

D&T 1 – Student Learning Commitment Contract

(Learning Agreement)

A learning contract/agreement is an agreement between a group of students (or a single student) and their teacher or professor. It outlines a set of goals and expectations for what the student hopes to achieve during a particular course or academic program.

Prior Statements:

1. I have read and understood the course syllabus and grading system specifications.
2. I have reviewed the course schedule and noted all deadlines.

Goal:

I aim to achieve a **10** by designing, implementing, and testing the game **EndOfLine** including the following optional modules:

- ✓ Game
 - Matches management (Creation, listing)
 - Matches Lobby (where users can join the game and see other users waiting the game to start)
 - Gameplay (including all the phases, turn management and possible moves in a match).
 - Match results, winner notification, rankings of the match, etc.
- ✓ Users & Admin interface (Required):
 - Login, Logout, Sign-up.
 - Admin: Registered users (with pagination)
 - Admin: CRUD of users (with delete on cascade of games, movements, etc.).
- ✓ Statistics (Optional)
 - Number of games (global & per user)
 - Duration of games (global & per user, averages, total, max and mins).
 - Number of players per match (if it makes sense)
 - Game-specific stats (points, moves, chosen characters, favorite cards, etc.)
 - Achievements
- ✓ Social gaming (Optional)
 - Friendship invitation, management & current friends online notification
 - Match invitations
 - Public comments/chats during matches
 - Spectator mode

Objectives:

1. Attend all scheduled classes, labs, tutorials, and group meetings.
2. Review lecture notes within 24 hours after each class.
3. Implement functionalities, tests, and documentation on time and to the best of my ability.

4. Actively participate in design discussions, propose solutions, suggest refactoring ideas, and ask clarifying questions.
5. Seek help from peers or instructors when necessary.
6. Use supplementary resources (online materials, videos, tutorials) to reinforce learning.
7. Demonstrate professional behavior, communication, and collaboration in accordance with ETSII standards, the University of Seville, and the Software Engineering profession.

Expectations:

1. Maintain a personal calendar to track deadlines, tasks, and events.
2. Minimize distractions (e.g., social media) during class and group work.
3. Prioritize academic responsibilities over other commitments.
4. Use available academic resources such as tutoring, study groups, or office hours.
5. Manage stress and practice self-care.

Assessment:

1. Check in regularly with the instructor to discuss progress and receive feedback.
2. Monitor project status and adjust study/work strategies accordingly.
3. Review and update this learning contract at the end of each sprint.

Withdrawal:

If I decide to withdraw from the project, I agree to notify my teammates and the instructor in writing as soon as possible, providing the reasons for withdrawal. I understand that I waive all rights to the project in this case and commit to undertaking a different project if I participate in another instance of Design & Tests 1. If teachers decide to split the group, each subgroup will continue from the commit specified by the teacher.

Use of Generative AI:

I understand that certain assignments in this course may permit or even encourage the use of generative artificial intelligence (GAI) tools such as ChatGPT. However, I acknowledge that *the default position is that such use is disallowed unless explicitly stated otherwise*. If I choose to use GAI tools when permitted, I will ensure that their use is appropriately acknowledged and cited in the corresponding section of the project documents and in my individual work report. I recognize that it is my responsibility to assess the validity and applicability of any GAI output that I submit, and I bear the final responsibility for the content I provide. I am aware that violations of this policy will be considered academic misconduct and accept the consequences.

Behavioral Fairness and Lack of Bias in Peer Evaluations:

I understand that in the context of collaborative work and team-based projects, it is crucial to maintain a standard of behavioral fairness and impartiality, especially when evaluating the contributions of peers at the end of each sprint. I understand that the commitment to fairness and the avoidance of bias is integral to fostering a professional and respectful environment that upholds the principles of equity and inclusivity. As such, I aim to adhere to the following guidelines when conducting peer evaluations:

1. **Objective Evaluation:** All my evaluations will be based strictly on the work and contributions made by each team member towards the project goals. Personal relationships, friendships, or any form of allegiance will not influence the assessment process. As an evaluator I will provide constructive feedback, honest, and reflective of the actual contributions of their peers and their specific context.
2. **Transparency and Accountability:** When providing feedback, as evaluator I will be clear and specific about the reasons behind my assessments. I will document the criteria used for evaluation and the reasons behind them. I will provide examples where necessary to justify the evaluation given. This transparency helps prevent misunderstandings and ensures that the teachers understand the criteria applied, the actual status of the project, and the behavior and the work performed by each member of the group.
3. **Avoidance of Personal Bias:** Personal biases—whether conscious or unconscious—can significantly impact the fairness of evaluations. I understand that all group members are expected to consciously check for any such biases and take steps to mitigate their influence. This includes avoiding favoritism, groupthink, or penalizing peers based on personal disagreements unrelated to project performance.
4. **Commitment to Equity:** I understand that every group member has the right to be evaluated fairly, regardless of their background, personal beliefs, or interpersonal dynamics within the group. As evaluator, I will ensure that my assessments do not discriminate against any member based on race, gender, religion, ethnicity, or any other characteristic protected by University of Sevilla's policies.
5. **Continuous Reflection and Improvement:** At the end of each sprint, group members should reflect not only on their own work but also on the fairness and objectivity of their evaluations of others. This reflection process should be used to improve future evaluations, ensuring that the assessment process remains as fair and unbiased as possible throughout the duration of the project.

By committing to these principles, I will help to create a learning environment that values fairness, respect, and professional integrity. These standards are not only essential for the success of the project but also for the development of skills necessary for future professional endeavors in the field of Software Engineering.

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