

Michaela Mabe		Challenge #6	10/01/23	EDCI 60003
SUPRA-BADGE:	Design and Development			
SUB-BADGE:	Develop Instructional Materials			
CHALLENGE:	Produce instructional materials in a variety of delivery formats			
ARTIFACT:	EDCI 556 Game Design Documents and EDCI 569 Learning Course and Reflection			
CRITERIA:	<p><b>Criteria for successful completion of this challenge:</b> Evidence of creating instructional materials (lectures, readings, textbooks, multimedia components, Open Educational Resources, simulations, and other resources) in a variety of formats (online, eLearning, face-to-face, blended, micro learning, paper or digital, etc.). Two or more documents must be uploaded.</p> <p><b>Reflection must address:</b> The importance of being able to create and develop instructional materials in a variety of formats</p>			

### Competency and artifact identification

My **Educational Game and Design Documents** for EDCI 556 and the **Learning Course and Reflection** from EDCI 556 provide evidence for the sub-badge, Develop Instructional Materials, and the challenge, “Produce instructional materials in a variety of delivery formats”. The formats that I utilized for the educational game design documents and the game include online learning and micro-learning. The game can be implemented asynchronously with students and can be posted on an LMS for students to play. There are also activities that can be completed in person and synchronously as a class or in small groups. The IEP learning course was created to be implemented as eLearning and asynchronous for veteran teachers or new teachers who needed extra support writing IEPs in Ohio.

### Description of how the artifact supports the competency

The two projects I submitted for this challenge support the competency that I am able to provide instructional materials in different formats. I’ve made instructional materials such as an online micro-learning game with short lessons on different life skills and an assessment at each level's end to guide student learning asynchronously. The different activities in the game being on Nearpod give it a chance to be implemented in the classroom on a device to complete as a class or small group synchronously. The activities in the game or assessments can also be printed out to be used in the classroom without technology or can be used alongside a curriculum to help support learning these life skills. For the IEP Learning Course, I created it to be used as eLearning that could be sent out to any teacher in Ohio to help support them in writing IEPs. There is also a section of the learning module where teachers can communicate and collaborate to ask and answer questions about IEPs.

### Competency alignment with prior knowledge and experience

I have some prior knowledge of creating instructional materials in different formats. In my instructional design work, I have created projects that can be implemented in an online format, in-person format, and in blended learning. In my classroom, I’ve also created lesson plans and activities that can be

implemented in these three ways as well. When I was a teacher during the pandemic, I created mini-lessons, presentations, activities and assessments to be used in an LMS, and focused on eLearning using different types of technology that were synchronous and asynchronous. A lot of what I do in the classroom and create for the classroom is documents to be printed out and given to students but I am working on utilizing online formats for assessments and for lesson materials.

### **Reflection on experiences**

Overall, this challenge has been a great way to reflect on how I already create instructional materials using different formats. I have had many opportunities during my graduate school career to create all kinds of materials in different formats and utilize different types of technologies to create the materials. I want to continue gaining skills in programs such as Google, Canva, and Articulate 360 to create products in a digital format. I also want to continue to work on creating and implementing instructional materials in different formats.

Educational Game Design Documents: The Game of Life Action Application!

Michaela Mabe

EDCI 556: Educational Video Game Design

Dr. Dana Ruggiero

Spring 2023

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## Introduction/Overview

Welcome to the Game of Life Universe! Below is information for the Action Application! section of the game in which you and our main character, Sam, will explore and learn new skills for getting a new job. This will include learning how to create a resume, applying for a job, picking out interview clothes, interviewing for a job, and learning job etiquette and what to do during your first week on the job. To see how this game was created and the mechanics behind it and the artifacts for the game and mock documents for the game, let's get started.

## Target Audiences and Implementation Context

### Target Audience

The target audience for this game would be middle school students, high school students, and young adults. This would be a great game to implement for ages 14 to 20 but can be changed if needed.

A goal of creating the game is to create supports for students with cognitive disabilities/autism by implementing accommodations, modifications, and accessibility options in the game. This can be done by including more visuals, speech-to-text options in the game, and building knowledge checks to help the players retention of knowledge.

### Implementation Context

I envision this game being implemented In a life skills context in a general education classroom or in a career workshop for middle school, and high school students, or in a community program to help young adults out of high school work on these skills. It could also be implemented in an English language class, social studies class, economics class, or life skills class.

## Learning Objectives

1. How to create a resume
  - a. Game Representation- This is represented in level 1 of the game, the knowledge check, and in the first activity on the Nearpod (Resume PDF fill-in activity)
2. How to apply for a job
  - a. Game Representation- This is represented in level 2 of the game, the knowledge check, and the second activity on the Nearpod (Application PDF fill-in activity)
3. How to get ready for a job interview
  - a. Game Representation- This is represented in level 3 of the game, the knowledge check, and the third activity on the Nearpod (Drag and Drop activity)
4. How to talk/ask questions to ask in a job interview
  - a. Game Representation- This is represented in level 4 of the game, the knowledge check, and the fourth activity on the Nearpod (flipgrid activity)
5. How to accept a job
  - a. Game Representation- This is represented after level 4 and there is a slide in which the player has the opportunity to accept or decline the job (accept sends them to level 5 and decline sends them back to the beginning)
6. What to do during the first week at a new job
  - a. Game Representation- This is represented in level 5 of the game, the knowledge check, and the last activity on the Nearpod (VR activity)

## Hooks

### Primary Hook

The goal is to make it as student-centered as possible and create a fun way to explore potential jobs and the career market. Also for each section of the game that the player completes successfully, they get positive reinforcement from the game slides. The students will have different opportunities to learn throughout the game because of the game itself and the Nearpod activities that go along with the game.

### Secondary Hooks

The visuals are a secondary hook because it helps the flow of the game, the colors in the game, and the visuals added in each slide. This helps hook the learner so they don't get bored and get to look forward to the different visuals in the game.

## Game Mechanics

1. Nearpod Activities to
  - a. Create a resume
  - b. Apply to a job
  - c. Pick out interview clothes
  - d. Record answers to sample interview questions
  - e. Identify appropriate workplace behavior
2. Interactive components in the scenes
  - a. Clicking on an item to start an animation, load a video, or complete an activity
  - b. Settings buttons on the side of each of the slides

## Artificial Intelligence

There are links to the

- Levels
- Home
- Settings
- Help
- Feedback Slides
- Outside Activities

\*Each of these is a fully functioning link that works to progress the game

Nearpod Activities

- Poll
- Drag and Drop
- Editable PDFs
- Flipgrid
- VR

\*These fully work and can be customized through Nearpod

## Game Elements

Story

The story of the game is to help yourself and a teenager learn how to get their first job to earn money over the summer to do fun things with their friends. Each level will get Sam closer to getting their first job and learning how to get and act at a job. Sam has two weeks until summer break to find a job. They will have to go through different skills such as creating a resume, applying for a job, interviewing for a job, and learning about job etiquette.



## Characters

Narrator

Sam (Main Character)

Created on Bitmoji

## Color Scheme

Color-coded for each level and matches with the other mock documents and artifacts for the game

## Interactive Elements

Buttons on the Canva section

Nearpod Activities for the player to explore and learn the skills

Feedback slides after the knowledge checks

## Story Overview

Sam, the main character, just got their license to drive and wants to make money to go out with their friends. To make money to do that, they need to get their first job. Sam wants to get their first job in 2 weeks, which is expressed in the countdown on the slides. This story is about the character progressing through the levels of learning different skills to acquire a job.

## Game Progression

1. Title Slide
2. Table of Contents (Levels)
3. Story Slide- Character and Story Introduction
4. Level #1
  - Information
  - Knowledge Check

- Nearpod Activity

5. Level #2

- Information
- Knowledge Check
- Nearpod Activity

6. Level #3

- Information
- Knowledge Check
- Nearpod Activity

7. Level #4

- Information
- Knowledge Check
- Nearpod Activity

8. Accept or Deny the Job

- Accept
  - Move to the next level
- Deny
  - Links back to the beginning

9. Level #5

- Information
- Knowledge Check
- Nearpod Activity

## User Interface


### Canva

Created through Canva, the slideshow can be started using the keyboard or the mouse to go through the slideshow and using the mouse to click on the buttons to progress through the game and get feedback from the knowledge check questions.

### Nearpod

Ability to add customized activities to be completed by the player

## Implementation of Artifacts and Guidelines


 [Game of Life Action Application Implementation Guide.pdf](#)

## The Game Minute

Playing as Sam, you will first learn how to create a resume. You will learn how to make a resume and the important information needed to create a quality resume. After this, there will be a knowledge check to make sure you understand how to create a resume. Then you will be prompted to complete the resume activity on Nearpod which is filling in a resume template that you can download to your computer to send or show to your teacher. After this, you and Sam get to move on to the next part of getting a job, applying.

## Storyboards

Link to storyboard

 [Game of Life: Action Application Storyboard/Planning Document](#)

## Schedules and Business/Marketing Documents

### Trailer

Link-

[https://www.canva.com/design/DAFgGNE\\_zdQ/psRmjkV07HNxg475iriE8A/edit?utm\\_content=DAFgGNE\\_zdQ&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFgGNE_zdQ/psRmjkV07HNxg475iriE8A/edit?utm_content=DAFgGNE_zdQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

### Game Advertisement Poster-



[https://www.canva.com/design/DAFgGaM3w8Y/e9ESEPTYcfcp8QVdmuW\\_WQ/edit?utm\\_content=DAFgGaM3w8Y&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFgGaM3w8Y/e9ESEPTYcfcp8QVdmuW_WQ/edit?utm_content=DAFgGaM3w8Y&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

### We're Hiring Poster-



[https://www.canva.com/design/DAFgFz7UPbw/vLWly3FmAyiJip1CaSKjLg/edit?utm\\_content=DAFgFz7UPbw&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFgFz7UPbw/vLWly3FmAyiJip1CaSKjLg/edit?utm_content=DAFgFz7UPbw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

## Game Link

[https://www.canva.com/design/DAFe-pmcYcU/d0uT8uK\\_BfqRNQPZ9aT6Ag/edit?utm\\_content=DAFe-pmcYcU&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFe-pmcYcU/d0uT8uK_BfqRNQPZ9aT6Ag/edit?utm_content=DAFe-pmcYcU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

## Nearpod Link

<https://app.nearpod.com/?pin=6w9dt>

## Test Report and Evaluation

### Game Link

#### Test Goals

The goal of testing the game is to assess game usability, gameplay, and learning goals and outcomes. The Google form I made has each section in a survey for the target populations to assess and give feedback on.

#### Assessing Game Usability

1. Game Mechanics (buttons, links)
2. Colors and Design
3. Compatible Across Devices
4. Engagement
5. Story

#### Assessing Gameplay

1. Activity #1 and Knowledge Check
2. Activity #2 and Knowledge Check
3. Activity #3 and Knowledge Check

4. Activity #4 and Knowledge Check
5. Activity #5 and Knowledge Check

#### Assessing Learning Goals and Outcomes

1. Level #1: Resume
2. Level #2: Apply
3. Level #3: Interview Clothes
4. Level #4: Interview
5. Level #5: Week In The Job

#### How The Test Will Be Run

The test will be run by sending the link to the game and survey to the test users to complete, once the game is done, they will click on the survey link to give their feedback and any notes. I will have two teachers and one middle school student test the game and give feedback.

#### Data Collection Method

A Google Form used as a survey will ask questions about each test goal. It will be sent to the test users after they are done playtesting the game. There will also be an informal conversation with the test users to talk about the game and feedback.

#### Test Instructions

1. Click on the link to play through game
2. After the game is completed, click on the link for Nearpod Activities
3. After that is done, complete the survey
4. Once the survey is done, talk with me about any feedback to improve the game

## Test Report Data

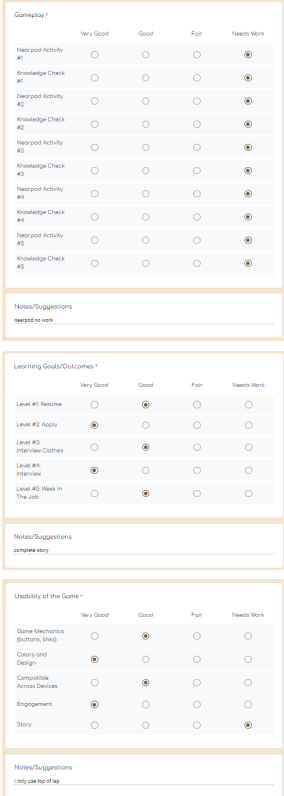
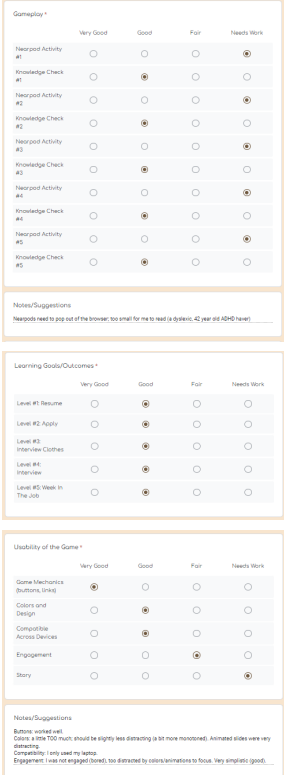
Survey- <https://forms.gle/zBFWDMsyTw3PvVMSA>

## Results-

[https://docs.google.com/spreadsheets/d/1D-3\\_tvn5ElRrbWJ2Lnm\\_J96P1BBi4LJ-on4rK5](https://docs.google.com/spreadsheets/d/1D-3_tvn5ElRrbWJ2Lnm_J96P1BBi4LJ-on4rK5SVB1E/edit?usp=sharing)

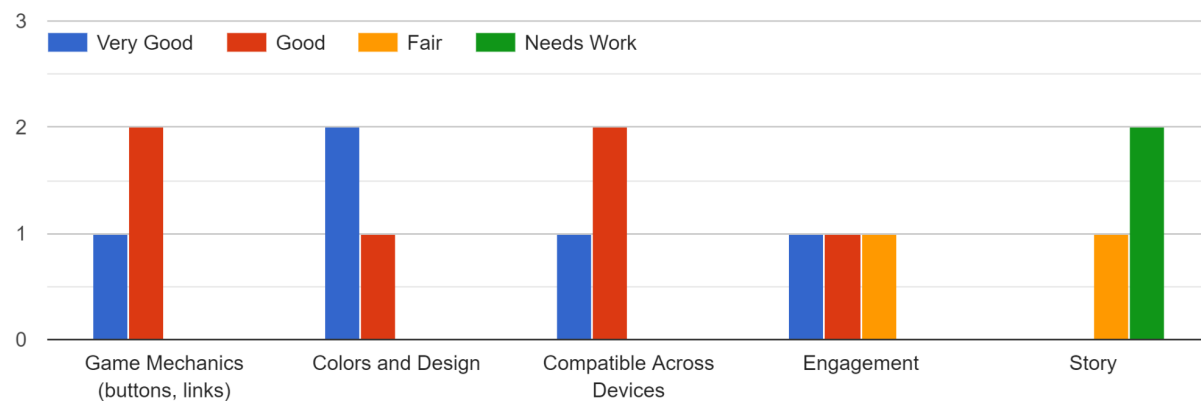
[SVB1E/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1D-3_tvn5ElRrbWJ2Lnm_J96P1BBi4LJ-on4rK5SVB1E/edit?usp=sharing)

	Name	Survey/Observation Results	Recommendations to Improve Game																																																																																																																			
Test User #1	Darius (Teacher)	<div><p>Gameplay *</p><table><thead><tr><th></th><th>Very Good</th><th>Good</th><th>Fair</th><th>Needs Work</th></tr></thead><tbody><tr><td>Nearest Activity #1</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Knowledge Check #1</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Nearest Activity #2</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Knowledge Check #2</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Nearest Activity #3</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input 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"review your work" where an action item should be about how to talk to your new employees/managers and ask them questions or guidance.</p></div> <div><p>Learning Goals/Outcomes *</p><table><thead><tr><th></th><th>Very Good</th><th>Good</th><th>Fair</th><th>Needs Work</th></tr></thead><tbody><tr><td>Level #1: Resume</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Level #2: Apply</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Level #3: Interview Questions</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Level #4: Interview</td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Level #5: Week in The 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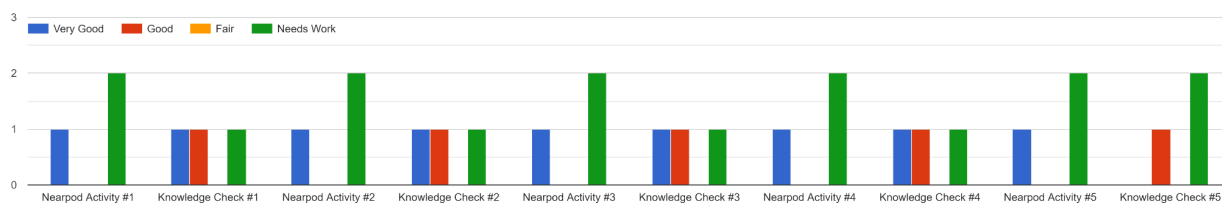
<p>Test User #2</p>	<p>David (Student)</p>		<p>Nearpod didn't work (internet issues in the school building)</p> <p>Complete the story slides</p>
<p>Test User #3</p>	<p>Heidi (Teacher)</p>		<p>Buttons: worked well.</p> <p>Colors: a little TOO much; should be slightly less distracting (a bit more monotoned). The animated slides were very distracting.</p> <p>Compatibility: I only used my laptop.</p> <p>Engagement: I was not engaged (bored), too distracted by colors/animations to focus. Very simplistic (good).</p> <p>Nearpods need to pop out of the browser</p>



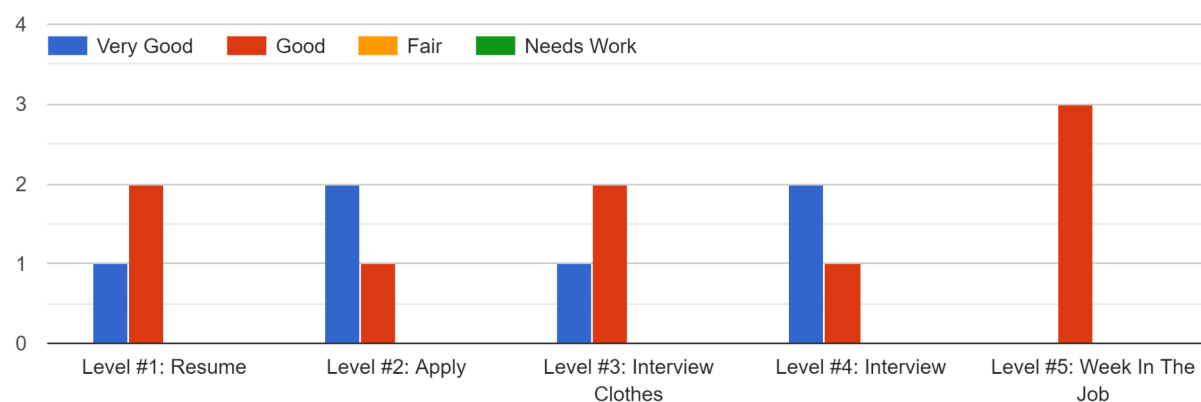
## Usability of the Game



## Gameplay



## Learning Goals/Outcomes



### Recommendations Based on Data

1. Fix some of the buttons that are linking to the wrong places
2. Add in more story slides
3. Update the last knowledge check
4. Fix the Nearpod link
5. Put a knowledge check at the end for all of the questions (summative)

## **How To Write A Quality And Compliant IEP Course and Reflection**

Learning Module Link: <https://rise.articulate.com/share/A4gwzl5CeCK0F2aeNJ0dzlCjGobU5tU2>

### Reflection

- How does learning about this topic apply to your future professional plans?
- What went well in the development of this module?
- What challenges did you face in this project?
- How have you grown as an instructional designer? What are the biggest 'takeaways' from this experience for you?

This was an exciting project overall. This type of project helped me step into the mind and work of an instructional designer and gave me a chance to get experience developing my course using an entirely new system. I've grown from this project because I learned that I can course-correct or change parts of the module as needed to fit the time I have and my target audience. I also learned that sometimes I need to move on to other sections of the project to give my mind a break and I'm able to have more clarity when I come back to it. Another thing I already knew but was able to do more with this project is to have other people look at my work, whether it is a peer helping me by looking at the rubric or a family member taking a look at it to make sure it looks clean.

For this project, I decided to use Articulate 360 since I haven't used it up until this point and it seems like a program I will need to familiarize myself with to continue doing instructional design work. While I could have gone with the Google Suite, I feel like that would have been taking an easy way out since I was already familiar with that system. In the development of this module, I had to course correct a few times and try not to add too much or overthink it. It helped once I finalized the layout of how I wanted the module to look and the flow of the module.

The best part of the module was being able to play around with the different types of activities and sections that Articulate 360 had to add to the learning module. I was able to learn about adding flashcards and other neat features that I feel added more value to my project.

The most challenging part of this whole process was trying to find the right flow and layout. Originally, I was going to create 12 different modules for each section of the IEP and I felt stuck to that idea and that I had to do that. On the contrary, I was able to change my mind and adapt as needed, it just took me some time and permission to try to get a new flow going. My original idea also would not have fit into the timeline or parameters of this project so I'm glad I switched it up.

This topic applies to my future professional plans because my goal is to work in compliance with special education at a district level and work more to support teachers in whatever job I end up with after finishing my instructional design program. Using this module I can create a resource that I needed when I started working as a special education teacher and that can help other special education teachers. It also will help me with my professional plans because it gave me a chance to practice using a completely new system and get more practice with it so I can use it professionally in the future.