QUALITY MATTERS
QM

Institution: North Central Texas College

Course Code: GAME1306North C020116
Course Number: GAME1306
Course Name: DESIGN AND CREATION OF GAMES
Course Representative: Lin Hampton

Review Start Date: 2016-06-22
Review End Date: 2016-08-05
Review Type: Subscriber-Managed Review

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.

STANDARD 1.1 - (3 Points) Required
1.1 Instructions make clear how to get started and where to find various course components.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The home page makes clear how to get started. Clear links are available to the syllabus, a start here button, the purpose of the course, and the modules.

Reviewer Recommendations:

While it is important for the students to read the content on the page it may be helpful to have the "start here" in a more prominent position instead of half way down the page.

Reviewer Recommendations:

Instructions make clear how to get started. There is a Start Here link in the home page that guides the learner where to find several course components.

STANDARD 1.2 - (3 Points) Required
1.2 Learners are introduced to the purpose and structure of the course.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

This information is clearly provided on the home page. Students know exactly why they are taking this course as well as how it is organized once they go through the various components on the home page.

Reviewer Recommendations:

It was difficult to locate the course schedule and the syllabus. From the home link the syllabus link is placed half way down the page and when selected it does not bring the learner directly to the syllabus. It makes understanding the course structure difficult. Perhaps check the links or have them clearly presented in the list menu, instead of having to drill down.

Reviewer Recommendations:

The purpose of this course is clear in the home page. The structure of the course is presented in the syllabus.

STANDARD 1.3 - (2 Points)
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

I spent 20 minutes looking for this information--in the syllabus, the student handbook table of contents, the start here button. I was unable to find this information readily. I finally found it under the Coffee Shop in Course and Campus Policies. I would suggest putting a link to this information somewhere either on the start page or in the syllabus OR at the beginning of the first discussion board. Placing important information in multiple spots helps insure students actually see it.

Reviewer Recommendations:

Learner needs to drill down to the "Coffee Shop" in order to locate the Netiquette guidelines. Perhaps making a link for the FAQ's and the Coffee Shop would be helpful for the learner.

Reviewer Recommendations:

The Coffee Shop page provides a link with the rules of netiquette. Also, the syllabus provides the etiquette expectations below:

To create a positive learning environment for everyone in the class communication is very important. Utilize the Discussion Forums & consider joining the NCTC local Gamers Club (Facebook).

The more involved you are in class & in life, the more you will learn…the choice is yours. However, if you choose not to participate, please do not distract others who are engaged and participating. We can respect the hard working Indie Game Designer, just as well.

 You do not have to agree with your peers; however, you must respect and tolerate the beliefs and opinions of others. Disruption of forums, disrespecting your peers, off-topic conversations, or general disruptiveness will not be tolerated.

STANDARD 1.4 - (2 Points)
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

A link to the student handbook with institutional policies is available within the course, but I had to spend quite a long time looking for it. The Course and Campus Policies link provides a wealth of information for students regarding conduct, netiquette, technology, and other important issues.

Reviewer Recommendations:

Policies are clearly stated but again difficult to locate, learner must drill down to gain access. Instructor policies are much easier to locate and navigate.

Reviewer Recommendations:

The syllabus includes the following course and institutional policies:Grading Policy, Scholastic Integrity, Dress Code and Tobacco Policy. However, the Course and Campus Policies provide more detailed information.

STANDARD 1.5 - (2 Points)
1.5 Minimum technology requirements are clearly stated and instructions for use provided.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

These requirements are listed in the syllabus. In addition, the course includes a segment that instructs students regarding how to download the necessary software. The technology information for this course is very clearly outlined in a section on Technology under Course and Campus Policies.

Reviewer Recommendations:

The technology requires are present but difficult to locate. Learner needs to go from course material which does list the software requirements for the course but not the overall technology requirements. This is located after the learner selects "Get Help" and then selects "Technology Help and Requirements". This looks more like a heading than a link.

Perhaps placing the link directly into the Syllabus with a heading of technology requirements would be helpful for the learner.

Reviewer Recommendations:

The syllabus states the required software as shown below:

Required Software: GameMaker Studio current FREE downloadable version is acceptable, however GameMaker Studio PRO is recommended - $49.00.

STANDARD 1.6 - (1 Point)
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

This statement has been added to the syllabus. It is clear and easy for students to find.

Reviewer Recommendations:

The prerequisite has been corrected and is now in the syllabus.

Reviewer Recommendations:

The syllabus states that there is no prerequisite to take the course.

STANDARD 1.7 - (1 Point)
1.7 Minimum technical skills expected of the learner are clearly stated.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

I found a very clear outline under Course and Campus Policies. Nice job!

Reviewer Recommendations:

These expectations are present but this reviewer felt that they could be stronger.

An example of this might be: To be successful in this course the learner should have a strong knowledge of basic skills used in the following software programs:

- Spreadsheet
- Learning Management System (Canvas)
- How to send and receive e-mails with attachments. etc.

Reviewer Recommendations:

Minimum technical skills expected of the learner are listed under Course Materials &Resources page as shown below.

Software & Tech Skills specific to this course: Download GameMaker Studio (Links to an external site.)

 (latest version) You may utilize the FREE version to complete this course, but you MUST register and activate your product to gain assets. Additionally, you may purchase the PRO version and gain even more assets.

STANDARD 1.8 - (1 Point)
1.8 The self-introduction by the instructor is appropriate and is available online.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

This introduction is located in the Introductory Discussion Board. It is VERY creative, as is appropriate for a course of this type. The introduction of the instructor is very interesting!

Reviewer Recommendations:

The video introduction is very nice but slightly hard to hear.

Perhaps you may also want to include a "Welcome" letter with a little bio and some specific personal interest with regard to course topic. Example: Hello and welcome to .... I am professor ..... and have been involved in the gaming arena for ..... it is fun challenging and very rewarding to see one's creation come alive.

Reviewer Recommendations:

The self-introduction by the instructor is appropriate and is available online in the home page.

STANDARD 1.9 - (1 Point)
1.9 Learners are asked to introduce themselves to the class.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

This is one of their first tasks in the course. The introduction discussion board (coffee shop) gives clear requirements for the students' introductions and provides an example with the instructor's own introduction.

Reviewer Recommendations:

Present.

This reviewer would recommend making the link to the DF Introduction available under item #4.

Reviewer Recommendations:

Learners are asked to introduce themselves and definer their gaming interests in the discussion forum.

General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.

STANDARD 2.1 - (3 Points) Required
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

These are clearly measurable in language students can easily understand. Students know exactly what they will be expected to do and what they can expect to accomplish through taking this course.

Reviewer Recommendations:

The learning objectives for the modules could be listed more clearly than (C0-1,2,3,4, and 5) which is located in the course information. This way the user would not have to flip back and forth.

Reviewer Recommendations:

The Course Learning Objectives are listed on the syllabus. These objectives are written with the appropriate verbiage to describe measurable outcomes. See below

At the end of this course, the student shall be able to:

1.) Summarize the evolution of the electronic game industry;

2.) Explain essential game and simulation elements;

3.) Evaluate the strengths and limitations of game and simulation systems;

4.) Identify programmatic and graphical elements of a development system;

5.) Develop a concept document and a simple digital game.

STANDARD 2.2 - (3 Points) Required
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

These are also measurable and clear for students. They will know exactly what they must do to complete each module and master the skills included.

Reviewer Recommendations:

Individual module level objectives could be stated more clearly for instance:

"As you continue to become familiar with Game maker studio you will be able to explain game simulation elements"

Reviewer Recommendations:

The module objectives are measurable and align with the course objectives. The module learning objectives are listed below:

Module Objectives

Module 1:

Describe common tools used in game development and discuss potential problems with each. (CO2,3,4)

Create simple games by adapting code for games provided as samples. (CO5)

Define and differentiate terms used in game creation with GameMaker and other game software. (CO4)

Demonstrate understanding of video game history. (CO1)

Module 2:

Define and differentiate terms and concepts of particles, physics, scrolling shooters, and other game elements. (CO4)

Create demo games incorporating game elements presented in module 2 readings. (CO5)

Brainstorm with classmates about your final project. (CO2, 3, and 5)

Submit idea for final game project. (CO5)

Module 3:

Create demo games incorporating game elements presented in module 3 readings. (CO5)

Complete game development for final project. (CO3, 5)

Define and differentiate terms and concepts associated with game genres and language code. (CO2, 4)

Module 4:

Demonstrate understanding of concepts and terms associated with monetizing games and using music and sound effects. (CO2, 3)

Complete, debug, and submit original game for final project. (CO3, 4, 5)

To improve, I would suggest to list the module learning objectives in your Module Overview.

STANDARD 2.3 - (3 Points) Required
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

These are stated very clearly. Students know what they will do and learn.

Reviewer Recommendations:

When identifying C0- 1, 2, 3, 4 and 5 as expressed in week #3 a narrative explanation would be helpful.

Reviewer Recommendations:

The course and module learning objectives are written from the perspective of the learner.

STANDARD 2.4 - (3 Points) Required
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

This relationship is obvious by the placement the learning activities in the module. I would recommend putting some sort of notation that matches the learning outcomes with each of the tasks. In this way the students will see instantly which outcome they are mastering as they work their way through each module.

Reviewer Recommendations:

Clear for week #3 and week #4 objectives. Tasks are present but unclear of the relationship between the objectives.

Revising the are clearly stating the learning module objective would be helpful

Reviewer Recommendations:

The relationship between learning objectives and learning activities is clearly stated.

STANDARD 2.5 - (3 Points) Required
2.5 The learning objectives or competencies are suited to the level of the course.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

This is a beginning course in game design. These objectives and competencies are well suited to this level of student learning.

Reviewer Recommendations:

Good job with the objectives and use of taxonomy verbs.

Reviewer Recommendations:

This is a freshman-level course, and objectives use action verbs which align with assignments and discussions. In addition to content-specific objectives or competencies, lower-division courses may address content mastery and core learning skills. The written assignments especially address critical thinking, information literacy, and technology skills.

General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.

STANDARD 3.1 - (3 Points) Required
3.1 The assessments measure the stated learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Each module has multiple assessments that clearly match the learning materials and activities.

Reviewer Recommendations:

Good variation of assignments to measure participants understanding and developed techniques of game design. (assessment and quizzes)

Reviewer Recommendations:

Course assessments are consistent with the course and module learning objectives by measuring the accomplishment of those objectives. The discussions enable the learners to answer questions on content while viewing the understanding expressed by other learners.

STANDARD 3.2 - (3 Points) Required
3.2 The course grading policy is stated clearly.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The syllabus lists both the number of points for each assignment/aspect of the course and the percentages needed to earn specific grades. Since the point to grade conversion is based on 1000 points = 100%, students should easily be able to keep track of their grades during the course.

Reviewer Recommendations:

Found in Syllabus

May want to investigate the 1,000 pt grading system, this may be of further assistance.

Reviewer Recommendations:

Course grading policy is stated clearly in the syllabus. To improve, I would suggest to provide not only points but also the percentage for each grading category so learners clearly know the weight of each assignment without the need to convert from points to percent.

STANDARD 3.3 - (3 Points) Required
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The descriptions and criteria for each assignment are very detailed, along with the assigned number of points for that assignment. I would suggest including a grading rubric with the practicum/gaming creation assignments that details the points each element will receive and how they will be determined. Even so, I believe this meets the 85% standard.

Reviewer Recommendations:

Game Rubric's exist.

It was difficult to differentiate at first which rubric belonged to which type of assessment. Perhaps changing the naming convention example: Grading Rubric for Discussion forum

Reviewer Recommendations:

Each assignment provides an specific and descriptive criteria for the evaluation of learners' work and are tied to the course grading policy.

STANDARD 3.4 - (2 Points)
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

This course contains quizzes (which students can take twice), exams, practice assignments, tutorials, discussion (the first one is graded), and a final project. These opportunities are quite varied and clearly sequenced, and suited to the work the students are doing.

Reviewer Recommendations:

Portfolio final, Game Assignments (individual) Discussion forums and Quizzes present.

Perhaps including more discussions would assist in increasing course collaboration and gaming topic issues. Example: find a current article or design that identifies the specific methods discussed in this weeks work.

Reviewer Recommendations:

The assessment instruments selected are sequenced, varied and prepare learners to succeed in attaining their learning objectives.

STANDARD 3.5 - (2 Points)
3.5 The course provides learners with multiple opportunities to track their learning progress.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The course includes a gradebook which allows students to keep track of the points they have earned as they go along. In addition, it has a detailed list of everything students are to complete in each module, so they can know where they are quite easily.

Reviewer Recommendations:

While it was difficult to locate specific time frame for feedback return multiple methods and opportunities are available to track learner progress.

Perhaps stating something like Grades will be disseminated one week after submission. Or Instructor response/feedback time can be found within a 24 to 48 hour period for discussion postings, emails etc.

Reviewer Recommendations:

Learners take quizzes that allow multiple opportunities to track their learning progress.

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) Required
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The instructional materials match the learning objectives precisely.

Reviewer Recommendations:

A few suggestions for additional resources: Gamasutra, Andrew booth Game Design. - the anatomy of a design document, Part 1: Documentation guidelines for the game concept and proposal.

Reviewer Recommendations:

The materials align with the learning objectives in a clear and direct way.

STANDARD 4.2 - (3 Points) Required
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The purpose and use of the materials is explained in the module objectives. Students should easily know what they are doing to achieve the stated outcomes.

Reviewer Recommendations:

Links are available. Only had difficulty with "Angry-Cats_VS_Angry Castle1.gmx.zip may want to review.

Reviewer Recommendations:

Learners are provided with an explanation of how the instructional materials and learning activities are used in the course, and how each will help them achieve the stated learning objectives.

STANDARD 4.3 - (2 Points)
4.3 All instructional materials used in the course are appropriately cited.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Students are asked to download materials from online sources. There is no required textbook. The optional/recommended materials for purchase are cited in the syllabus. The online materials (tutorials) are cited by the source from which they are obtained.

Reviewer Recommendations:

All resources are cited.

Reviewer Recommendations:

There is required textbook but the recommended is cited properly as shown below:

All text books are OPTIONAL. Everything you need is available online. IF you prefer to utilize text format, the following options are available for your library:

GameMaker Game Programming with GML Paperback – April 25, 2014 by Matthew DeLucas

ISBN-10: 1783559446   **ISBN-13:** 978-1783559442

(Dated, uses an older version of the application -but still a good resource:) The Game Maker's Apprentice: Game Development for Beginners Paperback – October 17, 2007

by Jacob Habgood & Mark Overmars ISBN-10: 1590596153   **ISBN-13:** 978-1590596159

The Game Maker's Companion (Technology in Action) Paperback – October 17, 2010

by Jacob Habgood, Nana Nielsen & Martin Rijks   ISBN-10: 1430228261**ISBN-13:** 978-1430228264

STANDARD 4.4 - (2 Points)
4.4 The instructional materials are current.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

These materials appear to the be latest things available for the students to use in the course. The instructor recommends using online materials as well as the tutorials provided in the course because they are the most up-to-date.

Reviewer Recommendations:

Suggested additional resources are available such as Gamasutra, Designing games for children by Carla fisher, Video Game Design 141 Success Secrets - 141 Most Asked Questions On Video Game Design - What You Need To Know by Benjamin Colon, Game Design Workshop: A Playcentric Approach to Creating Innovative Games Tracy Fullerton.

Reviewer Recommendations:

GameMaker Studio Tutorial collection is dated from 2014.

STANDARD 4.5 - (2 Points)
4.5 A variety of instructional materials is used in the course.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The variety of materials available is excellent. Students have many ways to master the material/competencies--tutorials and books are recommended, but students are also encouraged to explore YouTube videos and other sources as enrichment for the materials provided in the course.

Reviewer Recommendations:

Good Variety

Reviewer Recommendations:

All instructional materials and software learners need is available online. However, learners have the option to utilize text format.

STANDARD 4.6 - (1 Point)
4.6 The distinction between required and optional materials is clearly explained.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

This information is clearly stated in the syllabus.

Reviewer Recommendations:

Clearly stated.

Reviewer Recommendations:

The distinction between required and optional materials is clearly explained.

General Standard 5: Course Activities and Learner Interaction: Course activities facilitate and support learner interaction and engagement.

Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.

STANDARD 5.1 - (3 Points) Required
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The learning activities match the stated objectives precisely. Students have a step by step list of exactly what to do and in which order to complete each task in order to master the competencies/outcomes of the course.

Reviewer Recommendations:

good alignment with activities, might recommend additional resources for references such as gamasters in "Game Maker Blog"

Reviewer Recommendations:

The learning activities promote the achievement of the stated learning objectives. For example Chapter 1 is as follows:

Chapter 1 - (Week 2) Welcome to Game Maker

Read Section 1-3 in the Game Maker Studio Online User Manual
Download, Install & Activate the Software
A little research of YoYo Games and some Game Design Terminology
Introduction to PADLET for Brainstorming and Collaboration
DF1 - Game Design analysis (Mod1.0)
Q1 - Take the Chapter Review Quiz (Mod1.1)

All of the above activities promote achievement of the CLO's.

STANDARD 5.2 - (3 Points) Required
5.2 Learning activities provide opportunities for interaction that support active learning.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

This course appears to be mostly active learning. Students must complete quizzes on the chapters they read; they must create games in practicum activities throughout the course; they must create a game as a final project; they must complete exams at various points in the course.

Reviewer Recommendations:

Good Discussions

Would recommend some additional peer review, may help brainstorming opportunities among peers. A few more peer interactive activities (discussions, group collab. etc)

Reviewer Recommendations:

Learning activities provide opportunities for interaction that support active learning. Interaction between learner to learner and between learner to instructor is given by discussions. Also, interaction between learner to content is given by Game Maker Studio Online User Manual readings.

STANDARD 5.3 - (3 Points) Required
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

This is clearly stated in the opening materials in several places.

Reviewer Recommendations:

Suggestion:
 Have general area for course questions in which all students can participate where instructor either monitors or contributes. Many times students will help each other by answering each others questions.

Reviewer Recommendations:

In the home page the statement below is provided.

Communications

To contact your instructor on a one-on-one basis please use the link labeled "Inbox" to access the CONVERSATIONS feature. The link is located on the bottom of the Navigation bar on the left. Your instructor will respond quickly, and at least within 24 hours on weekdays, 48 hours on weekends. **WARNING! Please be sure you do NOT communicate or respond to Comments in Assignments, always provide your feedback through email.**

STANDARD 5.4 - (2 Points)
5.4 The requirements for learner interaction are clearly stated.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Students are asked to introduce themselves with a very detailed description of how they are to do this. In addition, they are offered a Coffee House (discussion board) on which to discuss questions among themselves, share ideas, etc. In the various modules, graded discussion forums are used as a way for students to interact with themselves and analyze things critically. The criteria for these discussion postings is clearly stated.

Reviewer Recommendations:

Clearly stated.

Recommend that students exchange emails or phone numbers as an additional back-up plan and/or collaboration for specific topics regarding game design. Topics like Capture the Clown or Game elements & Rookie Mistakes

Reviewer Recommendations:

The requirements for learner interaction are clearly stated.

General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies.

Overview Statement: The technologies enabling the various course components facilitate rather than impede the learning process.

STANDARD 6.1 - (3 Points) Required
6.1 The tools used in the course support the learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The only tools used in the course are the gradebook, the dropbox, and the discussion forums. These are used very appropriately to support learning.

Reviewer Recommendations:

Tools are functional and work well

Reviewer Recommendations:

The discussion boards are used to support several module objectives and feedback is provided both in grading and in direct feedback on turned-in assignments.

STANDARD 6.2 - (3 Points) Required
6.2 Course tools promote learner engagement and active learning.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The tools made available to the students do promote engagement with the subject matter/outcomes as well as active learning. Students cannot sit back and just read to accomplish the goals of this course. They must actively participate in many scaffolded activities.

Reviewer Recommendations:

Interaction is very prevalent with instructor and course material than with other learners.

Additional DF topics or water cooler would help.

Reviewer Recommendations:

The use of the discussion board promotes active learning and learner engagement.

STANDARD 6.3 - (2 Points)
6.3 Technologies required in the course are readily obtainable.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The syllabus tells students where to get the technology they need to complete the course. She suggests they purchase the Pro version and gives them the price.

Reviewer Recommendations:

Downloadable and easily accessible with the exception of the Angry Castle zip file.

Reviewer Recommendations:

Technologies required in the course are readily obtainable.

STANDARD 6.4 - (1 Point)
6.4 The course technologies are current.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

They are very current. She is using the latest editions available of these technologies.

Reviewer Recommendations:

Uses the latest version of Game Maker

Reviewer Recommendations:

The course technologies are current and commonly used.

STANDARD 6.5 - (1 Point)
6.5 Links are provided to privacy policies for all external tools required in the course.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

These are all clearly listed in the introductory material provided under the Start Here button.

Reviewer Recommendations:

Must drill down to obtain information FAQ's etc. Doesn't really identify clearly.

Reviewer Recommendations:

Links to privacy policies for all external tools required in the course are provided in the "Privacy Policies and Accessibility Statements" with the following information.

Privacy policy and accessibility statement links for elements used in this course are linked below.

[Canvas Privacy Policy (Links to an external site.)](#)

[Canvas Accessibility Statement (Links to an external site.)](#)

[YOYO Games Privacy Policy (Links to an external site.)](#)

[YouTube Privacy Policy (Links to an external site.)](#)

[YouTube/Google Privacy Complaint Process (Links to an external site.)](#)

[Youtube Accessibility Help (Links to an external site.)](#)

General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

STANDARD 7.1 - (3 Points) Required
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The instructor describes where students can obtain technical support in the introductory materials, and she clarifies for the students which responsibilities are theirs. Since this course involves using technology, students are expected to solve some of their problems as part of the learning in the course.

Reviewer Recommendations:

Is under FAQ's. Perhaps a link or something of this nature can be added to the syllabus and not only found under FAQ's.

Reviewer Recommendations:

The "Get Help" page provides the information below:

Ask for Help in the correct place

The following resources will help you succeed in your online course. Please use this discussion area as a place to ask questions regarding the course. Note that Canvas technology questions are best directed to the [eCampus Help Desk (Links to an external site.)](#). Questions about your grades or other private information should not be posted to this discussion - instead use the course Conversations Inbox in the upper right hand corner of the screen next to your name.

[Technology Help and Requirements](#)

- [eCampus Help Desk (Links to an external site.)](#)
- [eCampus Student Resources (Links to an external site.)](#)

[Student Support (Links to an external site.)](#)

- [Library (Links to an external site.)](#)
- [Are Online Courses for you? (Links to an external site.)](#)
- [Grade Results Online Tutoring (Links to an external site.)](#)
- [Disability Services (Links to an external site.)](#)and [Disability Services FAQ (Links to an external site.)](#)

Help with this Course

- **IMPORTANT: [Watching and Viewing inline Videos and Content](#); [Inline View of External Content](#)**
- Course Assignment and Content Questions: For general content questions please the Get Help Discussion (this Discussion). For specific assignment questions relating to grades, use[Conversations](#).
- Get Help (this Discussion): Use this discussion to ask questions regarding the course, navigation, logistics, etc. If you ask here, another student may have the answer or the same question, so please feel free to respond.
- Technical question: [Submit a ticket with the eLearning Help Desk (Links to an external site.)](#)

STANDARD 7.2 - (3 Points) Required
7.2 Course instructions articulate or link to the institution's accessibility policies and services.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

These are located in the material provided at the beginning of the course under the start here button.

Reviewer Recommendations:

Link available in Syllabus and FAQ's.

Reviewer Recommendations:

Links to institution's accessibility policies and services are provided in the "Privacy Policies and Accessibility Statements" with the following information.

Privacy policy and accessibility statement links for elements used in this course are linked below.

[Canvas Privacy Policy (Links to an external site.)](#)

[Canvas Accessibility Statement (Links to an external site.)](#)

[YOYO Games Privacy Policy (Links to an external site.)](#)

[YouTube Privacy Policy (Links to an external site.)](#)

[YouTube/Google Privacy Complaint Process (Links to an external site.)](#)

[Youtube Accessibility Help (Links to an external site.)](#)

STANDARD 7.3 - (2 Points)
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Links to these services are located in multiple places throughout the start here and syllabus sections of the course. Students should have no difficulty finding this information.

Reviewer Recommendations:

Found in several areas, syllabus FAQ's

Reviewer Recommendations:

The "Get Help" page provides the information below:

Ask for Help in the correct place

The following resources will help you succeed in your online course. Please use this discussion area as a place to ask questions regarding the course. Note that Canvas technology questions are best directed to the [eCampus Help Desk (Links to an external site.)](#). Questions about your grades or other private information should not be posted to this discussion - instead use the course Conversations Inbox in the upper right hand corner of the screen next to your name.

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Help with this Course

- **IMPORTANT: [Watching and Viewing inline Videos and Content](#); [Inline View of External Content](#)**
- Course Assignment and Content Questions: For general content questions please the Get Help Discussion (this Discussion). For specific assignment questions relating to grades, use[Conversations](#).
- Get Help (this Discussion): Use this discussion to ask questions regarding the course, navigation, logistics, etc. If you ask here, another student may have the answer or the same question, so please feel free to respond.
- Technical question: [Submit a ticket with the eLearning Help Desk (Links to an external site.)](#)

STANDARD 7.4 - (1 Point)
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

This information is available within the course in multiple places.

Reviewer Recommendations:

Help Desk, e-campus, FAQ's

Could have link in Syllabus for additional location and easy to navigate resource.

Reviewer Recommendations:

The "Get Help" page provides the information below:

Ask for Help in the correct place

The following resources will help you succeed in your online course. Please use this discussion area as a place to ask questions regarding the course. Note that Canvas technology questions are best directed to the eCampus Help Desk (Links to an external site.). Questions about your grades or other private information should not be posted to this discussion - instead use the course Conversations Inbox in the upper right hand corner of the screen next to your name.

Technology Help and Requirements

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- Disability Services (Links to an external site.)and Disability Services FAQ (Links to an external site.)

Help with this Course

- **IMPORTANT: Watching and Viewing inline Videos and Content; Inline View of External Content**
- Course Assignment and Content Questions: For general content questions please the Get Help Discussion (this Discussion). For specific assignment questions relating to grades, useConversations.
- Get Help (this Discussion): Use this discussion to ask questions regarding the course, navigation, logistics, etc. If you ask here, another student may have the answer or the same question, so please feel free to respond.
- Technical question: Submit a ticket with the eLearning Help Desk (Links to an external site.)

General Standard 8: Accessibility and Usability*: The course design reflects a commitment to accessibility and usability for all learners.

Overview Statement: The course design reflects a commitment to accessibility, so that all learners can access all course content and activities, and to usability, so that all learners can easily navigate and interact with course components.

*Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

STANDARD 8.1 - (3 Points) Required
8.1 Course navigation facilitates ease of use.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

Navigation is structured so that each module, tutorial, etc. works the same way. Students should have no difficulty navigating through the course.

Reviewer Recommendations:

Difficulty finding and locating Syllabus. Link access does not work from "Home".

To find syllabus user had to go to modules for download access.

My Media - was Blank

Also must use previous or next to locate information which can be time consuming

Recommendation: Place important links right on the Menu (left hand side). Syllabus, Additional School Resources, Technical Requirements, Help etc.

Reviewer Recommendations:

The course navigation facilitates the ease of use.

STANDARD 8.2 - (3 Points) Required
8.2 Information is provided about the accessibility of all technologies required in the course.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

This information is provided in the introductory materials under the Start Here link.

Reviewer Recommendations:

There is a link that provides accessibility of technologies required in the course under "Course Materials & Resources as shown below:

Software & Tech Skills specific to this course: Download GameMaker Studio (Links to an external site.)

 (latest version) You may utilize the FREE version to complete this course, but you MUST register and activate your product to gain assets. Additionally, you may purchase the PRO version and gain even more assets.

Ways and Tools to help you learn in this course:

- Practice with the Tutorials first, then create your OWN version for submission
- A PRACTICUM is required at the end of this course, the work should be suitable for a 2D Game Design for your Graduate Final Portfolio
- Interactive Activities include collaborations on padlets (register now at padlet.com)
- Share and Play test your games with your peers, request feedback from your fellow game designers
- YoYo Game Forums
- YoYo Games Sandbox (Links to an external site.)
- FAQ - See the Get Help discussion.
- Discussion Forums for feedback
- Open Educational Resources - (Links to an external site.)
- Course communication - Remember to communicate via the inbox in CANVAS. Do NOT directly email your Professor, as your communication may get lost in the SPAM filters, or the influx of daily email. CANVAS is the best way to communicate with your Professor. When communicating, use professional communication skills, never use ALL CAPS, show kindness and respect to your class mates. Utilize the NCTC Online Student Conduct page. (Links to an external site.)
- Office Hours - TBA via the Conferences link in the course menu - by appointment or request.

Learning Materials and Activities

You will utilize the Public Broadcasting Station "Video Game Revolution" videos and learning modules to review the evolution of the electronic game industry. Local Students may also opt in for a visit to the Video Game History Museum in Frisco, Texas, to fulfill Course Learning Objective 1.

Downloading Games and Exploring the YoYoGames Game Engine, Forums, and YoYo Games App Store options will provide ample exploration into essential game and simulation elements, and allow you to review strengths, weaknesses and limitations of the Game Engine by looking at other Game Designs, BEFORE creating your own game - providing you fulfillment of Course Objectives 2 and 3. .

Using the **YoYo Games Games Tutorial** and User Manual you will fully explore DragNDrop, as well as programming with GML, particle and physics systems and basic concept documents in developing a myriad of 2D games. The culmination is a PRACTICUM, you will develop, design and create your very own 2D game!

STANDARD 8.3 - (2 Points)
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

Points Possible: 2 | **Points Awarded:** 2 | **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

I was unable to find any alternative access for the Gamemaker software. However, the teacher's opening video and YouTube materials did have closed captioning. I believe the 85% standard is met.

Reviewer Recommendations:

Some of the video's such as "Install GameMaker Studio" are not closed captioned.
A great deal of scrolling required.

Reviewer Recommendations:

The Introduction video is closed caption and the provided manual is in pdf and it is searchable.

STANDARD 8.4 - (2 Points)
8.4 The course design facilitates readability.

Points Possible: 2 | **Points Awarded:** 2 | **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

The design is very logical and easy to follow. Students should have no difficulty reading the materials and moving through the course.

Reviewer Recommendations:

The Welcome message would be more receptive at the top of the page verses the bottom.

Reviewer Recommendations:

Course materials were easily readable. Items were frequently numbered. White space was well used, and font was consistent.

STANDARD 8.5 - (2 Points)
8.5 Course multimedia facilitate ease of use.

Points Possible: 2 | **Points Awarded:** 2 | **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

These are embedded within the course in media and text links so that students have not difficulty getting access to them from within Canvas.

Reviewer Recommendations:

Exception "Angry Castle zip"

Reviewer Recommendations:

The course multimedia (orientation video) was easy to navigate. Audio was clear on the orientation video.

Additional Review Comments:

Reviewer

Despite the fact that the required materials/information was located in the course, I spent a great deal of time looking for them. It is possible that students will also have difficulty finding what they are looking for in the introductory materials simply because of the sheer amount of information made available. One way to simplify this would be to create links to some of the more important information on the main menu in Canvas rather than imbedding that information under a start here button.

Reviewer

The course has wonderful material and great hands on individual projects. The placement of strategic information hinders the navigation and frustrates the user. Additional means of collaboration would help build a "online gaming community" within the course.

Reviewer

Dear Professor Lin Hampton,

It was a pleasure to review your course. You have done an excellent job with the design of your course.

TOTAL POINTS AWARDED: 99

FINAL RESULT: MET STANDARDS