Industrial Video Games
 - 20.3.1. Applications
 - 20.3.2. Cataloging
 - 20.3.3. Designs
- 20.4. Actions and Decisions in Industrial Video Games
 - 20.4.1. Experimentation
 - 20.4.2. Learning
 - 20.4.3. Designs
- 20.5. Conceptualizing an Industrial Video Game
 - 20.5.1. Cataloging
 - 20.5.2. Industrialization
 - 20.5.3. Designs
- 20.6. Rules and Objectives of the Industrial Video Game
 - 20.6.1. Mechanisms
 - 20.6.2. Dynamics
 - 20.6.3. Objectives
- 20.7. Conflict in the Industrial Video Game
 - 20.7.1. Conflict
 - 20.7.2. Types
 - 20.7.3. Designs
- 20.8. Industrial Serious Games: Practical Uses
 - 20.8.1. Cataloging
 - 20.8.2. Experimentation
 - 20.8.3. Serious Games
- 20.9. Exploring Lichenia
 - 20.9.1. Lichenia
 - 20.9.2. Design
 - 20.9.3. Experimentation
- 20.10. Briefings Industrial Video from Games
 - 20.10.1. Briefing
 - 20.10.2. Application
 - 20.10.3. Cases



Develop practical skills and experience in the design and creation of educational video games through hands-on projects"

06

Methodology

This academic program offers students a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





“

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

“

At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world”



You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.



The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“ *Our program prepares you to face new challenges in uncertain environments and achieve success in your career”*

The case method has been the most widely used learning system among the world's leading business schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question that you are presented with in the case method, an action-oriented learning method. Over the course of 4 years, you will be presented with multiple practical case studies. You will have to combine all your knowledge, and research, argue, and defend your ideas and decisions.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

This methodology has trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, and financial markets and instruments. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Practising Skills and Abilities

They will carry out activities to develop specific skills and abilities in each subject area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization we live in.



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.



07 Certificate

The Advanced Master's Degree in Educational Video Game Design guarantees, in addition to the most rigorous and up-to-date training, access to a Advanced Master's Degree awarded by TECH Technological University.



“

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”

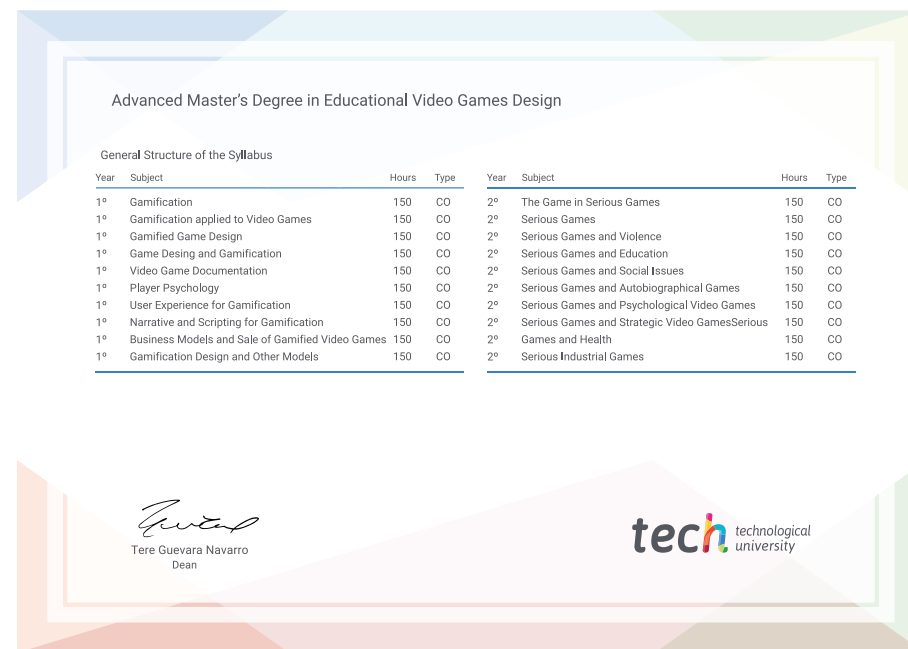
This **Advanced Master's Degree in Educational Video Games Design** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Advanced Master's Degree** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Advanced Master's Degree, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Advanced Master's Degree in Educational Video Games Design**

Official N° of Hours: **3,000 h.**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.

future
health confidence people
education information tutors
guarantee accreditation teaching
institutions technology learning
community commitment
personalized service innovation
knowledge present
online training
development language
classroom



Advanced Master's Degree

Educational Video
Game Design

- » Modality: online
- » Duration: 2 years
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Advanced Master's Degree Educational Video Game Design