D&T 1 - Student Learning Commitment Contract

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 the grading system specs.
2. I have reviewed the course schedule and noted appropriate deadlines.

Goal:

I aim to achieve a **functional game app** by designing, implementing, and testing the game **Honey** including the following optional modules:

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

Objectives:

1. Attend all classes, labs, tutorials, and group meetings.
2. Review lecture notes within 24 hours of class.
3. Implement/write the functionalities, tests, and documentation on time and to the best of my ability.
4. Participate in design discussions and meetings, propose solutions and refactoring ideas, and ask questions regarding design decisions.
5. Seek help from peers or teachers when necessary.
6. Use online study resources and videos to supplement class materials.

7. Demonstrates professional behavior, appearance, and communication in accordance with standards of ETSII, University of Sevilla, and the Software Engineering profession and a community.

Expectations:
1. Maintain a calendar to keep track of deadlines, tasks and events.
2. Limit social media and other distractions during group-work and class time.
3. Prioritize schoolwork over other commitments.
4. Seek out academic resources, such as tutoring or study groups.
5. Take steps to manage stress and prioritize self-care.

Assessment:
1. Regularly check in with teacher to discuss progress and identify areas for improvement in the feedback and review sessions.
2. Monitor the state of the project and adjust study habits accordingly.
3. Review this learning contract at the end of each sprint and adjust as necessary.

Withdrawal:
If I decide to withdraw from the project, I agree to inform the other members of the group and the project supervisor (teachier) in writing as soon as possible, providing the reasons for my withdrawal. I understand that in this situation, I waive all rights to the project and commit to undertaking a different project if I need to participate in another summon of Design & Tests 1.

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.

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 Improvemen**t: 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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