

COMP150: Game Development Practice

Continuing Personal Development

CPD Report

REFLECTION



Reading

- 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.

Reflection

- Reflection is an intrinsic part of developing professional skills
- Practice must be *deliberate* in order to be developed
 - You must *intend* to follow particular practice, and do so reliability, in order to *improve* your practice

Reflection

- Ericsson's model of *deliberate practice* has been shown to apply to a wide range of domains including music, chess, programming, the arts, and so on
- People assess themselves and their capabilities in order to identify deficiencies in their practice and determine strategies for improvement
- You need to measure yourself, and keep track of your progress

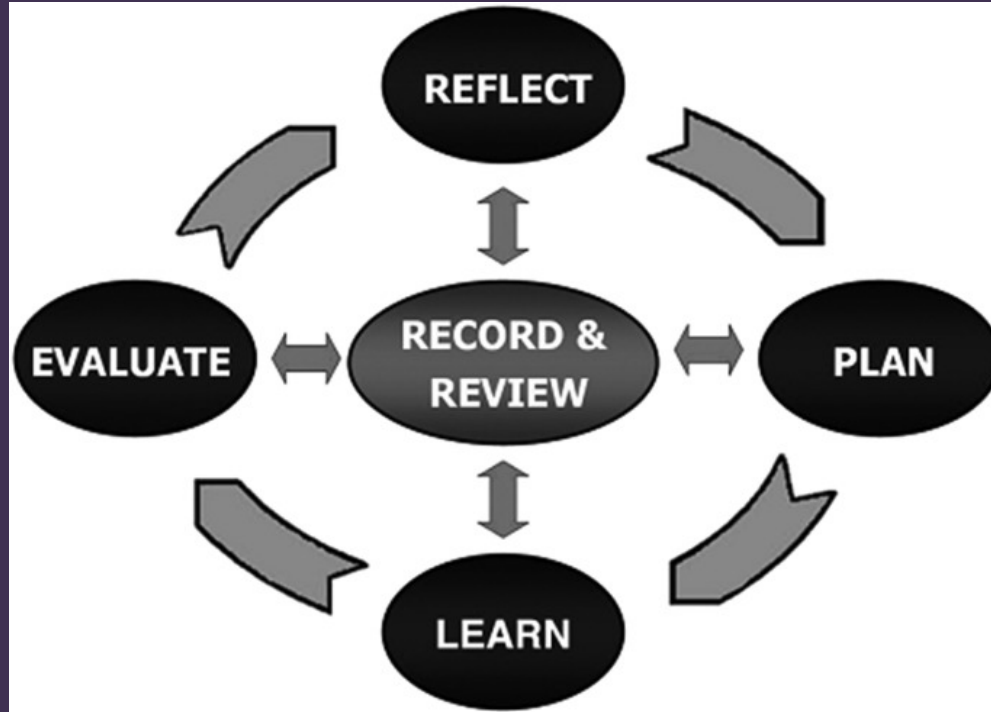
Reflection

- The process of reflection aids you in developing key skills and reviewing your progress
- You need to avoid merely doing what you have done before, and make a conscious effort to analyze and modify your practice
- Reflection offers the opportunity to challenge, in a positive and constructive manner, not only what you are doing, but also why and how you are doing it
- This provides a platform from which you can determine if there is a better---more productive---approach

Reflection

- Reflection is a *continuous* process – as a professional, you will engage in CPD across your career
- There is never an ‘end-point’ as there is always a way you can improve---even if this means pushing the state-of-the-art and developing brand new practices to improve
- It is important to track your practice, also, in a continual manner to ensure that you are holding yourself to high standards

Reflection



Reflection

- Your sprint retrospectives have been a vehicle for reflection, which you have been doing already:
 - What you've been doing well
 - What could have been done better
 - What changes you will make to improve your practice

Reflection

- Your diaries have also been a medium for recording and reviewing your progress across the module
 - It's for your benefit, not ours
 - You will be able to look back at the challenges you encountered in first-year and see how much you've grown
- Effective tracking is important in ensuring that your post-project reflections are pertinent: that they truly represent you as a person and highlight what you need to focus on to improve
 - Please don't just make stuff up --- you'll be wasting your time and the time of your CPD tutor

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REFLECTIVE WRITING



Reading

- Bolton, G.E.J. (2014) Reflective Practice: Writing and Professional Development. SAGE Publications: London.

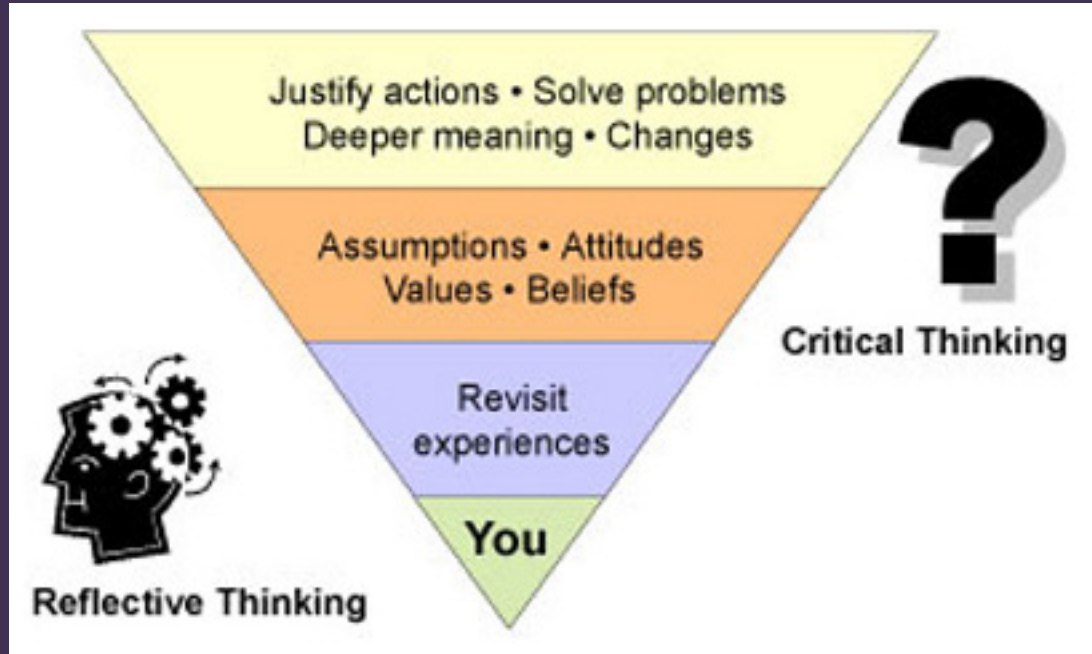
Reflective Writing

- Reflective writing is **evidence** of **reflective thinking**.
- In an academic context, reflective thinking involves:
 - 1) **Looking back** at your practice to identify flaws
 - 2) **Analysing your practice**, thinking in depth and from different perspectives, and trying to explain, often with reference to a model or theory from your subject
 - 3) **Considering the implications** this has for your ongoing progress as a learner and/or practitioner
 - 4) **Proposing actions** that you will take in order to improve your practice
- The report merely present a brief summary of this process

Reflective Writing

- Reflective writing is personal and less formal than academic writing
- Please use the first-person
 - E.g., I found ‘inductive logic’ challenging
- Please follow traditional grammar rules, checking your work with Grammarly and Espresso

Reflective Writing



Reflective Writing

For each aspect of practice you:

- Describe your practice
- Interpret your practice
- Assess the outcome of your practice
- Propose how to improve your practice

Reflective Writing

- It is very important that you are **critical** throughout this process
 - You must clearly **evaluate** rather than **describe!**
- It is also very important that you are **constructive** in your writing
 - No blame games
 - No witch hunts
 - No self-deprecating humour
 - Avoid moaning about the course

Reflective Writing

- The report is 1200 words:
 - 100 words opening
 - 200 words challenge #1
 - 200 words challenge #2
 - 200 words challenge #3
 - 200 words challenge #4
 - 200 words challenge #5
 - 100 words conclusion

Reflective Writing

- The **opening** should outline your intended career trajectory and identify **FIVE** weaknesses/obstacles/challenges that you have encountered
- Be succinct
- Should be just one paragraph

Reflective Writing

- Each 200 section of **main body** should:
 - Clearly **identify ONE** skill
 - If necessary, very briefly **describe** the skill
 - **Justify** it's inclusion
 - *Why* it is necessary to include – one short sentence, typically with reference to a career trajectory and/or a citation
 - **Assess** your application of the skill
 - *How* it affected your output
 - **Interrogate** your application **critically**
 - *Why* it affected your output
 - **Suggest** a SMART action you can take to improve the skill
 - Ensure it is clear that it is indeed SMART
 - Be as explicit as possible: illustrate the SMARTness of the action!

Reflective Writing

- The **conclusion** should contain a concluding remark, consisting of a single sentence, and summarise the **FIVE** SMART actions that you will do to help overcome your weaknesses/obstacles/challenges
- Again, be succinct
- Place emphasis on the *actions*

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DOMAINS



Reading

Boud, David, Rosemary Keogh, and David Walker. "Promoting reflection in learning: A model." *Reflection: Turning experience into learning* (1985): 18-40.

Reflecting Across Domains

- It is important to reflect broadly
- Avoid focus on one particular domain
 - Risks ‘blinkering’ your personal development
- Your experience is holistic, and so you need to reflect across domains

Domains

- Cognitive
- Procedural
- Affective
- Dispositional
- Interpersonal

Domains

Cognitive

Concerned with knowledge and understanding, including your ability to recognise and recall.

For example, you may write about your understanding of particular programming constructs or frameworks.

Domains

Procedural

Concerned with your ability to execute activities that require skills, including your ability to solve problems

For example, you may write about your ability to apply particular concepts and strategies when doing things such as devising an algorithm.

Domains

Affective

Concerned with your ability to identify and manage different mental states and emotions.

For example, you may write about the nature and magnitude of the frustrations feel when you encounter a bug and how you overcome these to make progress.

Domains

Dispositional

Concerned with your behaviours, as well as your perception of intrinsic and extrinsic motivators.

For example, you may write about your level of presence, and why you might not feel as enthusiastic about studio practice as you think you should be.

Domains

Interpersonal

Concerned with your ability to communicate with others, manage conflicts, and work in a collegiate manner.

For example, you may write about the things that annoyed you about your team and how you dealt with those conflicts.

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SMART ACTIONS



SMART Actions

Doran, G. T. (1981). "There's a S.M.A.R.T. way to write management's goals and objectives". *Management Review*. AMA FORUM. **70** (11): 35–36.

SMART Actions

- It is important that when planning what to do to overcome your weaknesses you are SMART about it
- SMART actions are:
 - More likely to be followed through
 - Easier to track
 - Defined in a concrete fashion

SMART

- Thinking in a SMART way will make you more strategic in your reflections and efforts to continually develop
- They focus your attention
- They hold you to account

SMART Actions

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**imebound

SMART Actions

It is useful to use a grid when designing:

S	M	A	R	T
I will complete the exercises at the end of Chapter 2 of the ProGit book.	Colleagues will review the quality of my solutions across the twelve tasks.	I am already familiar with some of the commands, but want to deepen my understanding of 'rebase'.	This will enable me to advise my team on advanced version control techniques.	I anticipate completion by the start of the next study block.

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EXAMPLE



Key Skill

During the group development project, I found version control challenging.

10 Word Example

Justification for Inclusion

As an aspiring game developer, I must master versioning to collaborate effectively with other developers.

15 Word Example

However, I often mess up branching. In particular, I forget to create a distinct branch for each feature I'm doing and pulling updates from the upstream master branch. I don't know how to fix this once I realise my mistake.

40 Word Example

I know that there are git commands available to rectify these mishaps, but I have trouble remembering them. This is a cognitive challenge that I am yet to overcome and just haven't concentrated enough on overcoming. Relying instead of my peers to bail me out.

45 Word Example

SMART Action

So, to improve this, I will complete the twelve exercises at the end of Chapter 2 of ProGit [1]. My colleagues have agreed to review the quality of each of my solutions. I am already familiar with some of the commands, but want to deepen my understanding of 'rebase', as this would have helped me fix broken feature branches. This will enable me to advise my team on useful git commands, improving our version control. I anticipate completion by the next study block, just ahead of our next multidisciplinary project.

90 Word Example

Example – Version Control

During the group development project, I found version control challenging. As an aspiring game developer, I must master versioning to collaborate effectively with other developers. However, I often mess up branching. In particular, I forget to create a distinct branch for each feature I'm doing and pulling updates from the upstream master branch. I don't know how to fix this once I realise my mistake. I know that there are git commands available to rectify these mishaps, but I have trouble remembering them. This is a cognitive challenge that I am yet to overcome and just haven't concentrated enough on overcoming. Relying instead of my peers to bail me out. So, to improve this, I will complete the twelve exercises at the end of Chapter 2 of ProGit [1]. My colleagues have agreed to review the quality of each of my solutions. I am already familiar with some of the commands, but want to deepen my understanding of 'rebase', as this would have helped me fix broken feature branches. This will enable me to advise my team on useful git commands, improving our version control. I anticipate completion by the next study block, just ahead of our next multidisciplinary project.