

Project 2: Digital Prototype with Project Management (Team Size: 6)15 pts

Goal: Create a playable digital prototype in a short time frame, based on a low fidelity prototype from Project 1, while integrating project management concepts into the team's process.

Timeline:

- ❖ Mon, 9/15: *Workshop in class:* Team Formation. Select Team Producer.
- ❖ Weds, 9/17: *Workshop in class:* Product Backlog
 - *Turn-in:* High Level Design Document (1 per team.)
- ❖ Mon, 9/22:
 - *Turn in:* Product Backlog (1 per team.)
 - *In-Class:* 2 minute presentation: Sprint Tasklist with estimates.
- ❖ Weds, 9/24:
 - *Turn in:* Sprint Tasklist (1 per team.)
 - *In-Class:* playtesting (Playable version required)
- ❖ Mon, 9/29: Project Due
 - *Turn in:*
 - Digital Game Prototype Builds (1 set of builds per team)
 - Individual written postmortem (1 per person)
 - Design Changelog (1 per team)
 - Updated High Level Design Document: (1 per team)
 - Focus Test Reports. (1 per team)
 - *In-Class:* Postmortem Presentation (5 minutes per team)

Requirements:

- Game is based on a non-digital prototype developed for Project 1 and meets the same themed constraint, "Planning for Randomness"
- Maximum game time: 5 minutes for a single playthrough.
- Single player.
- Players can pick up & start playing the game with no external instructions (although an in-game help screen is allowed and recommended!)
- Game must be delivered as a browser game that runs on Chrome. (Teams should host the game & provide a URL for project submissions.)
- Meets minimal play & legal requirements listed in Project 2, Appendix I.

Prototype Description

This is the first of 3 digital games created in class. The emphasis on this project is on getting something playable running, while learning how to organize and run a team working on a shared project. This project will be based on a non-digital, low fidelity prototype developed by a team for

Project 1 (the members of this team need not have worked on the Project 1 prototype before).

Several project management documents (e.g. the product backlog) are required as submissions during this project. We will explain how to create them during the project management lectures. As with Project 1, we also expect you to start and maintain a design changelog from the beginning of the project, and to submit the changelog with the final build.

Presentation/In Class Work Expectations:

- ❖ **9/17:** Very brief presentation of High Level Design Document/game vision and a current product backlog, showing how the backlog comes from the game vision and/or paper prototype. No visual aids other than the backlog/vision statement required!
- ❖ **9/22:** Very brief presentation of Sprint Tasklist, created within class, listing out remaining tasks to complete the prototype. No visual aids other than the Tasklist required!
- ❖ **9/24:** Must have a playable build and testing goal/plan ready for the test session.
- ❖ **9/29:** 5 minute Postmortem Presentation to the class & teaching staff at the beginning of class. Presentation should reflect on what went right, what went wrong, what the group learned while working on the project, and what they will do differently to improve their process on the next project.

Deliverables

9/29 Individual Postmortem: Each student is also responsible for writing a *short, single page, single spaced* individual postmortem paper. Papers should be turned in, in **.pdf format**, by the start of class on 9/29. The postmortem paper **must** include the following:

- ❖ A *short* description of the team's overall design goals with additional detail on the team's design process.
- ❖ Personal reflection on the results of the project.
 - Call out both *good* and *bad* choices made by the team.
 - Explain *why* those choices were made.
 - Describe both *what worked well* and *what didn't work*.
- ❖ A summary of changes the individual or team could make in the future to improve overall team processes and deliverables.

Postmortem papers will be graded on content and grammar. A good postmortem contains all of the abovementioned content in readable English prose. An excellent postmortem focuses on reflection and on possible future changes instead of simply describing the work.

9/29 Changelog: To give the instructors some insight into your design process, we require the team to create & maintain a written changelog. At the end of each design session (whether in class or not), the team should create a short description of the key changes in their prototype's design this session, and add it to the changelog. The changelog should be turned in, in **.pdf format**; the team need only submit one copy for the whole group.

9/29 High Level Design Document (HLDD): Teams will write a first revision HLDD document in class on 9/17. An updated revision is to be turned in, in .pdf format, reflecting any changes made since.

9/29 Focus Test Report: Teams will complete an initial Focus Test Report during the in-class playtest on 9/24. This document should be turned in, in **.pdf format**. Any additional testing sessions should have resultant Focus Test Reports completed and turned in as well. The template can be downloaded as an .rtf file.

9/29 Prototypes: Digital game prototypes must be hosted on an external server and accessible via a web link.

The following builds **must** be accessible and playable within the latest Chrome browser (with assistance from plug-ins where applicable):

- ❖ Final build
- ❖ Build used during in-class testing on 9/24
- ❖ Any additional builds used for testing and referred to in focus test reports, clearly labeled by date of build creation.

Appendix I: Playable Prototype Requirements

For Testing Session, 9/24:

- User is able to start a new game.
- Clearly indicates to a user when a game is in progress.
- Allows the user to play all the way through the game.
- Clearly indicates to the user when a game is over.
- Clearly indicates the overall result of a game to the user: won/lost/other state
- If game can be paused, clearly indicates when game is paused.
- If game can be paused, it is clear how to toggle between paused and unpaused modes.
- Any game-breaking or play-destroying defect is documented for users.
- Runs in the Chrome web browser.

For Final Delivery, 9/29:

Basic UI & Legal Requirements:

- Displays the name of the game on the title screen.
- Credits are present, listing the names of everyone who worked on the game. *(If your team accepts work from outside your team, they should be credited. Can be on the title screen!)*
- Displays all required legal screens, licenses, and copyright information based on any used third-party code or assets, middleware, or game engine requirements. *(if you are using borrowed assets that require an attribution - ie, 'feel free to use this artwork but give me a credit in your game' - those are covered under this requirement. Again, may be placed on title screen.)*

Usability Requirements: ~~Playability:~~

- User is able to start a new game.
- User is able to quit a game or close browser game window without crashing.
- Clearly indicates to a user when a game is in progress.
- Allows the user to play all the way through the game.
- Clearly indicates to the user when a game is over.
- Clearly indicates the overall result of a game to the user: won/lost/other state
- If game can be paused, clearly indicates when game is paused.
- If game can be paused, it is clear how to toggle between paused and unpaused modes.
- Any game-breaking defect is documented for users.
- Runs for at least one playthrough without crashing.
- Any serious defects are documented as a 'readme' when submitted, so the users can avoid them.
- All features required for gameplay are in and working.

Appendix II: Focus Test Report

You will be expected to fill out & use the Focus Test summary during your in-class testing session on 9/24. We include an example; you can download a .rtf version from the site.

Focus Test Report

CMS.611J / 6.073

Fall 2014

Project # _____ Team: _____ Test Date: _____

A. Pre Focus Test: Preparation

1. What is the goal of this focus test? What do you want to learn? (Question, data, etc.)

2. *Attach a copy of the testing survey, interview question list, observer sheet or other testing documentation used to gather & allow analysis of testing data. Could be a print out of a Google form.*

B. Post Focus Test: Observations & Intended Actions

1. Number of testers: _____ Who were they: _____

2. Summary of results (should be supported by data gathered by testing.)

3. Intended actions/changes to design:

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