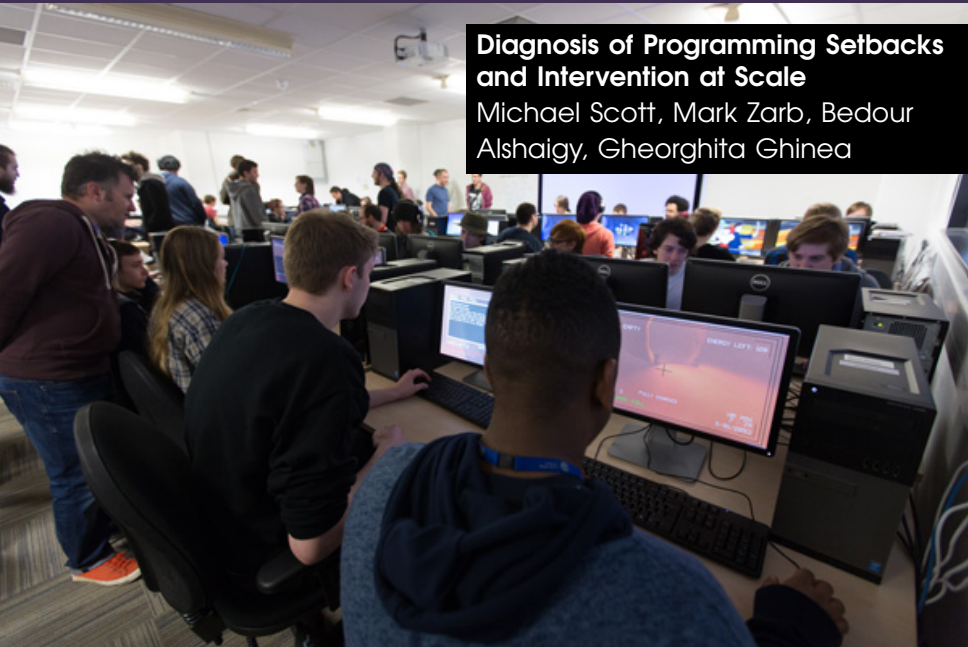
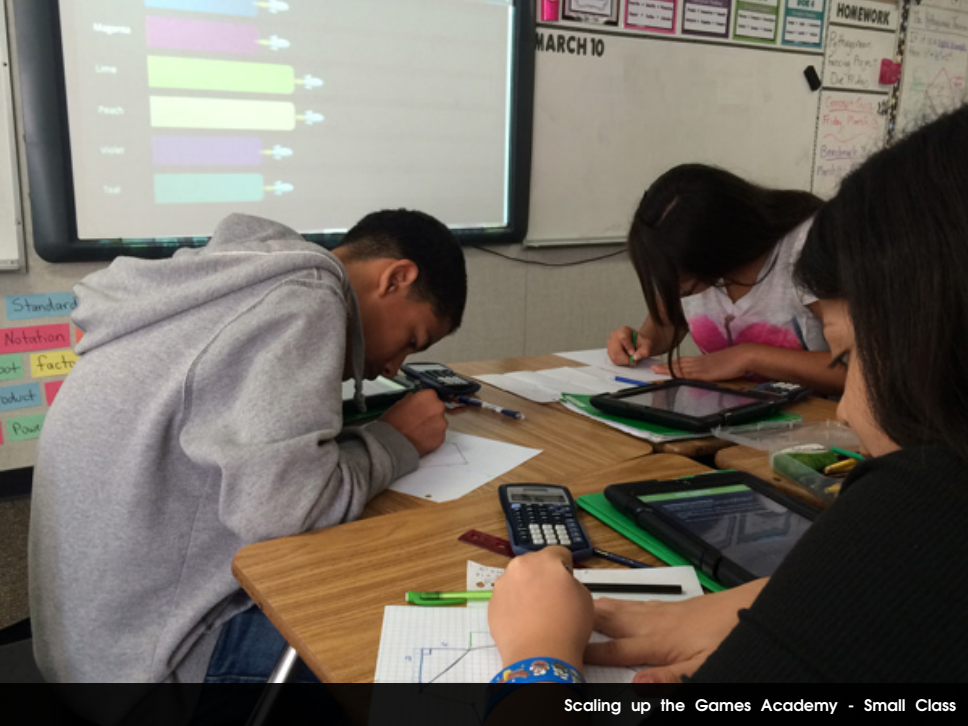


Diagnosis of Programming Setbacks and Intervention at Scale

Michael Scott, Mark Zarb, Bedour
Alshaigy, Gheorghita Ghinea







Scaling up the Games Academy - Small Class





Scaling up the Games Academy - Large Studio



Scaling up the Games Academy - Large Studio













Peer Review --- Pre-Prod | X

learning space falmouth.ac.uk/mod/workshop/view.php?id=65457&group=1688

Apps Regulations, Policies discussion so far... PS! DVGRA template Import to Mendeley Post to CiteULike Adm Mail Computer Science E Gemasutra Game Career Guide It's the effect size, etc. TCRecord: Article NSSE Institute Encou Other bookmarks

Learning Space My Modules Resources Help Michael Scott

3 The Game Academy > 95s (Hand) Computing for Games > Stage 1 > COMP150 > COMP150 - Game Development Practice > Peer Review --- Pre-Production Game Development Tasks

Peer Review --- Pre-Production Game Development Tasks

Setup phase

- Set for workshop description
- Provide instructions for submission
- Edit assessment form

Submission phase

- Provide instructions for assessment
- Allocate submissions
- Assessment deadline: Thursday 8 December 2016, 5:00 PM (14 days ago)
- There is a time limit on how long you have to submit your work
- Submission deadline: Thursday 8 December 2016, 5:00 PM (14 days ago)
- Later submissions are allowed
- Some restrictions do not apply to you

Assessment phase

- Open for assessment from Thursday 8 December 2016, 5:00 PM (14 days ago)
- Assessment deadline: Tuesday, 10 January 2017, 5:00 PM (year ago)
- Some restrictions do not apply to you

Grading evaluation phase

- Calculate submission grades
- Calculate assessment grades
- Provide a correlation of the activity

Closed

Workshop grades report

Separate groups (Game Development Teams) The Curator

Find name	Submission	Grades received	Grades given
Michael Scott	The Curator	31 (1) 100%	100%
Michael Scott	The Curator	32 (1) 100%	100%
Michael Scott	The Curator	33 (1) 100%	100%
Michael Scott	The Curator	34 (1) 100%	100%
Michael Scott	The Curator	35 (1) 100%	100%
Michael Scott	The Curator	36 (1) 100%	100%
Michael Scott	The Curator	37 (1) 100%	100%
Michael Scott	The Curator	38 (1) 100%	100%
Michael Scott	The Curator	39 (1) 100%	100%
Michael Scott	The Curator	40 (1) 100%	100%
Michael Scott	The Curator	41 (1) 100%	100%
Michael Scott	The Curator	42 (1) 100%	100%
Michael Scott	The Curator	43 (1) 100%	100%
Michael Scott	The Curator	44 (1) 100%	100%
Michael Scott	The Curator	45 (1) 100%	100%
Michael Scott	The Curator	46 (1) 100%	100%
Michael Scott	The Curator	47 (1) 100%	100%
Michael Scott	The Curator	48 (1) 100%	100%
Michael Scott	The Curator	49 (1) 100%	100%
Michael Scott	The Curator	50 (1) 100%	100%

Showing 1000 items per page Change ...

Instructions for assessment

Please rate the contribution of the team member. Comment, if appropriate.

Note: all responses are anonymous.

Assigned submissions to assess

You have no assigned submission to assess

My Falmouth Student Email Staff Email Term Dates Help Educational Technology

Links to other videos produced Post Fellowship

9 [Why self-assessments should be included in Performance Factor calculations](#)
This is a long video (15 minutes) you may want to view it in a number of sittings

SPARK^{PLUS}: SPA (Performance) and SAPA (Feedback) factors

(the following information has been taken from the SPARK^{PLUS} user guide that can be downloaded from sparkplus.edu.au)

In the norm based assessment mode used to assess an individual's contribution to a team project or task SPARK^{PLUS} automatically produces two factors.

SPA (Performance) factor

The SPA (Performance) factor is a weighting factor that can be used to change a team mark for a project (stage) into an individual mark.

$$\text{SPA Factor} = \frac{\text{Total ratings for individual team member}}{\text{Average of total ratings for all team members}}$$

Individual mark = team mark * Individual's SPA

For example, if a team's project mark was 80 out of 100 and a team member receives a SPA factor of 0.9, they would receive an individual mark of 72 to reflect a lower than average team contribution as perceived by a combination of themselves and their peers. Alternatively, if not used to moderate summative assessment the SPA factor can be used formatively to assist student development.

In applying the SPA (Performance) factor we recommend that the maximum mark be capped at 100% to reflecting the maximum available mark for demonstrating the particular learning outcome or outcomes achievement. For example, if the project mark for a high-performing team was 95% and the highest contributor to this team received an SPA factor of 1.1, then without capping this student would receive a mark greater than 100% of the marks allocated for demonstrated achievement of the associated learning outcomes.

$95\% * 1.1 = 104.5\%$ 100%

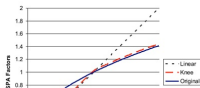
SAPA (Feedback) or Self Assessment to Peer Assessment factor

The second factor calculated is the SAPA (Feedback) or Self Assessment to Peer Assessment factor. It is the ratio of a student's own rating of themselves compared to the average rating of their contribution by their peers. This has strong feedback value for future development both for self-critical reflection and peer evaluation.

$$\text{SAPA Factor} = \frac{\text{Self ratings for individual team member}}{\text{Average of ratings for individual by peer team members}}$$

It provides students with feedback about how the rest of the team perceives their contribution unsolicited by their own opinion. For example, a SAPA factor greater than 1 means that a student has rated their own team performance higher than they were rated by their team peers. Conversely, a SAPA factor less than 1 means that a student has rated their own performance lower than they were rated by their peers.

Which SPA Formula Should I Choose



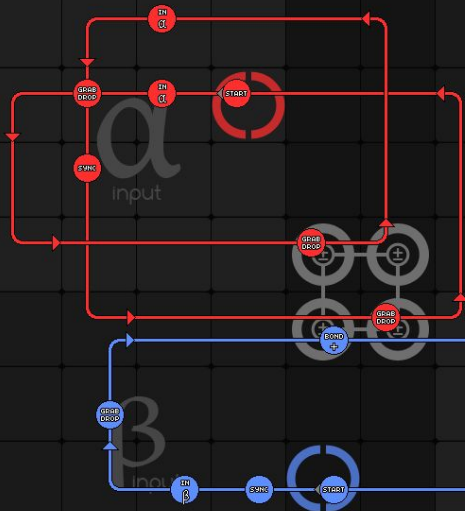




H (100%)



O (100%)



Ψ
output

DISABLED
This output
is disabled.



H₂O



0/10

Story & Info

Exit Level

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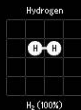
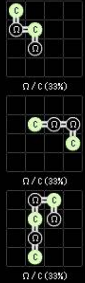
Mouse over an atom to view it in more detail

Cycles 0

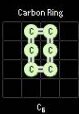
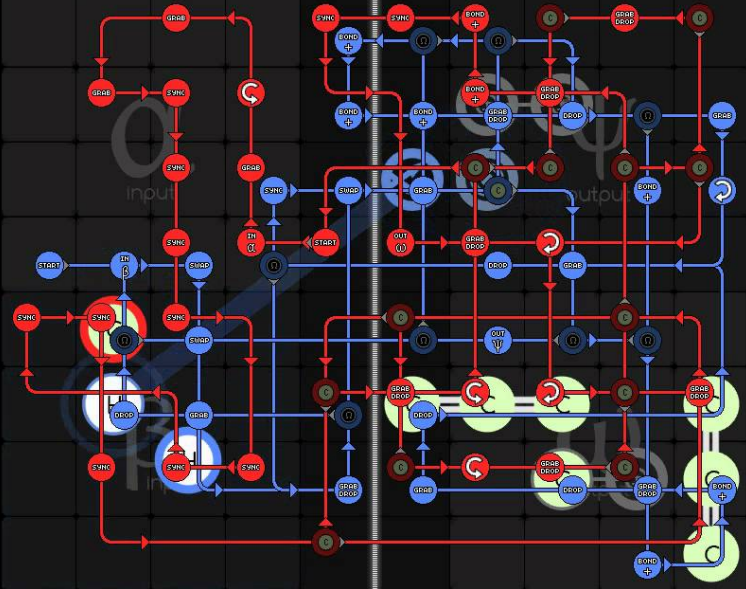
Symbols 24

Reactions

SpaceChem is our individual approach



Story & Info
 Exit Reactor
 Undo



Active
 Visible
 Tab
 Mouse over an atom to view it in more detail
 Cycles 982
 Symbols 148
 Reactors

SpaceChem is our individual approach

<https://www.youtube.com/watch?v=Gk8JwvtVs38>

#1

Read the following statements:

```
a = 10
b = 20
b = a
print a
print b
```

What are the values of a and b at the end of this program?

HOW'D WE DO?

8/8 students answered

A	a = 10, b = 10	50%
B	a = 30, b = 20	0%
C	a = 0, b = 10	0%
D	a = 20, b = 20	25%
E	a = 0, b = 30	0%
F	a = 10, b = 20	13%
G	a = 20, b = 10	0%
H	a = 20, b = 0	0%
I	a = 10, b = 30	13%

#2

Read the following statements:

```
a = 10  
b = 20  
a = b  
print a  
print b
```

What are the values of a and b at the end of this program?

HOW'D WE DO?

8/8 students answered

A	a = 10, b = 10	0%
B	a = 30, b = 20	0%
C	a = 0, b = 10	0%
D	a = 20, b = 20	100%
E	a = 0, b = 30	0%
F	a = 10, b = 20	0%
G	a = 20, b = 10	0%
H	a = 20, b = 0	0%
I	a = 10, b = 30	0%


Socrative

Secure | https://bs.socrative.com/teacher/#reports


Apps Regulations, Policies discussion so far - G: PSU DVGRA template Import to Mendeley Post to CiteULike Adm Mail Computer Science Ed Gamasutra Game Career Guide It's the effect size, st: TCRecord: Article NSSE Institute Encou Other bookmarks

<input type="checkbox"/>	[Controllers-21 Psychology of Game Interaction	2/22/16 2:04 PM	JBYPC3BBY	Quiz
<input type="checkbox"/>	COMP140_1 IntroToHCIFor		PC3BBY	Quiz
<input type="checkbox"/>	Tinkering Audio Quick		PC3BBY	Quiz
<input type="checkbox"/>	Tinkering Audio Quick		PC3BBY	Quiz
<input type="checkbox"/>	Week 7 Review Quiz		PC3BBY	Quiz
<input type="checkbox"/>	[COMP120] Session 4: Mod		PC3BBY	Quiz
<input type="checkbox"/>	[COMP120] Session 4: Mod		PC3BBY	Quiz
<input type="checkbox"/>	[COMP120] Session 4: Mod		PC3BBY	Quiz
<input type="checkbox"/>	[COMP110] Race - Conditio		PC3BBY	Space Race
<input type="checkbox"/>	[COMP110] Session 3b: Cor		PC3BBY	Quiz
<input type="checkbox"/>	[COMP110] Race - Loops		PC3BBY	Space Race
<input type="checkbox"/>	[COMP110] Session 3a: Loops	10/7/15 9:37 AM	JBYPC3BBY	Space Race


Select an option below to end the activity and save the reports.



Get Reports



View Chart



To Launch


Which report(s) would you like?

Whole Class Excel ☒


Individual Student(s) PDF ☐

Question Specific PDF ☐


How would you like your report(s)?



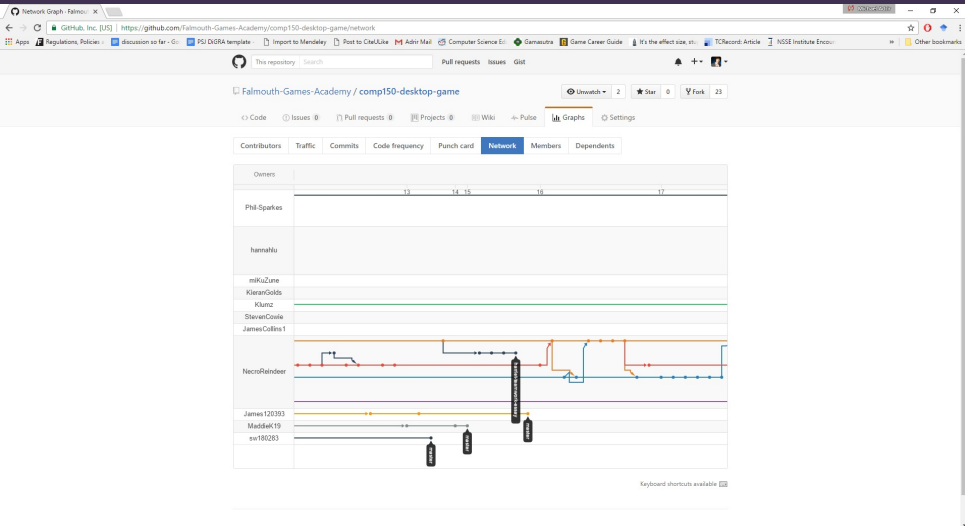
E-mail

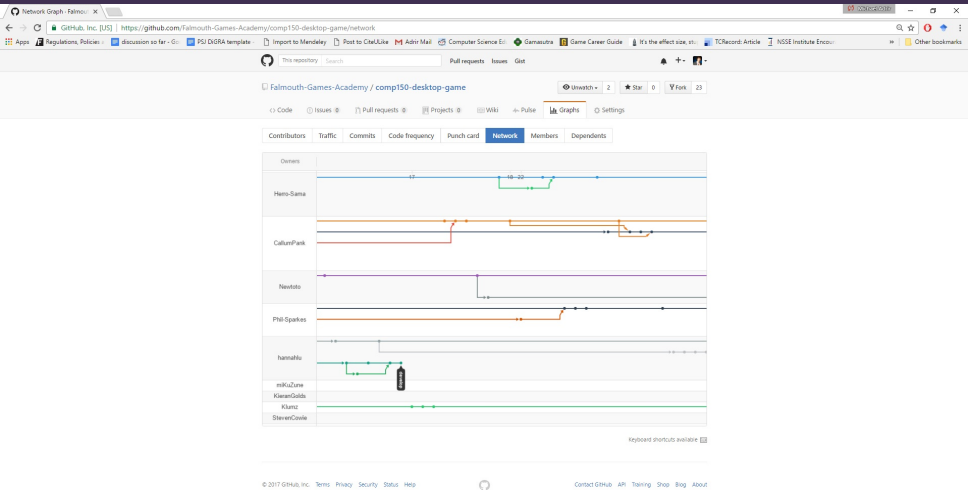


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Code for review by Tristan: X

GitHub, Inc. [US] | <https://github.com/Falmouth-Games-Academy/comp120-linking-graphics/pull/36>

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delete main.py 0593383
Added a few comments 0957932
Merge branch "master" of https://github.com/TristanArion/comp120-link... 0901047


 Adir reviewed on Nov 1, 2016 [View changes](#)

I have reviewed `main.py` and left in-line comments. Significant improvements can be made in terms of sophistication and maintainability by restructuring into functions and reformatting according to PEP-8 requirements.

KS/20 vector space/main.py


```
12 +BLUE = (0, 0, 255)
13 +
14 +windowWidth = 356
15 +windowHeight = 356
```


 Adir on Nov 1, 2016 Member
Are these values supposed to be constants?


 Reply...

KS/20 vector space/main.py

```
14 +windowWidth = 356
15 +windowHeight = 356
16 +
17 +tailLength = 20
```


 Adir on Nov 1, 2016 Member
Change to the PEP-8 style for variable names: `lower_case_with_underscores`

 Adir on Nov 1, 2016 Member
e.g. `tail_length`

 Reply...

KS/20 vector space/main.py

```
16 +lumTotal = 0
17 +lumCount = 0
18 +doingSomethingOnasTheLine = 0
19 +firstStart = True
```

 Adir on Nov 1, 2016 Member



