



The *MaKey MaKey* allows a multitude of materials to be used to create videogame controllers.

Introduction

In this assignment, you will conduct research on the agile development methodology in order to bring an academic perspective into your working practice. Specifically, you will address the following three questions: (1) What is the agile philosophy? (2) To what extent is the agile philosophy suited to the games industry? (3) What form should the application of agile principles take in the games industry? You will then present your research findings as a brief 15-minute presentation and a 1000-word academic essay.

This work has several aims. Firstly, to develop your written communication skills. Employers in the games industry demand a high standard. Bugs resulting from miscommunicated requirements are a large avoidable cost. Secondly, to develop your research skills. Most critically, transitioning from using just textbooks and websites (i.e., at school) to using more rigorous library resources such as academic peer-reviewed papers (i.e., at university). Thirdly, to develop your knowledge of working practices in the games industry.

This assignment is formed of four parts: A, B, C, and D. You will be arranged into small peer support groups. You must:

- (a) Prepare a short 100-200 word proposal **and** a reference list which must:
 - i. **identify** a specific research question which you intend to address;
 - ii. **describe** the way in which you intend to address the question;
 - iii. and then **list** at least **SIX** appropriate academic references to use to support your research.
- (b) Prepare a 10-15 minute group presentation that must:
 - i. **describe**, with the support of your peers, the key findings of your research;
 - ii. and **discuss how**, with the support of your peers, these findings apply to your group's working practice.
- (c) Prepare a draft 1000-word essay which will:
 - i. **address EACH** of the **THREE** research questions.
- (d) Prepare a final 1000-word essay which will:
 - i. **revise** any issues raised by your tutor and/or your peers.

Part A consists of a **single formative individual** submission. This is not grade-bearing; however, submission is mandatory. Failure to meet with your tutor will result in a grade capped at 40% (D-). Appropriate feedback will be provided orally in a tutorial to ensure you take an appropriate direction.

Part B is a **single collaborative formative** submission and will be assessed on a **threshold** basis. The threshold is set at 5%. This means that 5% of the total marks available for the coursework overall are awarded on a pass or fail basis. In other words, satisfactory submissions will be awarded 5%. However, unsatisfactory submissions will receive 0%.

The following ~~criteria are used to determine~~ a pass or fail in Part B:

- "Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop progressing"*
 (a) All three questions are adequately addressed by the team;
 (b) There is evidence of some academic rigor;
 (c) The discussion ~~Alden Foster~~ *Alfred Foster* ~~insights~~ *insights* into the relationship between theory and practice.
-

Part C is a **single individual formative** submission and will be assessed on a **threshold** basis. The threshold is set at 5%. This means that 5% of the total marks available for the coursework overall are awarded on a pass or fail basis. In other words, satisfactory submissions will be awarded 5%. However, unsatisfactory submissions will receive 0%.

A pass is determined through attendance to the peer-review session with a draft and submission of a satisfactory peer-review.

Part D is a **single individual summative** submission and will be assessed on a **criterion-referenced** basis. This submission is expected to take students from the threshold of 15% (F) up to the maximum of 100% (A*). This means that 85% of the total marks available for the coursework overall will be awarded.

The following criteria are used to allocate marks:

- (a) Appr Articles;
 (b) Relev Research Questions;
 (c) Dept hilosophy;
 (d) Specificity, verifiability, and Accuracy of Claims;
 (e) Adequacy of Analysis of Research Articles;
 (f) Adequacy of Discussion on Transfer to the Games Industry;
 (g) Quality of Academic Writing;



Rhythm games such as Guitar Hero and Rock Band are excellent examples of how to make use of unique input devices to enhance gameplay.

Submission Instructions

Part A

Part A must be completed as a formative submission on GitHub. Fork the GitHub project at the following URL:

<https://github.com/Falmouth-Games-Academy/comp150-agile>

Write your proposal in the `readme.md` file. Provide a reference list using the `*.bib` file in the repository. You will need to show this to your tutor in a personal tutorial session prior to Week 3, at which point Part A will be signed-off.

You will receive feedback immediately in the session.

*"We keep moving forward,
opening new doors, and
doing new things, because
we're curious and curiosity
keeps leading us down new
paths."*

Part B

Part B must be completed as a single PDF document, prepared in either LaTeX (i.e., using Beamer) or some other presentation software. A single PDF document must be submitted to the LearningSpace by the final submission deadline shown on LearningSpace. Please note that the LearningSpace will only accept a single PDF document.

You will receive feedback immediately in the session.

Part C

Part C must be completed as a single PDF document, prepared in either LaTeX. This should be uploaded to GitHub, with an accompanying pull request being made prior to the relevant review session as scheduled in the course schedule.

You will receive feedback immediately in the session.

Part D

Part D must be completed as a single PDF document, prepared in LaTeX. The LaTeX source files should be hosted on GitHub in the comp150-agile repository. A single PDF document must be submitted to the LearningSpace by the final submission deadline shown on LearningSpace. Please note that the LearningSpace will only accept a single PDF document.

You will receive formal feedback three weeks after the submission deadline shown on LearningSpace.



Additional Guidance

Use your experience from the previous essays. Identify weaknesses and feed-forward. University is an opportunity for improvement and an effective way to do this is to compare past and current performance.

Areas where students tend to lose marks are: depth of insight; analytical skill; and evaluative skill. Depth of insight implies rigorous research, addressing one key challenge in much detail, rather than several challenges with weaker research and/or in less detail. Adequate analysis implies going beyond mere description, perhaps through: performing calculations, comparing sources, or even deploying reasoning to generate new insights. Adequate evaluation implies making appropriate reference to evidence and ensuring that evidence is of appropriate quality. Further to this, sound and valid arguments are constructed, criticising the claims made by other authors.

Stick to the research questions. You have but 1000-words! Depth over breadth. Quality over quantity. Stick to the point and write concisely. Your ability to recall facts is **not** under assessment! Your ability to construct an argument through critical analysis and making it relevant to practice **is**.

Additional Resources

- Keith, C. (2010) Agile Game Development with Scrum. Pearson Education.
- <http://agilemanifesto.org/>

Marking Rubric

Criterion	Weight	F (0 – 39)	D (40 – 49)	C (50 – 59)	B (60 – 69)	A (70 – 79)	A* (80 – 100)
Satisfactory Preparation of Presentations and Peer-Reviews	10%	At least one weekly blog post has not been submitted, is incomplete, or is unsatisfactory.		Either Part B or Part C are passed.		Both Part B and Part C are passed.	
Appropriateness of Referenced Articles	10%	Less than two appropriate key skills are mentioned.	At least two appropriate key skills are mentioned.	At least three appropriate key skills are mentioned.	At least three appropriate key skills are mentioned. At least two of the key skills are both specific and relevant.	At least three appropriate key skills are mentioned. At least three of the key skills are both specific and relevant.	At least three appropriate key skills are mentioned. At least two of the key skills are both specific and a priority.
Relevance to and Focus on the Research Questions	5%	No self-criticism is made.	Little self-criticism is made.	Some self-criticism is made.	Much self-criticism is made.	A significant level of self-criticism is made. Some of the self-criticism is accurate and pertinent.	An exception level of self-criticism is made. Much of the self-criticism is accurate and pertinent.
Depth of Insight into the Agile Philosophy	20%	No reflection is evident.	Little reflection is evident.	Some reflection is evident.	Much reflection is evident. Some depth of insight is demonstrated.	Significant reflection is evident. Much depth of insight is demonstrated.	Exemplary reflection is evident. Significant depth of insight is demonstrated.
Specificity, Verifiability, and Accuracy of Claims	5%	No appropriate plans are proposed.	At least one generally appropriate plan is proposed.	At least two specific and achievable plans are proposed.	At least three specific and achievable plans are proposed. At least two of the plans are also relevant.	At least three specific, relevant, and achievable plans are proposed. At least two of the plans are also measurable and time-bound.	At least three specific, measurable, achievable, relevant, and time-bound plans are proposed.
Adequacy of Analysis of Research Articles	20%	Demonstrates no evidence of ability in reflective writing.	Demonstrates evidence of little ability in reflective writing.	Demonstrates evidence of some ability in reflective writing.	Demonstrates evidence of partial mastery of reflective writing.	Demonstrates evidence of mastery in reflective writing.	Demonstrates significant evidence of mastery in reflective writing.
Adequacy of Discussion on Transfer to the Games Industry	15%	Demonstrates no evidence of ability in reflective writing.	Demonstrates evidence of little ability in reflective writing.	Demonstrates evidence of some ability in reflective writing.	Demonstrates evidence of partial mastery of reflective writing.	Demonstrates evidence of mastery in reflective writing.	Demonstrates significant evidence of mastery in reflective writing.
Appropriateness of Academic Writing	5%	Demonstrates no evidence of ability in reflective writing.	Demonstrates evidence of little ability in reflective writing.	Demonstrates evidence of some ability in reflective writing.	Demonstrates evidence of partial mastery of reflective writing.	Demonstrates evidence of mastery in reflective writing.	Demonstrates significant evidence of mastery in reflective writing.
Appropriateness of Spelling and Grammar	5%	Substantial spelling and/or grammar errors.	Many spelling and/or grammar errors.	Some spelling and/or grammar errors.	Few spelling and/or grammar errors.	Nearly no spelling and/or grammar errors.	No spelling and/or grammar errors.
Appropriateness of Essay Structure	5%	There is no structure, or the structure is unclear.	There is little structure.	There is some structure. A few sentences and paragraphs are well constructed.	There is much structure. Some sentences and paragraphs are well constructed. There is a clear introduction and conclusion.	There is much structure, highlighting the key skills. Most sentences and paragraphs are well constructed. There is a clear and well-constructed introduction and conclusion.	There is much structure, highlighting the key skills. All sentences and paragraphs are well constructed. There is a clear and well-constructed introduction and conclusion.