COMP 2003 - Personal Reflection (Group 6)

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Participation and Role in the Group

During Semester 1 of this year-long group project, I primarily took responsibility for designing the overall game product, including its concept, mechanics, visual direction, and player experience. In parallel, I contributed to early-stage development and prototyping tasks, allowing me to engage with both the creative and technical aspects of the project. From the beginning of the semester, I was actively involved in group discussions, ideation sessions, sprint planning meetings, and meetings with both the client and teaching staff.

By working across both design and development, I was able to help ensure that design decisions were technically feasible and efficiently implementable. This was particularly important during early prototyping and testing phases, where limitations of time, tools, or engine capabilities influenced how ideas could be realised. Taking this integrated approach helped reduce friction between design intent and implementation and supported smoother collaboration within the team.

Contributions to the Project

My primary contribution during Semester 1 was design ownership of the game product, particularly throughout the concept development and planning phases. During the early stages of the project, each group member developed and presented an individual game prototype. I designed and presented my own game prototype, outlining its core mechanics, gameplay flow, and intended user experience, and explained the design rationale behind my decisions to both the group and the client.

Following these presentations, the group collectively evaluated all four prototypes. We then selected one prototype as the primary foundation for the project and collaboratively integrated features, mechanics, and ideas from each individual prototype to form a single, unified game concept. This process ensured that the final design benefited from the strengths of each team member’s work rather than relying on a single perspective. I was actively involved in this consolidation process, helping adapt and refine design elements so they worked cohesively within the final agreed direction.

I also produced a detailed design proposal outlining the refined core game idea, gameplay loop, player interactions, and intended user experience. This proposal was further refined through group discussion, lecturer input, and client feedback, with key elements incorporated into the final agreed design direction.

In addition to design responsibilities, I was responsible for producing the client sign-off document, which formally captured the agreed scope, design direction, and expectations established during Semester 1. This document was reviewed and approved by Rory

Hopcraft, ensuring clear alignment between the team and the client before progressing into more advanced development in Semester 2.

I also contributed to early development and prototyping by:

- Assisting with the implementation of basic gameplay logic and interactions
- Supporting the setup and testing of early prototypes
- Testing early builds to identify design, usability, or gameplay flow issues
- Providing iterative feedback on how implemented features aligned with the intended design
- Clarifying design intent and adjusting ideas to fit technical constraints

This involvement helped identify areas where design adjustments were needed to better suit technical limitations. One significant example was simplifying the core gameplay loop after early testing revealed unnecessary complexity for the intended audience. I led the redesign of this loop, ensuring it remained engaging while being easier to implement, test, and scale in later development stages.

Lessons Learned

A key lesson from Semester 1 was understanding how design and development inform one another within a computing project. Seeing my design ideas implemented, even at a basic prototype level, highlighted the importance of precision in design documentation and communication.

I also learned the value of early prototyping and iterative testing. Feedback gathered during development often revealed usability and gameplay issues that were not obvious during the initial design phase. This reinforced the importance of adaptability, responsiveness to feedback, and ongoing refinement rather than attempting to finalise designs too early.

Personal Growth

This semester significantly improved my confidence working across both design and development responsibilities within a computing-focused group project. Engaging with both areas strengthened my understanding of how gameplay mechanics, technical logic, and user experience intersect in practice.

I also developed greater confidence in articulating ideas during meetings and responding constructively to critique from teammates, lecturers, and the client. These experiences

helped me grow as a more effective collaborator and problem-solver within a team environment.

Reflection on Group Work

Working as part of a multidisciplinary group during Semester 1 was a valuable learning experience. Each member contributed different skills, and I found that my involvement in both design and development helped support clearer communication across the team. This reduced ambiguity during decision-making and ensured that design intentions were well understood before implementation.

Feedback from teammates indicated that my design documentation and willingness to iterate on ideas contributed positively to the group's workflow and helped maintain a shared vision for the project.

Future Development and Semester 2 Focus

In Semester 2, I aim to continue strengthening my technical game development skills, building on the foundations established this semester while further refining the game's design and mechanics. I plan to take a more integrated role in both implementation and iteration, supporting the transition from prototypes to more polished features.

This experience has reinforced my interest in pursuing a career in computing-related game development or interactive software, where strong design thinking and technical implementation are both essential. The work completed in Semester 1 has provided a solid foundation for continued development and professional growth as the project progresses.