

DEFERRAL & REFERRAL EVALUATION

Version 1.0
BA Game Development
GAM130

Brian McDonald

"A lot of indie developers who became 'Overnight Successes' were working at it for ten years."

- Dan Adelman

Please note that this assignment is for deferral and referral students. If you are a DEFERRAL student then your evaluation will be based on your group work. If you are a REFERRAL student then your evaluation will be based on the work you carry out during the referral period.



Introduction

For this assessment you will write a 1500-word evaluation of your work on your game development so far. You can use this assessment to reflect on the development's progress so far, how it is going and your contribution to it, as well as to think forward to what you need to do to, revise, edit, or do differently, for next year's game development. You will need to list a plan or set of actions that come out of your evaluation that will help to successfully complete the game development.

This assessment allows you to reflect on your working processes and critically evaluate what you have learnt so far on the project. It allows you to document what parts of the project you plan to revise or change to take forward the project in the **2nd year**.

"We do not learn from experience ... we learn from reflecting on experience"

- Dan Adelman

Evaluations are an extremely important part of the learning process and should not be taken lightly. These key points should always be born in mind:

- You must critically appraise both your work and your approach to and understanding of that work.
- Do not write a narrative. Pick 3-5 points you consider to be important and explore these in depth critically and reflectively.
- As you work on your projects, make a note of interesting points that the evaluation may discuss.
- Include a plan or set of actions that will help you to complete the development in 2nd year. These should arise from your evaluation.

"Self-reflection is the school of wisdom"

- Balthasar Gracian

The assignment consists of the following parts:

Part A

Work with your team or as an individual to develop your game/assets. As the project progresses, be sure to record your contributions and the impact that those contributions have had on the product you are making, your team

cont...

and/or yourself. Use reflective practice to make sense of what has happened on the project and how you can develop your hard and soft skills for the future.

Part B

This is a single summative submission. To complete this part, submit your report to learning space. Your submission will be assessed against the rubric at the end of this document.

You will receive formal feedback within 3 weeks

Additional Guidance

Writing a reflective or evaluative report at the end of body of work can often become a fraught process as it can become difficult accurately remember what has happened, to whom and what outcomes occurred. Therefore, maintaining a private account of your project experiences will help you to remember what has happened.

It can be helpful to use models of reflective practice to help you frame your analysis and insights, Kolb, Argyris and Schon and Gibbs are three models that may prove helpful.

Do not just dwell in what has happened for your evaluation, use your experiences to help you plan for the future, both in terms of what you look to undertake in 2nd year but also how you can develop your professional practice beyond your undergraduate studies. SMART is a particularly useful framework for future-planning.

FAQ

- **What is the deadline for this assignment?**
Falmouth University policy states that deadlines must only be specified on the MyFalmouth system.
- **What should I do to seek help?**
You can email your tutor for informal clarifications.

Marking Rubric

| Learning Outcome Name | Learning Outcome Description | Criteria | Weighting | Clear Fail | Near Pass | 3rd | 2:2 | 2:1 | 1st | >1st |
|-----------------------|---|--|-----------|------------------|--|---|---|---|---|---|
| Reflect | Identify professional attributes and illustrate how they are relevant to your practice. | How thoughtfully and perceptively has the student reflected on their contribution to the game development? | 20% | No consideration | Very limited reflection on personal contribution | Generally broad personal analysis with limited reflection across areas of importance or missing areas of true significance. | Reasonably clear and insightful analysis and reflection of involvement and performance over the semester Reflection tends to be broad rather than narrow, missing the opportunity for appropriate depth in some areas | Fairly clear and insightful analysis and reflection of involvement and performance over the semester Reflection tends to be narrow, but may miss out key issues / areas | Clear and insightful analysis and reflection of involvement and performance over the semester Reflection is narrow and deep rather than trying to address all issues. | Reflection is extremely insightful and captures key involvement and performance issues over the semester |
| | | How thoughtfully and perceptively has the student reflected on the progress of their game development across the module? | 20% | No consideration | Very limited reflection on game development, very few areas considered and/or no depth of consideration | Generally broad development analysis with limited reflection across areas of importance or missing areas of true significance. | Reasonably clear and insightful analysis and reflection of game development over the semester Reflection tends to be broad rather than narrow, missing some appropriate depth | Fairly clear and insightful analysis and reflection of game development over the semester Reflection tends to be narrow, but may miss out key issues / areas | Clear and insightful analysis and reflection of game development over the semester Reflection is narrow and deep rather than trying to address all issues. | Reflection is extremely insightful and captures key game development issues over the semester |
| | | How much depth of analysis is demonstrated in the evaluation? | 20% | No consideration | Very limited analysis | Analysis is fairly shallow, with some references to industry practice and academic references | Analysis is tending towards deep rather than broad and drawing from industry best-practice and suitable academic references | Analysis is generally deep drawing from industry best-practice and suitable academic references | Analysis is deep and insightful typically drawing from industry best-practice and suitable academic references | Deep analysis that focuses on key industry arguments / best practice and has suitably reference key sources |
| | | How well has the student used the evaluation to come up with a plan or set of actions for Semester Two to ensure completion of the game development? | 40% | No plan | Little or no planning No real relationship between self- and game reflections, analysis and plans | Some evidence of a plan, aims and objectives broad and ill-defined Some consideration of SMART and other suitable planning templates & frameworks Little relationship between plans and work for 2 nd year | Clear evidence of a plan with some structure, though aims and objectives are not necessarily achievable Consideration of SMART and other suitable planning templates & frameworks Some relationship between plans and work for 2 nd year | Some evidence of a realistic and achievable plan that is shows signs of currently being undertaken. Plans developed using SMART or other suitable planning templates & frameworks Fairly clear relationship between plans and work for 2 nd year | Clear evidence of a realistic and achievable plan that is shows signs of currently being undertaken. Plans developed using SMART or other suitable planning templates & frameworks Clear relationship between plans and work for 2 nd year | Clear evidence that planning is part of a larger plan that has been in place for a large part of the semester already. Plans developed using SMART or other suitable planning templates & frameworks Strong and existing relationship between plans and work for 2 nd year |