

Session 3

Coordinating, serious games, education, more game design and assignment

Coordinating

Coordinating 1/2

- Study Plan

Schedule: <http://tinyurl.com/9aqlvtn>

Finalizing Study – Plan
Edit your poll | 0 | 0 | less than a minute ago
Where: Science Park 2D308

Table view | Calendar view | Administration

This is a limited poll
Every option can be chosen by maximum 1 participant(s).

Most popular date: undefined | Close poll

OCTOBER 2012
Wed 17 | Thu 18

	3:00 PM – 3:15 PM	3:15 PM – 3:30 PM	3:30 PM – 3:45 PM	3:45 PM – 4:00 PM	4:00 PM – 4:15 PM	4:15 PM – 4:30 PM	2:00 PM – 2:15 PM	2:15 PM – 2:30 PM	2:30 PM – 2:45 PM	2:45 PM – 3:00 PM	3:00 PM – 3:15 PM	3:15 PM – 3:30 PM	3:30 PM – 3:45 PM	3:45 PM – 4:00 PM
0 participants Carolina Islas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Save

Coordinating 2/2

Reports' Presentation of reports.

October 22 from 11:30 to 14:00 hrs. We start **SHARP 11:30**

- Be before 11:30 to upload your presentation to the computer.
- Each team will have 15 min to present. From those 10 min are for exposition and 5 min for questions.
- The presentation order of the teams will be selected randomly.
- You must deliver your report (3 to 5 pages) of the investigation you did.
 - Report in digital form to carolina.islas@uef.fi @ 11:59 am (We will send it also to the contact person of your research group).
 - Deliver printed report in the day of the presentation
- In case you use power point in your presentation, submit it as well.

Serious Games

What is a *serious game*?

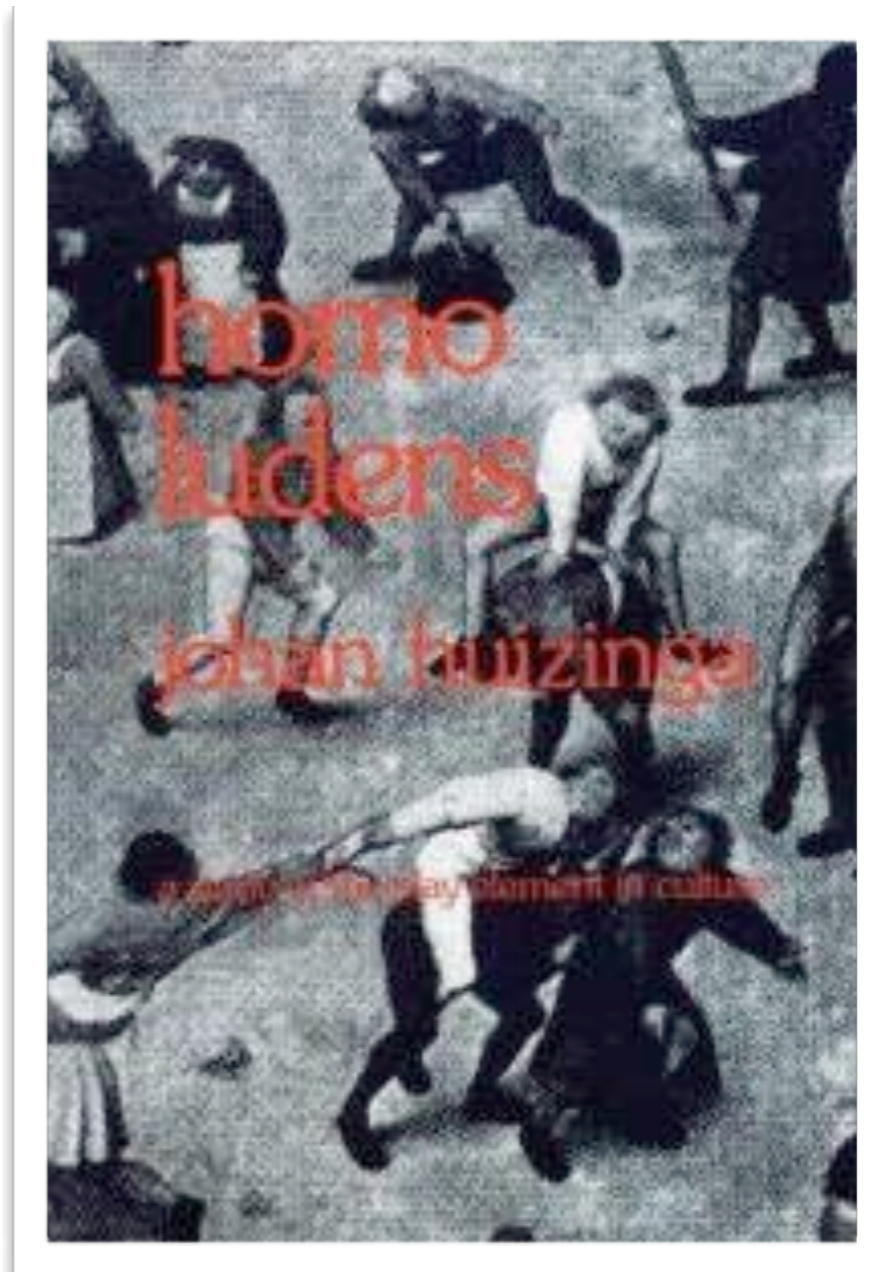
What is a *serious game*?

“Serious Game are computer or video games designed for a primary purpose other than pure entertainment, but have other and more “serious” purposes. In fact, the “serious” adjective is generally appended to refer to products used by industries like defense, education, scientific exploration, health care, emergency management, city planning, engineering, religion, and politics.” (white paper EU, South East Europe and Ludus)

Is it new to use games for learning ?

Is it new to use games for learning ?

- NO!



Edutainment first weave (1954)

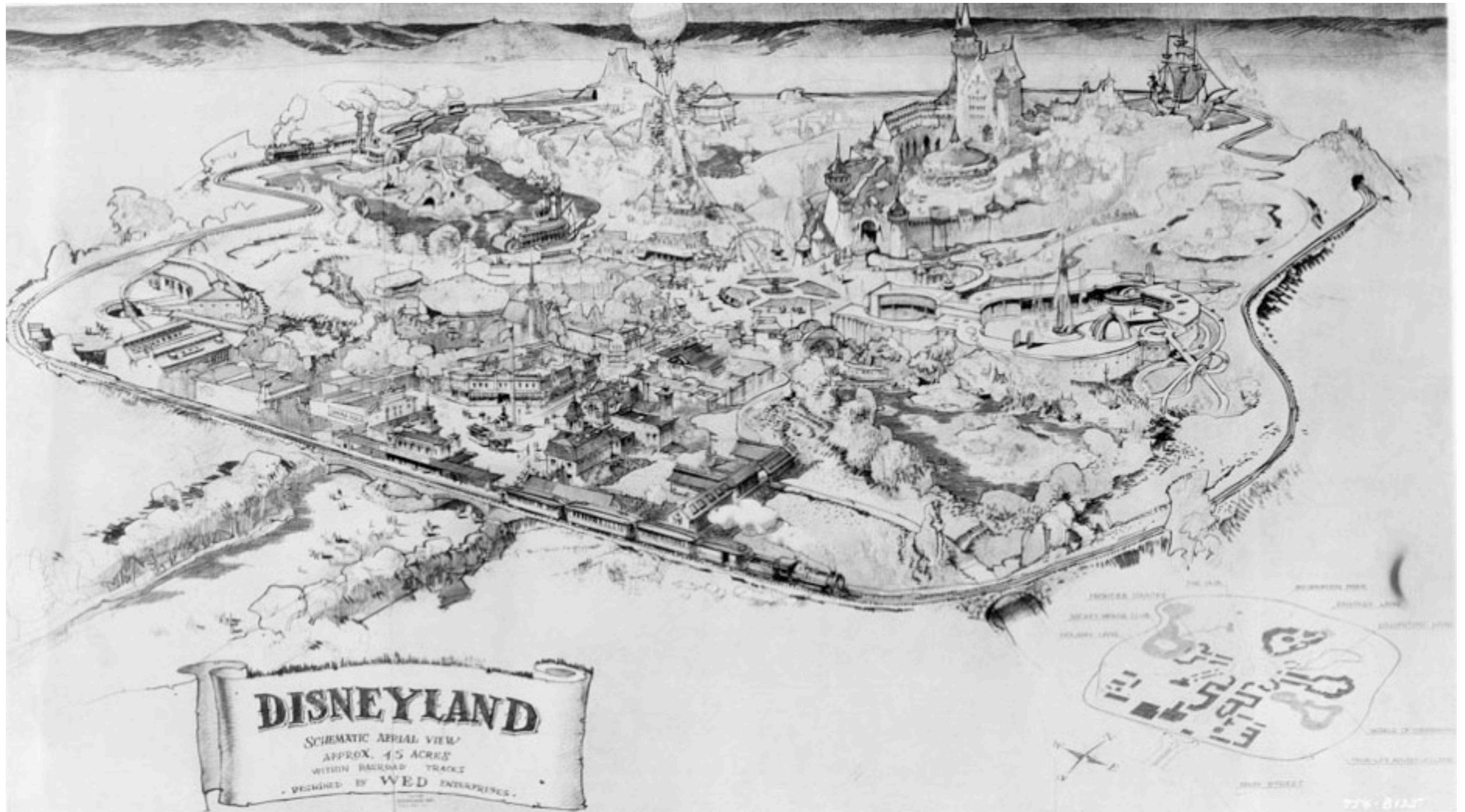


photo [source](#)

Edutainment second wave

In the 1980s, while personal computers started to spread among the population, the term “*Edutainment*” took a new connotation to refer the specific type of software applications: games for learning (Alessi & Trollip, 2001).

Serious Games background

- From the end of the 1990s up today, the computers and digital gadgets are constantly spreading world wide so digital gaming. Thus, researchers from different fields join efforts to understand better the phenomenon of digital gaming creating Game Studies.
- The term *Serious Games* encloses this type of research and the games that targets learning aspects within digital gaming. Nevertheless, as Oblinger mentions: *"Most educators are neither game players nor game developers"* (Oblinger, 2006)

What are the main arguments for serious games?

What are the main arguments for serious games?

Lindroth (2011). Games, Learning and Education Course. Göthenburg University

- Side effects of the technology
- Players acquire knowledge as a side effect of their gameplay.

Serious games from game designers perspective

Different classifications taking the one by Brathwaite & Schreiber (2009).

- To be used in a lecture
- To be use in a free time
 - Training games
 - Health games
 - Advergames and anti-advergames
 - Social-awareness games

Something about education psychology

summary from Greeno et al 1996

Knowing

- Behaviorist / Empiricist (e.g. Skinner, Hull)
 - Stimulus-response
 - Parallel-distributed (connectionism)
- Cognitive / rational view (e.g. Piaget, Papert)
 - Reading and writing
 - Problem solving and reasoning
 - General specific strategies and competencies
 - Metacognitive Process
- Situative / Pragmatist-Sociohistoric (e.g. Vigotsky)
 - Participation in practices of communities
 - abilities to interact with physical environments

Learning and Transfer

- Behaviorist / Empiricist
 - Basic associative processes
 - Connectionist perspective
- Cognitive Rationals
 - Conceptual learning
 - Learning problem-solving
- Situative / Pragmatist- Sociohistoric
 - Becoming attuned to the constrains and affordances through participation.

Motivation & Engagement

- Behaviorist - Empiricist
 - Extrinsic motivation (+ or - outcome of an action have some + or - utility for the individual)
- Cognitive - Rationalist
 - Intrinsic motivation
- Situative- Pragmatist -Sociohistoric
 - Engage

Then, for designing our games
What comes first?

What comes first?

- game components:
aesthetic, technology, story
- or game mechanics:
what activities, interaction, strategies, chance
- or game dynamics:
theme, experience

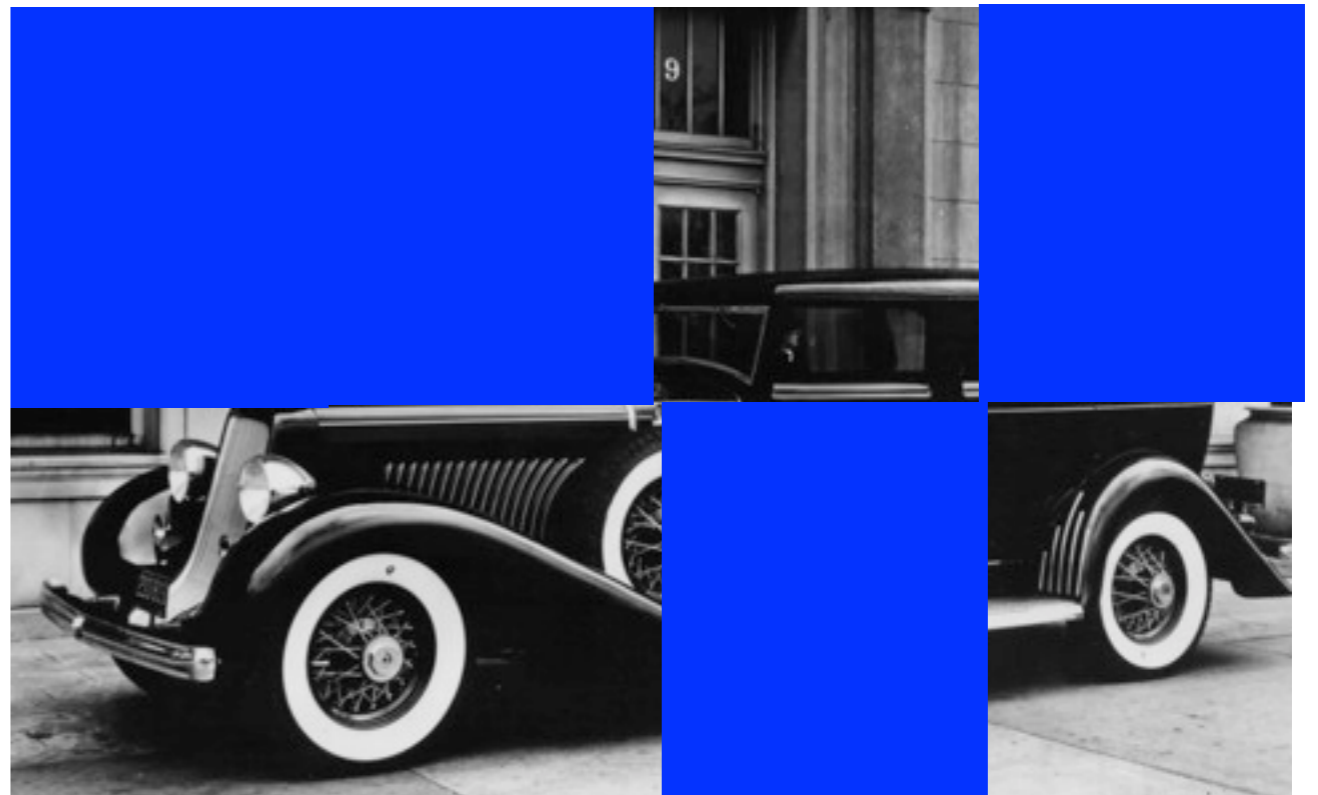
Where does the design begin?

For game developers and designers it can go in just about any order (Brathweitt Schreiber, 2009)

Example

Card game

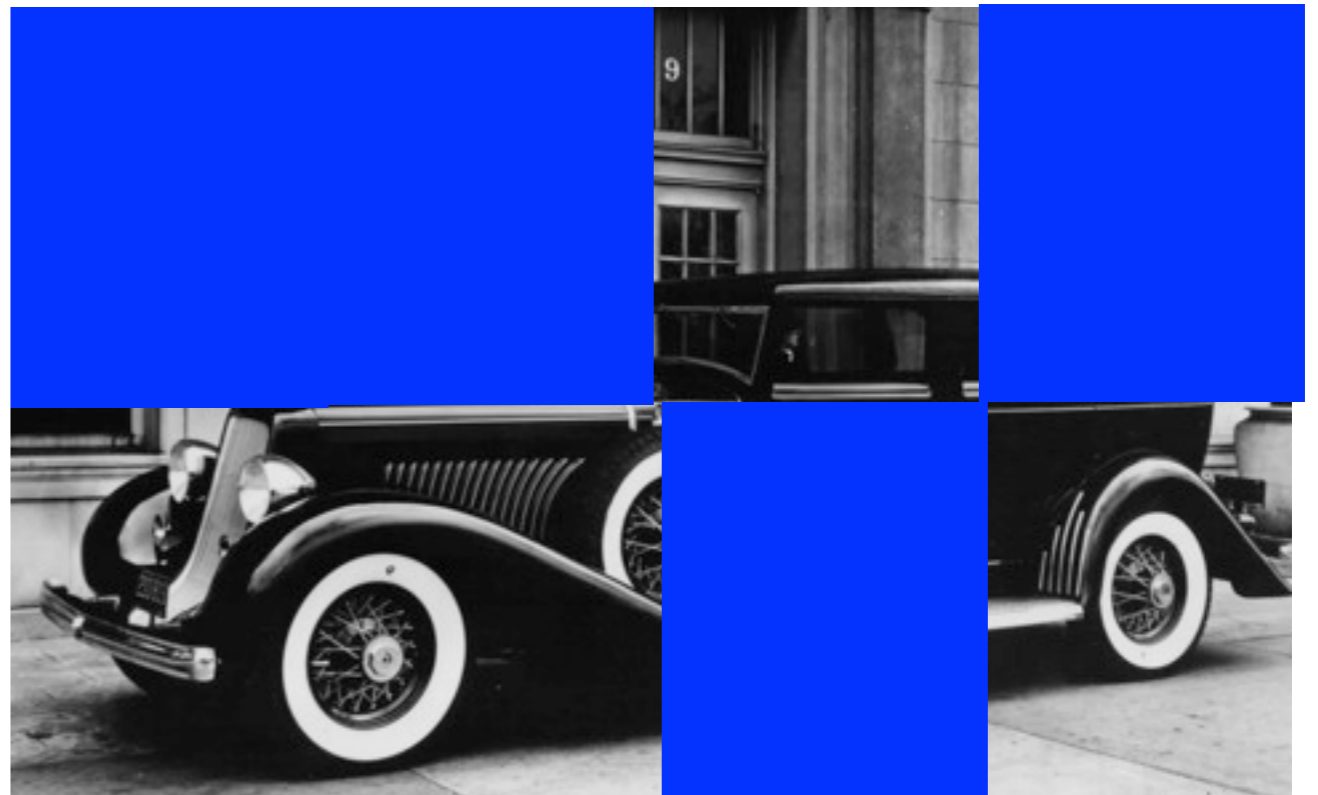
- Theme:
 - Production of classic automobiles.
- Game components (to start):
 - 8 cards
- Game mechanics:
 - draw a card
 - play a card



[image source](#)

Card game

- Theme:
 - Production of classic automobiles.
- Game components (to start):
 - 8 cards
- Game mechanics:
 - draw a card
 - play a card



[image source](#)

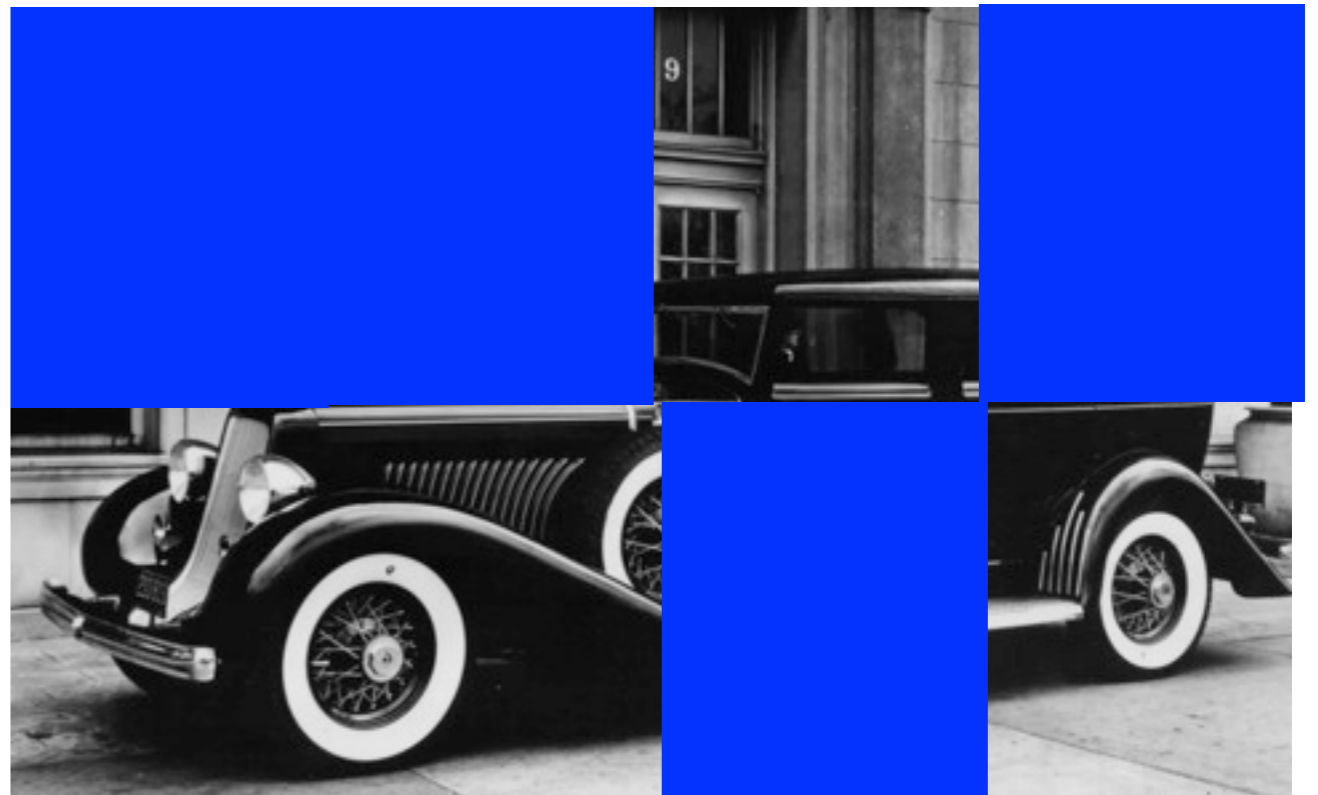
By itself,
it's not much of a game at this point, right?
We only got the BASIC "game"

Card game

- Time to add:
 - Strategy
 - Chance

Examples:

- ➔ A production pipeline
- ➔ Production pricing that would force players to allocate workers, parts and the like to be determine by optimum output
- ➔ Sabotage, so that one player could affect another's production pipeline
- ➔ Random cards that introduce luck into the equation by causing production break downs price drops, favorable publicity, and so on.



[image source](#)

Card game

- Time to add:
 - Strategy
 - Chance

Examples:

- ➔ A production pipeline
- ➔ Production pricing that would force players to allocate workers, parts and the like to be determine by optimum output
- ➔ Sabotage, so that one player could affect another's production pipeline
- ➔ Random cards that introduce luck into the equation by causing production break downs price drops, favorable publicity, and so on.

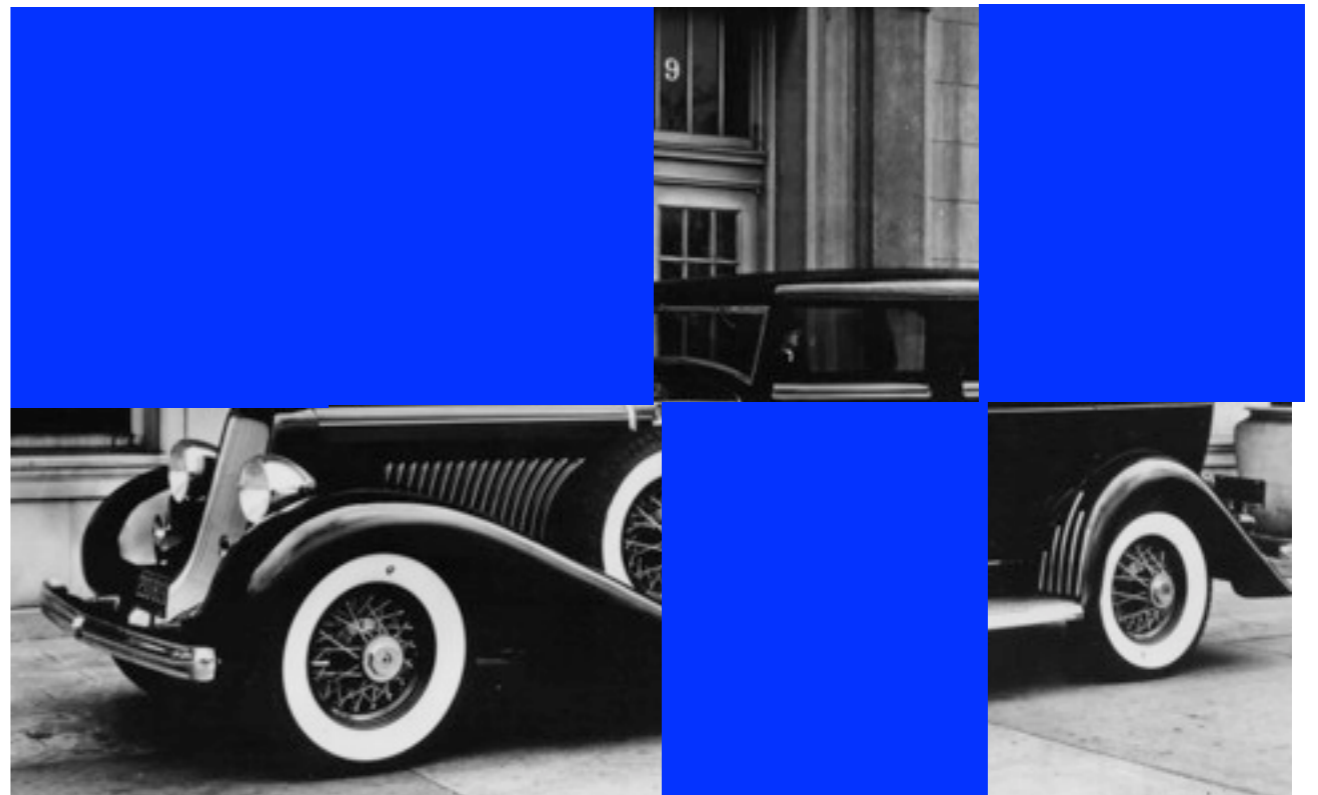


image source

Depending on the cards and on the strategy required, this game could evolve into something fun.
And TEACH you some facts! :)

For YOUR project

Suggested Process:

- Pick one topic **theme** within the research group (e.g. areas of research, importance to society, main outcomes over time, research process.....) What do you think is INTERESTING and relevant for others to know! =)
- Clarify what the player will learn from you game
- What experience do you want to offer to the player? (collaborative, competition,)
- Select mechanics, match making, repetition, understanding of connections, puzzles, riddles....
- Add strategy and chance
- Rewards?

TIPS:

- Use a game that inspires you!
- HAVE a lot of FUN in the process of designing the game

Deliverable

- The game paper prototype
Delivery: Paper prototype to test it Wednesday November 14 @ 13:59 hrs (change from Monday to Wednesday)

We will check:

- Playability of the game
 - Game mechanics, including rules
 - Listen your visions and plan for digitalize it.
 - Games' content, if the game transmits a message of your research group
 - Game experience :)
- Pre-report (I will email you guidelines)