## Six Week Group Game Development Project

## Individual Project Proposal

### I. Introduction

As a group we have been tasked to develop a game within six weeks, following a brief given to us. As a group we decided to work with brief two which asks us to develop a two player, hyper-paced, synchronous adversarial game either in digital or non-digital format. The primary outcome for the brief is to make the player feel specific emotions, these emotions include frustration, fiero, schadenfreude and raucous laughter. As a group we decided on a non-digital game, the main reason behind this decision is it gives us as a group more time to design, iterate and balance the game, and secondly, we have had positive outcomes from our previous non-digital projects.

In this individual plan I will discuss my self-management style and my own contribution for the six weeks of development. I will also present my research on the key emotion we are trying to implement into our game, this includes primary research from comparable games I have played and secondary research from journal articles and websites.

### II. PROJECT MANAGEMENT PLAN

**A. Expected project results and possible risks**

The overall aim of the project is to create a highly polished non-digital game that creates the emotional reaction from the player that the brief asks for.

Over the development process there is always the chance of risks, below is a risk assessment table for the possible outcomes.

|  |  |  |  |
| --- | --- | --- | --- |
| Likelihood | Impact | Combined | Risk |
| 1 | 1 | 3 | No play testers for game |
| 2 | 2 | 4 | Unable to achieve specific emotion |
| 3 | 5 | 8 | 2 Week prototype goal |
| 4 | 3 | 7 | Over scope |
| 5 | 4 | 9 | Tools used in project |

The table above show the possible risk associated with the project. The biggest risk is not having enough play testers, without external players we will be unable to determine whether the players feel the emotions we are trying to design, additionally without external feedback we would be unable to polish the game to a high standard. The lowest risk is the tools used, as it’s a non-digital game very little software besides Trello is used so it’s the lowest risk.

**B. Individual management of project**

To track and plan my personal contribution to the project, I have created a table below to show the hours and days I plan to dedicate purely to the group project, I have added my other module I am currently undertaking. The plan is subject to change depending on the current state of the game and time frame, as well as unforeseen instances like an absent group member. I will be using Trello to set and manage task and clocify to accurately time them.

|  |  |  |
| --- | --- | --- |
|  | **Module** | **Hours** |
| **Monday** | Group project | 8 |
| **Tuesday** | Group project | 8 |
| **Wednesday** | Group project/ILP | 4-8 |
| **Thursday** | Dev Management/ILP | 4-8 |
| **Friday** | ILP | 8 |

### III. Project Research

As discussed previously in the plan I have conducted research into the primary emotions required for the brief, these emotions are frustration, fiero, Schadenfreude and raucous laughter.

**A. Frustration Definition**

The feeling of being annoyed or less confident because you cannot achieve what you want. (Dictionary, 2018)

When researching into frustration I explored the triggers that can cause it and how it can shape interaction within games. Frustration is often confused as a negative effect for a game because if it’s too frustrating players will be more likely to quit, however games that are considered to be challenging can get the players motivated to continue because of the sense of satisfaction when he or she overcomes a challenging task” (Jennett et al., 2008; Sweetser and Wyeth, 2005).

The triggers for frustration differ from person to person, a mechanics that frustrates one player may not affect another, so it can be subjective. However typically “We assume that people are frustrated when they get less reward than they expected. They then become hostile towards whomever they blame.” (Battigalli, Dufwenberg and Smith, 2018).

### References

Battigalli, P., Dufwenberg, M. and Smith, A. (2018). *Frustration and Anger in Games*. [online] pp.1-3. Available at: http://www.u.arizona.edu/~martind1/Papers-Documents/faaig.pdf [Accessed 16 Nov. 2018].

Dictionary, F. (2018). *FRUSTRATION | meaning in the Cambridge English Dictionary*. [online] Dictionary.cambridge.org. Available at: https://dictionary.cambridge.org/dictionary/english/frustration [Accessed 21 Nov. 2018].

Jennett, C., Cox, A., Cairns, P., Dhoparee, S., Epps, A., Tijs, T. and Walton, A. (2008). Measuring and defining the experience of immersion in games. *International Journal of Human-Computer Studies*, 66(9), pp.641-661.

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