

# GAD170.1 - Mid-Project Reflection

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**Person** - *What communication and collaboration skills did the project require, and how did you develop these skills? How did you manage collaboration, giving and receiving feedback from others?*

I came into this project with barely any coding skills. I had worked with Unity before in AUD213 where one of our projects required us to add objects and audio sources to a Unity scene. I believe this gave me a headstart in the unit. However, my coding knowledge was still minimal. After spending several weeks working with teachers Kathy (in class) and Nathan (via Slack and online videos), I have got my head around the basics and can feel my brain easily adapting to the way a coder thinks. It's very logical and rigid which suits my personality. Kathy had a look at my planning for Project 1 and she gave some great feedback. She told me to focus on the minimum requirements first and then move onto extension work. This was tough for me to take because I had such a big vision for this project, but it was this big vision that was hindering the progress of my Project as I haven't started scripting yet.

**Process** - *How did you improve your workflows and processes, including changes or set-backs? Give specific examples of your research and how it influenced your creative process. Cite sources in APA7.*

I started with the flowchart which I know will be helpful when I begin scripting. I fell into a rabbit hole by looking at ways I can incorporate graphics and animations into the game as I couldn't come to terms with making a game with no visual component. I spent several hours down this rabbit hole and it got me nowhere with my project. I realised that this was not a proper use of my time. Proper use is defined by "adding value" to something or making meaningful actions like planning, exploring, and decision making (Golden, 2016, pp.52). After wasting time, I decided to give the project a break until class. Kathy helped me realise I was focussing on the wrong things and needed to focus on the requirements in the brief before anything else. I shifted my focus and managed to get my flowchart and most of my pseudo code finished during the class.

**Proficiency** - *How did you develop your technical skills and knowledge? Give examples of the skills and knowledge, techniques and self-directed research that inform your project.*

Many of the programs and software used for this project were new to me such as draw.io, Github, Sourcetree and Visual Studio Pro. Getting familiar with these new programs took some time. Nathan's tutorials on SourceTree and Scripting were extremely helpful and I gained most of my skills and knowledge from him. Completing Challenge 5 in the pre-class work also helped me as much of the language and commands used in that script can be applied to Project 1. For example, it was in Challenge 5 that I discovered that I could change the colour and size of text in the middle of a string. Challenge 5 also helped me get my head around *If* statements and using functions with parameters. Moral of the story: do the pre-class work.

## References:

Golden, D. L. (2016). Visual Management of Time. In A. Benedek & Á. Veszelszki (Eds.), *In the Beginning was the Image: The Omnipresence of Pictures: Time, Truth, Tradition* (pp. 51–58). Peter Lang AG.