

CONTINUING PERSONAL DEVELOPMENT (CPD) TASKS — STUDY BLOCK TWO

Version 1.0
BSc Computing for Games
COMP340

Dr Michael Scott

Introduction

In this assignment, you critically reflect on your progress across the study block. This involves reviewing key weaknesses that influence the quality of your work. From this, you develop plans of continuing personal development.

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 CPD eventually succeeds, despite the challenging nature of programming.

This assignment is formed of two parts:

- (A) **Write** a draft 1200-word report that must:
 - i. **identify five** key skills that you consider obstacles;
 - ii. **justify** the relevance **and** importance of **each** of these skills, with respect to an **explicitly stated** career trajectory;
 - iii. **assess** your application of **each** of these skills, **describing how** they affected the quality of your work;
 - iv. and then **suggest how** to overcome **each** of these obstacles, with reference to SMART actions.
- (B) **Write** a final 1200-word report that must:
 - i. **revise** any issues raised by your tutor or your peers.

"I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."

— Michael Jordan

"I can't change the direction of the wind, but I can adjust my sails to always reach my destination."

— Jimmy Dean

"Happiness is not something you (hope for or) postpone for the future; it is something you design for the present"

— Jim Rohn

Assignment Setup

This assignment is a **reflective writing task** and so regular reflection is expected. Fork the GitHub repository at the following URL:

<https://github.com/Falmouth-Games-Academy/comp340-cpd>

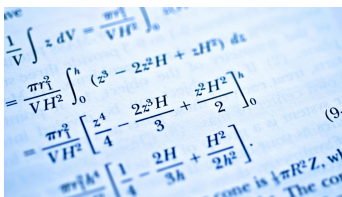
Use the existing directory structure and, as required, extend this structure with sub-directories. Ensure that you maintain the `readme.md` file.

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 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.



Improving your mathematical thinking skills will take practice for a sustained period of time. Everyone who works hard will get there eventually. Use online resources such as *Khan Academy* to support you on your journey.

To complete Part A, prepare a draft version of the CPD report. Use the rubric at the end of this document 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 task review session. Then, attend the scheduled CPD catch-up session.

You will receive **informal feedback** from your peers within one working day.

Part B

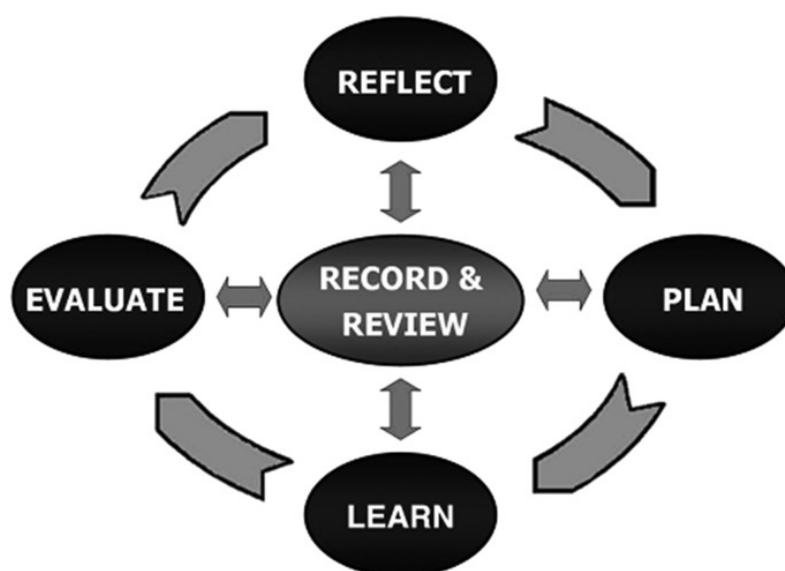
Part B is a **single summative submission**. This work is **individual** and will be assessed on a **criterion-referenced** basis. Please refer to the assessment criteria in the marking rubric at the end of this document for further insight.

To complete Part B, revise the reflective report based on the feedback you have received. Then, upload the reflective report to the LearningSpace. Please note, the LearningSpace will only accept a single *.pdf file.

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

Additional Guidance

Reflection is taking time to examine thoughts, feelings, beliefs, values, attitudes and assumptions in the context of a specific topic, situation, problem, issue, or process. Part of reflection is relating these varied understandings to your experience, then analysing how and why something arose. Building upon this, you can predict future performance. **Planning**, therefore, is identifying which challenges can be overcome and setting a series of activities you do to resolve those challenges. **Learning** is engaging in those SMART actions, thereby improving your performance or at least fulfilling some pre-requisite to enhancing performance in the future. **Evaluating** is measuring your new level of performance. Use this to assess the quality of your actions. Not all actions will be successful. This is to be expected. Nevertheless, such evaluation will still need to feed-into your future reflection.



This process is cyclical, as illustrated above. It is, after all, *continuous* personal development (also referred to as *continuous professional development* by those in industry). You will be expected to engage in CPD throughout the degree course, with a deliverable every single semester. This will also form the cornerstone of ongoing improvement across the duration of your career.

A common mistake made by beginners to reflective writing is to merely de-

scribe the context and/or the experience. Avoid this. Description is not particularly important. It is the **analysis** and **evaluation** of an experience which is important. This is because it will reveal insights about yourself and your actions, which will help you to focus on the most relevant weaknesses.

Another common mistake is to focus too much on any one single domain. Your experience is holistic and there are many domains of practice that contribute to it. For example: the **affective domain**, such as your ability to identify and manage different mental states and emotions; the **interpersonal domain**, such as your ability to communicate and organise activity with peers; the **dispositional domain**, such as your ability to manage time and remain disciplined; the **cognitive domain**, such as your knowledge of programming languages or frameworks; and the **procedural domain**, such as your abilities to apply computing concepts and problem solving skills.

Keep in mind that programming, in particular, is a skill that not only taxes groups of skills across all of these domains, but also demands a significant investment in time and energy to develop. It is a commitment! So, of course, regular practice is important. However! It is the **quality** of your practice that is more important than **quantity** of your practice.

Deliberate practice follows naturally from this continuous cycle of reflection, planning, practice, and evaluation. This means that **reflection is a forethought** rather than an afterthought. Avoid leaving reflection to the last minute. Focus on the ongoing development process early, and indeed, on the process itself. The quality of the end product may indicate the existence of challenges, but it is only through deep reflection on working practice that it becomes clear why those challenges arose and how to avoid them.

Effective deliberate practice is: conscious and intentional; designed with current skill in mind, forcing discomfort while avoiding frustration; provides relevant measures to track progress; and follows a repeatable structure.

When planning such practice, do not be too general. Consider **SMART** actions: **specific**; **measurable**; **achievable**; **relevant**; and **time-bound**. Ensure that your plan for future development meets all five of these criteria. Also note, problem solving and designing are particularly important programming skills and approaches to developing skills in these areas can be relevant.

When choosing which **skills** to focus on for this report, be specific. Avoid choosing broad skills that are clearly important for any student, such as "time management" or "communication". Instead, consider which **specific** aspects of these skills are a priority for **you**. We are not assessing your knowledge of general study skills, rather we are assessing your ability to analyse and reflect on your own learning as an individual.

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. 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

- Ericsson, K.A., Krampe, R.T., and Tesch-Romer, C. (1993) The Role of Deliberate Practice in the Acquisition of Expert Performance. *Psychological Review*, 100(3), 363-406.
- Bolton, G.E.J. (2014) *Reflective Practice: Writing and Professional Development*. SAGE Publications: London.

Marking Rubric

Criterion	Weight	Refer for Resubmission	Novice Competency	Novice Proficiency	Professional Competency	Professional Proficiency	Expert Competency
Basic Competency Threshold	40%	At least one weekly report has not been submitted, is incomplete, or is unsatisfactory.	All weekly reports, the CPD summary have been signed-off by your tutor at the relevant CPD catch-up session. The draft report was submitted for peer-review and a review was returned in-kind. Five important skills, relevant to a stated career trajectory, are identified across a broad range of domains.				
Adequacy of Self-Criticism in Relation to Key Skills	15%	Some to no self-criticism.	Much self-criticism. Some of the self-criticism is accurate.	Considerable self-criticism. Much of the self-criticism is accurate.	Significant self-criticism. Nearly all of the self-criticism is accurate. Much of the self-criticism is pertinent.	Extensive self-criticism. Nearly all of the self-criticism is accurate. Nearly all of the self-criticism is pertinent.	Extensive self-criticism. All of the self-criticism is accurate. All of the self-criticism is pertinent.
Depth of the Reflection on the Application of Skills	15%	Only some (or less) reflection and depth of insight is evident.	Much reflection and depth of insight is evident.	Considerable reflection and depth of insight is evident.	Significant reflection and depth of insight is evident.	Extensive reflection and depth of insight is evident.	Extensive reflection and depth of insight is evident. Some evidence of original research incorporated into the CPD process.
Appropriateness of Plan for Future Development	15%	At least one proposed plan is only generally appropriate.	At least five specific and achievable plans are proposed.	At least five specific and achievable plans are proposed. At least three of the plans are also relevant.	At least five specific, relevant, and achievable plans are proposed. At least three of the plans are also measurable and time-bound.	At least five specific, measurable, achievable, relevant, and time-bound plans are proposed.	At least five specific, measurable, achievable, relevant, and time-bound plans are proposed. The proposed plans could lead to original discoveries about working practice.
Report Mastery	15%	Little to no evidence for mastery of written communication skills. Many obvious spelling and/or grammar errors. Some to no structure.	Some evidence of mastery of written communication skills. Most in-text citations and quotations are correct. Only some obvious spelling and/or grammar errors. Much structure. Many sentences and paragraphs are well constructed. There is a clear introduction and conclusion.	Much evidence of mastery of written communication skills. Only few obvious spelling and/or grammar errors. Considerable structure. Most sentences and paragraphs are well constructed. There is a clear and well-constructed introduction and conclusion.	Considerable evidence of mastery of written communication skills. All in-text citations and quotations are correct. No obvious spelling and/or grammar errors. Significant structure, , leveraged to effectively highlight the argument and key takeaway points. Nearly all sentences and paragraphs are well constructed. There is a clear and well-constructed introduction and conclusion.	Significant evidence of mastery of written communication skills. All in-text citations and quotations are correct. No obvious spelling and/or grammar errors. Active voice is prevalent. Grammar is leveraged deliberately to draw attention to salient points. Extensive structure, , leveraged to effectively highlight the argument and key takeaway points. All sentences and paragraphs are well constructed. There is a clear and well-constructed introduction and conclusion.	Extensive evidence of mastery of written communication skills, commensurate with possible publication. All in-text citations and quotations are correct. No obvious spelling and/or grammar errors. Active voice is prevalent. Grammar is leveraged deliberately to emphasise salient points. Extensive structure, leveraged to effectively highlight the argument and key takeaway points. All sentences and paragraphs are well constructed. There is a clear and well-constructed introduction and conclusion.