

# Minutes for Subject Area Team Games meeting

25 May 2021 at 14.00 - 15.30 via <https://itucph.zoom.us/j/61652808827>

## Participants

- Martin Pichlmair
- Paolo Burelli
- Hanna Wirman
- Lani Alayne Feldstedt
- Annamaya Halskov-Jensen
- Hajo Backe
- Rikke Budolfson

## Apologies:

- Mads Kjeldgaard Caspersen

## Agenda

1. Welcome to Hanna, new Co-HoS
2. Approval of agenda
  - Agenda approved.
3. Approval of minutes from meeting 04 May 2021
  - Minutes approved. Rikke will upload a revised version.
4. Information
  - Study Board
    - Martin not available to attend the next meeting. Annamaya will attend.
    - Presentation of agenda items.
  - Events
    - Summer Games – status: External partners have accepted. Registration date extended to 02 June. Hope to get more students to sign up. Scheduling happening thereafter.
    - Indecade festival: Now online - 'Indecade Horizon'. Student focused event. We're participating and pulling together at short notice the information they need. If we're participating next year, we need to prepare more material.
  - Students
    - Follow up on suggestion to SAP to postpone exams. Reluctance and no clear answer.
    - Students find the exam schedule stressful. Problem that exams starts right after the last class which forces some students to deprioritise teaching for exam projects. Would it be possible to change the scheduling and hand in all projects at the same day? Same day submissions forces someone to make a plan for submissions.
    - VIP informs that many ideas have been tried in the past and no optimal solution have been found yet. Teachers need to rethink courses and group exams. For some courses, the (changing) exam schedule impacts course design. Is ITUs exam planning principles flawed?

- Last topic of the course plan will always be disadvantaged unless we front load courses and only teach 10 weeks which may not work with the no of confrontation hours required.
- Programming for Designers
  - The course will run with tweaks and changes as planned in 2021. Programming for the Design Track will be re-designed for 2022.

#### 5. Discussion of Graduate Report From BoS

- Some interesting findings:
  - Networking is most important to find a job, highest score by all ITU programmes. Possibly related to the fact that this is a small industry and students are introduced to it through e.g. studio visits.
  - Women from outside EU has lower unemployment rate than Danish women.
  - Almost all unemployed students are Danish. How may a move to admitting fewer international students impact this? Many jobs across the Öresundsbron may not be appealing to Danish graduates due to lower pay. International students may move abroad for as job. But numbers are small. Unemployment numbers are low.
- HoSP sees a trend towards more real student jobs, where students work for a couple of years in a company which then converts to full time jobs. This is something we can build on.
- If we have 100% employment rate, we won't have the strong startups that we have now.
- ITU should report on start-ups, gather information on these. What does CS do?

**Conclusion:** No need immediate action. We will continue doing what we are good at including doing more studio visits as network is important for finding jobs. We will also work on getting an overview of new startups by Games students.

**Action Point:** inform the report owner about missing Games data in some tables..

#### 6. Discussion about Data Mining elective on Tech track

*Guest: Games Tech student who had taken the course.*

- Background: Data Mining course used to be mandatory course for Games + K-SD, a large course. K-SD opted out and Games over time changed the course to an elective and flipped it with Algorithms and Games. Now, the course attracts few students, ended up with 17 students in Spring 2021. What should we do?
- Student view:
  - i. Taking Data Mining and Data Driven Design and Development (4D) at the same time seems weird as the courses both overlaps (statistics) and does not. It feels like 4D precedes Data Mining in course content.
  - ii. Student didn't get the sense that they overlapped from the description, chose it because it was advertised as game-oriented and applied to game industry but don't feel that it delivered.
  - iii. Most exercises seem superfluous.
  - iv. Others didn't choose it because of word of mouth from students who had already taken the course. Tech student would not recommend unless students are really into data mining.
- Re-design the course?

- i. Suggestion by course CM to change the course to a Game AI course shared with M-DS, which would include elements from Algorithms in Games and Modern AI courses on Games.
- ii. HoSP – this would be yet another change and shifting of topics from last year. Important to sit down with teachers in those courses before deciding anything.

**Decision:** HoSP invites stakeholders, makes a plan and put it to Tech students for input and feedback.

## 7. Group forming

- Main problem with group formation is structural, when people are trying to join multiple groups at the same time, knowingly or not. Can we coach students into communicating better in relation to group forming process? Becomes stressful for students if they are not in the group that they thought they were in or any at all, especially as groups are central to the courses.
- Suggestion 1: Students indicate 2 people they would like to work with, one they would not, and list three topics/interests. The teacher makes groups based on this input. May not work for these courses, many variables to consider.
- Suggestion 2: Playable Media had a good, open process.
- How to moderate and keep to 6 groups? Maybe set out the roles needed in the group so that students know which roles needs to be filled. The teacher should be able to make sure no student is left without a group. Consider the pandemic setting when analysing recent group formation challenges.
- Workshops in Making Games were really helpful, but some missed out on the right workshop because they were switching roles in the course forming process. Unfortunately, workshops don't scale to be available to all students, but will look into doing a cheat sheet which can be used as a Role Memorandum of Understanding in the group work.

**Decision:** Martin, Hanna and Hajo will work on group formation process, and cheat sheet and run past course TAs. Not same solution to all classes or semesters but Making Games will try out a version of that of Playable Media