**GROUP PROJECT, GROUP 3**

**DATE: 4 March 2019**

TIME: **09:30 – 10:00**

**ATTENDEES** Tom Gibbs, Rob Kurta

**ABSENT**  Henry Crofts (due to personal issues, team made aware well in advance)

**LOCATION:** *A2.07*

**Minute Taker: Tom Gibbs**

**Item One: Postmortem of previous week**

**Overall aims of the current sprint *(Detailed tasks, user stories and time allocations are tracked on JIRA)***

* Review feedback received from tutors during the previous sprint
* Review feedback received from playtesters during the previous sprint
* As a team, iterate on the design of the tutorial
* Conduct research into how more relevant and important feedback can be obtained from playtesters
* Reimplement much of the existing functionality to allow for far more efficient future iterations

**Meeting minutes:**

Both members present.

Tom explained to Rob that Henry is unable to attend the meeting. Henry has made the team aware of this the previous evening (unforeseen health issue with son).

* Rob revisited the tutor feedback given following the presentation given during the previous sprint.
* Rob is pleased the team have entered the playtesting stage – he advises the team to make the most of the remaining time available to playtest, iterate, polish and repeat. He believes there is strong potential for the team to produce engaging and intuitive gameplay if the team continue to develop with foresight.
* Rob again suggests team hold open playtesting sessions when they are ready and to make use of other university students, the clear majority of which fall within the games psychographic.
* Rob continued to explain that he believes the current tutorial implementation is not the most effective approach and the team should consider adapting the format.
* Rob agrees with the style of “stringing it out” that the team have designed around. Elaborating that:
  + The player must recognise and understand the cue
  + The player must know how to respond to the cue
  + The player must recognise and understand the success/consequence conditions
* Rob advises the team consider how many steps are included within the tutorial, noting that currently the player must follow a great number of instructions to simply fire the cannon.
  + Rob believes high number of steps is a poor way of teaching players. Team agree.
* Rob explained the tutorial is the most important part of the game as it dictates how players will be introduced to the game and respond to the entirety of the product.
* Because of the above point, Rob explained he would consider it good judgement if the team focused on developing the tutorial for the remainder of development.
* As mentioned by Chris Janes, Rob also pointed the team to temporarily consulting a design student with regard to visual design/weighting of tutorial elements.
  + Rob believes the team have taken the correct approach with visual effects/animations, though in practice the team have not been able to effectively execute the visual effects to the required degree.
* Rob’s advice to continue with development is to begin by stripping everything not required by the immediate step in the tutorial
  + This should help eliminate distractions for the player and better associate necessary actions/items with the current task.
  + Rob suggested considering a tutorial stage of a smaller boat with only the hold and a single cannon.
* Rob reminded the team of the tutorial approach required within digital games:
  + Do
  + Show
  + Tell
    - In contrast to that of non-digital games:
      * Tell
      * Show
      * Do

The team went on to explain to Rob that because of personal reasons (Henry – son’s medical situation and Tom – major surgery of close family member) that this week will require reduced working hours and the team will have significantly reduced availability to hold meetings and studio jams for the first time in the project. As such the team feel they will only be able to independently complete research and reimplementation tasks independently, before we are able to regroup and continue working through design and iteration tasks as a team.

Rob agreed that reduced hours are necessary and in response to the team’s situation the revised sprint goals are appropriate and will continue to benefit the team’s development. Rob is happy for the team to proceed as per the proposed schedule.

***Detailed tasks, task descriptions, user stories and time allocations are tracked on JIRA.***

**Tasks for the current week:**

**Tom (5 Hours):**

* **Read Jesse Schell’s ‘The Art of Game Design’, chapter 25 ‘Good Games Are Created Through Playtesting’ (1h 30m)**

As discussed in team meeting 4/3/19, read the chapter and produce a work document indicating how the team could apply Schell’s advice to our future playtesting rounds to better iterate our gameplay.

* **Create a playtesting questionnaire suitable for the current iteration of the game tutorial (1h 30m)**

As discussed in team meeting 4/3/19, using Schell’s advice, produce a questionnaire for playtesters to complete after having tested the games current tutorial iteration which can be used to guide subsequent tutorial iterations.

* **Design potential improvements for next tutorial iteration (2h)**

As discussed in team meeting 4/3/19, using a Schell’s lessons, combined with feedback received during the initial round of playtesting, design potential improvements to the current tutorial iteration to be discussed further at the next group meeting.

**Henry (10 Hours):**

* **Design suitable code structure for ‘event’ base class (1h)**

As discussed in team meeting 4/3/19, design the class which all events should derive from. Class should contain all common methods and variables required by all events.

* **Reimplement ‘event’ classes and uniform functionality (3h)**

As discussed in team meeting 4/3/19, implement the events with all inheriting from the common base class.

* **Design suitable code structure for ‘interactables’ base class (1h)**

As discussed in team meeting 4/3/19, design the class which all interactables should derive from. Class should contain all common methods and variables required by all interactables.

* **Reimplement ‘interactables’ classes and uniform functionality (3h)**

As discussed in team meeting 4/3/19, implement the interactables with all inheriting from the common base class.

* **Design suitable code structure for ‘hazard’ base class (1h)**

As discussed in team meeting 4/3/19, design the class which all hazards should derive from. Class should contain all common methods and variables required by all hazards.

* **Reimplement ‘hazard’ classes and uniform functionality (1h 30m)**

As discussed in team meeting 4/3/19, implement the hazards with all inheriting from the common base class.