Michaela Mabe	Challenge #7	6/11/23	EDCI 60002c	Summer '23
SUPRA-BADGE:	Design and Development			
SUB-BADGE:	Systematic Design			
CHALLENGE:	Identify and sequence instructional goals.			
ARTIFACT:	EDCI 556 Game Document			
CRITERIA:	**Criteria for successful completion of this challenge**: Evidence of ordering learning objectives (not course objectives) for a target audience (what an instructor will teach). **Reflection must address:** How learning objectives were identified and sequenced based on the project or needs assessment (e.g., performance problem identification, learning gaps, and content).			

Competency and artifact identification

My **Game Design Documents** from EDCI 556 provide the evidence for the sub-badge, Systemic Design, and the challenge, "Identify and sequence instructional goals.". This artifact provides evidence that I can identify and sequence instructional goals in an instructional design project. I was able to create six learning objectives and sequence them chronologically to help structure the game and activities.

Description of how the artifact supports the competency

The game design documents show that I have ordered the learning objectives in the way that makes the most sense for the instructor and the learner. For this game, the goal was to have students understand the different activities they would have to do to get a job. I decided to sequence the learning goals based on the chronological order of events that would happen when a person tries to find a job for the instructor. I also scaffolded the instructional goals and added more information for the sections of the modules that I noticed in the needs assessment the learners would need more support with. The learned objectives were #1: The player will learn how to create a resume, #2: The player will learn how to apply for a job online, #3: The player will learn how to prepare for a job interview, #4: The player will learn the etiquette used in a job interview, #5: The player will learn how to accept a job and complete the necessary HR paperwork, and #6: The player will learn workplace etiquette. Each of these was put in the order they were so that the learner and the instructor can go step by step learning each of the objectives as they build on one another.

Competency alignment with prior knowledge and experience

This aligns with other instructional design projects I've worked on and different projects I've worked on in the classroom. In the classroom, I scaffold the different instructional goals based on the state learning standards, the curriculum, the district scope and sequence, and the student's current levels of performance. I do this for the unit plans I implement in my classroom for all four core subjects. In instructional design projects, I create and sequence instructional goals based on the needs assessment I complete with the target audience and based on information from the subject matter expert. While I have some experience with completing tasks like this, I feel like I still have a lot of room to improve and grow in this skill area.

Reflection on experiences

Overall, this challenge has been a great way to reflect on how I already identify and sequence instructional goals and ways that I can grow and improve this skill in the future. I enjoy finding different ways to identify different instructional goals in a specific project and sequence them based on different factors. I am also going to be more aware and mindful of how I already do this in my classroom and how I can improve it there so I can help guide my students to learn and retain more information.

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

Michaela Mabe

EDCI 556: Educational Video Game Design

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Spring 2023

Table of Contents

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/act/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

Game Advertisement Poster-

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_c

ampaign=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

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
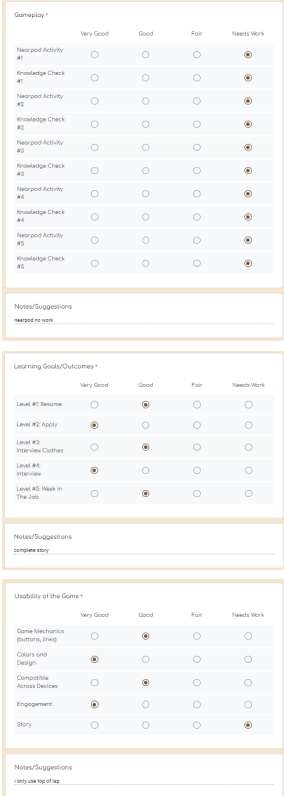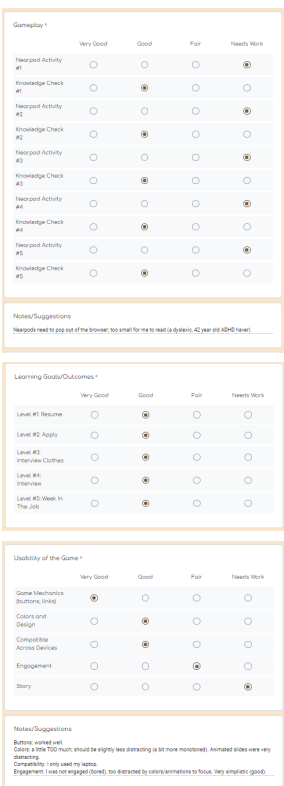
Results-

https://docs.google.com/spreadsheets/d/1D-3_tvn5ElRrbWJ2Lnm_J96P1BBl4LJ-on4rK5

SVB1E/edit?usp=sharing

	Name	Survey/Observation Results	Recommendations to Improve Game
Test User #1	Darius (Teacher)		It loops and acts odd near section 5 the buttons seem to skip and replay slides at the end Focus on how to be receptive to training and criticism in section 6 for a week on the job

| Test User #2	David (Student)		Nearpod didn't work (internet issues in the school building) Complete the story slides
Test User #3	Heidi (Teacher)		Buttons: worked well. Colors: a little TOO much; should be slightly less distracting (a bit more monotoned). The animated slides were very distracting. Compatibility: I only used my laptop. Engagement: I was not engaged (bored), too distracted by colors/animations to focus. Very simplistic (good). Nearpods need to pop out of the browser

Usability of the Game
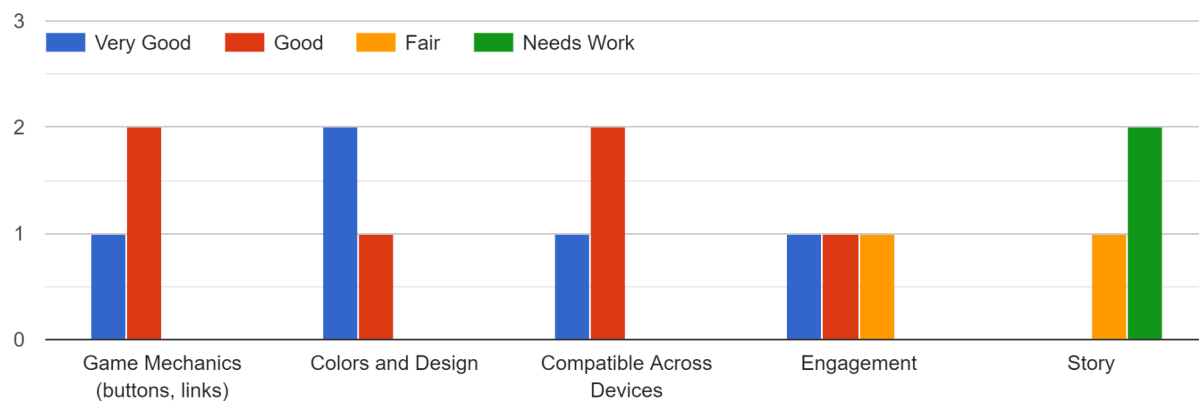
Gameplay
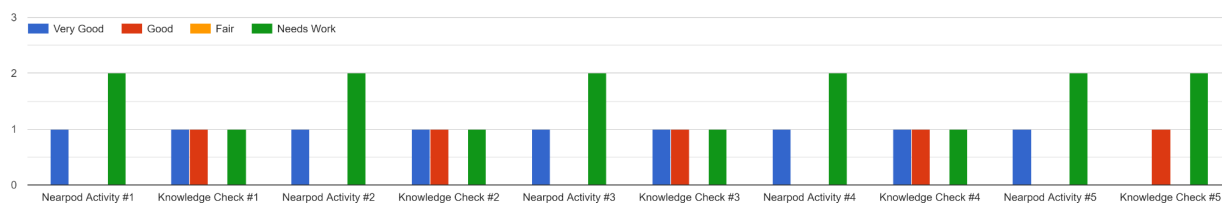
Learning Goals/Outcomes
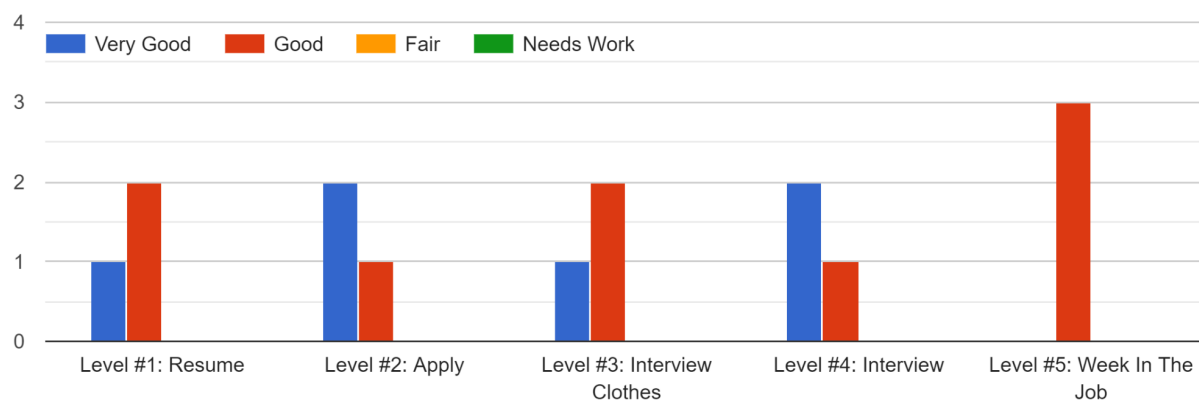
Recommendations Based on Data

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)