Game On: global games for local change
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University Lecturer Game Design & Development
Game Design & Development

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Eelco Braad, MSc
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International Bachelor program
Game Design & Development (240 ECTS)

Elective Minor
Game On (30 ECTS)
Homo Ludens, Johan Huizinga (1938)
Games as Communication Tools

Awareness, Education and Behavior Change
Games as Communication Tools

Awareness, Education and Behavior Change

Dream Drive (2013)
Microsoft Imagine Cup (2011): ranked overall 6th world wide!!
Multidisciplinary Team
Game Design, Game Art and Game Development

- Case
- Analyse
- Evaluate
- Design
- Develop
- Solution

Objectives & Requirements
Improvements
Game Design
Game Prototype
Multidisciplinary Team

Game Design, Game Art and Game Development

- Case
- Analyse
- Evaluate
- Develop
- Design

Improvements

Game Prototype

Object
Multidisciplinary Team

Game Design, Game Art and Game Development
Multidisciplinary Team

Game Design, Game Art and Game Development
Game On

International Minor
• **The goal**: develop a serious game that aims to change behaviour.

• **The setup**:  
  – multi-cultural and multi-disciplinary teams  
  – combined expertise from various broad backgrounds  
  – design and develop a game for an international environment

• **The context**:  
  – international assignment from international client  
  – targeted at developing countries  
  – 20 weeks production time  
  – virtual collaboration
Game On

International Minor Program (30 ECTS)

- **Theory:**
  - psychology and game concepts
  - cultural differences and sensivities
  - programming/scripting
  - kaleidoscope of expert perspectives
  - researching effectiveness

- **Design & Production:**
  - orientation => blueprint => design => game design document
  - preparation => production => finalization => game prototype
• Game On over the past few years:

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Client</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2</td>
<td>Local pilot</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>12</td>
<td>War Child, Sudan</td>
<td>Awareness and Inclusion of Handicapped Children</td>
</tr>
<tr>
<td>2012</td>
<td>19</td>
<td>HelpHeal, Kenya</td>
<td>Awareness and Education of Malaria Prevention</td>
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<tr>
<td>2013 – 2</td>
<td>??</td>
<td>HelpHeal, Kenya</td>
<td>??</td>
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Past Project: South Sudan

International Minor Program (30 ECTS)

• **Client:** War Child – Dutch NGO for helping war-affected children by using creative therapy and social educational programs

• **Assignment:** create awareness and acceptance for disabled children

• **Target group:** South-Sudanese children aged 10-14, female and male school-going children (not disabled themselves)
Past Project: South Sudan

International Minor Program (30 ECTS)

- **Results:**
  - PC-game with low system requirements
  - Point-and-click adventure game
  - Story of building a community by solving quests

- **Features:**
  - Assistance from handicapped children
  - Confrontation with a handicap
  - Role models in the game (e.g. mother, elderly)
  - Real-life rewards: e.g. instructions to make a real kite
Past Project: South Sudan

International Minor Program (30 ECTS)

Evaluation:
- paper prototype test at Dutch primary schools
- final game tested on-site in South Sudan
- questionnaires and interviews by War Child employees
The premise of educational games is mediated play: learning through steered interaction and feedback.
• The premise of educational games is mediated play: learning through steered interaction and feedback.
Mediated Play

Communicating through Interactive Media

- The premise of educational games is **mediated play**: learning through steered **interaction** and **feedback**.

   ![Diagram showing aesthetics, mechanics, story, and technology]

   Appearance:
   e.g. visual, auditive, tactile, ...

   - **aesthetics**
   - **mechanics**
   - **story**
   - **technology**
• The premise of educational games is **mediated play**: learning through steered **interaction** and **feedback**.

Appearance: e.g. visual, auditory, tactile, ...  

Setting and events: e.g. character, location, progress, ...
• The premise of educational games is mediated play: learning through steered interaction and feedback.

Interaction and feedback:
e.g. collect, defeat, fix, solve, ...

Appearance:
e.g. visual, auditive, tactile, ...

Setting and events:
e.g. character, location, progress, ...
The premise of educational games is **mediated play**: learning through steered **interaction** and **feedback**.

**Interaction and feedback:**
- e.g. collect, defeat, fix, solve, ...

**Appearance:**
- e.g. visual, auditive, tactile, ...

**Supporting material:**
- e.g. cards, pawns, phone, controller, ...

**Setting and events:**
- e.g. character, location, progress, ...

**Mechanics**

**Aesthetics**
Main Topics

Sharing Best Practices & Experiences

• How to establish a fruitful climate for cross-cultural cooperation in mixed project teams?

• How to design and develop both on-site and in virtual global teams across the globe?

• How to assess and address issues on the other side of the world through research and development in serious games?
• How to establish a fruitful climate for cross-cultural cooperation in mixed project teams?

  – welcoming and feeling safe: organizing sessions for social acquaintance
Cross-Cultural Cooperation

Environment and Atmosphere

• How to establish a fruitful climate for cross-cultural cooperation in mixed project teams?
  – **welcoming and feeling safe**: organizing sessions for social acquaintance
  – specific attention for **intercultural communication** and **collaboration**: monitoring and addressing critical incidents
Cross-Cultural Cooperation

Environment and Atmosphere

• How to establish a fruitful climate for cross-cultural cooperation in mixed project teams?
  
  – welcoming and feeling safe: organizing sessions for social acquaintance
  
  – specific attention for intercultural communication and collaboration: monitoring and addressing critical incidents
  
  – inclusion: all students contribute useful knowledge, skills and experience
Cross-Cultural Cooperation

Environment and Atmosphere

• How to establish a fruitful climate for cross-cultural cooperation in mixed project teams?

  – **welcoming and feeling safe**: organizing sessions for social acquaintance

  – specific attention for **intercultural communication and collaboration**: monitoring and addressing critical incidents

  – **inclusion**: all students contribute useful knowledge, skills and experience

  – **ownership**: student teams are in full control of their project
How to design and develop both on-site and in virtual global teams across the globe?

- **process**: agile methodology (Scrum), fixed phases (design, development)
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  – **role division in spokes**: client, partner, expert, etc.
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  – **process**: agile methodology (Scrum), fixed phases (design, development)
  – **role division in spokes**: client, partner, expert, etc.
  – **objectives**: pre-defined with client and assessed for applicability
Addressing a Distant Client

Researching Target Audience & Environment

• How to assess and address issues on the other side of the world through research and development in serious games?
  
  – complexity: the assignment is complex in many dimensions
Addressing a Distant Client

Researching Target Audience & Environment

• How to assess and address issues on the other side of the world through research and development in serious games?
  
  – **complexity**: the assignment is complex in many dimensions
  
  – **failure**: no perfect solution is expected
Addressing a Distant Client

Researching Target Audience & Environment

- How to assess and address issues on the other side of the world through research and development in serious games?
  - **complexity**: the assignment is complex in many dimensions
  - ‘failure’: no perfect solution is expected
Responses

Experiences from Game On

- “Nothing arouses primary interest of a Kenyan child living on the fringes of Lake Victoria more than an opportunity to play a computer game.”

- “It allows them the realization that computers are not complex electronic gadgets that only adults have access to.”

(G. Onyango, HelpHeal Organization)
Cavendish Wachera Mwangi

There is much I would like to learn from this whole project. Most important how to program. This would enhance my skills and enable me to be able to create other programs that would be of help to the community. I also would like to become better in teamwork which is a key component in building and implementing of successful projects. In addition I would also like to learn how to create a positive impact to the community around me and in the end be proud of making an achievement.

Living in a community infected and affected by Hiv/Aids, watching people die all because of this disease and knowing that I have a chance to change all that and save the future generation by designing games is an opportunity I can’t let pass me by. Thank you for this great chance that you have offered to me.
Oliver Nyaswenta Nyagah

My motivation to join Game On is my interest in animation (especially cartoons and playing games); and also the need to pass important lessons and messages through the simplest and fun way, which captures their attention, therefore reaching more people, hence making the message more relevant. I would also want to learn something new aside from what I am majoring in my university studies. This prompted me to be very interested in the project and would love to be part of it.

Also living in a community that is infected and affected by HIV/AIDS, I have seen the impacts of the disease to the community therefore I believe I will be in a good position also to be a researcher to the team. Moreover that I would like to learn programming and I am optimistic that being a team member in Game On I will be able to achieve this ambition. I believe that being part of a team I will be able to improve on my team work which is a major component in any successful project.
The problem of Nyanza region, Kenya:

Out of every twenty people, three have HIV.

Kenya Aids Indicator Survey 2012
Game On 2013: HelpHeal, Kenya

Awareness and Education on AIDS/SIDA Prevention

Why?

• Myths
• Stigma
What can we do about it?

- Educate and clear up myths
- Reduce stigma
- Promote safe behavior
How?

- Cooperative game for two players
- One character has HIV
- Players experience situations connected to myths
• We are on the lookout for professional partners to expand the Game On effort!
  
  – professional roles in **virtual collaboration**: game design, game development, implementation, distribution, ...
  
  – professional roles in **expert reviewing**: game design reviews, code reviews, research, ...
  
  – **contributions** and **cooperation** in addressing a broader set of issues: join **The Generator**!
– **Eelco Braad**, supervisor major Game Design & Development, e.p.braad@pl.hanze.nl, @illco

– **Loes Damhof**, supervisor 21st Century Skills & Intercultural Competence, l.damhof@pl.hanze.nl

– **Harro Leupen**, supervisor minor Game On, h.m.leupen@pl.hanze.nl
George Onyango Hi guys. Today I received the batch of CDs with the Malaria games. Trying them out now. Good work and well done team!
I can use the net to protect myself from mosquitoes.

Use the arrow keys to move left and right.

All have the disease named malaria. Let's go to the principal!
The mosquitoes steal all the prevention items from the people - everything that people need to protect themselves.

The village is lucky. There are two brave heroes who will try to fight against the mosquitoes to get the items back and to help the village.
JASIRI

I NEED TO FIND SOMETHING THAT HELPS ME GET IT OUT OF THE TREE.