

CS 4730-001 Computer Game Design - Fall 2017

ENGR (19428)

INSTRUCTORS: Sherriff, Mark (mss2x)

Respondents: 28 / Enrollment: 62

Summary: CS 4730-001 Computer Game Design - Fall 2017 (19428)	
Overall Course Rating CS-4730-001 Mean 4.12 CS-4730-001 Std Dev 0.77 CS-4730-001 Response Count 135 SEAS, 4000-level courses Mean 4.14 SEAS, 4000-level courses Std Dev 0.94 SEAS, 4000-level courses Response Count 11309	Overall Instructor Rating INSTRUCTOR: Sherriff, Mark Mean 4.42 Std Dev 0.59 Response Count 189 SEAS, 4000-level courses Mean 4.32 SEAS, 4000-level courses Std Dev 0.85 SEAS, 4000-level courses Response Count 17404

~ QUESTIONS AND DETAILS ~ ~ ANSWER MATRICES ~

<p>1. How accurate is this statement for you: The project was of acceptable length.</p> <p style="text-align: center;">~ Question Type: Likert ~ contributed by Sherriff, Mark (mss2x)</p>	<table border="1"> <thead> <tr> <th colspan="8">Results for CS-4730-001, Sherriff, Mark</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>4.39</td> <td>0.57</td> <td>12 (42.86%)</td> <td>15 (53.57%)</td> <td>1 (3.57%)</td> <td>0 (0.00%)</td> <td>0 (0.00%)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="8">Results for SEAS, 4000-level courses</th> </tr> <tr> <th>Total</th> <th>Mean</th> <th>Std Dev</th> <th>Strongly Agree (5)</th> <th>Agree (4)</th> <th>Neutral (3)</th> <th>Disagree (2)</th> <th>Strongly Disagree (1)</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>4.30</td> <td>0.71</td> <td>29 (42.03%)</td> <td>34 (49.28%)</td> <td>4 (5.80%)</td> <td>2 (2.90%)</td> <td>0 (0.00%)</td> </tr> </tbody> </table>	Results for CS-4730-001, Sherriff, Mark								Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	28	4.39	0.57	12 (42.86%)	15 (53.57%)	1 (3.57%)	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)	69	4.30	0.71	29 (42.03%)	34 (49.28%)	4 (5.80%)	2 (2.90%)	0 (0.00%)
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<p>3. Which topic/lecture in this course was your favorite and why?</p> <p style="text-align: center;">~ Question Type: Short Answer ~ contributed by Sherriff, Mark (mss2x)</p>	<table border="1"> <thead> <tr> <th colspan="2">Results for CS-4730-001, Sherriff, Mark</th> </tr> <tr> <th>Total</th> <th>Individual Answers</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>See below for Individual Results</td> </tr> </tbody> </table> <p>World Building. It is something I am extremely conscious of when playing games and thinking of my own ideas for games, and learning how to do it effectively and what player types to consider when doing so was very informative.</p> <p>Level Design because I game a lot and being able to formally analyze game levels is something I've found useful since the lecture.</p> <p>I really liked the aesthetics lecture with the MDA. It gave me a different perspective on why we play games.</p> <p>History of gaming because it helped bring back my excitement for games.</p> <p>The topic of game balancing seem to be the topic the professor was most passionate about and was thus highly interesting to discuss.</p> <p>Probability and risk</p> <p>Game pitches as that was the creative part of the course.</p> <p>Tutorial level! i never realized super mario was so sweet with the first level design part</p> <p>MDA, very interesting and useful way to classify games that I had never heard of before this class.</p>	Results for CS-4730-001, Sherriff, Mark		Total	Individual Answers	25	See below for Individual Results																																										
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I enjoy learning about performance enhancers like using Manhattan Distance.

The DND rpg lecture. Fun times, rolled a natural 20 to defeat a goblin hoard

Worldbuilding, because I also like the creative side of games (things like story, lore, etc.) than just pure coding.

either world building or level design. World building is just interesting in general, and it is interesting to think about what elements of a game support/break that. Level design was interesting because we went through specific examples and thought about things like risk/reward and flow

The lecture on level design was fun because it was the first time going into subject matter I didn't typically think about for game.

AI because it was interesting

I enjoyed all of the design focused lectures the most because I felt that I needed to improve the most in that area.

Mechanics - taught me a lot about the different strengths of different types of games

I really liked the unit on balancing and fairness. It validated all of my frustrations with Dark Souls.

Level Design was fun, Game Balancing and playing D&D was also great.

Probably Game Architecture. I've been wanting to work on games at a lower level, and while this course didn't go into too much depth on that part, the material on how games work internally was very interesting.

In general, I liked classes where you used videos/games to explain some topic :)

World building, I probably fall under a Narrativist and seeing how people build worlds was really cool.

Game balancing- it was interesting and easy to apply/think about in the context of games I play.

I enjoyed every topic equally

Favorite topic was World Building because it was interesting to think about the art and expression side of game design merging a little bit with the technical side.

4. 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	Individual Answers
23	See below for Individual Results

The aesthetics and MDA. It wasn't so much a specific topic/lecture, but more the lingo and terminology that will let me talk about technology and games critically in the future ("mechanics", "controls", the "aesthetic" of a game)

Prototyping. While I'm not sure I will end up in game design as a career, the habit of prototyping any large program is probably a good one I should pick up, as it will force me to really think ahead of time how a program should be structured and implemented and just in general force me to plan ahead more.

Game Architecture / Game Loop

Pathfinding

The MDA lectures. Being introduced to that way to think of a game and its gameplay was really useful.

Matching graphics to the game aesthetics when i design my own games in the future

It was interesting to hear about game monetization.

MDA is a really useful framework for analyzing games. In a similar vein, playing as a designer is very useful.

The most useful unit will probably be the balancing and fairness one as well. This unit showed me how to critically evaluate frustration with games and how to remedy those.

The Unity Labs - Actual practice in making a game

Learning about the ECS system

n/a

The nine aesthetics as they are the reasons why people play video games.

Algorithmic efficiency in your design. "Perfection is the enemy of good enough"

Learning about the game engine

Everything related to Unity. Definitely, plan to use in future

AI and Pathfinding seems like the kind of subjects that can easily fit into any other CS field, but that's probably because it was more an overhead study of algorithms than anything. It's still valuable nonetheless.

Since I don't plan on going into the game industry, mainly lectures dealing with second order software design and UI. The game project obviously will help; this is one of the few classes we actually build a product from start to finish.

It was almost mindblowing to see other people play your own project in Playtesting Lab. Not only for game design but also for software engineering in general, it really changes the perspective of a developer how a developer's view of his work can differ from how the user approaches it.

graphics/aesthetics

The implementation of ECS. I've never been a big fan of object oriented programming and it was a relief to learn about ECS in some ways.

I thought the gamification elements from reality is broken and ready player one was interesting and could affect how I go about

I think game balancing was useful in that it makes you take into account the different level of skills and backgrounds of players - this can be applied across different types of software, not just games. (I also liked the quick version of dungeons and dragons that we played as an in-class activity)

5. 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	Individual Answers
25	See below for Individual Results

Structure of the class was great. Everything seemed like a cohesive unit.

The monetization unit was probably the least useful, but I still enjoyed learning about it.

I think the more technical the lecture, the less useful I found it.

Some of the ECS content didn't really stick with me/seemed less useful unless I were to become a game designer

Monetization was cool but an entire class about it was a little excessive

I honestly believe that every lecture helped bring me closer to understanding game design and helped with the project.

The only kind of out of place thing I can think of was the day talking about Unity Entitas. It felt out of place and shoehorned in. While ECS was valuable to learn about, I feel trying to show Entitas is better just as a quick aside. Everything else at least felt reasonably useful somewhere else.

n/a

Well, all of them were useful, and fun Just the Lectures were really never useful for the Unity HW

Revisiting McGonigal maybe

None that I can think of

Pathfinding didn't seem that useful

There was lecture on the history and evolution of input devices/game controllers that while I enjoyed, esp. seeing all the controllers in real-life, didn't seem that useful.

Breaking into industry/monetization- I'm not the entrepreneurial type.

The low level game engine stuff. In another Game Design class it might be relevant, but when you try to focus on just the high level of Game Design, things like knowing the engine loads to a buffer then swaps it doesn't feel that useful.

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

None
None
None

I didn't find that any of the topics/lectures didn't work, so from a purely "useful" perspective, probably the History of the Game Industry lecture. While I found it very fascinating, I do not especially see how I can use that information in the future, other than as fun facts at parties.

Graphics and Cameras - seemed like we glossed over a topic too fast to really get a functional understanding. I thought it was better to leave the graphics to a graphics class rather than trying to speed through it quickly.

Technically, no topic should be regarded as useless.

I thought they were all useful.

The time given AI lecture was too short in my opinion to cover the concepts adequately in my opinion.

Not sure

The Entitas portion. I didn't really understand the point of it since Unity is already pretty much ECS.

6. 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)
27	4.29	0.77	8 (29.63%)	6 (22.22%)	3 (11.11%)	0 (0.00%)	0 (0.00%)	10 (37.04%)

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)
68	4.07	1.11	20 (29.41%)	13 (19.12%)	7 (10.29%)	2 (2.94%)	2 (2.94%)	24 (35.29%)

7. 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)
27	3.94	0.90	6 (22.22%)	4 (14.81%)	7 (25.93%)	0 (0.00%)	0 (0.00%)	10 (37.04%)

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)
68	3.93	0.99	15 (22.06%)	13 (19.12%)	13 (19.12%)	1 (1.47%)	1 (1.47%)	25 (36.76%)

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

Question Type: Multiple Choice

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)
27	0 (0.00%)	1 (3.70%)	6 (22.22%)	5 (18.52%)	1 (3.70%)	14 (51.85%)

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)
68	2 (2.94%)	2 (2.94%)	13 (19.12%)	17 (25.00%)	5 (7.35%)	29 (42.65%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

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

Question Type: Short Answer

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark	
Total	Individual Answers
21	See below for Individual Results

Projects and Expo were great. Very rewarding to see people actually enjoy and appreciate your work.

Tutorials were long-winded, but helpful. Maybe some shorter ones would be nicer, or at least a different commentator; this guy was VERY irritating, mostly because he went through the code sections too quickly and didn't explain things, so I had to keep going back and replaying over and over and this added sooo much time. I was very relieved when you cancelled the last unity tutorial

Nope I really liked the project in this class. It was a great experience and a lot of fun.

I think it was good that we were able to have multiple opportunities to reevaluate the scope of our game rather than having to commit to the full scope that we started with. The alpha and beta demos were KEY to reducing stress at the end of the semester. Keep those even if students grumble at you because it's a necessary evil.

Only one Vive computer made it hard to consistently be able to work on the game.

not sure

I appreciated the change in labs and stopping after the third Unity lab. I also liked the alpha and beta testing as they were reasonable checkpoints.

I understand why the class was required to do the same set of tutorials, but to take the class to the next level it would be really helpful to have assignments that focus on implementing elements of the project. These assignments could also be used to hold individual team members accountable for contributing to the project.

I think Unity tutorials should be earlier and more frequent so that everyone has a chance to get more familiar with Unity before diving into the semester project.

No

Maybe have one Unity tutorial be about a 3D game (besides the first really simple one)

Drill into people's minds what is meant by being "out of scope" and how little time there actually is to develop the game. Our project turned into a monster at the last minute due to the sheer amount of work needed.

I think the Unity tutorials as labs weren't that useful, since it feels like a waste of time to sit in class and do things that could've been done at home. Maybe tell people to do the tutorials on their own time, and assign more extensions beyond the tutorial. That should give people more time to start their final projects earlier.

Allow partners to switch groups so that there would not be as big a learning curve (for example, I have not done VR yet, but I was assigned to a VR group).

I thought the final project was done well. If anything, more check-ins like alpha and beta testing would be nice just to force us to be making active progress on it each week. But honestly, I thought it was done well. Personally, I would've liked to have done more Unity Tutorial labs. They were actually fun to do and have given me more exposure to coding games, since with the final projects we only focused on what was applicable for our own games.

Less labs, more project time

none

Not really, I thought they were well structured and had reasonable expectations.

Wish the Unity Labs were done early on, so we had enough knowledge on coding to start the Game Project earlier, as I think a bit more time would have been nice.

None

One more unity Lab to nail down some other aspects of unity

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

10. 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)
26	3 (11.54%)	13 (50.00%)	4 (15.38%)	2 (7.69%)	2 (7.69%)	2 (7.69%)

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)
67	7 (10.45%)	28 (41.79%)	14 (20.90%)	8 (11.94%)	6 (8.96%)	4 (5.97%)

11. How would you rate the availability of TAs?

Question Type: Likert

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark							
Total	Mean	Std Dev	Excellent (4)	Good (3)	Average (2)	Weak (1)	Very Poor (0)
27	3.00	0.62	4 (14.81%)	20 (74.07%)	2 (7.41%)	1 (3.70%)	0 (0.00%)

Results for SEAS, 4000-level courses							
Total	Mean	Std Dev	Excellent (4)	Good (3)	Average (2)	Weak (1)	Very Poor (0)
68	2.91	0.69	9 (13.24%)	47 (69.12%)	10 (14.71%)	1 (1.47%)	1 (1.47%)

12. How would you rate the helpfulness of the TAs?

Question Type: Likert

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark							
Total	Mean	Std Dev	Excellent (4)	Good (3)	Average (2)	Weak (1)	Very Poor (0)
27	2.96	0.65	5 (18.52%)	16 (59.26%)	6 (22.22%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 4000-level courses							
Total	Mean	Std Dev	Excellent (4)	Good (3)	Average (2)	Weak (1)	Very Poor (0)
68	2.81	0.82	10 (14.71%)	41 (60.29%)	12 (17.65%)	4 (5.88%)	1 (1.47%)

13. How often did you make use of the TA office hours?

Question Type: Multiple Choice

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark					
Total	Every week (NA)	Every other week (NA)	Once per assignment (NA)	Rarely (NA)	Never (NA)
27	2 (7.41%)	0 (0.00%)	3 (11.11%)	18 (66.67%)	4 (14.81%)

Results for SEAS, 4000-level courses					
Total	Every week (NA)	Every other week (NA)	Once per assignment (NA)	Rarely (NA)	Never (NA)
68	4 (5.88%)	6 (8.82%)	14 (20.59%)	31 (45.59%)	13 (19.12%)

14. Any specific comments about the TAs you would like to share?

Question Type: Short Answer

contributed by Sherriff, Mark (mss2x)

Results for CS-4730-001, Sherriff, Mark	
Total	Individual Answers
17	See below for Individual Results

They seemed knowledgeable enough

not sure

no

no

Go to office hours, or post that you can't make it

The TAs were very helpful and fun to talk with, especially Susannah. She checked in with my group fairly often and shared plenty of ideas for us to consider, which helped improve the quality of our game.

N/A

They were helpful and encouraging which was great. I think I understand that because it's a high level class, there are fewer visitors to OH and some TAs were often rescheduling OH last minute or extremely (~1.5 hours) late to scheduled OH. But I think if I had relied on the OH to get some help with the game or feedback, it would have been really frustrating for me to be at the whim of TAs who changed their OH around without more than 8 hours warning.

They didn't seem to be super good with Unity. They weren't able to offer much technical help

Some are very helpful

There were instances where I was either waiting for office hours or in Rice 340 (doing other work), but the TAs ended up showing an unreasonable amount of time after OH had started without any notification or post on piazza. One time, I waited around 30-45 minutes before just leaving.

They're pretty nice.

I is quite hard to tell them apart from regular classmates.

Zach was Amazing.

They were all wonderful people.

grading was picky/harsh sometimes

The TAs I interacted with were of high quality though I had minimal interaction overall.

15. How was the balance between theory and technical?

Question Type: Likert

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)
27	4.07	0.73	7 (25.93%)	16 (59.26%)	3 (11.11%)	1 (3.70%)	0 (0.00%)

Results for SEAS, 4000-level courses							
Total	Mean	Std Dev	Excellent (5)	Good (4)	Fair (3)	Weak (2)	Poor (1)
27	4.07	0.73	7 (25.93%)	16 (59.26%)	3 (11.11%)	1 (3.70%)	0 (0.00%)

16. 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?

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

This seems good enough.

Maybe a little bit more help with actual coding, to help people unused to Unity. A bit more time in class to go over important coding concepts than just following the tutorials would be nice.

AI

I would have liked to cover level design more deeply.

Wish we had been "forced" to play more games and to get more game exposure from different areas. I thought we would have to play a game a week, honestly.

More of a focus on pitching a game idea would've been nice. Learning how to pitch what you want to work on or even just yourself is an important life skill for undergrads to learn, especially when they will need to use it when interviewing for jobs and internships.

not sure

not sure

iOS development

Cool to go a little more into artistry of interactive media outside of games

I wish we could've spent some more time on VR specific game design, since our game was VR and it would've been nice to know problems we were going to encounter before we ran into them.

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

Although I'm not sure on how to approach this, perhaps more coverage of technical aspects.

I think more on Custom Physics and Cameras

I would have liked to look at two games of the same genre and see how they differ and how it affects success

Personally, I would say spend more time getting into the details of game architecture and design patterns. I think it is important to understand the technical details just as much as the theory and most of the lectures were a good mix of both, but the strong early theory didn't feel like it got balanced out in the end.

Recent game history, all the way up to the Nintendo Switch.

none

none

I thought about that too late, but a lecture on pirating games (not on how to but on the issue in general and what devs do to prevent it) would probably work well!

Wish we went over some C# and actual coding as well, to help us understand how unity works

Learning more about how game engines are created and how they work. Additionally, more info about graphics and algorithms would have been beneficial. Maybe guest lectures from people in industry?

I feel like AI is very important and could have been covered more.

17. 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)
27	4.30	0.54	9 (33.33%)	17 (62.96%)	1 (3.70%)	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)
27	4.30	0.54	9 (33.33%)	17 (62.96%)	1 (3.70%)	0 (0.00%)	0 (0.00%)

18. 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)
27	9 (33.33%)	13 (48.15%)	4 (14.81%)	1 (3.70%)	0 (0.00%)	0 (0.00%)

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)
68	29 (42.65%)	26 (38.24%)	9 (13.24%)	4 (5.88%)	0 (0.00%)	0 (0.00%)

19. 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	Individual Answers
26	See below for Individual Results

I think it works well, but it's annoying that there's no simple way to get a percentage grade.

I did enjoy the idea of building up to my grade with every assignment and that opportunities were provided to make up for missed points.

I like it for the most part, though I've heard the level chart in past semesters has been a little misleading which worries me a little bit.

Gamification is iffy. VP I liked. XP, not so much. I didn't get the system because in some ways, it was not very rewarding in the beginning of the semester because the points were such a small part of the whole thing that it didn't give me that dopamine/chemical thingy hit. You've gotta fix the /webroot/ thing if possible. Not a big deal, just messes with the professionalism of the whole system.

Hurt. The XP system is cool at first, but not really helpful in determining the current grade in the course or how you are doing relative to other students. A weekly XP average of the class, or even a target Level every week would help.

I really liked the gamification. It fit the theme of the class very well and made a lot of sense (except for the percentage and the level relationship).

I thought it was okay, kind of confusing though. It would be nice to see all of the points (exp) we could possible earn at the beginning to get a better understanding of how we should perform to get a certain grade.

It definitely made sense and was a nice change from the usual.

I thought it was a nice touch. It made turning in assignments feel like more of an achievement. I think the system could incorporate more feedback though. It wasn't very obvious when you earned XP, so maybe an email alert or a different color for growth in XP since the last time you logged into gamercard would give more feedback.

Fun stuff except the system had lots of bugs

The "XP bar" was and is kind of hard to read. It is rather convoluted, though I remember hearing that this was partially a bug. Everything else seemed clean and easy to understand. Maybe add a quick pop-up when you visit the site and have leveled up to acknowledge it?

It helped, made it a bit more motivating, but it kind of fell apart in that the last week or so basically made of 30-40% of the grade. So, I just wasn't sure if I was making good progress or not throughout, as I didn't know what else we had left. Too bad we didn't have repeatable quests

It looks okay, but it makes assignments and random encounters seem optional if one is making good progress.

It definitely makes sense. The progress bar grows really slow though, without the final and the project I am still at ~49% although I did well, this could be irritating! But I really like the concept!

helped

It was kinda meh... The scaling was off from day one and I don't think that I will know what my grade will be until the end. I think the level diagram needs to be updated throughout the year. The GUI for leveling also could use some work. I really liked VP, but I think it makes you less merciful as you can always say "I don't care what happened, use your VP to fix this minor thing".

I think if you had a clear way to see what our grade currently was instead of telling us to "figure it out yourself," that would significantly reduce confusion (especially towards the beginning of the course, when all assignments haven't even been posted to GamerCard yet). Also, fix that bug where you click on GamerCard, get an error, have to go back, and then relick it. Otherwise, it was good.

I was indifferent towards it. It provided a cool aesthetic which kept things a little less murky as compared to my other courses. However, it did not make sense with regards to how my grade actually translated to a tradition 0 to 100 scale. The bar needs to be proportional to this scale in my opinion so that the student realizes how far he or she has come (possibly mark A, B, etc. on the progress bar?)

Made sense, and made it more engaging. More side quests would have been nice, because it felt like doing the sidequests only helped my a miniscule amount, and the main quests dominated everything. Maybe for example a repeatable quest where you get non-CS students to playtest your game and fill out a question sheet.

It did not help or hurt. I didn't really think of it as different from regular grading because all the grades are only achievable at the highest percentages.

Helped

Personally did not enjoy too much, but not bad

Yes! I liked it a lot! I did forget to submit some assignments sometimes and that really hurt my grade but aside from that it was sweet

It was fine. I suppose it might be nice to display currentXP/totalPossibleXp so students can see their grade percentage without having to figure out what the totalPossibleXp is and do math themselves.

The glitches in the gamer card overall confused me but the VP Store certainly made me want to be more involved.

It was good. It was a little confusing on how the final grade would turn out though

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

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)
26	4.54	0.51	14 (53.85%)	12 (46.15%)	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)
26	4.54	0.51	14 (53.85%)	12 (46.15%)	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)
27	4.48	0.58	14 (51.85%)	12 (44.44%)	1 (3.70%)	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)
27	4.48	0.58	14 (51.85%)	12 (44.44%)	1 (3.70%)	0 (0.00%)	0 (0.00%)

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)
27	4.15	0.77	9 (33.33%)	14 (51.85%)	3 (11.11%)	1 (3.70%)	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)
67	4.13	0.83	25 (37.31%)	29 (43.28%)	10 (14.93%)	3 (4.48%)	0 (0.00%)

23. 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)
27	4.26	0.53	8 (29.63%)	18 (66.67%)	1 (3.70%)	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)
2259	4.35	0.79	1097 (48.56%)	913 (40.42%)	138 (6.11%)	54 (2.39%)	25 (1.11%)	32 (1.42%)

24. 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)
27	4.52	0.51	14 (51.85%)	13 (48.15%)	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)
2488	4.19	0.96	1095 (44.01%)	862 (34.65%)	243 (9.77%)	121 (4.86%)	51 (2.05%)	116 (4.66%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

25. 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)
27	4.44	0.58	13 (48.15%)	13 (48.15%)	1 (3.70%)	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)
2261	4.22	0.89	989 (43.74%)	944 (41.75%)	177 (7.83%)	100 (4.42%)	36 (1.59%)	15 (0.66%)

26. 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)
27	4.26	0.71	10 (37.04%)	15 (55.56%)	1 (3.70%)	1 (3.70%)	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)
2262	4.13	0.95	833 (36.83%)	809 (35.76%)	234 (10.34%)	110 (4.86%)	41 (1.81%)	235 (10.39%)

27. 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)
27	3.36	0.95	1 (3.70%)	10 (37.04%)	9 (33.33%)	0 (0.00%)	2 (7.41%)	5 (18.52%)

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)
2267	3.71	1.08	285 (12.57%)	321 (14.16%)	292 (12.88%)	83 (3.66%)	41 (1.81%)	1245 (54.92%)

28. 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)
27	4.37	0.56	11 (40.74%)	15 (55.56%)	1 (3.70%)	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)
2485	4.10	0.96	954 (38.39%)	957 (38.51%)	288 (11.59%)	142 (5.71%)	45 (1.81%)	99 (3.98%)

29. 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)
27	4.59	0.57	17 (62.96%)	9 (33.33%)	1 (3.70%)	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)
2488	4.59	0.64	1615 (64.91%)	729 (29.30%)	91 (3.66%)	17 (0.68%)	10 (0.40%)	26 (1.05%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

30. 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)
27	4.37	0.49	10 (37.04%)	17 (62.96%)	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)
2487	4.41	0.75	1291 (51.91%)	898 (36.11%)	164 (6.59%)	43 (1.73%)	14 (0.56%)	77 (3.10%)

31. 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)
27	4.16	0.69	8 (29.63%)	13 (48.15%)	4 (14.81%)	0 (0.00%)	0 (0.00%)	2 (7.41%)

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)
2260	4.05	0.97	804 (35.58%)	895 (39.60%)	303 (13.41%)	123 (5.44%)	51 (2.26%)	84 (3.72%)

32. 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)
27	4.11	0.75	8 (29.63%)	15 (55.56%)	3 (11.11%)	1 (3.70%)	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)
2483	4.20	0.90	1052 (42.37%)	961 (38.70%)	248 (9.99%)	99 (3.99%)	40 (1.61%)	83 (3.34%)

33. 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)
27	4.44	0.64	14 (51.85%)	11 (40.74%)	2 (7.41%)	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)
2489	4.43	0.75	1334 (53.60%)	895 (35.96%)	140 (5.62%)	47 (1.89%)	17 (0.68%)	56 (2.25%)

34. 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)
27	4.56	0.51	15 (55.56%)	12 (44.44%)	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)
2484	4.28	0.85	1124 (45.25%)	903 (36.35%)	241 (9.70%)	67 (2.70%)	30 (1.21%)	119 (4.79%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

35. 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)
27	0 (0.00%)	12 (44.44%)	10 (37.04%)	2 (7.41%)	3 (11.11%)

Results for SEAS, 4000-level courses					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2269	125 (5.51%)	739 (32.57%)	905 (39.89%)	323 (14.24%)	177 (7.80%)

36. 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)
27	4.41	0.50	11 (40.74%)	16 (59.26%)	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)
2263	4.14	0.95	949 (41.94%)	899 (39.73%)	261 (11.53%)	100 (4.42%)	54 (2.39%)

37. 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)
27	4.44	0.58	13 (48.15%)	13 (48.15%)	1 (3.70%)	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)
2265	4.11	1.02	971 (42.87%)	835 (36.87%)	273 (12.05%)	105 (4.64%)	81 (3.58%)

38. 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)
27	4.37	0.49	10 (37.04%)	17 (62.96%)	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)
2482	4.30	0.78	1115 (44.92%)	1108 (44.64%)	177 (7.13%)	57 (2.30%)	25 (1.01%)

39. 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)
27	4.11	0.70	7 (25.93%)	17 (62.96%)	2 (7.41%)	1 (3.70%)	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)
2482	4.38	0.78	1304 (52.54%)	913 (36.78%)	195 (7.86%)	53 (2.14%)	17 (0.68%)

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

40. 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)
27	4.37	0.49	10 (37.04%)	17 (62.96%)	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)
2492	4.28	0.88	1219 (48.92%)	921 (36.96%)	232 (9.31%)	78 (3.13%)	42 (1.69%)

41. 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
18	See below for Individual Results

While I did enjoy the class and found it cool to make games, the theory behind Game Design itself feels very gimmicky, somewhat similar to Freudian psychology. You can analyze games all you want after they've been released, but its absolutely no use in predicting what games get popular or played. Your game could tick all the boxes of fun to play but it does not guarantee that your game will be received as "good." The fact that this point isn't addressed somewhat decreases the class's legitimacy.

Professor Sherriff is great although sometimes condescending. Great course overall. Project is a great length.

wish our team was larger

Great course. I have two suggestions: Do more to hold individual team members accountable and cover C# delegates/UnityEvents and how they can be used to create modular components in Unity.

Professor Sherrif is a dynamic professor who effectively teaches the course from a more aesthetics-driven perspective. The course could contain more technical content but that is up to the Professor's discretion. The XP system needs a little tweaking but is an interesting alternative grading system.

This was a great class. Professor Sherriff is a really engaging lecturer and makes his class extremely entertaining. I've enjoyed every class I've ever taken with Professor Sherriff and I wish he taught more classes that I could take.

XP makes me feel like I'm in the dark. Maybe you could show the max, median, min XP that anyone has so I can gauge my success better?

For the scope of our project and the length given, having three members was definitely as good number. Using Unity, merging was often difficult so having three members help make it more manageable while also split up the work into reasonable amounts.

I enjoyed the class in general; the teaching style suits me and the exams were straightforward. I did not enjoy that sometimes, you were very short with students when they asked questions. For example, the tone of voice you took when a student asked where the power outlets were was rather demeaning. You seem to not enjoy answer questions before class, but I don't think it's right to be short with students if you don't let them know you don't like to answer questions before class is in session. Otherwise, you are really good about answering questions and acknowledging viewpoints when class is in session and after class is over.

group size was good

Well, for the Game Group, some of the issues was that we had to prepare for the assets as well, including the sprites and music. This meant that one person, spend alot of the time creating these assets; everyone could do it, but that would be all over the place in design. So, only two left for actual decent work of the programming. But then, if one person just decided not to do much work throughout, one person has soo much work on his own. I don't know how this could be fixed, as free-loaders are always an issue in group projects, and its hard to figure out if the person is likely to do so early on, when we have to give the feedbacks. Also, 1 person probably cna't make a game alone, so this has to be a group project. Wish there could be a way to penalize those who rarely contributed to the game itself. It was pretty hard for me as the group members just didn't respond well to emails, and I was aware that we wouldn't be making the deadline if we didn't start early. This meant I just did a large portion of the work alone, because I actually cared about the project and the game.

McGonigal book was largely unnecessary

I think groups of 4 might have been better, but I think the issue is more with the differences in experience with Unity. The VP system was a cool idea, but I never ended up spending any of my VP on anything other than the flask which wasn't really worth much.

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

I think that having 3 members working on the final game was a good size, but having 4 honestly would've been better as it would've given us more opportunity to build more into our game. We were able to split up the responsibility pretty well between the 3 of us, but having 4 would have allowed us to add more detail into our respective parts. Overall, I thought this course was great. I had a blast each lecture and wish it was being offered in the spring because I would have loved to TA for it.

More VR Computers would be nice. XP System is cool but makes it more difficult midway through to know how you're doing. Having a project with a member who doesn't do anything really hurts.

The team size for the project felt reasonable. The size of the team really doesn't matter in the end if the project turns out to be larger than expected and most people will just shove work off until the last minute regardless, so scaling the team size up or down wouldn't really change the scope or difficulty of the projects. The course overall was probably the most entertaining course I've taken. I would make a large effort to describe how to cut down scope for the projects, though.

Somehow, the midterm and final exams look like they make up 10% each of the grade each, but the 5 random encounters are 2% each.

On a meta-level this class taught me a lot about CS and developing in general. Also, it is really helpful to have an instructor who is so passionate about the topic!! 10/10 would almost download hearthstone again bc of aggressive advertising