

STUDIO PRACTICE

Version 1.0

BA Game Development

GAM130

Gareth Lewis & Brian McDonald

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| ***"Nobody in this industry knows what they’re doing, we just have a gut assumption."***  ***- Cliff Bleszinski***  ***"Golden rule of level design - Finish your first level last."***  ***- John Romero***  ***"You can make an amazing game, but you can't make a success. Your players make the success."***  ***- Irme Jele***  ***"Lets optimize for player experience rather than what we think will make more money."***  ***- Ron Carmel*** | Introduction For this assignment you will develop a game as part of a team and be assessed both in terms of your individual contribution and your team’s performance. From the rubrics (below), the *collaborate* learning objective is used to assess how you work as a member of an agile game development team. Conversely, the *process* learning objective is used to assess how your team delivers its product.  This assignment is comprised of multiple parts: Part A **Attend the scheduled weekly team meeting with your project supervisor**. Your supervisor meeting details will be stored on the Falmouth timetable, make sure to attend these.  There are two types of project meeting: a project review / planning session and an individual review. In the individual review, you and your teammates will review each other’s approaches to work over the last sprint using the supervisor meeting application, aka the *peer* review. In these meetings, the *studio practice* rubric will be used to assess your **summative**performance over the semester and informal feedback will be made available.  Assessment for the first three weeks will be **formative** and will not count towards your grade for the module.  In the review / planning session, your team will showcase work undertaken on the most recent sprint and present the forthcoming sprint. During development, the *product evaluation* rubric will be used to give a **formative**assessment of your product’s performance at that point. This will help your team to direct their development efforts.  For more information relating to the meeting processes, please read appendix A of the Games Academy Agile Guidebook. Part B **Work with your team to develop your game during the second study block**.  Between timetabled supervision meetings, your team will have allocated space in the Academy to work together and you will have access to staff through the supervised studio practice sessions and tutorials, which can be arranged by email if required, who will be able to give informal feedback concerning the status and implementation approaches of your project.  Please remember to ‘TAP’ your card in for the sessions you attend to ensure that your attendance is recorded.  In these sessions you will be able to ask for and receive informal feedback concerning the status and implementation approaches of your project. Part C **Attend the Expo**  During week 13, a day will be scheduled for Expo. Each team will need to make a demo of their game available in the Games Academy for staff to play and assess and for other students to play and give feedback on.  Staff will be assigned to assess your game using the *product evaluation* rubric to give a normalised **summative**assessment of your product’s performance at that point.  You will receive informal feedback from staff during the Expo and you will receive formal feedback through Learning Space within three weeks of the Expo. Additional Guidance Working as part of a creative team is a very difficult activity and it should come as no surprise that there are likely to be some bumps in the road. The Agile Guidebook contains some advice for dealing with common issues and creating and maintaining a working environment where it’s possible to get meaningful creative work done and still remain on good terms with each other.  If you are having any problems, do not hesitate to talk with your project supervisor.  Generally, successful projects tend to come from the development team respecting each other and being able to make progress (no matter how small). Remember, that a lot of the things you want to create in your games either won’t work or won’t be enjoyable to play. It is the core advantage of Agile development that using an iterative approach to development allows you to have multiple attempts to get things right.  Make sure you always have a working build and that everyone on the team is using version control. We have a large repository in the Academy, so there’s always somewhere to store builds. 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: Studio Practice

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| **Learning Outcome Name** | **Learning Outcome Description** | **Criteria** | **Weighting** | **Clear Fail** | **Near Pass** | **3rd** | **2:2** | **2:1** | **1st** | **>1st** |
| Collaborate  /  Collaborate | Define the suitable development practices, project management approaches, and version control tools in the execution of a collaborative project. | Effective team worker | 20% | Student has missed a large number of team meetings / SSP sessions  Teammates concerned with lack of presence  Student tends to be highly disruptive / chaotic | Student attends less than 50% of team sessions  Student tends to be disruptive / chaotic | Student attends most sessions.  Delivers acceptable work with occasional major issues  Has issues dealing with some teammates | Student attends most sessions.  Delivers acceptable work without major issues  Has occasional issues dealing with some teammates | Student attends most sessions.  Delivers generally good work with only minor issues | Student attends most sessions.  Delivers good work.  Inspires some teammates  No noticeable issues dealing with teammates. Tends to promote team harmony | Student is driving the team to achieve great things  Team is highly supportive of leadership direction and approach |
| Agile  Practitioner | 10% | Very low attendance of agile sessions (sprint planning, stand-ups etc.)  Team has little to no idea what’s going on with student  Not involved in planning activities | Low attendance of agile sessions (sprint planning, stand-ups etc.)  Work always slips  Delivers assets for integration only at end of sprint  Minor involvement in planning activities | Average attendance of agile sessions (sprint planning, stand-ups etc.)  Some tendency for work to slip, reluctance to share development issues with team or supervisor  Struggles to contribute meaningfully to planning | Good attendance of agile sessions (sprint planning, stand-ups etc.)  Work is generally delivered, with only occasional slippages. Team is often, but not always made aware of issues.  Often contributes to planning | Good attendance of agile sessions (sprint planning, stand-ups etc.)  Work is generally delivered, with only occasional slippages. Team is generally made aware of issues.  Able to provide some support to teammates  Good contributor to planning | Good attendance of agile sessions (sprint planning, stand-ups etc.)  Work is delivered, with very few slippages. Team is generally made aware of issues and progress.  Able to provide support to teammates  Very good contributor to planning | Good attendance  Work is delivered, team is generally made aware of issues and progress.  Able to provide a lot of support to teammates  Exceptional contributor to planning |
| Version control  practitioner | 10% | Student ignores version control  Only delivers assets outside of version control | Student uses VC with many significant problems for the team  Mainly delivers assets outside of version control | Student uses mainline version control with few problems | Student uses mainline version control with few problems but runs into significant problems with branch-based development | Student is generally working in a single branch with fairly successful integration to mainline | Student is generally working across multi-branches to deliver features with few, if any, issues. | Student is successfully working across multiple branches  Student is an enthusiastic adopter of other ‘advanced’ version control concepts |
| Reflective Practitioner | 10% | Student fills in few, if any peer review forms for teammates | Student comments are generally lightweight platitudes  Student generally ignores feedback | Student submits feedback that leads to unproductive conflict between team members  Student often ignores feedback, but does take some onboard | Student submits generally reasonable feedback that leads to occasional conflict, which is sometimes productive  Student acts appropriately in response to some feedback | Student submits generally meaningful feedback  Student tends to act appropriately to feedback given | Student submits meaningful and emotionally intelligent feedback  Student reacts appropriately to feedback given | Student submits conscientious and generous feedback that team members are highly appreciative of.  Student seeks out opportunities for self-improvement |

# Marking Rubric: Product Evaluation

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| **Learning Outcome Name** | **Learning Outcome Description** | **Criteria** | **Weighting** | **Clear Fail** | **Near Pass** | **3rd** | **2:2** | **2:1** | **1st** | **>1st** |
| Deliver | Describe how to create and test prototypes in order to deliver an interesting experience. | Conceptual  Coherence  (game mechanics, settings, theme,  aesthetics,  interface & platform) | 5% | No game presented  No game presented  Game is too unstable / non-functional to be played enough to evaluate. | A small subset of the game components work well together to create a coherent experience, but they are stymied by the overall experience of discordance between components leading to a generally awkward experience for players. | A core of the game components work well together to create a coherent experience.  However, there are some components that break the overall coherence leading to a conceptually awkward experience for players. | Generally, the game components work well together to create a coherent experience.  However, there are some aspects of components that break the overall coherence | The game components work together to produce create a coherent experience | The game components work well together to produce create a coherent experience which players can respond positively to | There is a clear harmony of design between game components creating a highly coherent experience which players can respond extremely positively to |
| Creative innovation | 10% | No game presented  Game is too unstable / non-functional to be played enough to evaluate. | Game is generally a rehash/homage of an existing game with little, if anything to distinguish it. | Game developed from an existing game or genre with the addition of innovative mashups / extensions.  Resulting game concept is of questionable engagement | Game developed from an existing game or genre with the addition of innovative mashups / extensions.  Resulting game concept is reasonably engaging | Game developed as a generally organic concept drawing components that make some sense for game.  Resulting game concept is reasonably engaging | Game developed as a generally organic concept drawing components that make much sense for the game.  Resulting game concept is clearly engaging | Game is genuinely novel and extremely engaging to play |
| Completeness | 5% | No game presented | Some parts of the game are of acceptable quality, but the game gives the overall impression that much of it is not finished or working. | The game is of acceptable quality but feels like it would benefit from more development time to develop and refine gameplay, aesthetic and other components. | The game is of reasonable quality but feels like it needs more work to balance and refine gameplay and/or aesthetic components. | The game is of good quality and feels like a game that could be published given more QA. | The game is of high quality and feels like a published game with no noticeable. | The game is of extremely high quality and feels like a published game with no noticeable issues |
| Player Experience | 10% | No game presented  Game is too unstable / non-functional to be played enough to evaluate. | The game generates some moments of engagement and enjoyability for players, though its generally not a great experience  The overall game presentation looks and feels functional. | The game generates some engagement and enjoyability for players, though there is feeling of endurance rather than enjoyment.  The overall game presentation looks and feels fairly functional rather than solid. | The game generates some clear engagement and enjoyability for players, though there is clear scope for improvement.  The overall game presentation looks and feels fairly solid rather than slick. | The game is generally engaging and enjoyable for players, though there is some scope for improvement.  The overall game presentation looks and feels fairly slick with just a few noticeable issues to detract from it. | The game is generally highly engaging and enjoyable for players.  The overall game presentation generally looks and feels slick with few issues to detract from it. | The game is highly engaging and enjoyable for players.  The overall game presentation both looks and feels slick.  Players want to play the game beyond reasonable expectations |
| Engagement | 10% | Game Pitch expo floor, experience at booth, enthusiasm of team, clarity of communication |  |  |  |  |  |  |
| Brand | 5% | Quality of Marketing materials, clarity of studio/game identity, alignment with target market, IP awareness |  |  |  |  |  |  |
| Stability | 5% | Game is too unstable / non-functional to be played enough to evaluate. | The game runs, but may have obvious and significant stability issues | The game runs, but may have obvious or significant stability issues | The game has no major issues but there are clear small-scale bugs and issues | The game has no major issues but there are clear small-scale bugs and issues | There are no major issues and only slight and largely imperceptible bugs and issues | There are no major issues and any |