



FALMOUTH
UNIVERSITY



Computing Subject Area
Induction

Computing Subject Area

Welcome!

You are here because you have enrolled on one of the following courses:

- ▶ BA(Hons) Game Development: Programming
- ▶ BSc(Hons) Computing for Games
- ▶ BSc(Hons) Immersive Computing
- ▶ BSc(Hons) Computer Science
- ▶ BSc(Hons) Robotics

All of these courses have a common first-year focused on computing fundamentals and practical projects, and some have the option for a year of professional practice.

Computing Subject Area

The ACM define the ‘computing professional’ as:

Someone belonging to a broad discipline that crosses the boundaries between mathematics, science, engineering, and business. They embody important professional competencies lying at the foundation of goal-oriented activities requiring, benefiting from, or creating computation. Computation being any type of calculation that includes both arithmetical and non-arithmetical steps following a well-defined model, typically an algorithm.

You are here because you want to become a **computing professional**.

Computing Subject Area

The discipline consists of five sub-disciplines:

- ▶ Computer Engineering
- ▶ Computer Science
- ▶ Information Systems
- ▶ Information Technology
- ▶ Software Engineering

Roles such as *games programmer* and *web developer* usually draw on several of these sub-disciplines with different emphases.

Learning Outcomes

By the end of this session, you should be able to:

- ▶ **Recognise who** your course team is
- ▶ **Outline what** the Games Academy offers from a computing perspective
- ▶ **Explain** the career paths **and** key learning objectives that our computing courses cater to
- ▶ **Suggest** some of the kinds of question that excite scholars within and around the computing discipline
- ▶ **Recall** the structure of the course

Learning Outcomes

By the end of this session, you should be able to:

- ▶ **Contrast** what is expected of students in the higher education context to the compulsory education context
- ▶ **Analyse how** to invest sufficient time in both course activities **as well as** self-regulated deliberate practice to achieve key goals
- ▶ **Recall** the role of the DoIT Profiler in identifying individual learning differences

Course Tutors





Dr Douglas Brown, Director of the Games Academy



Dr Michael Scott, Head of Computing



Brian McDonald, Head of Games



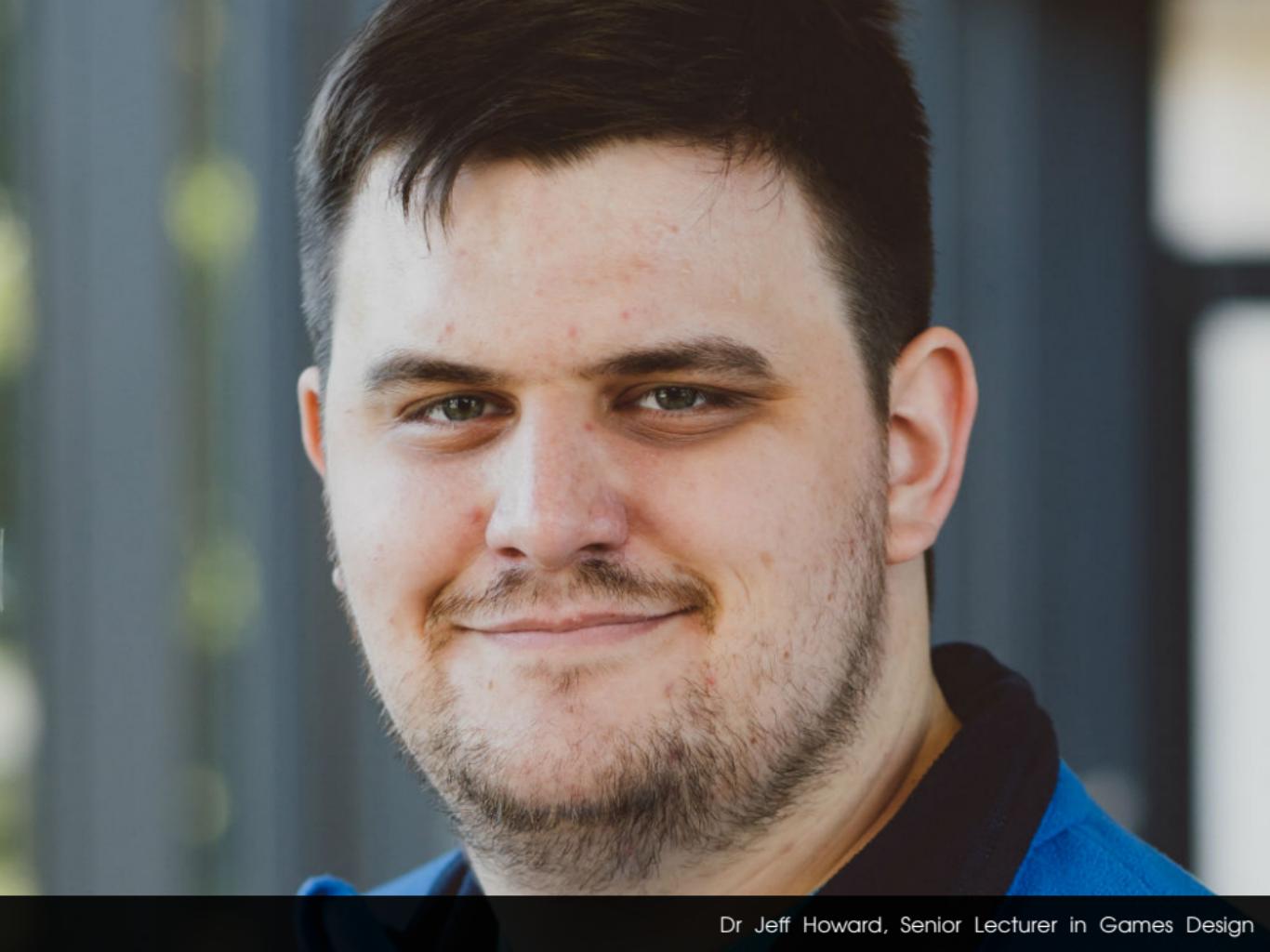
Dr Ed Powley, Associate Professor of Artificial Intelligence



Dr Rory Summerley, Undergraduate Courses Leader



Andy Smith, Technical Facilities Manager



Dr Jeff Howard, Senior Lecturer in Games Design



Terry Greer, Senior Lecturer in Games Design



Dr Rogerio Silva, Lecturer in Computer Graphics



Joseph Walton-Rivers, Lecturer in Game Programming



Sokol Murturi, Lecturer in Computer Science



Matt Watkins, Lecturer in Robotics & Creative Computing



Warwick New, Associate Lecturer - Computing



Paul Hedley, Associate Lecturer - Game Design & Programming



John Speakman, Research Student Teaching Associate - Computing



Lucy Stent, Research Student Teaching Associate - Computing



Alexander Mitchell, Research Student Teaching Associate - Computing



Archie Andrews, Technician (Version Control & Programming)

The Games Academy





World-Leading Research
in Digital Games, Creative
Technology and Immersive
Experience Design

Awarded more than £7 million in funding for research in areas such as **Artificial Intelligence, Transmedial Aesthetics, Creative Communities** in the last 7 years

sign

8 x 30



2 → 1
8 1
0 0

No controller collisions



Guitar Birds



15 / 15



Win: 70pts

Ends: 40s

Lives: 3

2.6 2.6



And hold funding for several labs for
research into **Immersive Technology**
Applications

DIGRA 2015

DIGRA 2

KEYNOTES

Thursday, May 1

Friday, May 1

Saturday, May 2

Sunday,

KEYNOTES

Thursday, May 14

Friday, May 15

Saturday, May 16

Sunday, May 17

Tanya Krzywinska (Falmouth U)

The Gamification of the Game

Astrid Esselink (Banger Universi

Videogames as Unnatural H

Karen Palmer (i-Interactive Fi

Is Hacking the Brain the Fa

Markus Rautzenberg (Freie Uni

Dealing with Uncertainty, U

Lead By World-Renowned
Researchers

World-Class Educational Pro-vision that Prepares Students for **Careers** in the **Creative Industries**



Awarded TEF Gold Status



Teaching
Excellence
Framework

The Princeton Review®





Undergraduate Courses in
Computing



Undergraduate Courses in
Games



Undergraduate Courses in
Immersive Computing



Undergraduate Courses in
Computer Science



Undergraduate Courses in
Robotics



Postgraduate Courses in **Artificial Intelligence**



Postgraduate Courses in
**Games Entrepreneurship and
Incubation**



Distance-Learning Courses in
User Experience Design and
Indie Games

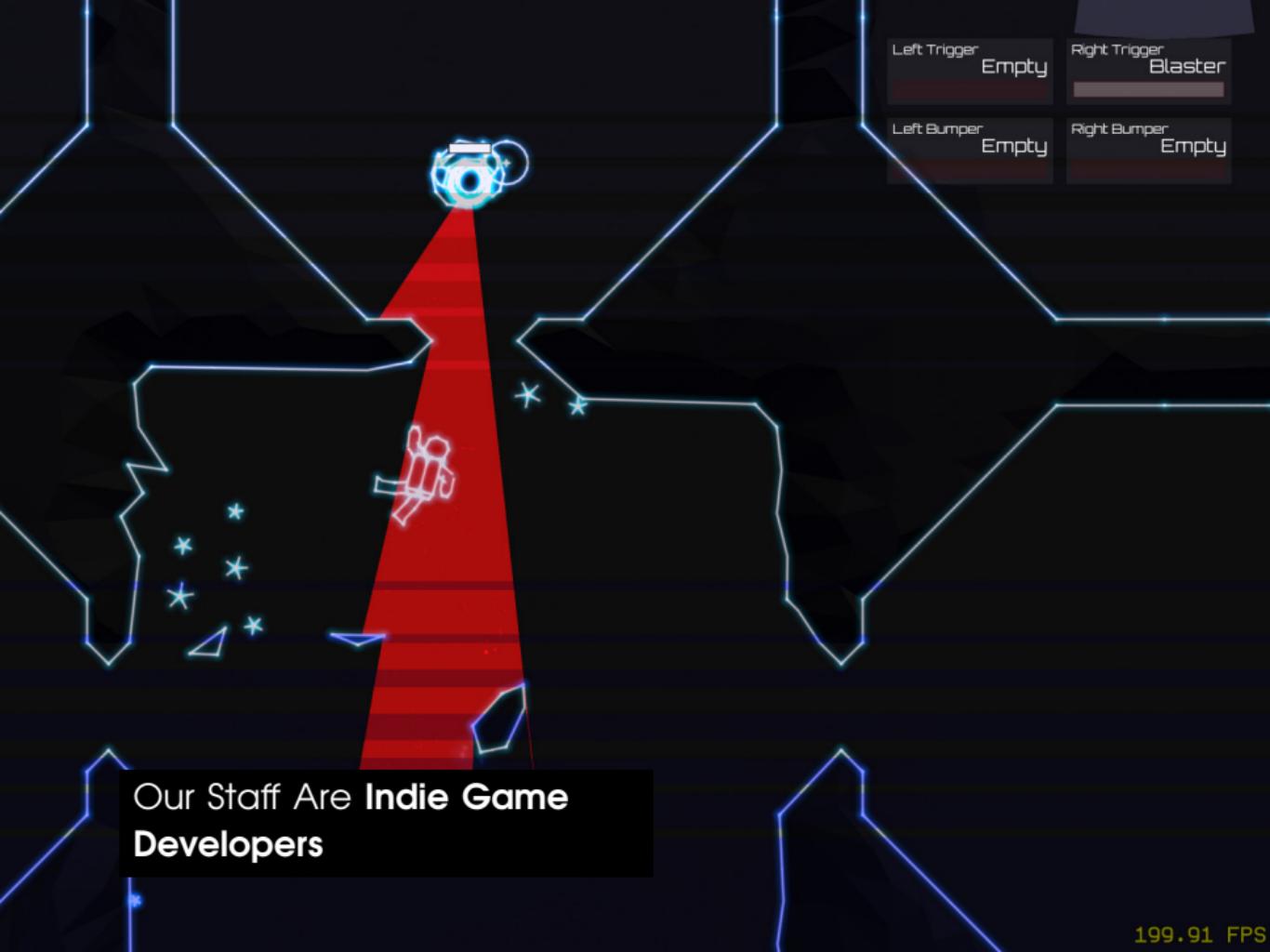


FALMOUTH
UNIVERSITY

GAMES
ACADEMY



Emphasis on **Doing It For Real**



Left Trigger

Empty

Right Trigger

Blaster

Left Bumper

Empty

Right Bumper

Empty

Our Staff Are **Indie Game**
Developers

199.91 FPS



Our Staff Are **Indie Game**
Developers



Our Staff Are Indie Game Developers



jerba

A photograph of a man in a light purple button-down shirt speaking, with his hands gesturing. To his right is a large screen displaying a woman's face in profile, looking upwards. The background shows an interior room with a window.

We Attract **Industry Legends**
as Visiting Lecturers

SHARP



And **Our Graduates** Return to
Help Us Out

The UK Creative Industries 2019

VALUE

Value (GVA*)

The UK Creative Industries 2019

£115.9 bn
A YEAR

£13.2 m
AN HOUR

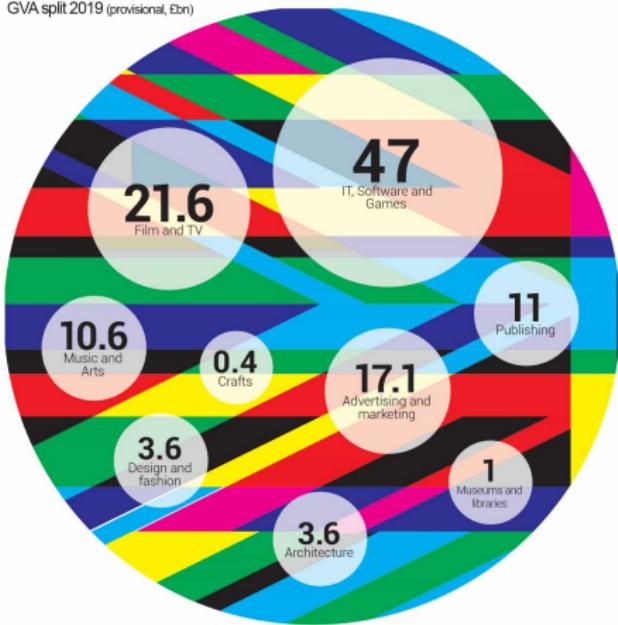
5.6%

INCREASE IN VALUE SINCE 2018**

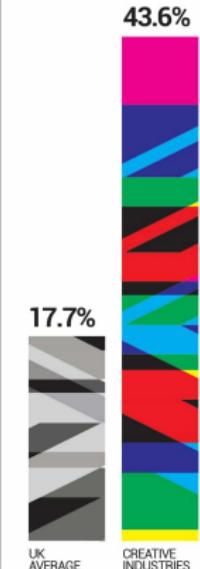
*Gross Value Added, current prices

**Calculated using chained volume measures

GVA split 2019 (provisional, £bn)



Change in GVA 2010-2019**



www.thecreativeindustries.co.uk

Source: DCMS, December 2020

£50 m

Digital tech business turnover (2017)

£70 k

Digital tech turnover by employee (2017)

£93 m

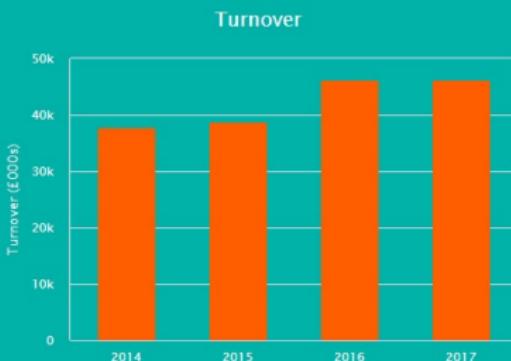
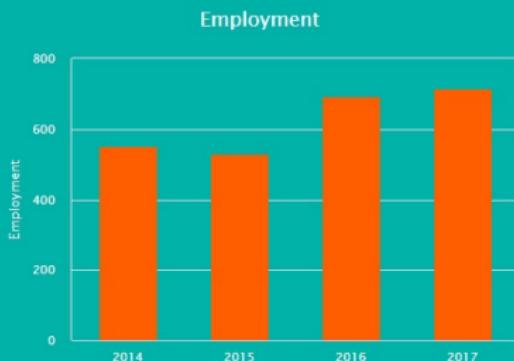
GVA
(2017)

716

Jobs in digital tech sector
(2017)

2,368

Digital tech jobs
(2017)



TECH NATION

FROM
TECH CITY

IN PARTNERSHIP WITH
Nesta...

DIGITAL TECH ECONOMY

1.56m jobs¹

Job creation **2.8x**
faster than the rest of the
economy (2011-2014)



£50,000

Almost £50K average
advertised salary²

36%

higher than the national
advertised average²

Digital Tech
Economy jobs exist within
traditionally non-digital
industries¹

41%

DIGITAL TECH INDUSTRIES

£161bn turnover³

32%

Grew 32% faster than
the rest of the economy
(2010-2014)³

58,000

Identified active digital
tech businesses⁴

TOP SECTORS⁴

17% App & Software Development

12% Data Management & Analytics

11.5% Hardware, Devices & Open Source Hardware

DIGITAL TURNOVER TOTAL³

£62.4bn

READING & BRACKNELL

£10bn

BRISTOL & BATH

£8.2bn

MANCHESTER

£2.2bn

BIRMINGHAM

£1.8bn

DIGITAL TURNOVER GROWTH (2010-2014)³

SOUTHAMPTON

+180%

TRURO, REDRUTH & CAMBORNE

+153%

DUNDEE

+129%

LONDON

+101%

BRISTOL & BATH

+53%



58,000

digital tech
businesses
found across the
UK

DIGITAL JOBS¹ TOTAL

LONDON

328,223

MANCHESTER

51,901

READING & BRACKNELL

40,440

BIRMINGHAM

36,768

BRISTOL & BATH

36,547

PRODUCTIVITY³ (SALES PER WORKER)

BRISTOL & BATH

£296,340

LONDON

£205,390

READING & BRACKNELL

£196,800

SOUTHAMPTON

£171,720

OXFORD

£170,460

DIGITAL SALARY² GROWTH (2012-2015)

LEEDS

+29%

NEWCASTLE & DURHAM

+27%

SUNDERLAND

+26%

EDINBURGH

+26%

SOUTHAMPTON

+25%

¹ Annual Population Survey (2014)

² Burning Glass (2015) refers to advertised digital salary

³ Advertised digital turnover based on Advertised Digital Salaries Database (2014)

⁴ Growthstar (2015)

Computing in Creative Industries



Careers for Computing Professionals

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- ▶ Each role requires very specific skills, mastered in considerable depth
- ▶ In small indie studios, you might need to fill multiple roles, including business and design
- ▶ Knowledge of effective team-working tactics is essential (though there are many ways of working)

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- ▶ Keep up with the fast-paced field of computer technology
- ▶ Straddle the arts and sciences, being able to draw together elements from both
- ▶ Have expertise in software engineering and computer science, with an ability to conduct independent research

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- ▶ **Design:** designers who can prototype and implement are in high demand, while the analytical and mathematical skills they apply help them to quickly improve their designs

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- ▶ **Manage:** insight into how software developers practice their craft will make you better at managing them in a studio context (and perhaps even garner some respect)
- ▶ **Administratate:** the games industry isn't just about development, there is a huge range of other career paths, such as human resources and IT

Potential Career Trajectories

This is a sampling of technical roles which our graduates have secured:

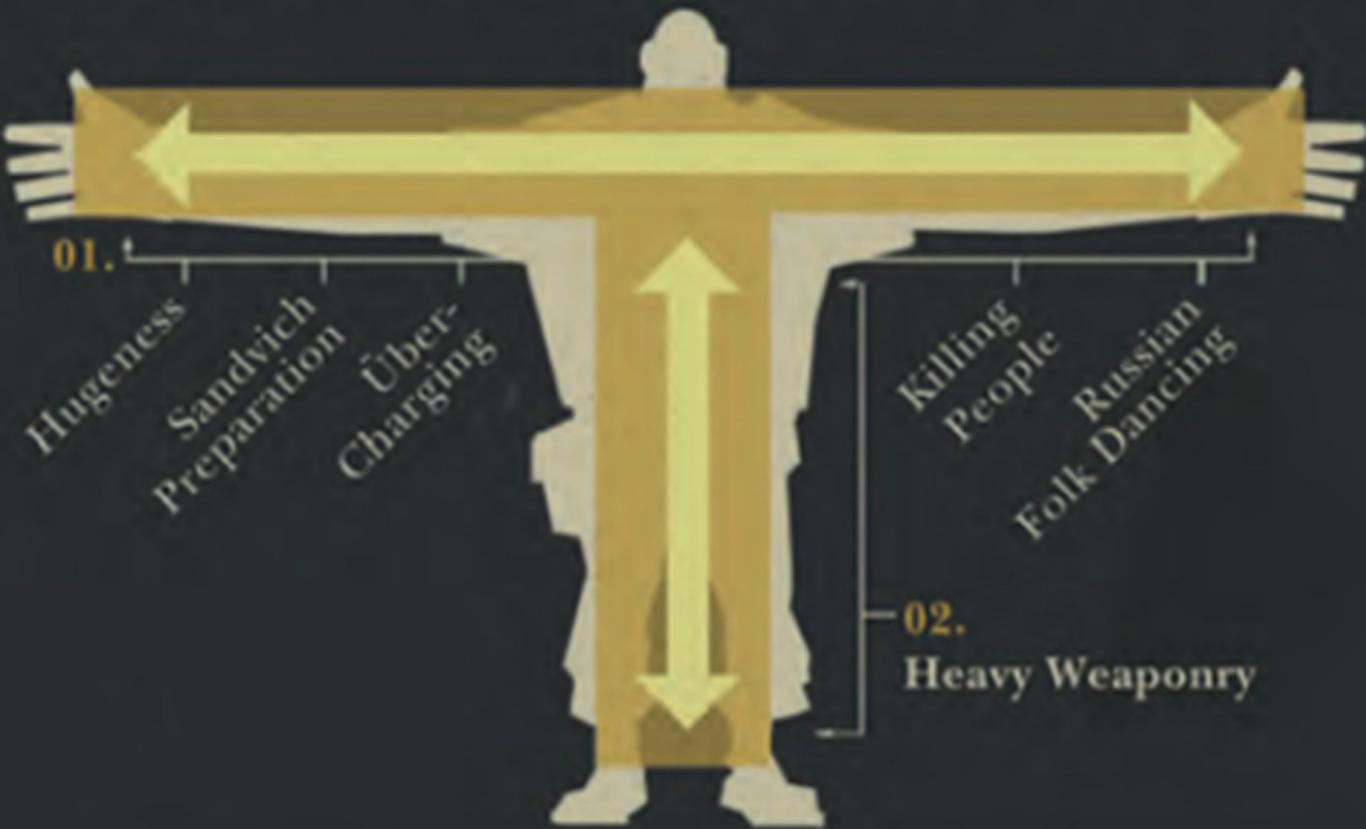
- ▶ AI & Systems Programmer, Nordcurrent
- ▶ Augmented Reality App Developer, Ndreams
- ▶ Back-End Developer, Codices
- ▶ Chief Technical Officer, Studio Mutiny
- ▶ Creative Software Developer, Ultrahaptics
- ▶ Data Management Lead, Pineapple Studios
- ▶ Data Scientist, Solutionpath
- ▶ Developer, Antoine Lock
- ▶ DevOps Specialist, SCC Scripting
- ▶ Doctoral Candidate in AI, Google
- ▶ Freelance Programmer, Square Enix
- ▶ Full Stack Web Developer, Dewsight
- ▶ Game Designer, Supermassive
- ▶ Game Designer, Firesprite
- ▶ Games Programmer, FunGeneration Lab

Potential Career Trajectories

This is a sampling of technical roles which our graduates have secured:

- ▶ Graduate Programmer,
Ubisoft
- ▶ Graduate Programmer,
Firesprite
- ▶ Hardware Engineer, BAE
Systems
- ▶ Indie Game Developer,
Knights of Borria
- ▶ Immersive Technologist,
Facebook
- ▶ IT Support Administrator,
Subfero
- ▶ Junior Game Designer, Rare
- ▶ Junior Programmer,
Mediatonic
- ▶ Lead Programmer, Robot
Noodle
- ▶ Level Designer, King
- ▶ Producer, Coffee Stain Studios
- ▶ Python Automation Engineer,
Imagination Tech
- ▶ Software Developer, Bluefruit
- ▶ Software Engineer, Tempest
- ▶ Support Analyst for Cloud,
SolicitorsOS

T-SHAPED MODEL: EMPLOYEE



Your Course



Student Voice

- ▶ I want the course to be **#1** in every measure, so please engage with us!
- ▶ Pre-COVID over 80% of the COMP modules we offer are in the top-10% of all modules Falmouth offers, as rated by student evaluations
 - ▶ COMP250: Artificial Intelligence in top-1%
- ▶ About 33% contact-time on all modules

You will soon be asked nominate someone to represent your interests in the student-staff liaison group. There are representatives for each cohort. Establishing a working democracy is vital important to the health of your student experience. You *shape* the course!

You Said, We Did

Improvements this year based on NSS data:

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- ▶ “My course has challenged me to achieve my best work” (-13)
 - ▶ Briefs supplemented with more open-ended “contracts” and new rubrics to show how to access marks and reach higher attainment

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- ▶ “My course has challenged me to achieve my best work” (-13)
 - ▶ Briefs supplemented with more open-ended “contracts” and new rubrics to show how to access marks and reach higher attainment
- ▶ “My course has provided me with opportunities to bring information and ideas together from different topics” (-1)
 - ▶ Module leaders now coordinate topics and assignments to better highlight synergies

You Said, We Did

- ▶ “I have been able to contact staff when I needed to” (-12)
 - ▶ Forthcoming policy to respond to email and Teams messages within three working days during term time
 - ▶ Studio screens now show who is on-duty for studio supervision
 - ▶ Technicians have extended studio hours

You Said, We Did

- ▶ “The course is well organised and running smoothly” (-2)
 - ▶ The *Making the Curriculum Clearer* project now implemented
 - ▶ Simplified course structure, fewer assignments, and more sharing of modules across the Academy
 - ▶ Now share group project modules - same learning outcomes, same assignment, same weight, same “studio practice”

Programming Tutors

In study block 1, each student is allocated a tutor:

- ▶ Small group meetings each week for each COMP module
- ▶ These are mandatory as they help us to nurture your progress
- ▶ Run by a member of the course team
- ▶ There to help you, only a message away
- ▶ Big help on COMP110 and COMP120, especially for newer programmers

We may juggle the groups once we get to know you all a bit better so we can offer the most appropriate support for you

PASS Sessions

Peer assisted study sessions:

- ▶ To be scheduled
- ▶ Run by volunteers who have been successful with the course
- ▶ Awesome community
- ▶ Great place to get help and support with writing/programming/math

Course Objectives

The aim of our courses are to:

- ▶ To develop confident and daring computing professionals with the knowledge, attitudes, and skills needed to operate as programmers in multidisciplinary teams that produce vibrant and innovative digital products and services.

Course Objectives

By the end of this year, you should be confidently able to:

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Course Objectives

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- ▶ **Code:** Translate technical notation into executable code.
- ▶ **Architect:** Translate requirements into suitable technical notation.
- ▶ **Solve:** Demonstrate computational thinking and numeracy skills.

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By the end of this year, you should be confidently able to:

- ▶ **Advocate:** Recognise the legal, social, ethical, and professional issues that affect creative projects.
- ▶ **Research:** Report on an issue using appropriate sources and academic conventions.
- ▶ **Reflect:** Identify professional attributes and illustrate how they are relevant to your practice.

Learning Objectives

The objectives of this course are to facilitate the development of your:

- ▶ **Collaborate/Utilise:** Define suitable development practices, project management approaches, and version control techniques used in the execution of a collaborative project.

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- ▶ **Pitch:** Identify your role within a creative studio culture.

Learning Objectives

The objectives of this course are to facilitate the development of your:

- ▶ **Collaborate/Utilise:** Define suitable development practices, project management approaches, and version control techniques used in the execution of a collaborative project.
- ▶ **Pitch:** Identify your role within a creative studio culture.
- ▶ **Deliver/Innovate:** Describe how to create and test prototypes in order to deliver an interesting experience.

Philosophy

We offer the only science degrees in the Game Academy and do things a little differently:

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- ▶ Emphasis on developing community, and discourse/peer-review within that community
 - ▶ Do it together and learn from each other, before doing it alone
 - ▶ Critique each others' work and discuss what constitutes good practice

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 - ▶ Do it together and learn from each other, before doing it alone
 - ▶ Critique each others' work and discuss what constitutes good practice
- ▶ Emphasis on feed-forward over just feed-back
 - ▶ Early milestones, earlier start, more learning
 - ▶ Get advice on how to improve your own practice *before* you submit your work

Philosophy

- ▶ Emphasis on highly structured assignments
 - ▶ Formative work across the study block
 - ▶ Easy to pass for successfully completing all in-class activities with basic competence and submitting on-time
 - ▶ Face-to-face feedback and discussion in assessment by viva

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- ▶ Emphasis on highly structured assignments
 - ▶ Formative work across the study block
 - ▶ Easy to pass for successfully completing all in-class activities with basic competence and submitting on-time
 - ▶ Face-to-face feedback and discussion in assessment by viva
- ▶ Emphasis on continuing personal development
 - ▶ Personal growth over hitting a benchmark
 - ▶ Journey to professional competency and beyond, rather than hitting a grade
 - ▶ Rubrics and qualitative feedback (at least, at first)

Indicative Course Maps



Indicative Award Map

YEAR 1

STUDY BLOCK 1	STUDY BLOCK 2
DEVELOPMENT PRINCIPLES GAM110 Core 20 credits	MULTIDISCIPLINARY DEVELOPMENT PRACTICE GAM130 Core 40 credits
PRINCIPLES OF COMPUTING COMP110 Core 20 credits	
CREATIVE COMPUTING COMP120 Core 20 credits	INDIVIDUAL CREATIVE COMPUTING PROJECT COMP140 Core 20 credits

F

Indicative Award Map

YEAR 2 – Games & Immersive Pathways

STUDY BLOCK 1		STUDY BLOCK 2
WORLD CREATION PROJECT: PRE-PRODUCTION GAM220 Core 20 credits		COLLABORATION CLAB200 Core 20 credits
MATHS FOR 3D WORLDS & SIMULATIONS COMP270 Core for BSc 20 credits	FORM & EXPERIENCE GAM210 OR Core for BA 20 credits	WORLD CREATION PROJECT: PRODUCTION GAM240 Core 20 credits
ADVANCED GAME PROGRAMMING COMP280 Core 20 credits		INDIVIDUAL SPECIALIST COMPUTING PROJECT COMP2* Option 20 credits

Computing for Games

Graphics & Simulation
 Interfaces & Interaction
 Distributed Systems
 Artificial Intelligence

Game Development: Programming

Interfaces & Interaction
 Distributed Systems
 Artificial Intelligence

Immersive Computing

Virtual Reality



Indicative Award Map

YEAR 2 – Computer Science & Robotics Pathways

STUDY BLOCK 1			STUDY BLOCK 2		
COMPLEX PROBLEM-SOLVING BUS299 Core 20 credits			COLLABORATION CLAB200 Core 20 credits		
MATHEMATICS FOR 3D WORLDS & SIMULATIONS COMP270 Core 20 credits			ALGORITHMS & OPTIMISATION COMP290 Core 20 credits	TBC OR	CREATIVE ROBOTICS ROB220 Core 20 credits
SYSTEMS ANALYSIS COMP230 Core 20 credits	TBC OR	ROBOTICS & CYBERNETICS ROB210 Core 20 credits	INDIVIDUAL SPECIALIST COMPUTING PROJECT COMP2*0 Option 20 credits		

Options

- Graphics & Simulation*
- Interfaces & Interaction
- Distributed Systems
- Artificial Intelligence

F

Indicative Award Map

YEAR 3

STUDY BLOCK 1		STUDY BLOCK 2	
ENTREPRENEURIAL PRACTICE BUS3*0 Core 20 credits		MAJOR COLLABORATION CLAB300 Core 40 credits	
COMPUTING SPECIALISM COMP3*0 Core 20 credits			
RESEARCH & DEVELOPMENT COMP320 Core for BSc 20 credits	PROFESSIONAL PRACTICE GAM340 Core for BA 20 credits	RESEARCH & DEVELOPMENT COMP360 Core for BSc 20 credits	THEORY FOR THE FUTURE GAM310 Core for BA 20 credits
	OR		OR

Computer Science

Advanced Topics in CS

Immersive Computing

Extended Realities

Robotics

Human-Robot Interaction

Games Development: Programming

Major Game Development

Computing for Games

Major Game Development



Study Block One



Modules

You have three modules to complete in study block one.
These are:

- ▶ COMP110 Principles of Computing
- ▶ COMP120 Creative Computing
- ▶ GAM110 Development Principles

Students on BA(Hons) courses and who have no intention of switching can swap COMP110 Principles of Computing for GAM120 Reading Experiences. You will need to complete a module transfer form - we only recommend making the switch if you do **not** feel comfortable with mathematics.

Modules

There are more detailed module introductions, module welcome talks, module induction talks, and assignment briefs available for you to review on the LearningSpace.

These should be available to you on Monday, if they aren't available already.

We will briefly introduce these modules now, but you will need to watch the videos for further detail.

COMP110 Principles of Computing

Aim: To enable you to apply basic computing and mathematical theory to solve practical problems.

Module Leader: Dr Ed Powley

On this module, you will learn the foundational principles of computing, discrete mathematics, and technical communication (e.g., notation, pseudocode, unified modelling language, etc.). You start the process of learning to use core concepts and methods from computer science to solve practical problems and leverage algorithms in your solutions. You will become acquainted in a practical way with the techniques and methods that help you to work through challenges effectively and efficiently to design, build, and annotate computing solutions with reference to relevant scholarly sources.

COMP120 Creative Computing

Aim: To develop your comfort using code and computational techniques to manipulate digital media.

Module Leader: Dr Michael Scott

On this module, you will learn different ways of engaging with code through a practical exploration of media formats including text, image, and sound. Whilst you work in a variety of pair- and mob-programming formats, you will play, tinker, experiment with, and extend code that will convert artefacts that already exist into something new as a form of appropriation. In doing so, you will embrace the principle of rapid iteration and work in a creative way. Engaging with creative computing in this way means that you will not only become acquainted with programming at an introductory-level, but you will also exercise your creativity. However, working in such a manner and producing derivative works raises moral and legal questions that you will consider and frame within topics such as plagiarism, intellectual property law, licensing rights, as well as the maker and open-source movements.

GAM110 Development Principles

Aim: To engage with the foundational processes of digital project development in a studio-centred context, as well as the culture it supports.

Module Leader: Terry Greer

On this module, you gain an understanding of the basic principles, terminology, roles, and tools used in the development of digital products and services. Supervised studio practice directs your attention towards the different assets and software components that need to be drawn together to make a working digital product and how they are organised throughout the development pipeline. You will immerse yourself in a studio culture in which you apply 'agile' project management methods to facilitate practical development and use version control tools to manage your collaboration. You will also gain a 'first-principles' understanding of how to design with a target market in mind and maintain a strong underlying concept.

GAM120 Reading Experiences

Optional switch for BA(Hons) students

Aim: To introduce you to the formal characteristics of digital experiences, and the theories and concepts that have been developed for their analysis.

Module Leader: Dr Jeff Howard

In exploring ideas about games and the player experience, this module offers a foundational space to begin to think closely and carefully about the formal nature of digital experiences, their markets and the contexts of their production, the pleasures they offer and what it means to play them. The ideas engaged with are intended to inform and broaden your development practice on other modules. You receive foundational lectures and workshops on researching experiences and methods for doing so, as well as on academic research methods and essay writing. Seminars provide the space for debating the ideas and material encountered, lectures provide orientation and a one-on-one tutorial provides individual feedback on your progress.

Timetable



Timetable

The timetable can be found on:

<http://mytimetable.falmouth.ac.uk>

Check the timetable every day! Sessions can, and often do change. Once you are allocated into groups for your collaborative game development projects, meeting times with tutors will change and extra sessions may appear!

The course isn't just the time you're scheduled to be with a tutor, you are expected to engage in self-directed study.

COVID-19 Adjustments

An overview is available at:

[https://www.falmouth.ac.uk/experience/
new-students/welcome-letters/#course-updates](https://www.falmouth.ac.uk/experience/new-students/welcome-letters/#course-updates)

Blended Learning

Many areas of our provision have improved due to online delivery methods. These include:

- ▶ Academic workshop delivery and worksheet tutorials in COMP110
- ▶ Mathematics lectures and support in COMP270
- ▶ R&D support and dissertation supervision in COMP320/COMP360

Since module ratings improved year-on-year for these modules, we will continue to use and enhance online delivery methods where they make sense and where they assure continuity in the student journey and a high quality of provision.

Blended Learning

Many areas of our provision benefit from traditional delivery methods. These include:

- ▶ Programming and version control setup and support in COMP120
- ▶ Collaborative development practice in our labs and studios in GAM110
- ▶ Using specialist requirement in COMP140, ROB210, and VR220

We are no longer supportive of hybrid methods as these were clunkly to run, spread the support too thin, and diminished community building aspects of the course. These are studio-based courses and you are expected to convene with members of your team in-person in the studio as timetabled for studio practice.

Assignments



Assignment Structure

100% Coursework

Assignment Structure

Assessments are designed to reflect professional practice:

- ▶ Items for your Portfolio
- ▶ Collaborative Projects
- ▶ Pitches
- ▶ Papers

Relative importance of each will depend on your career trajectory



**Collaborative Approach with
Arts Students**



Follows an **Incubation Model:**
Make Games For Real



Access to Excellent **Studio Facilities** Subject to Safe Working Practices



Industry Involvement: Show-off your work to professionals at our expo

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E.V.



WRENCH

Assignments

Live Demo

All assignment briefs will be found on:

learningspace.falmouth.ac.uk

Enjoy freshers week. Read them very carefully next week!

LearningSpace is also where you submit **ALL** final
“summative” versions of your assigned coursework tasks!

Assignments

You will usually submit your work as:

- ▶ a link to your git repository
- ▶ or a single .pdf file
- ▶ or a single .zip archive

Please use the following convention:

module_assignmentNumber_studentID

For example:

comp110_1_2011213

We use anonymous marking where possible.

Assignments

All assignment deadlines can be found next week on:

myfalmouth.falmouth.ac.uk

Take note of these carefully! A single second late, and your work will be capped at the minimum passing grade.

Assignments

In the absence of extenuating circumstances (i.e., you are seriously ill and stuck in hospital):

**You MUST submit something
for EVERY assigned coursework task!**

In the eyes of university policy, not submitting anything is usually unrecoverable. Even if your work is unfinished, please submit something! Even submitting a blank piece of paper is better than not submitting anything!

If you forget to submit, there is a grace period of 5 working days after the deadline. If you fail, you get a second attempt. And, usually, a third attempt.

Expectations in Higher Education



Exercise

Go to:

<https://padlet.com/michaelscott5/xjdz7hngsnvyx35z>

Let's discuss what 'expectations' means, with particular focus on how they differ between higher and compulsory education.

- ▶ **List** key differences between expectations in the higher education and compulsory education contexts;
- ▶ **Suggest** what will be expected of you during your time on the course;
- ▶ **Give** examples of activities that count as 'self-directed study'.

Expectations

Please note the following:

- ▶ This is a full-time course
- ▶ You are expected to do 1200 hours of study per academic year
- ▶ Approximately 1/3 of that will be contact time
- ▶ Approximately 2/3 of that will be 'self-directed study'
- ▶ This means you are expected to study 40 hours per week, **EACH** week across the two 15-week study blocks
- ▶ If you can't commit to this—you will likely struggle with the pace of the course and the group work

Expectation

Typically, study blocks have the following structure:

- ▶ 5 Weeks - Sessions with Tutors
- ▶ 1 Week - Assessments and Self-Directed Studio Practice with Team
 - ▶ **NOT** a vacation
- ▶ 5 Weeks - Further Sessions with Tutors
- ▶ 1 Week - Assessments and Self-Directed Studio Practice with Team
- ▶ Vacation Period
- ▶ 1 Week - Assessments and Self-Directed Studio Practice with Team
- ▶ 2 Weeks - Workshops Festival
 - ▶ **NOT** a vacation



Questions & Answers

Thank you for listening.

Please feel welcome to ask questions or raise concerns.

Breakout Groups



Breaking Out

Your programming tutor will have setup a Microsoft Teams 'chat' with you so that you can engage with them. Please introduce yourself to them and introduce yourself to the other members of your tutor group. You will be meeting with them regularly throughout the COMP120 module. We have a few icebreaking activities for you to choose from and a few recommended activities

- ▶ SpaceTeam icebreaker
- ▶ Games Meta-game icebreaker
- ▶ Time management advice
- ▶ DoIT Profiler

Icebreaker: SpaceTeam

A cooperative shouting game for piloting a spaceship!

Setup:

- ▶ Download <https://spaceteam.ca/>
- ▶ If you don't have an Apple or Android mobile phone, use an emulator (e.g., BlueStacks)
- ▶ Share the room code to play together online!

Icebreaker: Games Meta-Game

Setup:

- ▶ Organise into your tutor groups of 4-6 players
- ▶ You will each receive two sets of card: game cards and question cards.
- ▶ While you are waiting for your cards, identify the youngest player. They will be the first critic.
- ▶ All actions are clockwise from the critic.

Icebreaker: Games Meta-Game

Instructions:

1. **Question:** The critic draws a question card.
2. **Answer:** The *remaining players* (i.e., not the critic!) submit their best game card, to answer the question, face-up.
3. **Justification:** The *remaining players* justify the game card they have selected.
4. **Selection:** The critic selects the most suitable game card answering the question. That player ‘wins’ the round, keeping the question card as a scoring token and becomes the next critic.
5. **Repeat** from step 1, for approximately 20 minutes.

Activity: Time Management

Please complete the following activity:

[http://www.learnhigher.ac.uk/
learning-at-university/time-management/
getting-organised/](http://www.learnhigher.ac.uk/learning-at-university/time-management/getting-organised/)

Activity: DoIT Profiler

You **MUST** complete the following activity:

<https://doitprofiler.net/Account/ClientLogin>

Client code: fal15mar