

# Postgraduate Diploma Metaverse and Gamified Economics



## Postgraduate Diploma Metaverse and Gamified Economics

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Credits: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtute.com/us/information-technology/postgraduate-diploma/postgraduate-diploma-metaverse-gamified-economics](http://www.techtute.com/us/information-technology/postgraduate-diploma/postgraduate-diploma-metaverse-gamified-economics)

# Index

01

Introduction

---

*p. 4*

02

Objectives

---

*p. 8*

03

Course Management

---

*p. 12*

04

Structure and Content

---

*p. 16*

05

Methodology

---

*p. 22*

06

Certificate

---

*p. 30*

# 01 Introduction

Not only Facebook (now Meta), has decided to bet on the Metaverse; Google, Nvidia and Microsoft entrust great fortunes to the development of this concept of virtual world. The recent cinematographic approach with movies like "Ready Player One", brings us closer to this idea as a viable, possible and increasingly closer lifestyle. Video games based on Blockchain markets are marking the development paths that every computer scientist must know and lead. This program allows students to get ahead of the concepts that will gradually occupy more space and time in the real world, allowing them to specialize in the Metaverse environments as an essential system in the development of the gamified economy. Despite having an abstract aspect, the contents will be easily grasped thanks to the teaching method used, which prioritizes the Relearning approach, combining real and current cases in the different modules.





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*Never has an abstract world generated such tangible interest, go ahead and master every corner of the Metaverse”*

The IT profession is demanding and must focus on continuing education and the recycling of theoretical and practical concepts. This Postgraduate Diploma in Metaverse and Gamified Economics, allows those who take it to delve into the concept that more and more CEOs invest, and is that social and interpersonal systems are changing at a dizzying pace, all part of having vision through virtual reality glasses and other elements that teleport the user to the virtual world.

Once the architecture of the Metaverse is understood, a new world of economic possibilities will open up for the student through gamification. The syllabus of this qualification is comprised within a theoretical framework, which covers the latest developments and technical tools, bringing the student closer to professionals in the sector, providing first-hand the best and most updated teaching.

TECH brings the computer scientist closer to this new emerging and booming job position through 100% online teaching, offering the possibility of combining personal life with the most innovative qualification. Thanks to the Relearning methodology, it will not be necessary to invest considerable hours of study to overcome all the contents of this program.

This **Postgraduate Diploma in Metaverse and Gamified Economics** contains the most complete and up-to-date program on the market. The most important features include:

- ◆ Case studies presented by experts in cryptocurrencies, Blockchain and video games
- ◆ The graphic, schematic, and practical contents with which they are created provide practical information on the disciplines that are essential for professional practice
- ◆ Practical exercises where self-assessment can be used to improve learning
- ◆ Its special emphasis on innovative methodologies
- ◆ 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



*TECH offers you the possibility of starting a business in the virtual world without having to leave your daily life thanks to its 100% online mode"*

“

*Learn how to manage Landing systems within a metaverse from the best qualified teachers in the educational world”*

The program's teaching staff includes professionals from sector who contribute their work experience to this educational program, as well as renowned specialists from leading societies 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 immersive education programmed to learn in real situations.

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

*Become an expert on how DEX, decentralized economies and NFT work.*

*Staying stuck in general IT doesn't set you apart from the competition, it's time for you to stand out with innovative knowledge.*

**NFT**  
NON-FUNGIBLE TOKEN

# 02 Objectives

This Postgraduate Diploma in Metaverse and Gamified Economics enables students to lead innovative technological projects, keep up to date with the latest market developments and work autonomously. This program expands the range of job opportunities for computer scientists, bringing them closer to the latest social trends in consumption and video games that are leading the investments of the most renowned companies on the planet. In addition, the student will be able to put into practice the concepts acquired about cryptocurrencies, decentralized economies and NFTs. It is the definitive step for professional recycling and the commitment to the Gamified Economy.





“

*You don't know any experts in Metaverse and Gamified Economics, which means this is your chance to get ahead and stand out in the IT sector”*

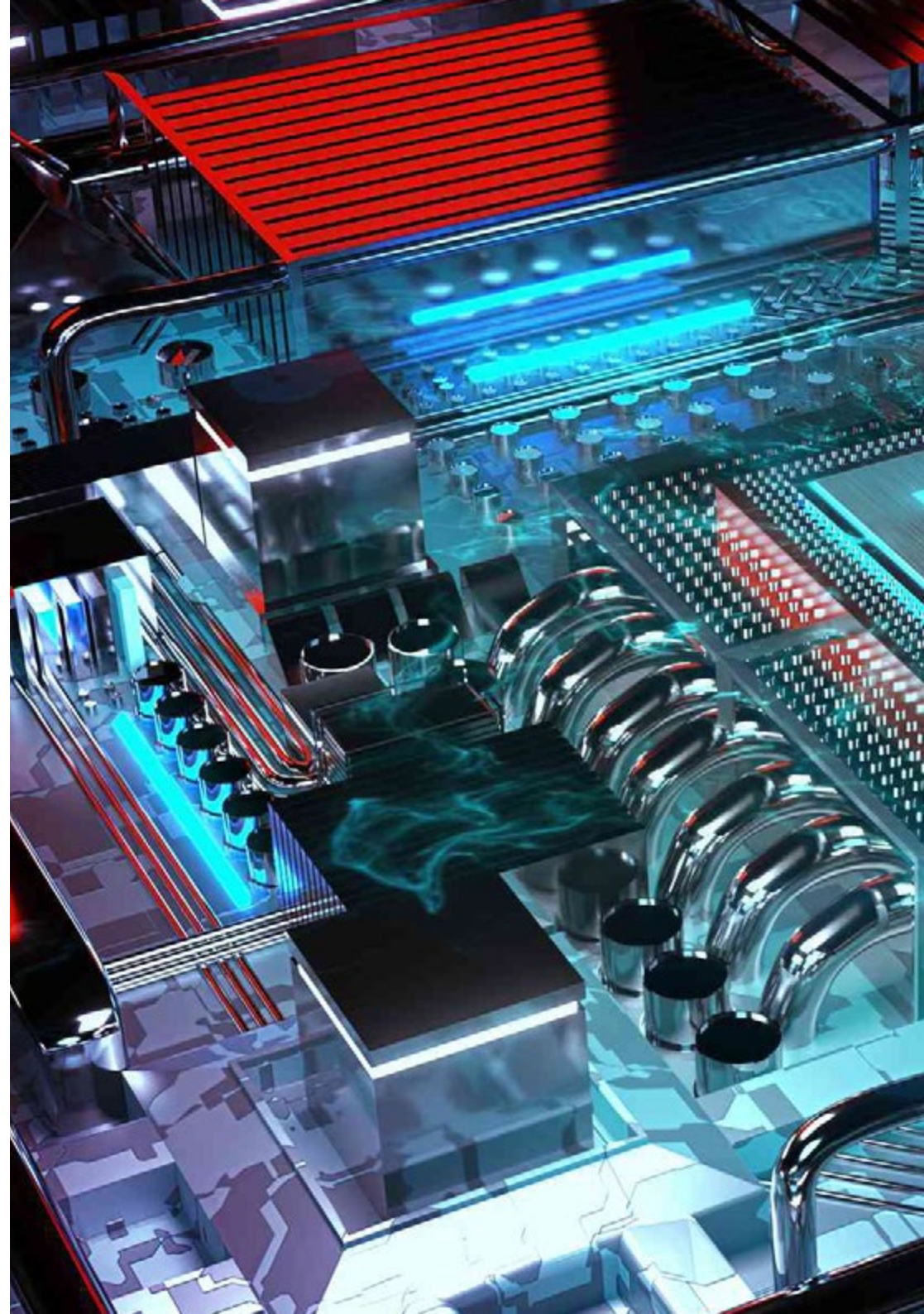


## General Objectives

- ◆ Identify systematically and in detail of its various components the functioning of Blockchain technology, developing how its advantages and disadvantages are linked to the way in which its architecture functions
- ◆ Contrast aspects of Blockchain with conventional technologies used in the various applications to which Blockchain technology has been taken
- ◆ Analyze the main features of decentralized finance in the context of the Blockchain economy
- ◆ Establish the fundamental characteristics of non-fungible tokens, their operation and deployment from their emergence to the present day
- ◆ Understand the linkage of NFTs to Blockchain and examine strategies for generating and extracting value from non-fungible Tokens
- ◆ Expose the characteristics of the main cryptocurrencies, their use, levels of integration with the global economy and virtual gamification projects



*Lead innovative projects, nurture your professional skills and develop Soft Skills techniques to complete your learning”*





## Specific Objectives

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### Module 1. Metaverse

- ◆ Analyze the immersion form of your game through the analysis of costs, technological resources and objectives of future ventures
- ◆ Categorize spaces within a Metaverse according to their place in the economic system
- ◆ Formulate jobs related to the economic system of the Metaverse
- ◆ Managing Landing systems within a Metaverse

### Module 2. External Platforms

- ◆ Know the tools of the main platforms that offer services related to cryptocurrencies, Blockchain, decentralized economies and NFT
- ◆ Using external platforms to increase value generation within a Blockchain gaming project
- ◆ Understanding how DEX works

### Module 3. Analysis of Variables in Gamified Economies

- ◆ Categorize elements within a game in relation to their incidence within the final economy of the game
- ◆ Identify the degrees to which Economy variables within a game fall within their category
- ◆ Understand the proportional and inverse proportional relationships between two or more economic variables
- ◆ Identify the components of Blockchain Technology

# 03

## Course Management

The teaching staff that teaches this Postgraduate Diploma in Metaverse and Gamified Economics has been selected through a rigorous curricular process to guarantee students the highest quality and innovation in the syllabus to be taught. It is a team of experts with a professional life dedicated to the research of the Metaverse and Gamified Economics. TECH ensures theoretical content applicable to real cases to improve understanding, and the adaptation of these to possible future personal and professional projects that will happen to the computer scientist, offering during the 6 months of the program, the ability to download and revisualize the content as many times as needed.





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*It is up to you to take the key that  
opens the doors to other worlds,  
the Metaverse is already a reality”*

## Management



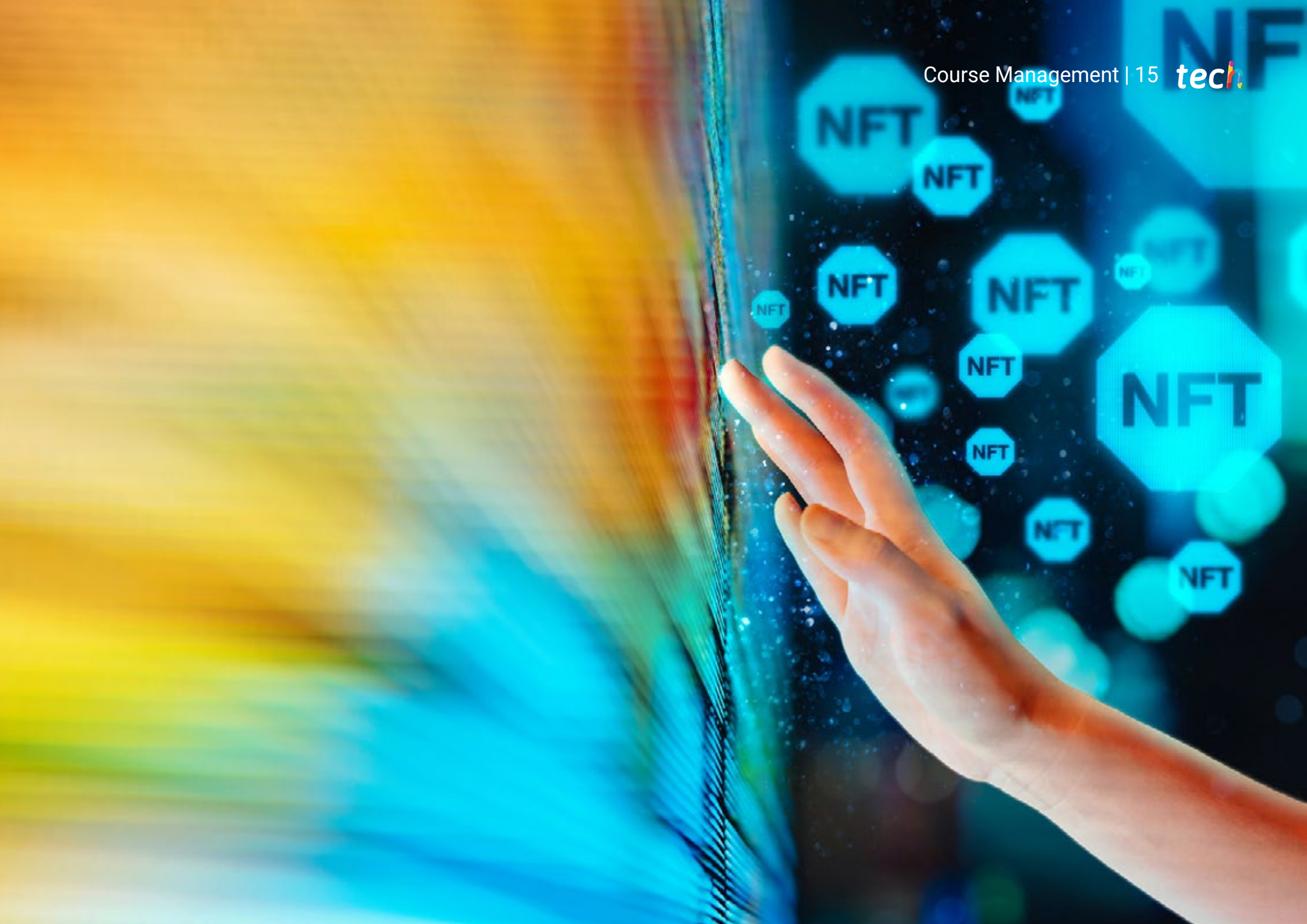
### Mr. Olmo Cuevas, Alejandro

- ♦ Game designer and Blockchain economies for video games
- ♦ Fundador de Seven Moons Studios Blockchain Gaming
- ♦ Founder of the Niide project
- ♦ Writer of fantastic narrative and poetic prose

## Professors

### Ms. Gálvez González, María Jesús

- ♦ Dideco Advisor and Head of the Women's Area of the Municipality of El Tabo
- ♦ Teacher at Instituto Profesional AIEP
- ♦ Head of the Social Department of the Municipality of El Tabo
- ♦ Degree in Social Work from the University of Santo Tomás
- ♦ Professional Master's Degree in Strategic People Management and Organizational Human Talent Management
- ♦ Postgraduate Certificate in Social Economy from the University of Santiago de Chile



# 04

# Structure and Content

It is a program designed by and for this qualification in Metaverse and Gamified Economics, so that the focus of the syllabus is on the specialization of the computer scientist in the virtual world. The content of the program is divided into 3 modules, which will allow students to structure their learning and assimilate the concepts by blocks in an orderly manner. TECH is committed to the Relearning method, which is based on the repetition of concepts, so that students can internalize the syllabus more quickly, with full development of skills that allow them to make good decisions.



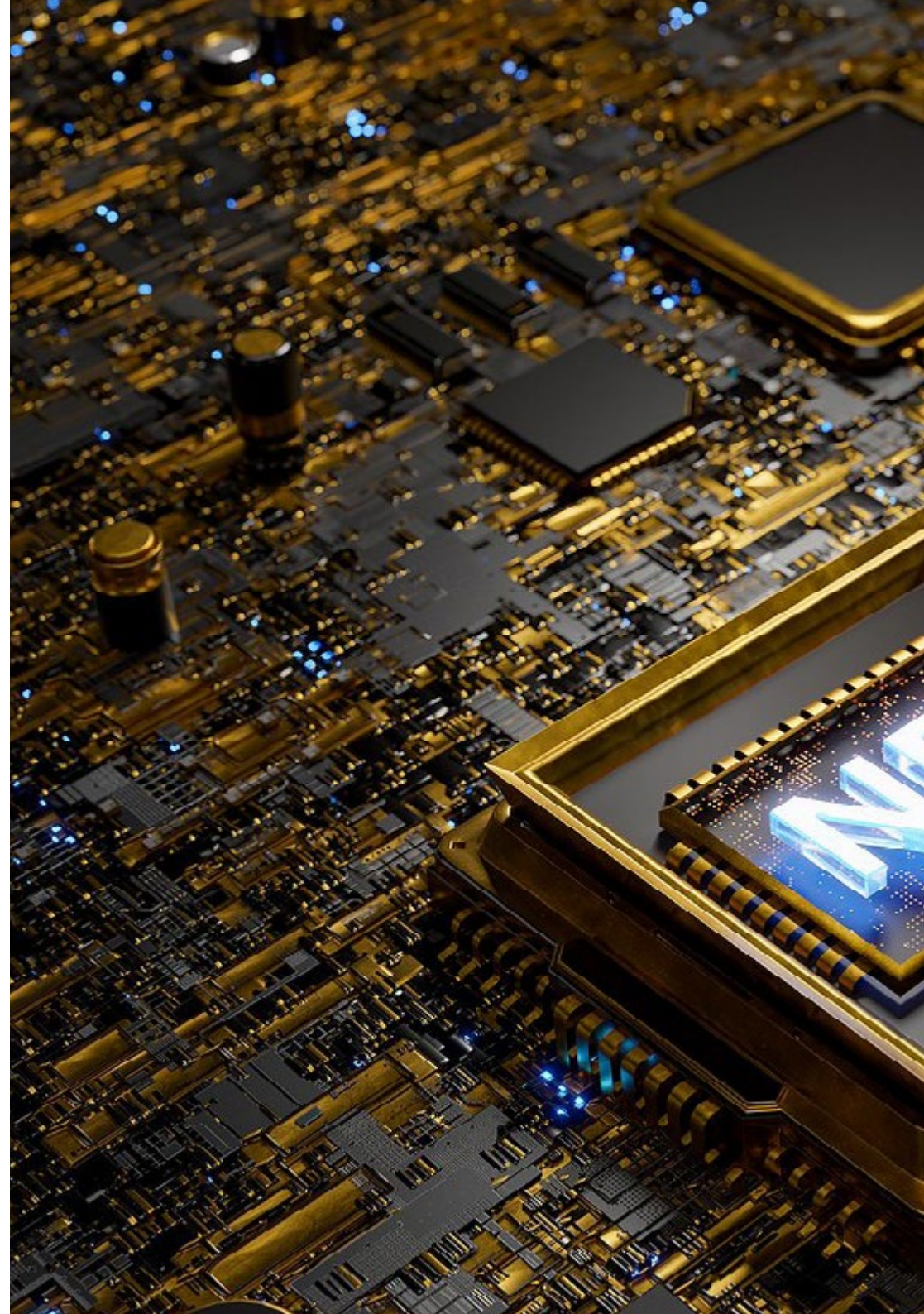


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*Boost your professional career by investing time in learning the new contexts of the Metaverse and the Gamified Economy, wherever and whenever you want”*

## Module 1. Metaverse

- 1.1. Metaverse
  - 1.1.1. Metaverse
  - 1.1.2. Impact on the World Economy
  - 1.1.3. Impact on the Development of Gamified Economies
- 1.2. Forms of Accessibility
  - 1.2.1. VR
  - 1.2.2. Computers
  - 1.2.3. Mobile Devices
- 1.3. Metaverse Types
  - 1.3.1. Traditional Metaverse
  - 1.3.2. Centralized Blockchain Metaverse
  - 1.3.3. Decentralized Blockchain Metaverse
- 1.4. Metaverse as a Workspace
  - 1.4.1. Idea of the Work within the Metaverse
  - 1.4.2. Creation of Services within the Metaverse
  - 1.4.3. Critical Points to Consider in Job Generation
- 1.5. Metaverse as a Space for Socialization
  - 1.5.1. User Interaction Systems
  - 1.5.2. Mechanics of Socialization
  - 1.5.3. Forms of Monetization
- 1.6. Metaverse as an Entertainment Space
  - 1.6.1. Training Spaces in the Metaverse
  - 1.6.2. Forms of Training Space Management
  - 1.6.3. Categories of Training Spaces in the Metaverse
- 1.7. System for Purchase and Lease of Spaces in the Metaverse
  - 1.7.1. Lands
  - 1.7.2. Auctions
  - 1.7.3. Direct Sales
- 1.8. Second Life
  - 1.8.1. Second Life as a Pioneer in the Metaverse Industry
  - 1.8.2. Game Mechanics
  - 1.8.3. Profitability Strategies Employed



- 1.9. Decentraland
  - 1.9.1. Decentraland as the Most Profitable Metaverse on Record
  - 1.9.2. Game Mechanics
  - 1.9.3. Profitability Strategies Employed
- 1.10. Goals
  - 1.10.1. Meta: The Company with the Greatest Impact on Developing a Metaverse
  - 1.10.2. Market Impact
  - 1.10.3. Project Details

## Module 2. External Platforms

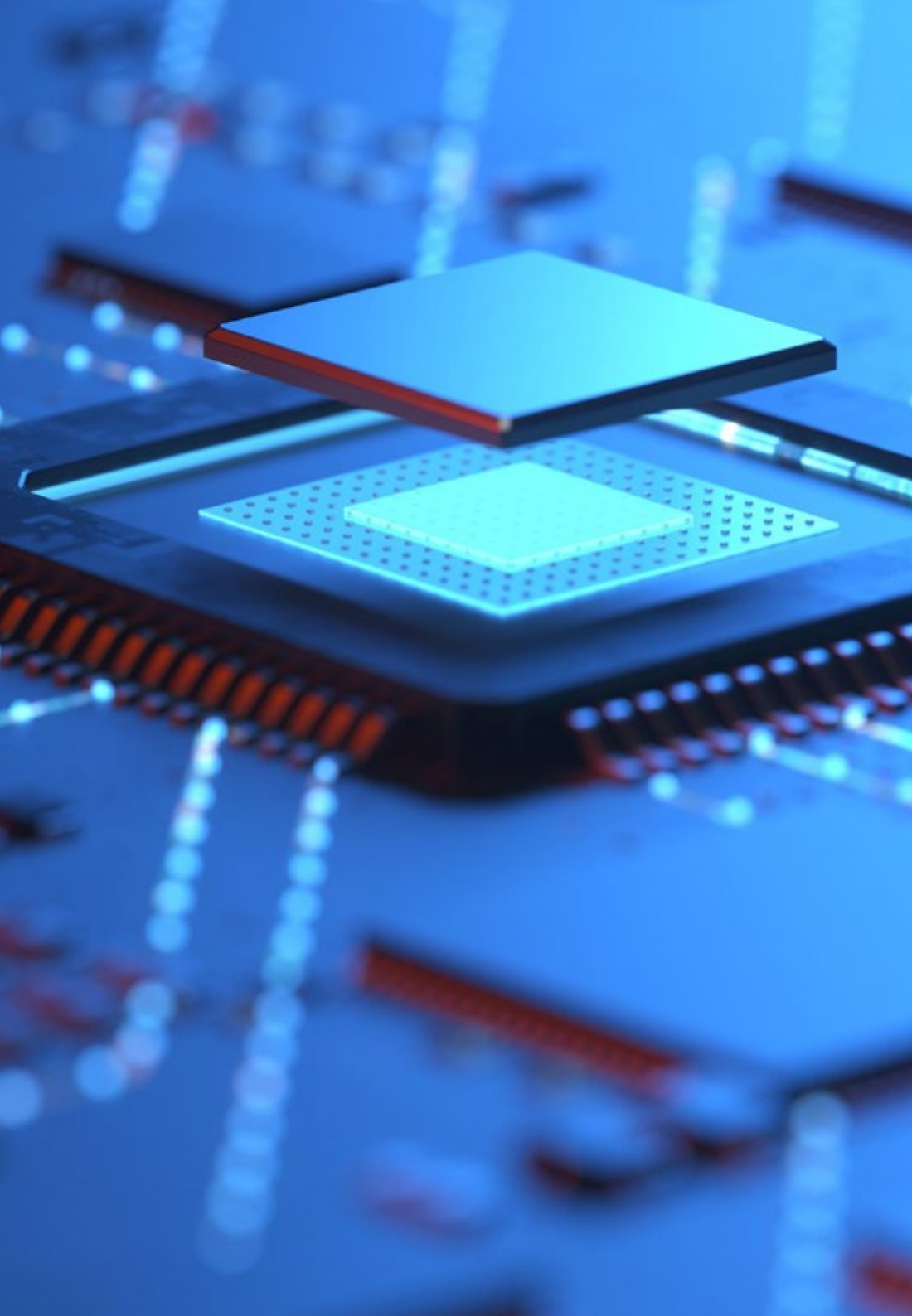
- 2.1. DEX
  - 2.1.1. Features
  - 2.1.2. Utilities
  - 2.1.3. Implementation in Gamified Economies
- 2.2. Swaps
  - 2.2.1. Features
  - 2.2.2. Main Swaps
  - 2.2.3. Implementation in Gamified Economies
- 2.3. Oracles
  - 2.3.1. Features
  - 2.3.2. Main Swaps
  - 2.3.3. Implementation in Gamified Economies
- 2.4. Staking
  - 2.4.1. Liquidity Pool
  - 2.4.2. Staking
  - 2.4.3. Farming
- 2.5. Blockchain Development Tools
  - 2.5.1. Geth
  - 2.5.2. Mist
  - 2.5.3. Truffle
- 2.6. Blockchain Development Tools: Embark
  - 2.6.1. Embark
  - 2.6.2. Ganache
  - 2.6.3. Blockchain Testnet

- 2.7. Marketing Studies
  - 2.7.1. DefiPulse
  - 2.7.2. Skew
  - 2.7.3. Trading View
- 2.8. Tracking
  - 2.8.1. CoinTracking
  - 2.8.2. CryptoCompare
  - 2.8.3. Blackfolio
- 2.9. Trading Bots
  - 2.9.1. Aspects
  - 2.9.2. SFOX Trading Algorithms
  - 2.9.3. AlgoTrader
- 2.10. Mining Tools
  - 2.10.1. Aspects
  - 2.10.2. NiceHash
  - 2.10.3. What to Mine

### Module 3. Analysis of Variables in Gamified Economies

- 3.1. Gamified Economic Variables
  - 3.1.1. Advantages of Fragmentation
  - 3.1.2. Similarities with the Real Economy
  - 3.1.3. Division Criteria
- 3.2. Search
  - 3.2.1. Individual
  - 3.2.2. By Group
  - 3.2.3. Global
- 3.3. Resources
  - 3.3.1. By Game-Design
  - 3.3.2. Tangibles
  - 3.3.3. Intangibles

- 3.4. Entities
  - 3.4.1. Players
  - 3.4.2. Single Resource Entities
  - 3.4.3. Multiple Resource Entities
- 3.5. Sources
  - 3.5.1. Generation Conditions
  - 3.5.2. Localization
  - 3.5.3. Production Ratio
- 3.6. Exits
  - 3.6.1. Consumables
  - 3.6.2. Maintenance Costs
  - 3.6.3. Time Out
- 3.7. Converters
  - 3.7.1. NPC
  - 3.7.2. Manufactura
  - 3.7.3. Special Circumstances
- 3.8. Exchange
  - 3.8.1. Public Markets
  - 3.8.2. Private Stores
  - 3.8.3. External Markets
- 3.9. Experience
  - 3.9.1. Acquisition Mechanics
  - 3.9.2. Apply Experience Mechanics to Economic Variables
  - 3.9.3. Penalties and Experience Limits
- 3.10. Deadlocks
  - 3.10.1. Resource Cycle
  - 3.10.2. Linking Economy Variables with Deadlocks
  - 3.10.3. Applying Deadlocks to Game Mechanics



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*You know the Metaverse concept is here to stay, what are you waiting for to redirect your career to the term everyone is talking about?”*

# 05 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 Information Technology 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. Throughout the course, students will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

## Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 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.



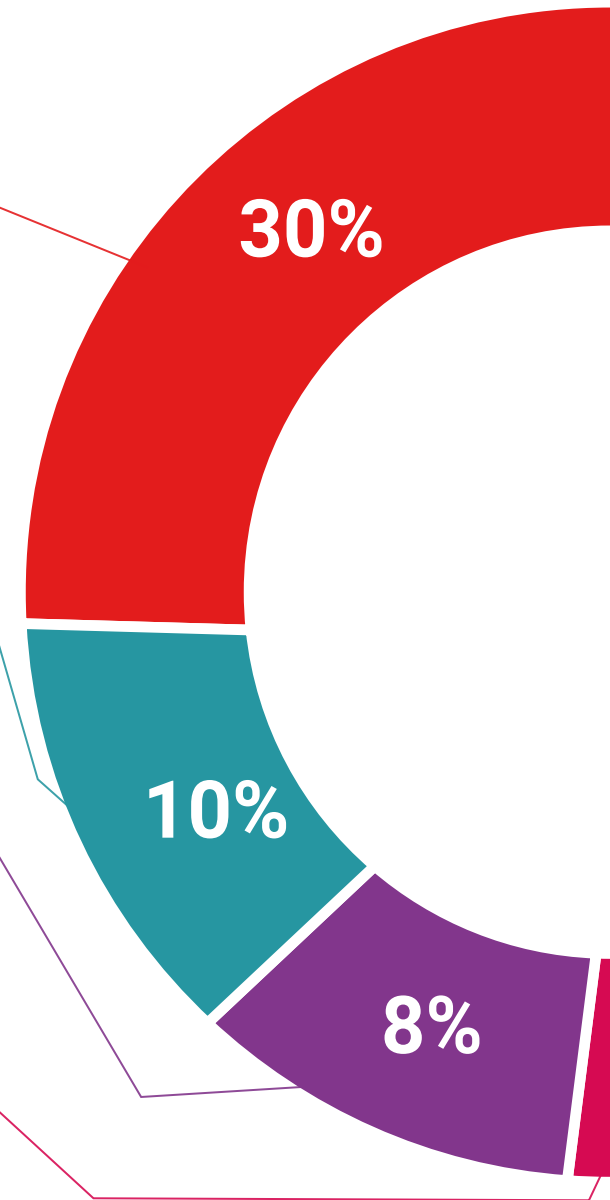
### Practising Skills and Abilities

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 that we are experiencing.



### 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.



# 06 Certificate

The Postgraduate Diploma in Metaverse and Gamified Economics guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.



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

This program will allow you to obtain your **Postgraduate Diploma in Metaverse and Gamified Economics** endorsed by **TECH Global University**, the world's largest online university.

**TECH Global University** is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

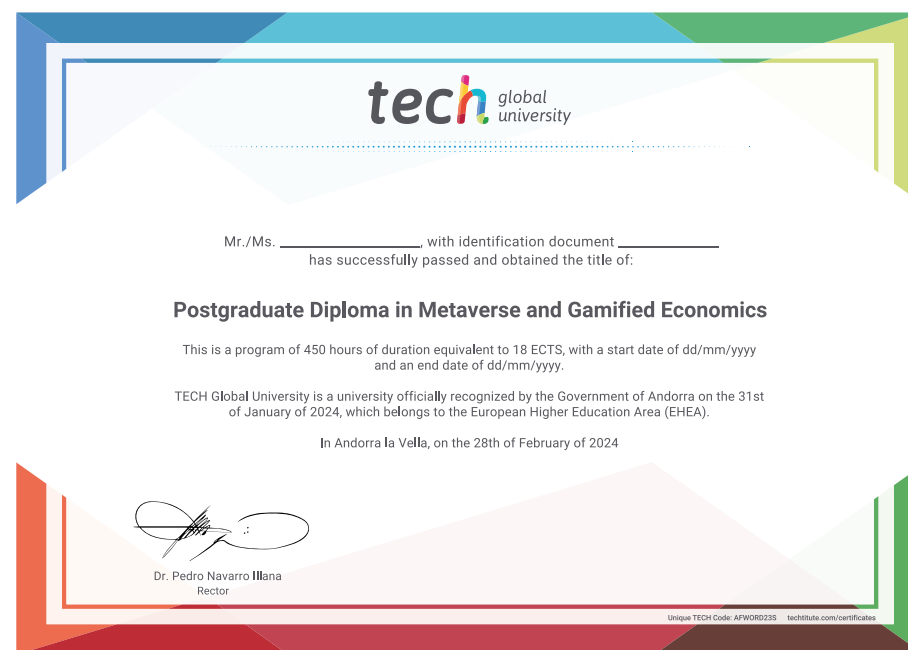
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Metaverse and Gamified Economics**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University 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  
development language  
virtual classroom



## Postgraduate Diploma Metaverse and Gamified Economics

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