



FALMOUTH
UNIVERSITY

Games Academy: 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

All of these courses have a common first-year focused on computing fundamentals and practical projects.
Typically, making games!

Scrum Tennis Activity

Please self-organise into teams of 7-8 people.

Task: Pass as many balls through the team as possible within two minutes.

1. Balls cannot be passed to your direct neighbour to your immediate left or right.
2. Each ball must have air-time when being passed.
3. Each ball must be touched at least once by every team member.
4. Each ball must return to the same person who introduced it into the system.
5. Nominate someone to keep track of the score.
6. Be honest and listen for further instructions.

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* 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 tutors are
- ▶ **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 game 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





Michael Scott, Head of Computing



Ed Powley, Associate Professor of Artificial Intelligence



Brian McDonald



Andy Smith



Alcwyn Parker



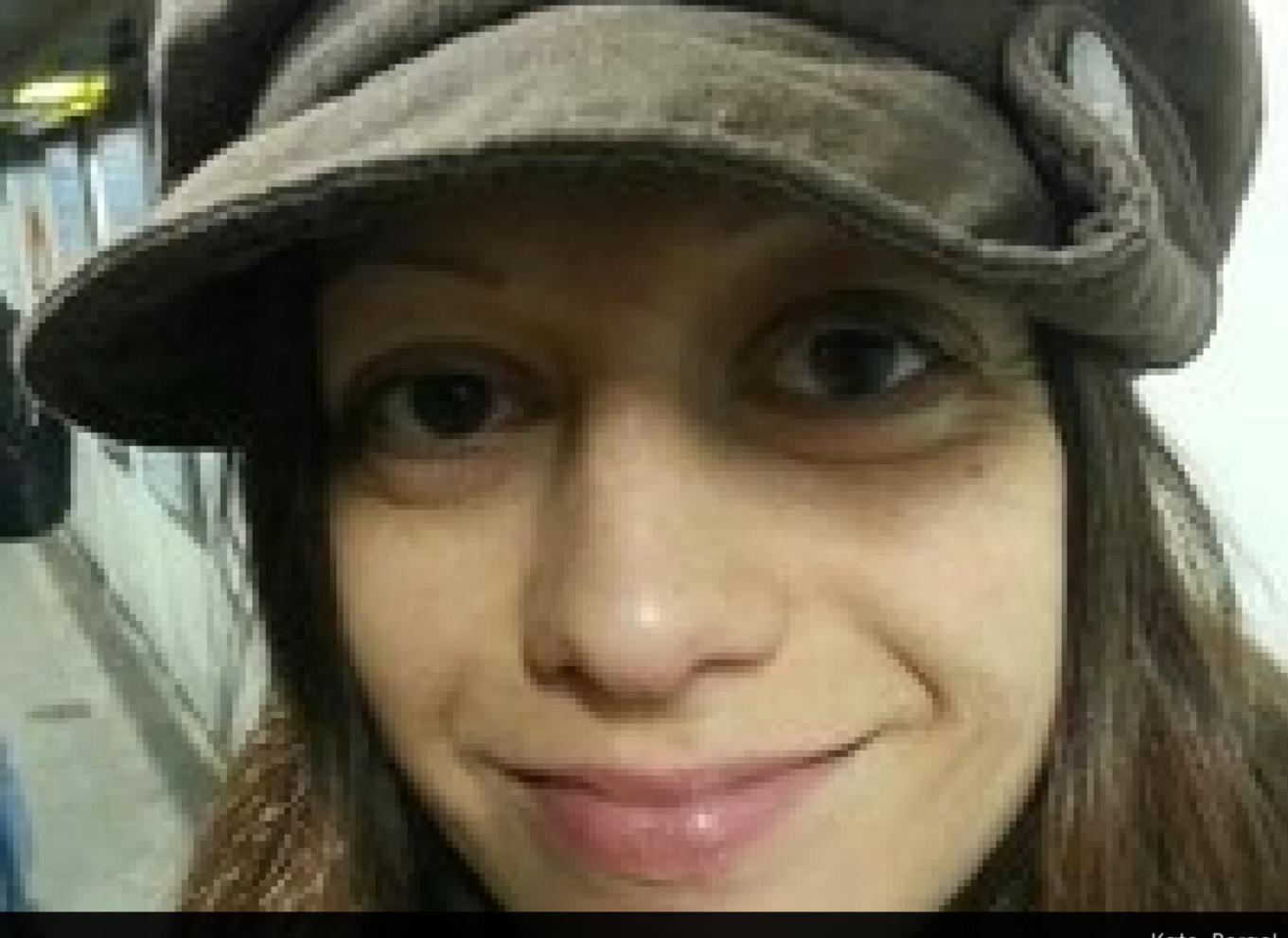
Norah Lorway



Jamie White



Joan Casas-Roma



Kate Bergel



Gareth Lewis



John Speakman

The Games Academy





World-Leading Research in
Digital Games and **Digital**
Games Technology



Game design

Hold more than £2 million of funds for research in **Artificial Intelligence**, **Procedural Content Generation**, and **Transmedial Aesthetics**

8 x 30



No controller collisions



Guitar Birds



15 / 15
Guitar Birds



Win: 70pts

Ends: 40s

2.6 2.6

Lives: 3



And hold a growing level of funding
for research into **Extended Reality**

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 Ga

Astrid Esselink (Banger Universi

Videogames as Unnatural H

Karen Palmer (i-Interactive Fi

Is Hacking the Brain the Fa

Markus Rautzenberg (Freie U

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
Game Development



Undergraduate Courses in
Computing for Games



Undergraduate Courses in
Immersive Computing



Postgraduate Courses in
Games Entrepreneurship

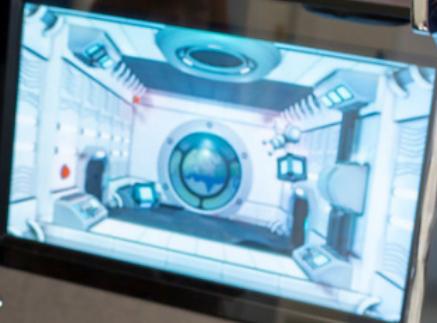


Distance-Learning Courses in
App Development

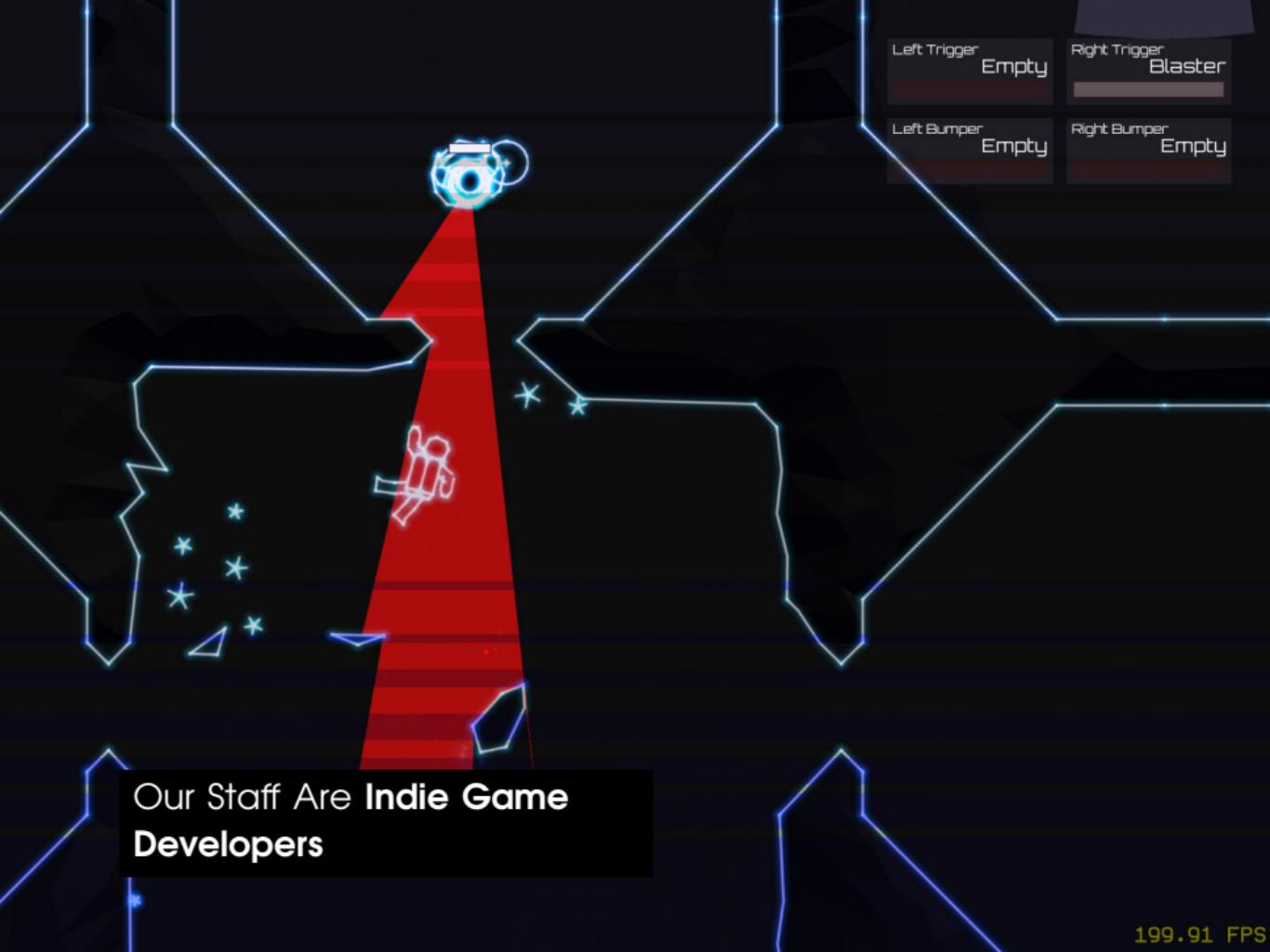


FALMOUTH
UNIVERSITY

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**
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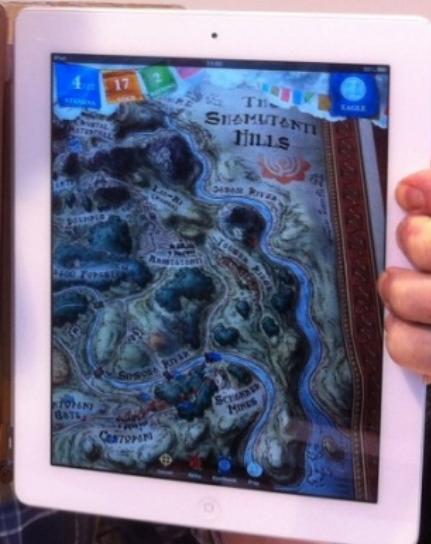
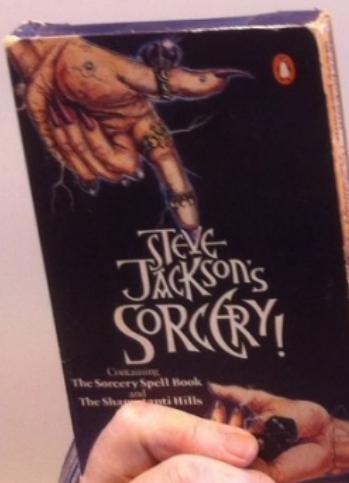
A cinematic shot of a futuristic city at night. A massive, dark, metallic robot with glowing blue and red lights on its joints and a circular visor-like eye dominates the left side of the frame. It appears to be walking or running towards the right. In the bottom right corner, a woman with long dark hair is seen from behind, her hands covering her face in distress or despair. The background features a city skyline with tall buildings, some with green vegetation growing on them. A large, bright explosion or fire is visible in the upper right background, casting a glow over the scene. The overall atmosphere is one of a science fiction movie set in a dystopian future.

Our Staff Are **Indie Game**
Developers

GALLIMARD

GALLIMARD JEUNESSE

We Attract Industry Legends
as Visiting Lecturers





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as Visiting Lecturers



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

The UK Creative Industries

VALUE (GVA)

The UK Creative Industries 2014

£84.1 A YEAR

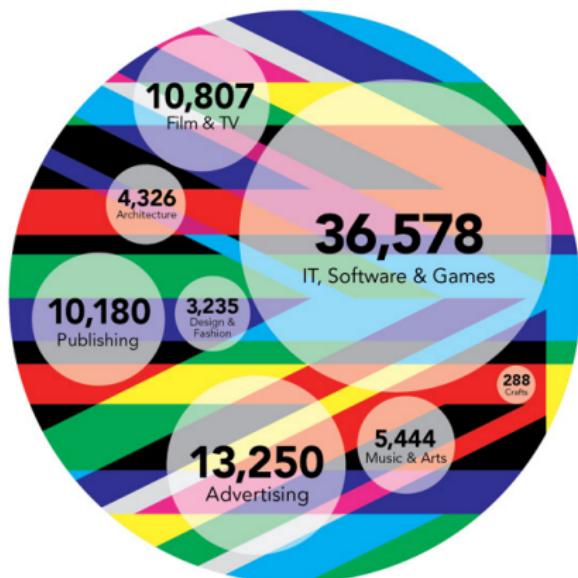
£9.6 AN HOUR

8.9%

INCREASE IN GVA OF THE CREATIVE INDUSTRIES
BETWEEN 2013 AND 2014

GVA of UK Creative Industries 2014 (£m)

Total £84.1bn



Annual Change in GVA
1997-2014



www.thecreativeindustries.co.uk

Source: DCMS Creative Industries Economic Estimates January 2016

TECH NATION



From
**TECH
CITY**

@TechCityUK

In partnership with
Nesta...

@nesta_uk

Truro, Redruth & Camborne

Visit: techcityuk.com/technation



127%

A circular graphic with a white border and a pink background. Inside the circle, the text '127%' is displayed in white.

GVA GROWTH
Growth in GVA
from 2010-2014



£31m
TOTAL GVA
Total output (good or service) minus value of inputs

A circular graphic with a white border and a pink background. Inside the circle, there is a stylized white outline of a money bag containing a large '£' symbol.

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

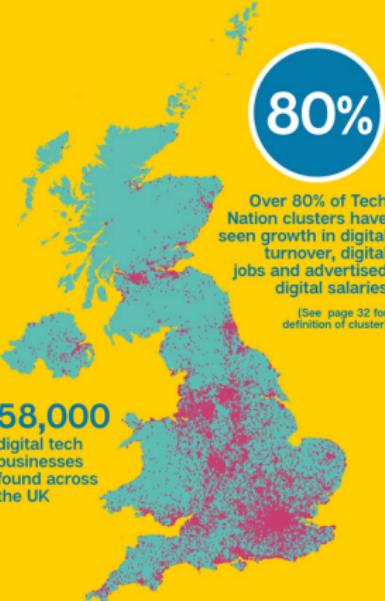
+129%

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 Adzuna's Digital Salary Survey (2014)

⁴ Growthstar (2015)

Computing in Creative Industries



Careers for Computing Professionals

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- ▶ 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)

Careers for Computing Professionals

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- ▶ 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

Careers for Computing Professionals

There is a wide range of technical roles in game studios:

- ▶ Technical Director / CTO / Lead
- ▶ Gameplay Programmer
- ▶ Engine Programmer
- ▶ Physics Programmer
- ▶ AI Programmer
- ▶ Network Programmer
- ▶ Graphics Programmer
- ▶ Tools Programmer
- ▶ UX / UI Programmer
- ▶ Middleware / Technology Developer
- ▶ Porting Programmer
- ▶ Level Scripter
- ▶ Audio Engineer
- ▶ Data Scientist

What About Other Careers?

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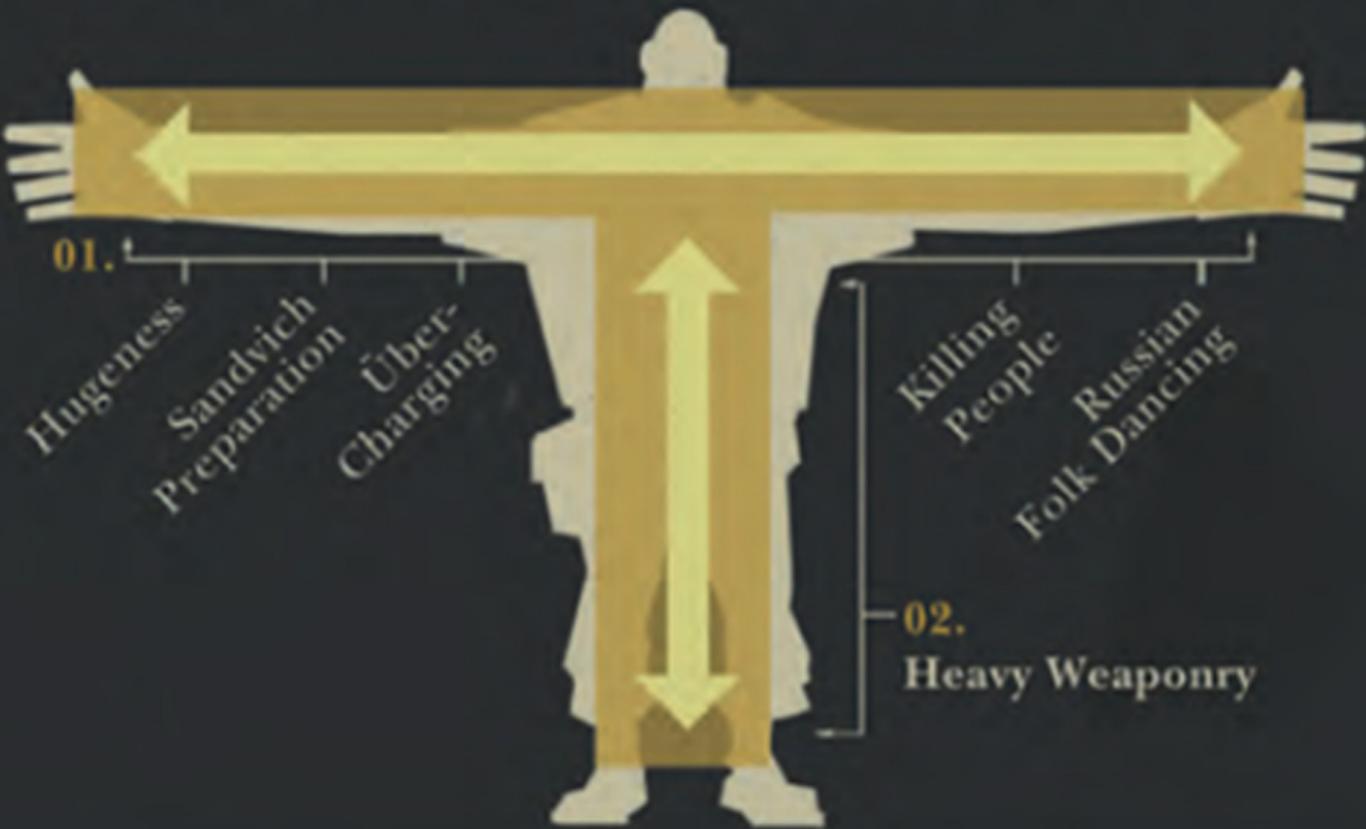
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- ▶ **Administratate:** the games industry isn't just about development, there is a huge range of other career paths, such as human resources and IT

T-SHAPED MODEL: EMPLOYEE



The Meta-Game



The Games Meta-Game

Setup:

- ▶ Self-organise into groups of 3-4 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.

The 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.

Your Course



Student Voice

Courses in the computing subject area are rated:

- ▶ **#7** Teaching (4.3 / 5.0)
- ▶ **#7** Learning Opportunities (4.4 / 5.0)
- ▶ **#6** Assessment and Feedback (4.4 / 5.0)
- ▶ **#11** Academic Support (4.4 / 5.0)
- ▶ **#7** Organisation and Management (4.3 / 5.0)
- ▶ **#5** Learning Resources (4.4 / 5.0)
- ▶ **#5** Learning Community (4.4 / 5.0)
- ▶ **#5** Student Voice (4.3 / 5.0)
- ▶ **#10** for Overall Student Satisfaction (89%)

(Out of 68 other undergraduate courses)

Student Voice

- ▶ I want the course to be **#1** in every measure, so please engage with us!
- ▶ 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%
- ▶ Over 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 are more open-ended with new rubrics to show how to access marks and reach higher attainment

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 - ▶ Briefs are more open-ended with 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)
 - ▶ New policy to respond to email within 24-hours on working days during term time
 - ▶ Personal tutors can now be booked for meetings in their office hours via the main course page
 - ▶ 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.



You Said, We Did

You Said, We Did

- ▶ “The timetable works efficiently for me.” (-10)
 - ▶ Administrative processes previously leading to group activity mis-allocation revised.
 - ▶ Everyone in a group shares the same group project module with the same sequence of activities.
 - ▶ Fewer critiques, with emphasis on more meaningful group activities and play-testing.

PASS Sessions

Peer assisted study sessions:

- ▶ Scheduled on Wednesday PM
- ▶ 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

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

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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:** 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:** 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:** 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

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
- ▶ 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)

Course Map





GAMES
ACADEMY

FALMOUTH
UNIVERSITY

Course Map

YEAR 1

SEMESTER 1	SEMESTER 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

Course Map

YEAR 2

SEMESTER 1	SEMESTER 2
<p>WORLD CREATION PROJECT: PRE-PRODUCTION GAM220 Core 20 credits</p>	<p>WORLD CREATION PROJECT: PRODUCTION GAM240 Core 40 credits</p>
<p>MATHS FOR 3D WORLDS & SIMULATIONS COMP270 Core for BSc 20 credits</p>	<p>FORM & EXPERIENCE GAM210 Core for BA 20 credits</p>
<p>SPECIALISMS IN CREATIVE COMPUTING COMP280 Core 20 credits</p>	<p>INDIVIDUAL SPECIALIST COMPUTING PROJECT COMP2* Option 20 credits</p>

Computing for Games
 Graphics & Simulation
 Interfaces & Interaction
 Distributed Systems
 Artificial Intelligence

Game Development: Programming
 Interfaces & Interaction
 Distributed Systems
 Artificial Intelligence

Immersive Computing
 XR/VR Project

Course Map

YEAR 3

SEMESTER 1		SEMESTER 2	
MAJOR GAME PROJECT GAM320 Core for Games 40 credits	MAJOR XR/VR PROJECT VR310 Core for Immersive 40 credits	MAJOR GAME PROJECT GAM330 Core for Games 40 credits	MAJOR XR/VR PROJECT VR320 Core for Immersive 40 credits
R&D: PRACTICE COMP230 Core for BSc 20 credits	PROF. PRACTICE GAM340 Core for BA 20 credits	R&D: DISSERTATION COMP360 Core for BSc 20 credits	PREPARING FOR THE FUTURE GAM310 Core for BA 20 credits

Timetable



Timetable

Live Demo

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!

This is a full-time course. Any time you are not scheduled to be with a tutor, you are expected to be working on your projects in the studio.

Assignments



Assignment Structure

100% Coursework

Assignment Structure

Assessments are designed to reflect professional practice:

- ▶ Items for your Portfolio
- ▶ Collaborative Games 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



Studio-based Course: 9-5 in the
Studio Working on Games



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

ARTHUR

Score: 5,500

Score: -500

GAWAIN

Score: -500

Score:

Assignments

Live Demo

All assignment briefs will be found on:

learningspace.falmouth.ac.uk

Enjoy freshers week. Read them very carefully on Monday!

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

Assignments

You will usually submit your work as a single .zip archive.
Please use the following convention:

module_assignmentNumber_studentID

For example:

comp110_1_0601210

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 *the same as withdrawing from your studies*. Even if your work is unfinished, submit it! 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.

Expectations in Higher Education



Socrative FALCOMPMIKE

List THREE key differences between expectations in the higher education and compulsory education contexts.

- ▶ In pairs.
- ▶ Discuss for 2-minutes what 'expectations' means. Then, discuss how they differ between higher and compulsory education.
- ▶ **List** the differences. Avoid overlap.

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, **EVERY** week across the two 15-week study blocks
- ▶ If you can't commit to this—see us ASAP to discuss your options

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

But what actually 'counts' as study?

Socrative FALCOMPMIKE

Give THREE activities that count as 'self-directed study'.

- ▶ In pairs.
- ▶ Discuss for 2-minutes what 'self-directed study' means. Then, discuss what counts as self-directed study.
- ▶ **List** the differences. Avoid overlap.



Activity: DoIT Profiler

You **MUST** complete the following activity:

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

Client code: fall15mar

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/)

Questions & Answers

Thank you for listening.

Please feel welcome to ask questions or raise concerns.