with to carry on with the project after the completion of this course. However, interacting with 3rd parties is time consuming and the programmers will have to provide adequate instructions for artists to create assets (for example sprite sheet sizes, sprite sizes, object sizes, object composition, etc.) One prospect for the students to consider is the redevelopment of their existing sprite games created in the prerequisite course (ISCG6442—Game Programming) and take it to a further level of polish, the Beta release would essentially become a gold release.

Student teams are expected to present progress updates of their game project each week. Students will present success stories for the other teams to utilize their wisdom. Students also present issues that have arisen during the following week for lecturer and class feedback to attempt to solve complex issues as a collective.

Individual Students will be able to construct their own specialist knowledge of game development concepts by undertaking individual tasks within the group context, some students may concentrate more on graphical programming, engine programming, mathematical or physics programming, or game-play programming. The students and lecture discuss each week the individual tasks that each team member works on, this is documented.

Students document their individual learning in their self-reflective journal; this will include difficulties that they overcame, problems solved, problems encountered, etc. Students are encouraged to present these findings to the class so they can increase their knowledge and understanding of game prototyping. Finally students collate these findings into a reflective post-mortem.

Some Philosophical Positions:
Lecturers should:

- Relate any contextual industry thoughts when appropriate for maximum learning—including relating the student work to the game design concepts employed;
- Play the role of guardian and searcher of knowledge to teach students how to find useful information;
- Ensure that the students usually create (in the first instance) a feature complete prototype that could mean that the game still has placeholder assets.
- As students will be working in teams, lecturers should co-construct project plans with the teams for more effective execution—attempting to give students tips and tricks to make the development faster.
- Lecturers should advice students of the possibility of tense situations often encountered during team work, however, lecturers should encourage students to be open and honest to overcome these kinds of difficulties and encourage effective risk management.

The lecturer acts as a role of co-constructor to assist the students in the production of their game prototypes—ensuring that class activities build to rapid prototypes quickly.

Lectures, laboratory work, self-directed study

Notes: Students are encouraged to work in teams and should be discouraged from working alone on projects.

Feedback:

Feedback is sought throughout the course using a range of assessment tools including:

- Informal & formal reflection, class forum, and end of course survey.

Learning resources required:

No set texts.

Specific readings will be provided during the course.

Learning resources recommended:

- Booklist & resources published via Moodle
- Computer lab/Classrooms
- Equipment