





Source: image generated by Joeythemonster/anything-midjourney-v-4-1

Prompt: "A robot illusion walks towards the expansive galaxy of the universe"

# **Portfolio of Al Instances**

COMP712: Classical Artificial Intelligence Dr Daniel Zhang Games Academy, Falmouth University v 0.1 (2023-2024)

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## Introduction

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Artificial Intelligence (AI) plays a crucial role in nearly all types of games, with various genres relying on advanced AI techniques. The application of AI extends to the control of non-player characters, presenting diverse challenges based on the game type. For instance, enemy AI in a realistic stealth game differs significantly from that in an arcade shooter, which, in turn, varies from a racing game. Additionally, AI finds applications in adversaries within board, card, or strategy games, procedural content generators, procedural narrative engines, assistive technologies, AI "directors," and numerous other areas.

For this assignment, your objective is to **design** and **implement** a portfolio featuring **two** demonstration applications or game components, each incorporating one or more AI techniques. This portfolio of AI instances is designed to highlight the breadth and depth of your knowledge in AI techniques and applications. These instances will exemplify two distinct categories of AI technology:

- Authored behaviors
- Computational intelligence

The format of these instances is flexible and can be tailored to your preference. They could be standalone, purpose-built demo applications, or components integrated into larger, existing projects. Whether they take the form of playable game experiences, non-interactive demonstrations, or tools designed for game developers (either standalone or integrated into a game engine) is entirely up to you. They might be individual works or components of a unified artifact. The implementation can leverage various technologies, programming languages, platforms, and third-party libraries deemed suitable. However, it is essential that they showcase your understanding of the employed AI techniques and demonstrate your capability to develop robust and maintainable software systems.

## **Assignment Breakdown**

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This assignment is divided into various sections:

- 1. Proposal for First Al Instance (not assessed)
- Compose a concise one-page proposal for the initial AI instance, covering:
  - Concept overview
  - Key requirements
  - Identification of the Al technique(s) to be implemented
- 2. Implementation of First Al Instance
- Develop a preliminary version of your first Al instance.
- 3. and 4. Proposal and Implementation for Second Al Instance
- Repeat the process outlined in 1-2 for the second Al instance.
- 5. Final Version of Al Instances
- Enhance and finalise both Al instances, addressing:
- Revisions based on feedback from the tutor and/or peers
- 6. Practical Demo Presentation
- Conduct a practical demonstration of the AI instances for your tutor, ensuring:
  - Evident academic integrity
  - Demonstration of individual programming proficiency, understanding of AI techniques, and effective communication skills

**Note**: You are encouraged to write proposals for both Al instances, although they will not be formally assessed. Planning your projects in advance and seeking feedback from both the tutor and peers is considered good practice.

## **Assignment Guidelines**

This programming task does not come with a predefined GitHub repository. You are expected to utilise version control, selecting the platform and repository that best suits your project. Remember to adjust the .gitignore file (or its equivalent in other version control systems) to exclude temporary build files from the repository.

## **Submission Structure**

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#### 1. Formative Submissions

- There are two formative submissions throughout the assignment.
- After each formative submission, anticipate feedback from both peers and the module tutor.
- Workshop sessions will also provide additional feedback.
- Incorporate received feedback into subsequent prototypes.

#### 2. Summative Submission

- The final submission consolidates your work.
- Ensure compliance with university policies on late or non-submission, as outlined in the course handbook.
- Meeting all formative deadlines is crucial, as failure to submit the final work via
   LearningSpace by the summative deadline will incur penalties.

**Note**: Always refer to the course handbook for comprehensive details on university policies and guidelines.

## **Project Implementation Guidelines**

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### 1. Scope and Feasibility

- Avoid underestimating the effort required for even seemingly simple software; carefully consider project scope from the proposal stage.
- Evaluate feasibility to ensure realistic expectations.

#### 2. Functional Coherence

- Assess code based on functional coherence, measuring how well the final product aligns with user stories and identifying any obvious bugs.
- Maintain a balanced implementation; both introducing features not in the design and neglecting planned features are discouraged.

## 3. Sophistication and Appropriateness

- Implement appropriate algorithms, data structures, libraries, and object-oriented programming concepts.
- Emphasise task-specific solutions; simplicity is preferred over unnecessary complexity.
- When using engines like Unity or Unreal, leverage built-in AI functionality rather than creating redundant solutions without justification.

### 4. Maintainability

- Prioritise maintainability even in an individual project. Adhering to some maintainability
  guidelines lays the foundation for a codebase that is easy to understand, modify, and extend.
  This approach ensures that future iterations or collaborative efforts can seamlessly build
  upon the existing work.
- Enhance code comprehension with extensive comments, following a recognised commenting convention such as Doxygen.
- Select clear and consistent **names** for files, classes, functions, and variables.
- Ensure a sensible and consistent formatting style, including indentation, whitespace, and curly brace placement.
- Avoid hard-coded literals; define values as constants in a central location.
- **Expose** values as properties or variables in the Unity or Unreal editor for easy adjustments without altering the source code.

### 5. Visual Scripting Systems (e.g., Blueprints)

- Maintain tidy Blueprints that clearly represent the flow of control and data.
- Utilise grouping, macros, functions, and routing nodes for readability.
- Disorganised Blueprints may affect the assessment negatively.

## 6. Creativity and Innovation

- Exhibit creativity and innovation befitting Falmouth University's reputation as a world-leading arts institution.
- Encourage divergent thinking to explore a multitude of possible solutions.
- Embrace subversive ideas that intentionally deviate from conventional or obvious solutions.

**Note**: Please refer to the marking rubric for more detailed information regarding the criteria.

# **Marking Rubric**

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| Criteria             | Weight | Near Pass             | Pass                  | Merit                 | Distinction           |
|----------------------|--------|-----------------------|-----------------------|-----------------------|-----------------------|
| Choice of<br>Concept | 20%    | Choice of projects is |

| Criteria   | Weight | Near Pass       | Pass            | Merit         | Distinctio    |
|------------|--------|-----------------|-----------------|---------------|---------------|
|            |        | inappropriate   | appropriate     | highly        | highly        |
|            |        | to              | to              | appropriate   | appropriate   |
|            |        | demonstrate     | demonstrate     | to            | showcase      |
|            |        | the required    | the required    | demonstrate   | advanced      |
|            |        | Al techniques   | Al              | the required  | knowledge (   |
|            |        |                 | techniques      | Al            | the required  |
|            |        | Scope of        |                 | techniques    | techniques    |
|            |        | projects is     | Scope of        | -             | -             |
|            |        | either too      | projects is     | Scope of      | Scope of      |
|            |        | trivial or too  | appropriate     | projects is   | projects is   |
|            |        | ambitious for   | for the time    | appropriate   | appropriate   |
|            |        | the time and    | and             | for the time  | the time and  |
|            |        | resources       | resources       | and           | resources     |
|            |        | available       | available       | resources     | available     |
|            |        |                 |                 | available     |               |
|            |        | Project         | Project         |               | Project       |
|            |        | concepts are    | concepts are    | Project       | concepts ar   |
|            |        | uncreative      | somewhat        | concepts are  | exemplary i   |
|            |        | and untagging   | creative and    | creative and  | terms of      |
|            |        |                 | engaging        | deliver an    | creative      |
|            |        |                 |                 | engaging      | thinking and  |
|            |        |                 |                 | experience    | delivery of a |
|            |        |                 |                 |               | engaging      |
|            |        |                 |                 |               | experience    |
| Functional | 20%    | Few             | Almost off      | All           | All           |
| Coherence  | 2070   | requirements    | requirements    | requirements  | requirement   |
| Concrence  |        | have been       | have been       | have been     | have been     |
|            |        | implemented     | implemented     | implemented   | implemente    |
|            |        | and/or the      | implemented     | implemented   | implemente    |
|            |        | code fails to   | There is little | There is      | There is no   |
|            |        | compile or run  | evidence of     | almost no     | evidence of   |
|            |        | oomplie or ruit | feature creep   | evidence of   | feature cree  |
|            |        | Obvious and     | Some minor      | feature creep | icature cree  |
|            |        | serious bugs    | bugs are        | icataic oreep | No bugs are   |
|            |        | are detected    | detected        | Some          | detected      |
|            |        | ลเป นธเธปเชน    | delected        |               | นบเซบเซน      |
|            |        |                 |                 | superficial   |               |

| Criteria        | Weight | Near Pass   | Pass  | Merit   | Distinction   |
|-----------------|--------|---|---|---|---|
|                 |        |   |   | bugs are<br>detected  |   |
| Sophistication  | 40%    | Little insight into the appropriate use of programming constructs is evident from the source code  Solutions show little or no understanding of appropriate AI techniques  The program structure is poor or nonexistent | Considerable insight into the appropriate use of programming constructs is evident from the source code  Solutions show good working knowledge of appropriate AI techniques  The program structure is effective | Significant insight into the appropriate use of programming constructs is evident from the source code  Solutions show extensive upto-date knowledge of appropriate AI techniques  The program structure is very effective  There is high cohesion and low coupling | Extensive insight into appropriate use of programmir constructs i evident from the source code  Solutions be upon cutting edge Al techniques with advance of the student's on  The program structure is extremely effective  There is very high cohesis and very low coupling |
| Maintainability | 20%    | Code formatting, commenting and structure   | Code is somewhat consistently formatted   | Code is consistently formatted  | Code is consistently formatted  |
|                 |        | are ineffective   | Code is   | Code is appropriately   | Code is appropriate   |

| Criteria | Weight | Near Pass   | Pass            | Merit          | Distinction    |
|----------|--------|-------------|-----------------|----------------|----------------|
|          |        | and hinder  | adequately      | commented      | and            |
|          |        | readability | commented       |                | meaningfully   |
|          |        |             |                 | There is no    | commented      |
|          |        |             | There is little | unnecessary    | There may be   |
|          |        |             | unnecessary     | duplication of | auxiliary      |
|          |        |             | duplication of  | code or of     | documentation  |
|          |        |             | code or of      | literal values | to aid         |
|          |        |             | literal values  |                | maintenance    |
|          |        |             |                 | Literal values |                |
|          |        |             |                 | can be         | There is no    |
|          |        |             |                 | tweaked        | unnecessary    |
|          |        |             |                 | easily in      | duplication of |
|          |        |             |                 | code, or if    | code or of     |
|          |        |             |                 | appropriate    | literal values |
|          |        |             |                 | through a      |                |
|          |        |             |                 | configuration  | Literal values |
|          |        |             |                 | file or editor | can be         |
|          |        |             |                 | interface      | tweaked        |
|          |        |             |                 |                | easily, and    |
|          |        |             |                 |                | attention has  |
|          |        |             |                 |                | been paid to   |
|          |        |             |                 |                | the            |
|          |        |             |                 |                | appropriate    |
|          |        |             |                 |                | user           |
|          |        |             |                 |                | experience for |
|          |        |             |                 |                | this           |

<sup>\*</sup>The above table was generated on https://www.tablesgenerator.com/markdown\_tables

## **FAQ**

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## 1. Q: What is the deadline of this assignment?

**A**: *MyFalmouth* system is the only place where you should be able to find all deadline information according to the requirements and the policies of Falmouth University.

### 2. Q: How can I seek help?

**A**: You can email the tutor for any informal clarifications. For short question, MS Teams message would work as well.

## 3. Q: Will there be feedback on my work?

**A**: You will be given verbal feedback on your work during the assessment session. Please consider to book an appointment with the tutor if you need in-depth discussions.

## 4. Q: Any other issues?

**A**: Any other issues or mistakes in this brief, please inform the tutor.