6G5Z0023

**Thematic Project**

1CWK100: Reflective Account

**My Thematic Project Experience**

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| **Name:** | **Habiba Begum** |
| **Student ID:** | **21312966** |
| **Unit Tutor:** | **Susan Lomax** |
| **Group:** | **Odd One Out** |

# Your Project

**Tell us how you felt leading up to, and during, the completion of the Project Preferences Process:**

Leading up to the thematic project I was nervous knowing I would need to work with people who I don’t know. One of my 5-year plans was to work on my social skills, which I have been improving, so it gave me a little bit of a reassurance going into this unit. When presented with the options for the project I was intimated. I struggled with the previous units, and it made me doubt what my capabilities were, so I didn’t know which project to pick. During the project I was concerned with the time given to complete the project, because I was unsure if the team would be willing to work in the holidays. Upon completing this project, I feel as though I didn’t contribute enough time. I was balancing the time spent on 4 units and I struggled to give extra time.

**Tell us how you felt after it was revealed which project you had been assigned to:**

When I found out that I was assigned the Odd One Out game I was happy to receive my first option because I felt like it was the one that fit best with my capabilities. However, after talking with my friends, I realised I didn’t read the project descriptions properly as I was only focussing on the deliverable section of each project. Nevertheless, I still had an idea of how to do the project, so I felt confident that I was going to be a helpful asset to the team.

**If you were to go through a selection process like the Project Preferences Process again, how do you think you might approach it differently?**

I would spend a longer time reading through each of the projects and coming up with potential solutions on how to create it. This way I can see with each solution which project is more feasible with my skill set. I would try and create a timeline of how long the project would take to complete, so that I can see how much time would need to be dedicated to the project and if it required any extra time. I had 3 other units to complete alongside so dedicating extra time to the project was an issue for me. I would discuss the options with other people and hear their opinions on it because certain projects sounded daunting until someone explained it to me.

**Did you manage to complete a minimum viable product, as defined by your team’s own objectives, that met the brief you were given at the start of the unit?**

The team was able to create a minimum viable product as the product choses someone to be the Odd one Out and the players can play the game. However, it isn’t completely functioning as we had to cut out some parts due to time or skill level: we cut out the names due to not being able to code it, and the players can’t vote to pick the odd one due to the time management issues.

**Have you enjoyed working on your project? If so, what were the most positive aspects? If not, how could you have approached your project differently?**

I enjoyed working on the project as it allowed me to work with new people and get to know them. I also enjoyed spending time coding as none of my other units involved coding. Sometimes, I didn’t enjoy the project due to it needing more time that I couldn’t give, which lead me to an anxious state of try to make time and then not having time for other things which would make me even more anxious.

**Can you think of a time in your project when something went wrong, or when you did something in a way you should have done differently? How did you resolve this?**

Before our team split for the holiday, we were discussing what work there was left to do and if people were willing to do it. I was one of the members who was willing to do work over the holidays. Unfortunately, I forgot that I had another unit that required lots of attention, so I was focussing more on that and forgot about the code. However, I solved this by dedicating the final week of the holiday to code my part of the project.

# Your Team

**Which of the stages of team development (Tuckman, 1965) do you think your team spent the most time in?**

The team spent the most time designing and implementing the design through code for the website.

**Why did you choose this phase?**

The team wasn’t communicating properly so people weren’t getting the work done in the time given. This meant more time was needed to be dedicated to this stage even though it only required 1 week at most. It was at the beginning of the project timeline so we didn’t know each other well therefore we couldn’t ask around for help, and we didn’t have a proper communication medium set up. At that point in time, we were relying on Microsoft teams as a form of communication which was slow.

**If your team worked well together, what do you think contributed to its success? If your team didn’t, what do you think were the problems?**

The team worked together well because we gave out roles without the titles. We had a great team leader who led the project and gave us deadlines for each part and who would be doing each part. We did have a few problems along the way: GitHub wasn’t working for everyone, so we switched to teams to share code, communication wasn’t effective, so we created a WhatsApp group, as shown in [Appendix D](#_Appendix_D), to get immediate responses, and we didn’t know everyone’s skill levels, so we were planning difficult tasks that were later scrapped.

**Did your team adopt individual roles for each person? If so, what was your role, and how did it help shape your contribution to the project? If not, do you think the lack of roles helped or hindered your teamworking?**

Only 1 role was given out: the team leader, which was Nawaf. This helped a lot to bring the team together as only one person oversaw what we were doing. It helped us to stay somewhat on track to complete the project in time as we were constantly given deadlines to meet for each part. It also helped the discussion as we would voice our opinions to be heard and a decision would be made based on it. Even when the team leader wasn’t there, he gave a task to do during the meetings on campus.

**How has your Thematic Project experience affected the way that you might approach teamworking in the future?**

Two of my strengths are responsibility and reliability. However, upon seeing how difficult the role of a team leader is, I don’t think I would willingly be one due to constantly needing to be up to date on work to ensure the team stays on track.

# Your Project Management Approach

**How did you and your team communicate, and how did everyone know what they needed to work on? Did you use any tools or techniques? If so, how did those tools and techniques benefit your project (or otherwise)? If not, why not?**

The team communicated through multiple mediums. We decided to move our communication from Teams to WhatsApp. Not everyone has Teams on their phone, so it was difficult to get a hold of everyone for our weekly meetings online, but WhatsApp helped as everyone could see the message instantly. We also used Trello, as shown in [Appendix A](#_Appendix_A), so everyone knew what they should be doing during that week as their name was assigned to the card with their task on it.

**How did you and your team manage key milestones and deliverables? Did you use a development methodology? If so, how did that methodology benefit your project (or otherwise)? If not, why not?**

We initially used waterfall to plan the timeline of the project but realised it wasn’t the best, so we switched over to agile. Waterfall wouldn’t allow us extra time for bigger parts that required more time unlike Agile. Using Agile allowed us to complete code and test it to make sure it is functioning before moving on. This was crucial for some code which had multiple pages relying on it. E.g., arrays.

**How did you and your team manage sharing of key project content (e.g. source code)? Did you use a version control system? If so, how did that system benefit your project (or otherwise)? If not, why not?**

We initially agreed upon GitHub as our sharing point for code, however, one of the members was having issues with their account so we had to find another way to share. We decided to share on Teams so everyone had access, as shown in [Appendix C](#_Appendix_C). Whenever someone had a new version, they would message what the folder is called and where it is stored amongst the files, as shown in [Appendix F](#_Appendix_F).

**How did you and your team manage unexpected and unforeseen challenges? What role did you play in helping your team to cope in challenging circumstances?**

When the team came to a challenge we would discuss the issue, and everyone would attempt to try and fix it, as shown in [Appendix G](#_Appendix_G). If no one can then we would discuss again how to change it or if it needs to be removed. An example of this is the names input: no one was able to code it, so it was changed to players instead.

**How has your Thematic Project experience affected the way you might approach project management in the future?**

One of the clear weaknesses I had was time management. In the future I would try and set my own deadlines for work so that I can make sure I meet the teams’ deadlines. I realised if one person in the team doesn’t meet their deadline then the team doesn’t meet its deadline.

# Ethical and Legal Considerations

**How did you and your team deal with issues of morality and ethics in your project? What considerations did you have to make? How did you work to resolve this, and what was the outcome?**

One of the biggest ethical issues for games is violence. This became apparent when me and a group of people outside of the team decided to play the Out of the Loop game. Some players were getting angry that others were suspecting them of being the odd one out. To resolve this issue, there was no discussion page made for the final product, so that the players don’t need to discuss amongst each other and just vote. The outcome of this isn’t positive, the game is meant to be an icebreaker/fun game but removing the discussion removes the talking and fun.

**How did you and your team deal with issues of legality in your project? How did you research the appropriate legislation and ensure that your project met the relevant legal requirements?**

This game is a product so it would need to abide by the consumer protection laws. We would prevent these laws from being broke by not collecting any data from the user and being transparent about what the game is in its description along with some demonstration, so that the user is not mislead. There are also multiple games like this game, but the intellectual property law would not be broken if they are similar but not the same. However, due to this being a prototype it is not necessary to make sure laws aren’t being broken, as this won’t be released to the public.

**How did you and your team deal with issues of sustainability in your project? What considerations did you have in terms of environmental care, and social well-being?**

There was either the option of creating a group or online game. The team chose to create a group game due to it only requiring 1 device. This helps to reduce the amount of energy consumption as only 1 device is in use and not multiple. It also helps with social well-being as players need to be in proximity of each other and talk amongst themselves to play, which helps with social interaction. This game is also an Ice breaker, so it helps the players to relax and become more comfortable with each other.

**In what way, or ways, do you think your team’s project helps to make life better for others or society? If you don’t think your project makes a positive contribution to society, how do you think it could be adapted to do so?**

Some people struggle to communicate due to not knowing how to start a conversation. This game helps people to communicate and remove that awkwardness when meeting new people. Playing a fun game helps people to relax their nerves and become more social. For example, when starting a new job people tend to be nervous and this game would help to reduce the nerves of the new employees and help them to create friends in the workplace. The same can be said with younger children started in a new class/school.

# Your Professional Development

**What do you think was the most significant contribution you made to your team’s Thematic Project? Why did you choose this contribution?**

The most significant contribution is spending time during the holidays to complete my task. This was not expected of me, but it helped to keep the team on track to complete the project. My task was the more difficult of the tasks, which created a problem and required multiple inputs to fix.

**Are there any other contributions you have made that you would like us to know about?**

I created all the arrays within the JavaScript and help codes the questions page so random players and questions are shown on the screen. Some of my final and attempted (green commented) code is shown in [Appendix E](#_Appendix_E).

**Can you give us an example of when you were required to demonstrate your own, individual creativity or problem solving while working on your Thematic Project?**

I was struggling on creating the names array and required everyone’s input but no one could fix the issue, as shown in [Appendix G](#_Appendix_G), so I suggested we use player1… player6 instead of names, as shown in [Appendix H](#_Appendix_H), to help us move on to the next step in the project.

**What skills/abilities/technologies have you developed over the course of your Thematic Project?**

I have continued to improve my social skills for my 5-year plan to a level that I feel competent. I have exercised my problem-solving skills and improved my JavaScript skills along the way.

**What resources, tools, books, etc., have you used to develop your skills?**

I struggled at the beginning with JavaScript, so I used W3Schools to help me to begin my coding and improve my skills. I was able to exercise my HTML and CSS skills learnt from first year.

**How has your Thematic Project experience helped you to meet the goals in your five-year plan?**

I was able to improve my social skills and confidence which has allowed me to meet 2 of my 5-year plan goals.

**Have you made any changes to your five-year plan following your Thematic Project experience? If so, what changes have you made, and why?**

I can fully remove the improvement of my social skill and confidence from my 5-year plan due to developing them to a competent level during this unit.

# Your Mark

**We would like you to take some time to think about your Thematic Project experience. The questions above have guided you to think about your role in the team, how successful your project was (or wasn’t), and how your project was managed.**

**With that in mind, we’d like to ask you to appraise yourself honestly, by offering us a self-evaluated mark using the following criteria:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Band** | **Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives** | **Grade** | **Type x in the box** |
| **86%-100%** | Evidence is shown of ability to exercise leadership skills in a team, making a significant contribution, as either leader or member, which goes beyond the activities defined and to reflect critically on strengths and weaknesses of team performance. | 100 |  |
| 95 |  |
| 90 |  |
| **70%-85%** | Evidence is shown of ability to exercise leadership skills in a team as either leader or member as needed to complete a project and to reflect on strengths and weaknesses of performance. | 85 |  |
| 80 |  |
| 75 |  |
| 72 |  |
| **60%-69%** | Evidence is shown of ability to exercise leadership skills in a team as needed to complete a project and identify strengths and weaknesses of performance. | 68 |  |
| 65 | X |
| 62 |  |
| **50%-59%** | Evidence is shown of ability to work effectively in a team as either leader or member as needed to complete a project and identify strengths and weaknesses of performance. | 58 |  |
| 55 |  |
| 52 |  |
| **40%-49%** | Evidence is shown of ability to work in a team as either leader or member as needed to complete projects and identify strengths and weaknesses of performance. | 48 |  |
| 45 |  |
| 42 |  |
| **35%-39%** | Evidence is shown of a partial contribution to a team to complete a project. | 38 |  |
| 35 |  |
| **20%-34%** | Evidence is shown of an Inadequate or limited contribution to a team to  complete a defined project. | 32 |  |
| 28 |  |
| 25 |  |
| 22 |  |
| **0%-19%** | Little or no evidence of contribution to a team to complete a defined project. | 18 |  |
| 15 |  |
| 12 |  |
| 8 |  |
| 5 |  |
| 2 |  |
| 0 |  |

**And finally, why did you choose this mark?**

I was able to help the team to overcome some hurdles by offering solutions on how to overcome them. I was able to do my part to make sure the team stayed on track by offering to complete work over the holiday. I identified my weakness as time management and my strength as reliability to get the work done.

# References

# Tuckman, B.W., 1965. Developmental sequence in small groups. *Psychological bulletin*, *63*(6), p.384.

# Appendices

## Appendix A

Trello board

Graphical user interface, application

Description automatically generated

## Appendix B

Microsoft Teams meeting

Graphical user interface, text, application, Teams

Description automatically generated

## Appendix C

Microsoft file sharing

Graphical user interface, text, application

Description automatically generated

## Appendix D

WhatsApp group

Graphical user interface, text

Description automatically generated

## Appendix E

Array code

A screenshot of a computer

Description automatically generated with medium confidence

## Appendix F

New version message

Graphical user interface, text

Description automatically generated

## Appendix G

Everyone tried solving problem

Graphical user interface, text

Description automatically generated

## Appendix H

Idea of players instead of names

