

Michaela Mabe Challenge #8 6/11/23 EDCI 60002c Summer '23	
SUPRA-BADGE:	Design and Development
SUB-BADGE:	Systematic Design
CHALLENGE:	Specify and sequence the anticipated learning and performance outcomes
ARTIFACT:	EDCI 556 Game Document
CRITERIA:	Criteria for successful completion of this challenge: Specify and sequence the anticipated learning and performance outcomes (statements that describe the knowledge or skills students should acquire by the end of a module). Reflection must address: How anticipated learning and performance outcomes were specified and sequenced (putting outcomes in a specific order) by recognizing patterns to determine cause and effect, recalling, applying, evaluating, etc.).

Competency and artifact identification

My **Game Design Documents** from EDCI 556 provide the evidence for the sub-badge, Systemic Design, and the challenge, "Specify and sequence the anticipated learning and performance outcomes". This artifact provides evidence that I can specify and sequence the anticipated learning outcomes and performance outcomes. This is shown through the learning outcomes section on page 6 and the test report and evaluation data on pages 11-15.

Description of how the artifact supports the competency

The game design documents show that I have specified the learning objectives in a 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. 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 learning goals was accompanied by a performance activity and goal in the sections of the game. To assess whether each of these learning and performance outcomes was met by the end of the module, I had three test users complete the module and then complete a survey that addressed the learning and performance goals. This helped me identify if I needed to add or change aspects of the game to improve it and align more with the goals to help the instructor and the learners.

Competency alignment with prior knowledge and experience

This challenge aligns with prior experience in my classroom and with my instructional design work. In my classroom, I am able to use information from multiple sources to specify different learning and performance outcomes to make sure my students are learning and comprehending the content of the lessons. It can be different for my students because they have special needs so most of the time I need to reteach content and I can add different aspects to help them retain the information and their performance outcomes are less focused on tests and more focused on applying the information they learn in different ways like projects. In my instructional design experience, I've completed multiple

projects where I needed to assess what the learning and performance objectives should be and then create activities and assessments to make sure the target audience would comprehend and be able to apply the outcomes.

Reflection on experiences

Overall, this challenge and reflection have been a good way to reflect on the ways that I already specify and sequence learning and performance outcomes in my professional and college lives and ways that I can continue to improve this skill in the future. I am able to continue doing this both in my classroom and in my instructional design classwork when I become an instructional designer. It is important to be able to specify and sequence outcomes for the instructor and the learners in different types of projects. It is also important to be able to adapt the outcomes based on the needs of the instructor, learners, and the resources available to the instructional designer.

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/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_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

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

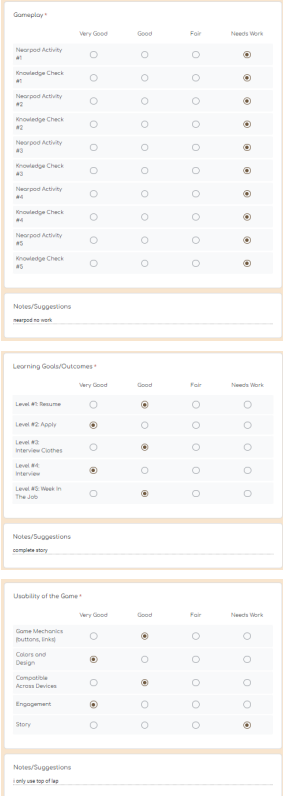
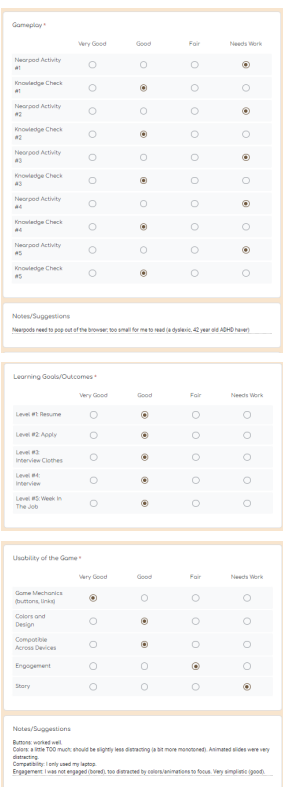
Survey- <https://forms.gle/zBFWDMsyTw3PvVMSA>

Results-

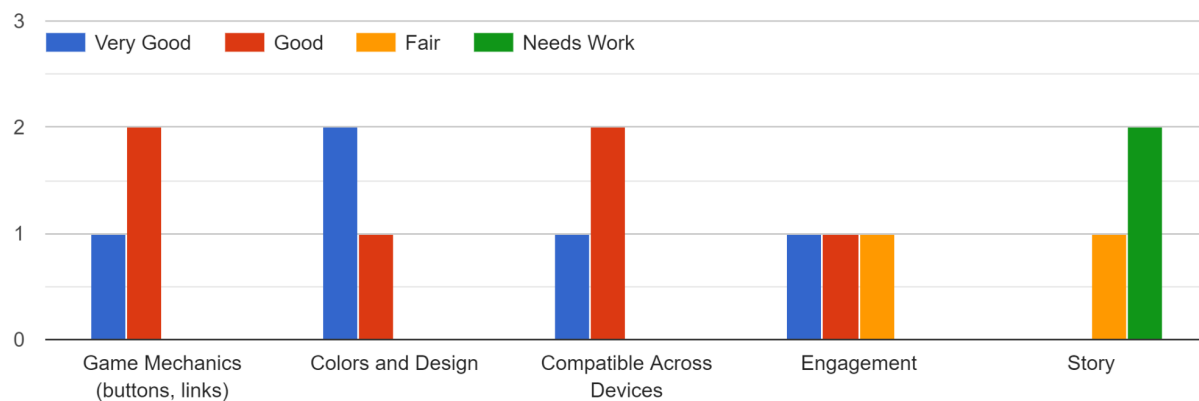
[https://docs.google.com/spreadsheets/d/1D-3_tvn5ElRrbWJ2Lnm_J96P1BBi4LJ-on4rK5](https://docs.google.com/spreadsheets/d/1D-3_tvn5ElRrbWJ2Lnm_J96P1BBi4LJ-on4rK5SVB1E/edit?usp=sharing)

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

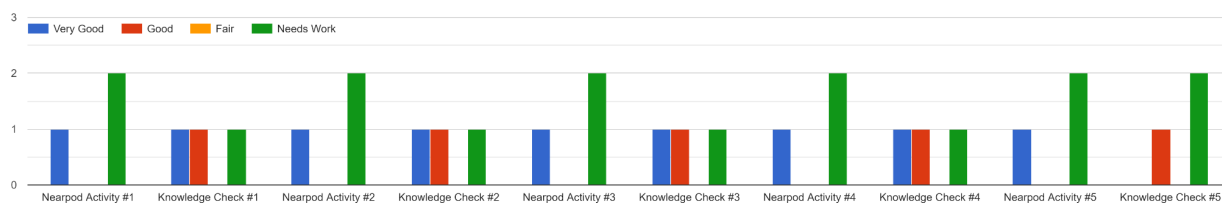
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Test User #1	Darius (Teacher)	Gameplay * <table><thead><tr><th></th><th>Very Good</th><th>Good</th><th>Fair</th><th>Needs Work</th></tr></thead><tbody><tr><td>Nearest Activity #1</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Knowledge Check #1</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Nearest Activity #2</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Knowledge Check #2</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Nearest Activity #3</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Knowledge Check #3</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Nearest Activity #4</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Knowledge Check #4</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Nearest Activity #5</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Knowledge Check #5</td><td>☐</td><td>☐</td><td>☐</td><td>☒</td></tr></tbody></table> Notes/Suggestions While question 5 does reflect what you learned, perhaps that should be a separate section of "review your work" where an action item should be about how to talk to your new employees/managers and ask them questions or guidance. Learning Goals/Outcomes * <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>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Level #2: Apply</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Level #3: Interview Questions</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Level #4: Interview</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Level #5: Week in The Job</td><td>☐</td><td>☒</td><td>☐</td><td>☐</td></tr></tbody></table> Notes/Suggestions again focus on how to be receptive to training and criticism in section 6 Usability of the Game * <table><thead><tr><th></th><th>Very Good</th><th>Good</th><th>Fair</th><th>Needs Work</th></tr></thead><tbody><tr><td>Game Mechanics (Buttons, Slides)</td><td>☐</td><td>☒</td><td>☐</td><td>☐</td></tr><tr><td>Colors and Design</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Composable Across Devices</td><td>☒</td><td>☐</td><td>☐</td><td>☐</td></tr><tr><td>Engagement</td><td>☐</td><td>☒</td><td>☐</td><td>☐</td></tr><tr><td>Story</td><td>☐</td><td>☐</td><td>☒</td><td>☐</td></tr></tbody></table> Notes/Suggestions It loops and acts odd near section 5 the buttons seem to skip and replay slides at the end.		Very Good	Good	Fair	Needs Work	Nearest Activity #1	☒	☐	☐	☐	Knowledge Check #1	☒	☐	☐	☐	Nearest Activity #2	☒	☐	☐	☐	Knowledge Check #2	☒	☐	☐	☐	Nearest Activity #3	☒	☐	☐	☐	Knowledge Check #3	☒	☐	☐	☐	Nearest Activity #4	☒	☐	☐	☐	Knowledge Check #4	☒	☐	☐	☐	Nearest Activity #5	☒	☐	☐	☐	Knowledge Check #5	☐	☐	☐	☒		Very Good	Good	Fair	Needs Work	Level #1: Resume	☒	☐	☐	☐	Level #2: Apply	☒	☐	☐	☐	Level #3: Interview Questions	☒	☐	☐	☐	Level #4: Interview	☒	☐	☐	☐	Level #5: Week in The Job	☐	☒	☐	☐		Very Good	Good	Fair	Needs Work	Game Mechanics (Buttons, Slides)	☐	☒	☐	☐	Colors and Design	☒	☐	☐	☐	Composable Across Devices	☒	☐	☐	☐	Engagement	☐	☒	☐	☐	Story	☐	☐	☒	☐	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
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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

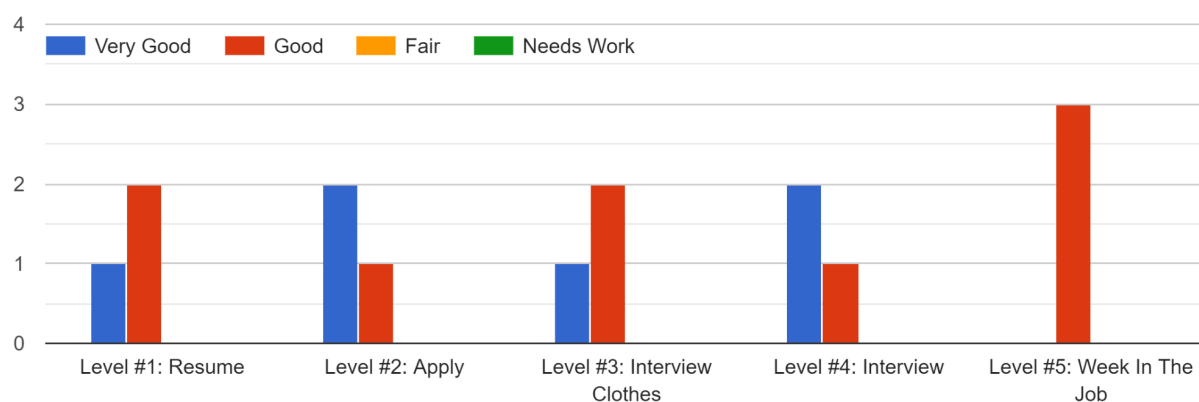
Usability of the Game



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)