EVALUATION — TEAMWORK REVIEW

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Introduction

In this assignment, you critically reflect on your teamwork and team dynamic across the group project, using this as a lens to review you own team-working skills. You will also develop a plan of action to overcome any challenges; thereby, improving the quality of your output in future group projects.

Such reflection and planning is an extremely important part of learning games development. Research shows that deliberate practice is very effective at nurturing expertise in software engineering. Everyone properly adopting this technique eventually succeeds, despite the challenging nature of the subject.

This assignment is formed of several parts:

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

— Charles Darwin

   (a) **Write** a weekly team blog, authored **collaboratively**, that must:
       i. **describe** the progress of the team project;
       ii. **assess** any obstacles or challenges that the team has encountered;
       iii. and **outline** specific actions to take to overcome them.
   (b) **Write** a draft 500-word report that must:
       i. **identify two** key teamwork skills that you consider weaknesses;
       ii. **assess** your application of **each** of these skills, **describing how** they affected your work **and suggesting why** they arose;
       iii. and then **identify how** to improve **each** of these skills, with reference to SMART actions.
   (c) **Write** a final 500-word report that must:
       i. **revise** any issues raised by your tutor or your peers.

Assignment Setup

This assignment is a **reflective writing task** and so regular reflection is expected. Use the existing `comp150-game` repository for your weekly blog. Also, fork the GitHub repository at the following URL:

`https://github.com/Falmouth-Games-Academy/comp110-evaluation`

Use the existing directory structure and, as required, extend this structure with sub-directories. The `readme.md` file is not needed.

Modify the `.gitignore` to the defaults for **TeX**. Please, also ensure that you add editor-specific files and folders to `.gitignore`.

Part A

Part A consists of a **multiple formative submissions**. This work is **collaborative** and will be assessed on a **threshold** basis. The following criteria are used to determine a pass or fail:

   (a) Progress is described with adequate detail;
   (b) Challenges are clearly explained;
   (c) Both team-related and technical challenges are addressed;
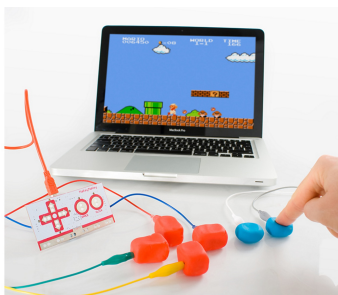
The *MaKey MaKey* allows a multitude of materials to be used to create videogame controllers.

(d) All reports afford appropriate anonymity;

(e) Reflections are constructive rather than blaming and/or punitive;

(f) Proposed actions to overcome challenges are SMART.

To complete Part A, one member of the team should write a brief report each term-time week in the `readme.md` document hosted in the existing `comp150-game` repository. Separate each week with a heading. It is recommended that the team discuss the content of the report together and that the scribe be changed each week. Ensure that the report is pushed to GitHub prior to each scheduled sprint review session. Then, attend the scheduled code review session.

You will receive immediate **informal feedback**.

Part B

Part B is a **single formative submission**. This work is **individual** and will be assessed on a **threshold** basis. The following criteria are used to determine a pass or fail:

(a) Submission is timely;

(b) Enough work is available to conduct a meaningful review;

(c) A broadly appropriate review of a peer's work is submitted.

To complete Part B, prepare a draft version of the report. Use the marking rubric to inform the structure of the document. Ensure that the TeX source and compiled `*.pdf` are pushed to GitHub and a pull request is made prior to the scheduled review session. Then, attend the scheduled review session.

You will receive **peer feedback** within 3 working days after the code review session.

Part C

Part C is a **single summative submission**. This work is **individual** and will be assessed on a **criterion-referenced** basis. 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.

You will receive **formal feedback** three weeks after the final deadline.

Additional Guidance

This is a reflective writing task, and as such you are expected to write in a reflective style. Make use of first-person plural and follow a similar style. However, take 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 personal reflective report.

Teamwork analysis is **not** the place where you indulge in witch-hunts and blame-games. While it is inevitable that incidents occur, 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 themself having poor teamworking skills. Incidents should be taken as an opportunity for reflection. Why wasn't a contingency in place? Why had nobody pair programmed a critical user story? Why wasn't there a backup? Where was the collective responsibility? These are opportunities for growth and personal development.

A common concern is lack of engagement by other members of the team. Such concerns can be discussed, but must be anonymous. No other student should be identified in either the report or the blog. Moreover, concerns must be sufficiently analysed. 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?

The continuous cycle of reflection and planning is the cornerstone of deliberate practice. It is extremely important to help you learn. Avoid treating this activity as an afterthought. Further to this, avoid delegating the blog a single member of the team. It should represent the output from a team discussion that occurs at the end of each week.

Furthermore, do not pay too much attention on the end-product (i.e., the game itself). A short description alongside some screenshots and pseudocode is more than sufficient. It is the reflection and analysis that is important. Namely, *how* and *why* your team's working practice is influencing the quality of the game in more abstract terms. As such, presenting your work in terms of 'lessons learned' can be 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.

FAQ

- **What is the deadline for this assignment?**
  Falmouth University policy states that deadlines must only be specified on LearningSpace. Please examine the assignment area where you located this document.
- **When do I need to get my weekly reports signed-off?**
  At the end of each Sprint. The blog must be up to date in order to achieve the threshold marks for that Sprint.
- **What should I do to seek help?**
  You can email your tutor for informal clarifications. For informal feedback, make a pull request on GitHub.
- **Is this a mistake?**
  If you have discovered an issue with the brief itself, the source files are available at:
  `https://github.com/Falmouth-Games-Academy/bsc-assignment-briefs`.
  Please make a pull request and comment accordingly.

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.