CS 4730-001 **Computer Game Design** - Spring 2015

ENGR (18153)

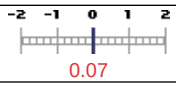
INSTRUCTORS: **Sherriff, Mark (mss2x)**

Respondents: 24 / Enrollment: 59

Summary: CS 4730-001 Computer Game Design - Spring 2015 (18153)

Overall Course Rating

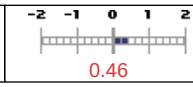
CS-4730-001 Mean 4.26
CS-4730-001 Std Dev 0.98
CS-4730-001 Response Count 120

Difference from Category Mean, Expressed in Category Standard Deviations	

SEAS, 4000-level courses Mean 4.19
SEAS, 4000-level courses Std Dev 0.94
SEAS, 4000-level courses Response Count 9648

Overall Instructor Rating

INSTRUCTOR: Sherriff, Mark
Mean 4.76
Std Dev 0.47
Response Count 166

Difference from Category Mean, Expressed in Category Standard Deviations	

SEAS, 4000-level courses Mean 4.37
SEAS, 4000-level courses Std Dev 0.84
SEAS, 4000-level courses Response Count 14316

~ QUESTIONS AND DETAILS ~ | *~ ANSWER MATRICES ~*

1. How accurate is this statement for you: The project was of acceptable length.

~
Question Type: Likert
~
contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.50	0.88	16 (66.67%)	6 (25.00%)	0 (0.00%)	2 (8.33%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.50	0.88	16 (66.67%)	6 (25.00%)	0 (0.00%)	2 (8.33%)	0 (0.00%)

2. How accurate is this statement for you: The project was of acceptable difficulty.

~
Question Type: Likert
~
contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.70	0.70	18 (78.26%)	4 (17.39%)	0 (0.00%)	1 (4.35%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
23	4.70	0.70	18 (78.26%)	4 (17.39%)	0 (0.00%)	1 (4.35%)	0 (0.00%)

3. How accurate is this statement for you: The project helped me better understand the phases and intricacies of software development.

~
Question Type: Likert
~
contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.62	0.58	16 (66.67%)	7 (29.17%)	1 (4.17%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.62	0.58	16 (66.67%)	7 (29.17%)	1 (4.17%)	0 (0.00%)	0 (0.00%)

4. Which topic/lecture in this course was your favorite and why?

~
Question Type: Short Answer
~
contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Individual Answers
22	*See below for Individual Results*

The guest lecturers at the end were both fantastic, other than that I'd say discussion of MDA overall best expanded by view of how effective gameplay is created

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Mechanics, Dynamics, Aesthetics. Definitely contained some of the most useful information of the class World Building, because of the topic. MDA and actions vs interactions. It was good to objectively define a game and its parts. I never thought of a game in that manner. I greatly enjoyed the lecture on controller design, because we got a good sense for the history of games, and how people figured out what worked for a controller and what didn't. Formal elements. It was the lecture that was completely new to me and introduced a framework for thinking about games that I appreciated. Weimer's world building lecture since I'm more interested in the creative side rather than the technical side. AI and collisions were the only ones that actually taught something useful for our project The lecture on AI was great. It is a topic not discussed in many other classes. MDA because it changed how I looked at so many things I enjoy Discussions of MDA - it seemed useful in developing games, and it was new. I had been exposed to many of the other topics in previous classes. I enjoyed physics/collision detection the most, because the lecture for those topics seemed to go deeper than most of the others. It got a little more into the details instead of just high-level concepts. Evolution of the game controller. It included information about game industry history as well as what good/bad controllers are. Collision detection was interesting. It was neat to learn how to use previous techniques learned in other classes and apply them to games. I also learned a lot about hit boxes in games. the discussions on MDA The last lecture was by far my favorite because the q/a was so much fun. I also really liked "what is a game", because the definition of what makes a game, as well as gamification, were two concepts that made an impression on me. My favorite lecture would be the What is a Game lecture because it really helped me understand what a game was and it was fun to categorize different games in different aesthetics. Learning about the game loop. That was the most enlightening information from the whole course. Physics and collision detections were really neat to learn about. It was great to learn about the different algorithms to solve these issues. Lecture 17/18 - Collision detection, because it was interesting to see how to cope with a lot of issues that arise from the game loop / network latency Lecture 27 - World building, because it's a cool and interesting topic (but was a guest lecture, so not sure that means as much) Balancing, it was interesting to see how game developers analyze player data to make tweaks to the mechanics of the game. MDA analysis was very interesting to me
5. Which topic/lecture in this class do you think you will find the most useful in the future? ~ Question Type: Short Answer ~ *contributed by Sherriff, Mark (mss2x)*	Results for CS-4730-001, Sherriff, Mark Total: 22 Individual Answers: *See below for Individual Results*
	Game Balancinga Lecture 10 - Game Architecture, because ECS may be useful in regards to other design Collision detection. MDA or the brief section on the various ways to structure a game's code (like ECS). AI and collisions Probably AI/Pathfinding because it was about algorithms.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Were I to go into game design as a profession, I would expect the lecture on the nature of indie games to be the most useful. AI in games was strongly effective. Mechanics, Dynamics, Aesthetics The software development strategies will probably be the most useful in the future. AI/Pathfinding Balancing, elements of a game, MDA Collision detection and/or AI The most useful would probably be the Physics/AI portion of the class since they are definitely the most technical out of the other subjects. The software development topics were the most useful because they could be used in any software engineering position. Definitely MDA or the experience gained from doing the project MDA. Now every time I play a game, I think about the developer's intentions when designing the game. Physics/collision since that is always a sticky point for me AI I think the lecture on indie game development will be most useful, because it gave a practical description of how to sell a game. I, like many CS students, find the programming easier than all the other work involved in making a game, so this information should be useful. Prototyping and play testing, because I plan to continue making user interfaces that benefit from those topics. Either MDA or collision detection, lots of nifty shortcuts and optimizations learned
6. What lecture/topic(s) in this class "did not work" or were not seen as useful in the long run? ~ Question Type: Short Answer ~ *contributed by Sherriff, Mark (mss2x)*	Results for CS-4730-001, Sherriff, Mark Total: 20 Individual Answers: *See below for Individual Results*
	Architecture was interesting, but not something I would ever need to know about again in the future. The first month was a high level overview of what a game is, but this could have been condensed because it is subjective view. It doesn't help us make a game as much as the later lectures did. I don't believe we need to have a month of learning the intricacies of one or two books perspectives of what a game is. The least useful would probably be the lecture about Indie games. The material from McGonigal never really inspired me, but that was mostly because I thought the book had an overly optimistic view of games. The lectures about it were fine. I felt like AI was glossed over entirely. N/A N/A Some stuff in the books didn't seem as important, mainly the "fixes" from McGonigal just seem like "life sucks, games make it suck less". The controllers section seemed a bit drawn out, it felt as if it could've been summed up in a slide or two within the UX section. I liked them all, and felt that most were essential. The lecture on indie studios was interesting, but not useful for me personally. Controller and input schemes. No need for that much focus on it. Sprites could be explained more.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

The whole idea of gaming bringing people together/facilitating social interaction fell flat on me. This is partly because of my own dislike of multiplayer games, but also because it was presented in a very abstract manner.

There weren't any specific lectures that didn't work, but it would be nice if the lecture on design patterns had gone a little more in depth. Very few of the patterns are covered in other classes, so it was a lot of completely new material to take in all at once.

none

Lecture 25 - Revisiting McGonigal, I don't remember details, but I don't think I got much out of that lecture

None

They were all pretty aite

Sprite graphics.

Revisiting McGonigal. I think the reading was interesting (though admittedly I did miss some of the later chapters), but the lecture simply rehashed that content without adding much.

7. How accurate is this statement for you if you used the podcasts from this class: Podcasts were useful to catch up on material that I missed due to absences.

~

Question Type: Likert

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.80	0.42	8 (33.33%)	2 (8.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	14 (58.33%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.80	0.42	8 (33.33%)	2 (8.33%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	14 (58.33%)

8. How accurate is this statement for you if you used the podcasts from this class: The podcasts were useful to review material that I was unclear on.

~

Question Type: Likert

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.64	0.50	7 (29.17%)	4 (16.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	13 (54.17%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.64	0.50	7 (29.17%)	4 (16.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	13 (54.17%)

9. How often did you listen to the podcast for a lecture?

~

Question Type: Multiple Choice

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contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Every lecture (NA)	Nearly every lecture (NA)	Whenever I needed to review a topic (NA)	Only when I missed a class (NA)	Randomly just to see what it was like (NA)	Never (NA)
24	0 (0.00%)	0 (0.00%)	8 (33.33%)	3 (12.50%)	0 (0.00%)	13 (54.17%)

Results for SEAS, 4000-level courses

Total	Every lecture (NA)	Nearly every lecture (NA)	Whenever I needed to review a topic (NA)	Only when I missed a class (NA)	Randomly just to see what it was like (NA)	Never (NA)
24	0 (0.00%)	0 (0.00%)	8 (33.33%)	3 (12.50%)	0 (0.00%)	13 (54.17%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

10. Do you have any suggestions/comments that we should take into account for future projects for this course?

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Question Type: Short Answer

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Individual Answers
19	*See below for Individual Results*

Now that both Unity and Unreal Engine are free, it would be nice to be aable to use those game engines because they are the industry standards.

Please have one of two lectures on coding in Monogame before the very first Prototype. That was by far the hardest assignment because I had no idea where to begin.

Maybe incorporate weekly meetings with yourself, so we can get more feedback iteratively throughout the process.

Maybe have the professor/TAs meet with each group at the beginning to help determine the amount of features to give the game for the time period. This would help prevent groups from overloading themselves and cutting out a lot of components.

No

n/a

n/a

Starting a little earlier would have been nice. I know some of the material would have to be front-loaded so that we would be prepared, but I think it would be worth it.

Allow more groups of size 4

The project worked fairly well. The checkpoint system was an excellent decision and without it our group would probably have done very little. I think starting the development a week or two earlier could be beneficial for preventing crunch time at the end, but to some extent there will always be a lot of work done last minute.

Simpler games, like Charge, were done with their project by the Beta, but had more people than most groups.

Peer Reviews at each iteration. I had some teammates do nothing at all for one iteration, but then some later, hard to sum it all up in one peer review at the end.

Starting the project earlier in the semester would probably help, if it's possible.

Better monitoring of teammate contributions. I understand this is inherently difficult for group projects, but that was my main issue with the project. See my overall comments.

The checkpoints were good in making sure the game's development was progressing well. However, not sure if this would be possible, but starting on the game (or at least starting to design/brainstorm the game) should be done earlier so that teams have more time to polish their games.

I would have really appreciated a quick demo/introduction to source control/github, especially conflict resolution. The CS department doesn't ever officially teach it, but rather seems to assume we will pick it up. That is a correct assumption, but I'd rather save the learning curve time and learn the right way.

Please provide a little more support for OSX users when it comes to building the project.

Eh it was pretty solid, any shortcomings I had was because I was an unmotivated fourth year

I would prefer a longer project period somewhere in the start. We only had a month or so. By the end we had to cut a lot of the things we wanted in our game.

11. During the project, how many hours per week did you dedicate specifically to project work?

~

Question Type: Multiple Choice

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	0-2 (NA)	3-5 (NA)	6-8 (NA)	9-12 (NA)	13-16 (NA)	17 or more (NA)
24	0 (0.00%)	6 (25.00%)	11 (45.83%)	4 (16.67%)	2 (8.33%)	1 (4.17%)

Results for SEAS, 4000-level courses

Total	0-2 (NA)	3-5 (NA)	6-8 (NA)	9-12 (NA)	13-16 (NA)	17 or more (NA)
24	0 (0.00%)	6 (25.00%)	11 (45.83%)	4 (16.67%)	2 (8.33%)	1 (4.17%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

12. How was the balance between theory and technical?

~

Question Type: Likert

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contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Excellent (5)	Good (4)	Fair (3)	Weak (2)	Poor (1)
23	4.17	0.78	8 (34.78%)	12 (52.17%)	2 (8.70%)	1 (4.35%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Excellent (5)	Good (4)	Fair (3)	Weak (2)	Poor (1)
23	4.17	0.78	8 (34.78%)	12 (52.17%)	2 (8.70%)	1 (4.35%)	0 (0.00%)

13. What other topics do you wish we had time to cover or which topics did we cover that you wish we could have covered more deeply?

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Question Type: Short Answer

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Individual Answers
19	*See below for Individual Results*

Animations/graphics

Making sprites and graphics.

Adding a topic about anti-cheat mechanisms in games, but not requiring anti-cheat mechanisms in our game projects.

I liked the balance and scope of the course and wouldn't really change it

Graphics and animation

Besides source control, I would have liked to have seen a quick overview of other tools that were out there (libgdx, unity, unreal, etc.), or more about graphics.

n/a

n/a

Grapics

At least a bit to focus on 3d gaming

It would have been nice to learn more about common ways to structure a game's code base.

Monetizing and maybe some case studies

Actually coding in monogame

Word Creation

Sound design in games would have been awesome. Obviously we don't have the resources a large game studio does but understanding how some of their dynamic music and sound effects are made and mixed would be really cool.

I wish we had spent more time on the history of game development. This is mostly because I find that interesting, but I think it also provides valuable context in many situations.

Maybe some more technical topics

3D graphics

I wish we could have covered graphics more, but I do realize that there is a separate graphics course, so it may not be necessary.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

14. How accurate is this statement for you: The game library provided in the lab was essential for the course, either for learning game design or having a selection of games for evaluation.

~

Question Type: Likert

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	2.88	1.03	2 (8.33%)	4 (16.67%)	8 (33.33%)	9 (37.50%)	1 (4.17%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	2.88	1.03	2 (8.33%)	4 (16.67%)	8 (33.33%)	9 (37.50%)	1 (4.17%)

15. Rice 340 was a good location for this course and I found the lab machines a good resource to have.

~

Question Type: Likert

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.29	0.75	11 (45.83%)	9 (37.50%)	4 (16.67%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.29	0.75	11 (45.83%)	9 (37.50%)	4 (16.67%)	0 (0.00%)	0 (0.00%)

16. How often did you utilize the resources in Rice 340 after class hours?

~

Question Type: Multiple Choice

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	1-2 times total (NA)	3-4 times total (NA)	Avg. twice a week (NA)	Avg. three times a week (NA)	Almost daily on class days (NA)	Literally every day I could (NA)
24	13 (54.17%)	7 (29.17%)	3 (12.50%)	0 (0.00%)	0 (0.00%)	1 (4.17%)

Results for SEAS, 4000-level courses

Total	1-2 times total (NA)	3-4 times total (NA)	Avg. twice a week (NA)	Avg. three times a week (NA)	Almost daily on class days (NA)	Literally every day I could (NA)
24	13 (54.17%)	7 (29.17%)	3 (12.50%)	0 (0.00%)	0 (0.00%)	1 (4.17%)

17. Which did you find more useful for exploring ideas about game design: Critical Eyes or Written Words? Why?

~

Question Type: Short Answer

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Individual Answers
23	*See below for Individual Results*

Critical eyes because it helped me find what in the game worked and didn't work. Written words were relatively easy to do because I can just copy the template after my first one given I have a somewhat decent idea.

I don't think either were that useful, but I guess Critical Eyes would be better. However, it would have to be better categories. NES and SNES were bad categories in my opinion, because someone could just play a platformer in each of them. They should have been separated into more distinct categories like platformer, puzzle, fps, rpg, etc. This way we get diverse gamer experience

Critical eyes because they tied in well with MDA and other topics we learned

Written words. Playing games has always been enjoyable for me and making an assignment out of it diminishes the fun for me. It was much more useful to build a creative idea up from scratch, using the material from class.

I found Critical Eyes more beneficial, as you were trying to understand what went into making an existing, popular game. Written Words are nice in that you can be a bit more creative, but it's hard to get a good sense for how development of the game would really go from just an idea.

Critical Eyes were more useful because they focus more on analyzing ideas about game design while written word is focused more on creating the game.

I think Crit Eyes were easier and used a lot of ideas from class, but Written Words forced us to use creativity in creating different parts of the game

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Critical eyes because you had to specifically think about each of the components of the game at a basic level Written Words, because you are actually thinking about the design of the game yourself. Since you hated my first Critical Eye I only did Written Words. I liked the Written Words as they allowed me to flesh out a lot of game ideas I had on the back burner Written Words Critical Eyes because they required you to examine someone else's work which was harder for me. Critical eyes were more useful for exploring ideas about game design because they let you learn by example. Written words are interesting, but don't benefit the student much with learning game design techniques and ideas since he/she is mainly using it as a way of fleshing out a brainstormed idea. However, this only applies if different types of games are played, which didn't have to be the case with the categories (for example, for "NES","SNES","Modern Console", I could have played 3 platformers and barely learned anything) Critical Eyes. I found the grading for Written Words to be focused way more on creativity and originality than content, and I wrote them accordingly. Critical eyes got very repetitive after awhile. Written words we could at least express our different visions and tailor it to our liking. Written Words, because I had to come up with ideas myself instead of just reporting on somebody else's ideas. Written words, because that was a unique chance for me to bring together creativity and liberal-artsy stuff with computer science. Critical Eyes, because I don't that many original game ideas, but found it useful to analyze existing excellent games and break down exactly why they are excellent. Both teach different and important aspects of game design Written words helped for getting practice in thinking about how to create and develop a new game Critical Eyes - they force you to consider the various aspects of a game (especially MDA) in much more depth than is necessary for a complete Written Word. Written words - made us think more Critical Eyes. I found that doing a written word twice was enough to get me thinking about games. After that, the ones I completed were mostly me rehashing the same information in new games.
18. Did the "gamification" of the grading system in the course help or hurt your enjoyment of the course? Did it make sense? What could be done to improve the system? ~ Question Type: Short Answer ~ *contributed by Sherriff, Mark (mss2x)*	Results for CS-4730-001, Sherriff, Mark Total: 24 Individual Answers: *See below for Individual Results*
	XP was awesome. I am not someone who calculates their grade in a class, and this was great because it meant I didn't have to. Instead of messing with percentages, I was completely aware of where I stood (barring the off by one error that spooked everyone) and how well I had to do one the rest of the assignments. All classes should use the XP system. The gamification made things more complicated I'd say it was neutral. The "gamification" didn't change much for me except add convenience. It was a lot easier to tell what grade I had since usually I'd have to hand-calculate that but now I can just look at the exp bar to see my grade. I would have liked to know exactly the number of the bar (like X/Y instead of just the visual bar), but that information hiding may have been intentional...though I could have just hand-calculated that too. I did like the ability to choose what quest I did (critical eye vs written word) and the VP system is a good way of increasing engagement, however the VP store needed to be up sooner and VP distribution had to be less reliant on guessing the music theme (ie. more VP had to be given for other participation). It helped. It made doing the assignments more enjoyable and made it easy to track my grade. It made sense. The course website could have displayed clearer information. Yes it helped deeply. Psychologically I felt more inclined and interested in learning the material because I felt like I was earning instead of losing points all semester,

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	It helped my enjoyment and made sense. The VP system could have been improved a bit, such as by allowing more opportunities for VP outside of class. It did, though it would have been nice if it displayed the correct level and total experience points at all times. I enjoyed it. It made the course more incremental and made each assignment actually meaningful. I felt like I was cultivating my grade the whole semester rather than not caring until the end. It helped my enjoyment, but the level inflation issue hurt my decision making where my grades were concerned. I would also have liked alerts for the next quests that were due rather than having to search through the quests and check their due dates. I liked it, it definitely didn't hurt. I think having a wider variety of VP rewards would've helped. I also think a system of group "achievements" would be a good way to motivate the class to do things. For example, if there was an achievement for getting 25 kids to go to the SGD talk, and it had some reward attached to it like 500XP on the final, it would be a way to encourage good behavior as a group, without the awkward dynamic of sacrificing your individual VP for the flask when other people surely will. Kinda? I liked the fact that nothing is "weighted" so it's all just one big pile of XP to get a good grade, but the Gamer Card was honestly just badly coded and so incomplete it hurt the experience. Also, perhaps each Victory Point chip should be worth something like 5 points, and while significant things in the shop can be the same (so 5x old cost) small, fun stuff like a special title on our cards could be <5 pts so people are more encouraged to spend them. Helped. It made a lot of sense. VP store being available earlier would have been nice. It didn't help much. It made it harder to calculate grades because the XP wasn't shown until the end, and the level thing was off for most of the semester. Yes. Loved the XP system. Didn't care for VP: It seemed like the only things it was good for were directly increasing XP (as evidenced by your statement that people only used VP for bonus XP) It was a fun twist and interesting, I wish it was better developed/more usable It often made it a bit hard to calculate where you stood in the course, but I like it in theory It helped my enjoyment of the class. Improving the system: maybe have charts/graphs of where you stand, and averages, etc. It helped me enjoy the class more. The XP system is essentially like a total points grading system that some professors use (earned points / max points), but it definitely did not feel that way because of some psychological magic. In addition, the VP system was effective at encouraging class discussion. In my opinion, the system can be improved by adding a counter that shows the points need to advance to the next level, allowing purchases to be made directly from the VP store, and finishing the other features such as achievements. Significantly helped, it made sense, but I wish the exp bar had quantifiable amounts 900/1500 It made sense and helped my enjoyment. it was cool, big plus I thought it would be cool because we could actually repeat assignments for unlimited experience. It was disappointing to discover the grading system is effectively just like every other class. It helped. The only difficulty was knowing how much eahc assignemtnt was worth and how it compared to other elements of the exams. Also, fining that the level we were on was 1 lower made a difference. I thought I already had a B, when I actually had a C which made a difference in the choices I made to not do the "helping others" assignment. It neither helped nor hurt my enjoyment. It made sense, but the XP system wasn't the best feedback, since it made it harder to tell if you were on track to get a good grade. The easiest fix would be to show the student's XP out of the total possible XP they could have received, but then that's really just a grade. Another possibility is to make every level require the same amount of XP, so at least the student would have a better sense of how close they are to their goal.
19. Are there other "must play" games that you think should be included in the course? ~ Question Type: Short Answer ~ *contributed by Sherriff, Mark (mss2x)*	Results for CS-4730-001, Sherriff, Mark Total: 17 — Individual Answers: *See below for Individual Results*
	Gone Home and The Stanley Parable were must haves Hearthstone

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

You mentioned Hearthstone, might be a good idea, especially when talking about monetization.

Dark Souls. You should have to complete the game for the final.

Nah

I think an fps, moba, or rpg would be good. Maybe board game or something like that.

No

Braid, Hearthstone, WoW, Settlers of Catan

n/a

n/a

Spec Ops: The Line was fantastic for discussing many different aspects of game design, and sadly not many in the class had played it. It would probably be harder to get everyone to play it, as it requires decent PC specs and isn't exactly cheap. Maybe if, for the required games list, you had to play any 2 of 3 selected games it would be a good idea. That would give people the opportunity to avoid it but would also increase the percentage of the class that could make reference to it.

Not that I know of.

Don't Starve

I don't have any "must plays", though I can think of some interesting games: Psychonauts is interesting in terms of world-building. Antichamber is a unique puzzle game that is portal-esque in that you have a gun that does things, but isn't about portals. Journey is great, but as you pointed out in class, asking someone to buy a PS3 is ridiculous.

The Swapper or Valiant Hearts.

Journey. Even if you have to spend 30 minutes at the end of a lab session with a PS3 set up, it's worth somehow requiring it.

something to emphasize competition or cooperation. Mario Kart (Double Dash) or Mario Party

20. Ignore your grade in the course and consider this statement: I feel I have a better understanding about the concepts of game design because of this course.

~

Question Type: Likert

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.88	0.34	21 (87.50%)	3 (12.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.88	0.34	21 (87.50%)	3 (12.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

21. Ignore your grade and consider this statement: I have a better understanding about the ideas and technology behind game construction because of this course.

~

Question Type: Likert

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.58	0.78	17 (70.83%)	5 (20.83%)	1 (4.17%)	1 (4.17%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.58	0.78	17 (70.83%)	5 (20.83%)	1 (4.17%)	1 (4.17%)	0 (0.00%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

22. To what degree do you agree with this statement: the team size from the project was appropriate (please elaborate in your class comments).

~

Question Type: Likert

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.12	0.99	10 (41.67%)	10 (41.67%)	1 (4.17%)	3 (12.50%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.12	0.99	10 (41.67%)	10 (41.67%)	1 (4.17%)	3 (12.50%)	0 (0.00%)

23. Which of these was most motivating for you in the class?

~

Question Type: Multiple Choice

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Achievements (Name That Tune, etc) (NA)	Titles (The Dreamer, etc) (NA)	Classes (Scout, etc) (NA)	Victory Points (the chips) (NA)	VP Rewards (Flasks, etc) (NA)	Quest-style Assignments (NA)	Gamercard System (NA)	XP Grading System (NA)
24	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (12.50%)	0 (0.00%)	3 (12.50%)	1 (4.17%)	17 (70.83%)

Results for SEAS, 4000-level courses

Total	Achievements (Name That Tune, etc) (NA)	Titles (The Dreamer, etc) (NA)	Classes (Scout, etc) (NA)	Victory Points (the chips) (NA)	VP Rewards (Flasks, etc) (NA)	Quest-style Assignments (NA)	Gamercard System (NA)	XP Grading System (NA)
24	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (12.50%)	0 (0.00%)	3 (12.50%)	1 (4.17%)	17 (70.83%)

24. Which of these motivated you the least?

~

Question Type: Multiple Choice

~

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark

Total	Achievements (Name That Tune, etc) (NA)	Titles (The Dreamer, etc) (NA)	Classes (Scout, etc) (NA)	Victory Points (the chips) (NA)	VP Rewards (Flasks, etc) (NA)	Quest-style Assignments (NA)	Gamercard System (NA)	XP Grading System (NA)
24	4 (16.67%)	7 (29.17%)	7 (29.17%)	3 (12.50%)	1 (4.17%)	1 (4.17%)	1 (4.17%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Achievements (Name That Tune, etc) (NA)	Titles (The Dreamer, etc) (NA)	Classes (Scout, etc) (NA)	Victory Points (the chips) (NA)	VP Rewards (Flasks, etc) (NA)	Quest-style Assignments (NA)	Gamercard System (NA)	XP Grading System (NA)
24	4 (16.67%)	7 (29.17%)	7 (29.17%)	3 (12.50%)	1 (4.17%)	1 (4.17%)	1 (4.17%)	0 (0.00%)

25. The course addressed technically rigorous subject matter consistent with the course objectives.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.54	0.59	14 (58.33%)	9 (37.50%)	1 (4.17%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1928	4.42	0.76	1032 (53.53%)	721 (37.40%)	106 (5.50%)	31 (1.61%)	21 (1.09%)	17 (0.88%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

26. The instructor used methods other than/in addition to traditional lectures (for example, active learning, in-class problems, collaborative learning, in-class discussion) effectively in this course.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.71	0.55	18 (75.00%)	5 (20.83%)	1 (4.17%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2049	4.28	0.92	998 (48.71%)	680 (33.19%)	174 (8.49%)	76 (3.71%)	38 (1.85%)	83 (4.05%)

27. There was a reasonable level of effort expected for the credit hours received.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.54	0.72	16 (66.67%)	5 (20.83%)	3 (12.50%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1931	4.27	0.91	933 (48.32%)	744 (38.53%)	134 (6.94%)	74 (3.83%)	43 (2.23%)	3 (0.16%)

28. The homework assignments helped me learn the subject matter.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.25	1.03	12 (50.00%)	9 (37.50%)	1 (4.17%)	1 (4.17%)	1 (4.17%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1933	4.18	0.95	781 (40.40%)	641 (33.16%)	206 (10.66%)	74 (3.83%)	38 (1.97%)	193 (9.98%)

29. The textbook increased my understanding of the material.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	3.33	1.17	5 (20.83%)	5 (20.83%)	8 (33.33%)	5 (20.83%)	1 (4.17%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1927	3.84	1.08	380 (19.72%)	373 (19.36%)	257 (13.34%)	94 (4.88%)	39 (2.02%)	784 (40.69%)

30. The course material was well organized and developed.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.62	0.58	16 (66.67%)	7 (29.17%)	1 (4.17%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2040	4.21	0.92	888 (43.53%)	767 (37.60%)	199 (9.75%)	74 (3.63%)	40 (1.96%)	72 (3.53%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

31. The instructor was knowledgeable about the subject matter.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.91	0.29	21 (91.30%)	2 (8.70%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2048	4.61	0.66	1365 (66.65%)	544 (26.56%)	70 (3.42%)	22 (1.07%)	11 (0.54%)	36 (1.76%)

32. The instructor was well prepared for class.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.83	0.38	20 (83.33%)	4 (16.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2045	4.44	0.78	1131 (55.31%)	670 (32.76%)	119 (5.82%)	42 (2.05%)	20 (0.98%)	63 (3.08%)

33. I received adequate preparation from the prior courses in the curriculum to be successful in this course.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.65	0.65	17 (70.83%)	4 (16.67%)	2 (8.33%)	0 (0.00%)	0 (0.00%)	1 (4.17%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1929	4.10	0.97	748 (38.78%)	740 (38.36%)	232 (12.03%)	105 (5.44%)	42 (2.18%)	62 (3.21%)

34. The grading policy was fair.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
23	4.74	0.54	18 (78.26%)	4 (17.39%)	1 (4.35%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2045	4.26	0.90	946 (46.26%)	754 (36.87%)	186 (9.10%)	58 (2.84%)	43 (2.10%)	58 (2.84%)

35. The instructor responded adequately to in-class questions.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.75	0.44	18 (75.00%)	6 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2044	4.42	0.79	1108 (54.21%)	699 (34.20%)	113 (5.53%)	44 (2.15%)	23 (1.13%)	57 (2.79%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

36. The instructor effectively used technology in support of the learning goals for this course.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
24	4.75	0.44	18 (75.00%)	6 (25.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2045	4.34	0.83	984 (48.12%)	748 (36.58%)	139 (6.80%)	44 (2.15%)	30 (1.47%)	100 (4.89%)

37. The average number of hours per week I spent outside of class preparing for this course was:

~

Question Type: Multiple Choice

~

contributed by Office of the Provost

Results for CS-4730-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
24	0 (0.00%)	3 (12.50%)	14 (58.33%)	4 (16.67%)	3 (12.50%)

Results for SEAS, 4000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1934	88 (4.55%)	645 (33.35%)	759 (39.25%)	269 (13.91%)	173 (8.95%)

38. I learned a great deal in this course.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.71	0.55	18 (75.00%)	5 (20.83%)	1 (4.17%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1925	4.30	0.90	981 (50.96%)	683 (35.48%)	166 (8.62%)	52 (2.70%)	43 (2.23%)

39. Overall, this was a worthwhile course.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-4730-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.75	0.68	20 (83.33%)	3 (12.50%)	0 (0.00%)	1 (4.17%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1925	4.32	0.93	1037 (53.87%)	641 (33.30%)	131 (6.81%)	66 (3.43%)	50 (2.60%)

40. The course's goals and requirements were defined and adhered to by the instructor.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.83	0.38	20 (83.33%)	4 (16.67%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2042	4.41	0.76	1071 (52.45%)	807 (39.52%)	109 (5.34%)	32 (1.57%)	23 (1.13%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

41. The instructor was approachable and made himself/herself available to students outside the classroom.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.46	0.72	14 (58.33%)	7 (29.17%)	3 (12.50%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2043	4.43	0.79	1167 (57.12%)	668 (32.70%)	156 (7.64%)	26 (1.27%)	26 (1.27%)

42. Overall, the instructor was an effective teacher.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-4730-001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
24	4.79	0.51	20 (83.33%)	3 (12.50%)	1 (4.17%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2053	4.37	0.85	1112 (54.16%)	715 (34.83%)	147 (7.16%)	41 (2.00%)	38 (1.85%)

43. Please make any overall comments or observations about this course:

~

Question Type: Short Answer

~

contributed by Office of the Provost

Results for CS-4730-001

Total	Individual Answers
17	*See below for Individual Results*

Class was fantastic. However, these are my gripes: 1) Sherriff clearly plays favorites, which is annoying. 2) It was very unclear for most assignments what constituted "full credit" quality, especially for CE & WW assignments. It was basically trial and error until I figured out the pattern that Sherriff/the TAs wanted. 3)I hated Super Mario Bros. 3 and five worlds was WAY more than needed to answer the questions about it. 4) Sherriff didn't actually teach us concretely how to do the project. That was all self-learning. 5) I didn't answer questions in class because I felt intimidated (see: favoritism), which hurt my overall experience. 6) Similarly, I didn't go to office hours because I felt intimidated (see: favoritism), which hurt my overall experience. 7) I wish I had some say in who my group members were.

This class is definitely a worthwhile class for people interested in games, and is taught by a great professor who is knowledgeable and enthusiastic about the subject. All the lectures contributed to the subject and incorporating real-world examples of game design into the class was helpful. The group project was an essential part of this class to better understand game design, and the fact that most people in the class were interested in games helped make the group better because people were more willing to put effort into the project (at least that is what happened in my group). However, one part that I would like to see improved is the gamercard. The gamercard was not fully complete before the class started and is still not yet complete. Although this incomplete gamercard did not ultimately impact my final grade, it would have been nice to be using a more complete version. Overall, the class required a lot more work than my other CS electives this semester, but it was fun and I learned a lot. In the end, I am glad I took this course and will definitely be encouraging many of my friends to take this course.

It was tough being down a member for the project and still being compared to the 4-person groups. Additionally, since one of our group members did not contribute a lot, much more pressure was put on two people to develop the entire game. Aside from my specific group, I feel like 4 people is a good group size for the project.

Amazing course, just need an efficient way to make sure group members that do no work are appropriately graded.

I wish we had done more with achievements, titles, and other extraneous things

My group ended up being pretty much size 2 - we were given only 3 people to start, and one of them did very little work, while us two did way more work than we should have.

The gamification of class content was a bit flaky, but the bits that were implemented did encourage me to perform better in class.

Bless Sherriff

The group was an effective size.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I enjoyed the course overall and completing the game, though I sunk many hours into the game, was satisfying. I think you could have spent less time on the McGonigal material/History (maybe combined the two lectures?) and started the "Game Design" part of the course earlier, which would have allowed for more time on the project. As stated earlier, I think VP, while good at getting students engaged, was less effective due to how late the VP store opened. Also, titles/achievements/etc. weren't really applicable for this semester's course. The project should have been longer, way too much work in a short period of time. Need to learn more game design things. Too many abstract concepts of what a game is. The readings were, more often than not, pretty much useless. I recognize that some people learn better from a textbook than lectures, but if anything they should be an optional supplement. Once in a while they were referenced in class, but by the end I doubt most people even did them. As someone who didn't have a personal relationship with the instructor, it seemed very difficult to get VP. I know some people who you didn't know well got a lot of it, but I believe that you can see that you knew a lot of the people who had a lot of VP decently well. You frequently seemed unapproachable and cranky. You really love games, and it shows. Everything was well put together and was easy to understand. The project was just difficult enough to be a challenge, but I enjoyed it, unlike most of my other projects here. The lectures were generally interesting and useful. The project was fun and gave valuable experience. The team size was good, because it was large enough to get a lot of work done but not so big that communication was difficult. Sherriff is a BAMF Great course, the only change I would make would be allowing for more chances to get VP outside of class participation. I liked Jack's trivia questions that he gave us a few times during lab, which rewarded corrects answers with VP. This class was great. I loved the project and thought the material was exceptionally well organized. I do however have some comments: The reason I said that the team size was not appropriate for this assignment was that I had a particularly bad experience with mine. I think that a team of four people who are all motivated is reasonable for making a polished game. My team basically boiled down to two people doing 90% of the coding, which was completely unreasonable for the scale of this assignment. I think that the gamification was held back by the gamercard. It did not always seem entirely functional and a good number of features were not implemented until we were well into the course. I think that the system could potentially be awesome, but features should be removed until they work and are going to be receiving the same amount of attention as the others (what even are achievements?). There is a ridiculous amount of stuff going on in there too; It wouldn't hurt to get a UI person to overhaul the interface. That being said, XP was amazing. The class also had a slight issue with busywork. I think that the critical eyes and written words were extremely useful assignments for the first few times we did them. That being said, having one due every week was very much overkill. I think about half as many would be appropriate. The later ones just felt repetitive and I think I can honestly say I didn't gain anything significant from them. Peggle was also an annoying choice for a required game. I think it is interesting and fun as a game, but it also requires downloading the sketchy pogo game player thing that seemed like malware (it actually came with a toolbar) and it was Windows only which was extremely inconvenient. I could not find the Mac-demo that the Professor mentioned.