Dr Michael Scott

Introduction

In this assignment, you are required to critically reflect on your teamwork and team dynamic across the COMP150 group project, using this as a lense to review how your teamwork-related skills influenced the quality of the work that the team produced. You will also develop a plan of action to mitigate any obstacles, and overcome any challenges, that you may have encountered; thereby, improving the quality of your team output in future assignments.

Such reflection and planning is an extremely important part of learning games development, and in particular computer programming within a small team. They are key components in a technique known as deliberate practice, which research has shown to be very successful at nurturing expertise in software engineering. Everyone that properly adopts this technique eventually succeeds, despite the challenging nature of the subject. It is, therefore, very important that reflection and planning are not dismissed as an afterthought at the end of the course. For this reason, this assessment has two components, A and B, as follows:

"It is the long history of humankind: those who learned to collaborate and improvise most effectively have prevailed"
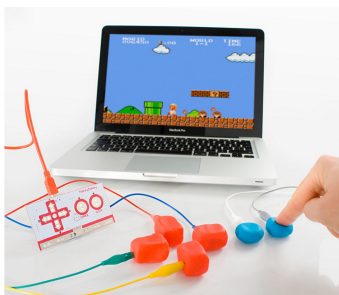
— Charles Darwin

(a) A weekly team blog that must:

    i. be authored **collaboratively**;

    ii. **describe** the progress of the team project;

    iii. **assess** any obstacles or challenges that the team has encountered;

    iv. and then **outline** some specific actions to take to overcome them.

(b) A final 500-word report that must:

    i. **identify three** key teamwork skills that you consider weaknesses;

    ii. **assess** your application of **each** of these skills, **describing how** they affected the quality of your submissions **and suggesting why** they became challenges;

    iii. and then **identify how** to improve **each** of these skills, with reference to SMART actions.

Part A consists of **multiple formative collaborative submissions** with deadlines at the end of each sprint review across the Semester. This work will be assessed on a **threshold** basis. The threshold is set at 15%. This means that 15% of the total marks available for the coursework overall are awarded on a pass or fail basis. In other words, satisfactory submissions will be awarded 15%. However, unsatisfactory submissions will receive 0%.

The following criteria are used to determine a pass or fail for each submission in Part A:

The *MaKey MaKey* allows a multitude of materials to be used to create videogame controllers.

(a) Progress has been described with adequate detail;

(b) Obstacles and challenges have been clearly explained and assessed;

(c) There is balance between teamwork-related issues as well as technical issues;

(d) No witch-hunting and appropriate anonymitiy afforded for genuine absences (e.g. illness);

(e) At least one SMART action, appropriate for resolving the issue, has been outlined;

You will receive ongoing feedback at the end of each sprint review and you will have the opportunity to revise the work prior to the final deadline. It is especially important that work that is not yet satisfactory is revised based on the feedback provided as **all reports must be satisfactory to pass**.

Part B is a **single individual summative submission** and will be assessed on a **criterion-referenced** basis. This submission is expected to take students from the threshold of 15% (F) up to the maximum of 100% (A*). This means that 85% of the total marks available for the coursework overall will be awarded.

The following criteria are used to allocate marks:

(a) Appropriateness and Specificity of Selection of Key Teamwork Skills;

(b) Adequacy of Self-Appraisal in Relation to Key Teamwork Skills;

(c) Depth of Reflection on Key Teamwork Skills;

(d) Appropriateness of Plan for the Future;

(e) Quality of Academic Writing;

"Individual commitment to a group effort–that is what makes a team work, a company work, a society work, a civilization work."

— Vince Lombardi

"Coming together is a beginning. Keeping together is progress. Working together is success."

— Henry Ford

Submission Instructions

Part A

Part A must be completed as a formative submission on GitHub. Fork the GitHub project at the following URL:

`https://github.com/Falmouth-Games-Academy/comp150-evaluation`

Provide a link to your weekly blog in the `readme.md` file. The blog itself should be in Markdown format (i.e., *.md file) hosted within the main comp150-game repository. Use the comp150-game repository for any other digital assets you create (e.g. images), checking them in regularly as you work on your projects. For the reports, images should be embedded directly in the relevant `readme.md` file. Videos should be uploaded to a video sharing site (e.g. YouTube, Vimeo, Vine) and linked from the `readme.md` file.

You will need to show your most recent reports to your tutor during each of your sprint review sessions, at which point they will be signed-off.

Part B

Part B must be completed as a single PDF document, prepared in LaTeX. The LaTeX source files should be hosted on GitHub in the comp150-evaluation repository. A single PDF document must be submitted to the LearningSpace by the final submission deadline shown on LearningSpace. Please note that the LearningSpace will only accept a single PDF document.

You will receive formal feedback three weeks after the submission deadline shown on LearningSpace.

Rhythm games such as *Guitar Hero* and *Rock Band* are excellent examples of games which make use of unique input devices to enhance gameplay.

Additional Guidance

In previous evaluative reports, you have been expected to write in a reflective style. Please continue to use first-person and follow a similar style. However, take great care to assume an as objective position as possible. There must be sufficient analysis and reference to evidence in order to support your claims. More so than would be expected in a general reflective report.

On this note, the teamwork analysis is **not** the place where you indulge in witch-hunting. That is, a blame game. While it is inevitable that incidents occur and these may block progress (e.g. due to illness, due to different levels of productivity as a consequence of differing levels of skill or differing levels of extra-curricular commitments, due to technical mishaps or unforseeable circumstances), this is not an excuse to blame other students for shortcomings in a project. This is not only poor form, but is indicative of the report's author having poor teamworking skills. Incidents should be taken as an opportunity for reflection. Why wasn't a contingency in place? Why had nobody shared responsibility for a critical user story? Why wasn't there a backup? These are opportunities for reflection and growth.

A common type of concern is lack of engagement by other members of the team. Such concerns must be sufficiently anonymised, such that no other student is identified in either the report or the blog. Moreover, the concern must be sufficiently evidenced and analysed (e.g. by the scrum-master keeping an attendence record). For example, why was the design of the game not re-scoped if it became clear that one of the specialists on the team was unlikely to deliver key components upon which a proposed design relied?

As you author your reports, this contributes to the continuous cycle of reflection and planning that forms the cornerstone of deliberate practice. Just as you should avoid treating this reflection as an afterthought, you should avoid delegating the blog to one member of the team to produce. The blog should be the output from a team discussion and review that takes place at the end of each week.

Furthermore, do not pay too much attention on the end-product (i.e., the game itself) in the blog. A short description alongside some screenshorts or pseudocode illustrating work-in-progress is more than sufficient. It is the reflection upon and analysis of your working practice that is important. Namely, *how* and *why* influence quality in more abstract terms. As such, presenting your work in terms of 'lessons learned' is appropriate. This will likely lead to higher quality submissions in the future and such lessons could form some of the components of your final report. Critically, however, lessons learned form a strong foundation for improving your teamwork.

As with previous evaluations, the most common mistake when planning future actions to take is being too general. It is, therefore, important to consider SMART goals: specific; measurable; achievable; relevant; and time-bound. Teamwork is critically important in the games industry, whether this be through an out-sourcing, remote collaboration, or indeed pair-programming. So, do ensure that you engage with this process of reflection and planning to improve your teamworking skills.

"Remember, teamwork begins by building trust. And the only way to do that is to overcome our need for invulnerability."

— *Patrick Lencioni*

"Talent wins games, but teamwork and intelligence win championships."

— *Michael Jordan*

The *Dreamcast Fishing Controller*, released as a peripheral for the game *Sega Bass Fishing*. Even peripherals which appeal to only a small audience can enjoy moderate commercial success.

Additional Resources

- Belbin, R.M. (2012) Team roles at work. Routledge.
- Baker, D.P. and Salas, E. (1992) Principles for Measuring Teamwork Skills. Human Factors, 34(4), pp.469-475.
- Williams, L. and Kessler, R. (2002) Pair programming Illuminated. Addison-Wesley.

Marking Rubric

Criterion	Weight	F (0 – 39)	D (40 – 49)	C (50 – 59)	B (60 – 69)	A (70 – 79)	A* (80 – 100)
Satisfactory Preparation of Weekly Reports	15%	At least one weekly blog post has not been submitted, is incomplete, or is unsatisfactory.					All weekly blog posts have been signed-off by your tutor by the deadline.
Appropriateness, Specificity, and Relevance of Selection of Key Teamwork Skills	10%	Less than two appropriate key skills are mentioned.	At least two appropriate key skills are mentioned.	At least three appropriate key skills are mentioned.	At least three appropriate key skills are mentioned. At least two of the key skills are both specific and relevant.	At least three appropriate key skills are mentioned. At least three of the key skills are both specific and relevant.	At least three appropriate key skills are mentioned. At least two of the key skills are both specific and a priority.
Adequacy of Self-Criticism in Relation to Key Teamwork Skills	20%	No self-criticism is made.	Little self-criticism is made.	Some self-criticism is made.	Much self-criticism is made.	A significant level of self-criticism is made. Some of the self-criticism is accurate and pertinent.	An exception level of self-criticism is made. Much of the self-criticism is accurate and pertinent.
Depth of the Reflection on the Application of Key Teamwork Skills	20%	No reflection is evident.	Little reflection is evident.	Some reflection is evident.	Much reflection is evident. Some depth of insight is demonstrated.	Significant reflection is evident. Much depth of insight is demonstrated.	Exemplary reflection is evident. Significant depth of insight is demonstrated.
Appropriateness of Plan for Future Development	20%	No appropriate plans are proposed.	At least one generally appropriate plan is proposed.	At least two specific and achievable plans are proposed.	At least three specific and achievable plans are proposed. At least two of the plans are also relevant.	At least three specific, relevant, and achievable plans are proposed. At least two of the plans are also measurable and time-bound.	At least three specific, measurable, achievable, relevant, and time-bound plans are proposed.
Appropriateness of Reflective Writing Style	5%	Demonstrates no evidence of ability in reflective writing.	Demonstrates evidence of little ability in reflective writing.	Demonstrates evidence of some ability in reflective writing.	Demonstrates evidence of partial mastery of reflective writing.	Demonstrates evidence of mastery in reflective writing.	Demonstrates significant evidence of mastery in reflective writing.
Appropriateness of Spelling and Grammar	5%	Substantial spelling and/or grammar errors.	Many spelling and/or grammar errors.	Some spelling and/or grammar errors.	Few spelling and/or grammar errors.	Nearly no spelling and/or grammar errors.	No spelling and/or grammar errors.
Appropriateness of Essay Structure	5%	There is no structure, or the structure is unclear.	There is little structure.	There is some structure. A few sentences and paragraphs are well constructed.	There is much structure. Some sentences and paragraphs are well constructed. There is a clear introduction and conclusion.	There is much structure, highlighting the key skills. Most sentences and paragraphs are well constructed. There is a clear and well-constructed introduction and conclusion.	There is much structure, highlighting the key skills. All sentences and paragraphs are well constructed. There is a clear and well-constructed introduction and conclusion.