**Information booklet for trainers**

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# **INTRODUCTION**

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# **STRUCTURE OF THE UNIT**

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| This unit has five learning outcomes (LO):  LO 1: Transfer the elements of the game design into the production phase. Getting to know the video game editor (1 h)  LO 2: Identifying, finding and importing the appropriate resources needed to work with (2 h).  LO 3: Draw the graphic interface of the levels: maps or scenarios (3 h).  LO 4: Create and edit game elements (3 h).  LO 5: Program events and objects (5 h).  The learning process is contemplated fundamentally on both of these situations:   * A group class in the presence of a trainer. * Practice hours to be developed individually or in small teams outside the classes.   The development of the class activities need to be practical since the unit consists in learning the use of a tool to create videogames. This has to do with managing a software tool, finding and implementing graphical resources and programming game events. At the same time, this practical knowledge should be propperly used to build what has been previously developed in the design unit. This requires a good understanding of both the design contents and the running of the software.  Some of the practices the students will do may exceed the time scheduled for the classes. This is because the learning time will be different depending on each particular context. Therefore some of the practices should be done in between classes, giving the students time to familiarise with the working tool.  A recommendation on how students should work is that they should do their first steps on each phase individually (normally practice or tests) and then work in a video game project in small teams, implementing the practical knowledge they received in the individual practices. |

## LO1 – Transfer the elements of the game design into the production phase. Getting to know the video game editor.

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| Aim  To know the tools, options and possibilities of the video game editor, at an enough level to start imagining how the video game will look like -taking into account the indications provided at the outputs of the design phase.  Class dynamics  At class students will be shown what are the parts of the video game editor and what can they do with them. They will be provided with some examples in the form of pictures, videos, short games or what the educator considers more adequate.  After that, in small teams, students will do a short description (either orally or written) about how will they use the video game editor to create some of the parts of the game described on the design phase, such as cutscenes, scenarios, game mechanics, etc.  Time available: 1 h  Home practice  Optionally, students can do a small research on the Internet looking for basic tutorials about the usage of the editor, as well as more examples of video games made with it. |

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## LO2 - Identifying, finding and importing the appropriate resources needed to work with.

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| Aim  To know what graphical or audio resources are needed to be implemented on the video game, according to the video game editor requirements.  Class dynamics  Students will be explained what kind of resources can be implemented using the editor. Also, they will be given specific indications about formats, sizes and other essential information about the files (normally all this can be found on the video game editor documentation -on RPG Maker MV, help contents: “Asset Standards”). Also students will be explained how to import these resources into their project in the editor.  As a practice, students will look for several resources on the Internet, individually, and check whether they are adequate. Once having several assets, they will import them and test their look with the help of the teacher. Optionally, the teacher may consider the possibility of using an image editor to modify or even create new graphics.  For this part of the unit, the teacher should be aware of some websites with resources or even an online graphic editor. Examples: [www.piskelapp.com](http://www.piskelapp.com), [opengameart.org](http://opengameart.org).  Time available: 2 h  Home practice  If time at class wasn’t enough, under the consideration of both the teacher and the students, they should look for more resources, focusing on the needs of their project. |

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## LO3 - Draw the graphic interface of the levels: maps or scenarios.

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| Aim  To be able to draw different kinds of scenarios (maps) with the video game editor: outdoors, indoors, dungeons, etc.  Class dynamics  The teacher will indicate how to open and draw a map while students follow the indications individually. They should be aware of the map preferences, the drawing tools, how to use layers and some tips on how to draw a graphically consistent scenario.  After having drawn a few test maps, students, either individually or in small teams, will start to draw some of the scenarios for their game.  Time available: 3h min (approximately: 1 h for test maps, 2 min for project maps)  Home practice  Under the consideration of the teacher and how timing has been distributed students may have to: 1) practice their map drawing skills with more test scenarios using what they learnt in class and basic tutorials that can be easily found on the Internet, and 2) use more time to draw the maps of their project.  When students are familiarised with this, they may look for more advanced tutorials on drawing maps. |

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## LO 4 - Create and edit game elements.

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| Aim  To be able to create game objects that will be later implemented in the game mechanics. This includes: characters, skills, items, enemies, animations, etc., as well as definitions of the game system.  Class dynamics  The teacher will explain which are the game elements that can be created and what may be their function in a video game. Here it can be useful to illustrate them with examples (like the ones in the first lesson). After that, the teacher will give the instructions on how to create the elements, focusing on a few of them that the students will create as a practice.  After that, students will create a group of game elements that makes sense, such as: a character, his/her skills, the items he/she will find and the enemies that might be encountered.  Time available: 3 h.  Home practice  Students might consider creating more game elements at home if there wasn’t enough time at class. For instance, animations may require more time to be created. |

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## LO 5 - Program events and objects.

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| Aim  To know how to program several kinds of events, including animated cutscenes. This will require to know the use of switches and variables.  Class dynamics  The teacher will explain what is an event and what are some of the basic outputs we can get when editing an event (doors, chests, dialogues, automated movement routes, etc.). As the teacher introduces new concepts or programming possibilites, students will have to create new events that include them. Thus the class can be divided into several parts, each one requiring the creation of a new event, individually. It is up to the teacher to decide whether and which of these practices are guided step by step and which have to be figured out by the students once they have heard the explanation.   * Programming a simple event, such as a short dialogue. * Using switches. * Using variables. * Creating a cutscene. * Free exploration of the events programming tools.   Along the explanation, the teacher may want to introduce other useful programming concepts like conditionals, loops or labels. Moreover, it can be explained how to create an event that finishes the game.  After students have had time to practice the event creation, they should focus on creating the events needed for their particular projects, which can be done in teams.  Time available: 5 h.  Home practice  From this point on, students will have all the tools necessary to create the video game. The part of programming events is the one that requires more time, so students may need extra time outside of class to create the events for their project. The teacher should make sure that they can receive the necessary assistance before the unit is over. |