

Immersive Game Design

A look at three pilot programs focusing on designing digital video games with visiting teaching artists in schools funded by the NEA and Young Audiences

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Game Examples

Scratch Software



Board Games



Mapping/Storyboarding



GameMaker Software



Game Examples



Card Game Challenge

- The Rules of War – each player lays their top card down and the player with the higher card takes both cards and places them at the bottom of his/her stack. Continue until one player no longer has any cards
- Can you create new rules?
- What is the objective of your game?
- How is it won or lost?
- Is there a point system?
- How could this process of critical thinking and creativity apply to a classroom?

Game Start
Introduction

Where does your story take place?
Is it fiction or non-fiction?

Describe the main character of your story:

Your character has five opportunities (levels) to make either a good choice or a bad choice. For each level, decide what the good choice and the bad choice will be, then describe the effect that each choice will have on the character in your story.

Good Choice:
Bad Choice:

Good Choice:
Bad Choice:

Good Choice:
Bad Choice:

Good Choice:
Bad Choice:

Good Choice:
Bad Choice:

Good Effect:
Bad Effect:

Good Effect:
Bad Effect:

Good Effect:
Bad Effect:

Good Effect:
Bad Effect:

Good Effect:
Bad Effect:

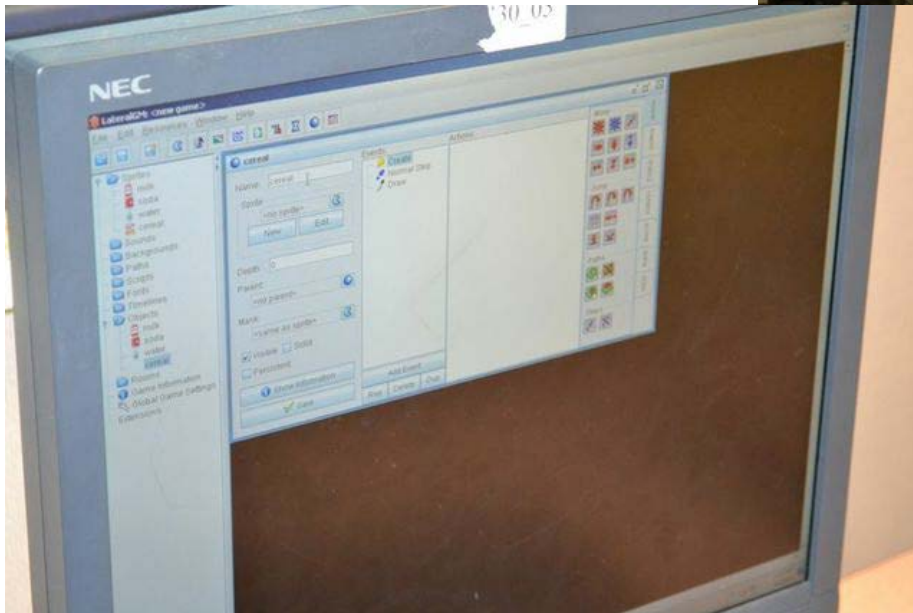
How does the character win?
How does the character lose?

Filling in the Blanks

Use this organizer to jot down ideas or details you have about your story before you begin to write. You do not need to fill it in with complete sentences. When finished, begin writing your full story using the ideas you've collected here. Turn this completed organizer in with your written story.

Three Pilot Sites, One Year

- Wichita
- Northeast Ohio
- Indiana



Number of schools & students
Types of partnerships with schools

Working with Schools

Developing connections (How do these programs connect to the curriculum)

Example Curriculum Connection

Andover teacher and KS Teacher of the Year, Dyane Smokorowski

[Language Arts video game design](#)

“We were lucky enough to have the opportunity to have a great musician come and give us some sounds we needed. This musician was also a fabulous artist and helped with our drawings. The drawings looked amazing because of him.”

-Andover Student

Working with Schools

Developing connections (How do these programs connect to the curriculum)

- Wichita – Language Arts, Tech classroom standards
- Ohio – Summer programming; career prep
- Indiana – 21st Century Learning, critical thinking; creativity

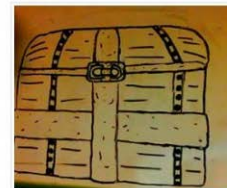
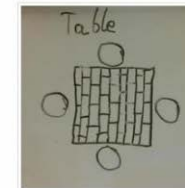
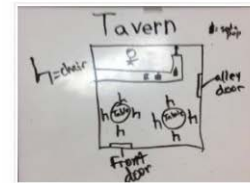
Wichita – Language Arts + Tech Arts + Music



- Technology Classes
- Language Arts Classes
- Teaching Artists with Graphic Design experience
- Teaching Artist with Music and Visual Arts experience

How does our project fit the Common Core Writing Standards?

Much of the behind the scenes in our project involves both narrative, expository, and technical writing. Each team has a collaborative Google Document that allows us all to maximize our time and keep us in the loop of what still needs to be created. Surprisingly, the most beneficial component of this document is helping us continue to press forward every day even when one of us is sick. This website has been the other half of our writing requirements. Daily, we complete reflections of our successes and challenges which are posted on our blog pages. It's a wonderful tool for us to document our process.



Indiana – Artform + Tech Arts = One TA



Planning worksheet – For STUDENTS Game Design Project

FDG

The Four Steps of the IDEA model:

- Identify the Intention of the game and the problems to be studied and solved;
- Define the resources, information and programs you will need to create your game;
- Explore possibilities for developing, assessing and improving your game through cycles of creating, reflecting, revising and selecting your final working game;
- Assess your (team's) learning by presenting your working game to others, and explaining your intentions, what you learned, and your decisions in creating your final game and connecting it to learning and life.

Game Title:
Name(s) of Game Designer(s): Ericka William
Grade Level(s): 6th

IDENTIFY the intention of the game. What problem are you solving in this game? Why would someone want to play this game?

- Character Development – Puppetry
- Movement, Spatial Awareness – Dance
- Critical Thinking, Design Process
- 5-days, Introduction to skills
- Afterschool programs

DEFINE ...

Resources, information and programs to be used to create a game.

Sprite - just a picture used in video games
 Object - container that holds sprite and is programmable / characters
 Room - space for objects move and is seen when game is played

Create a storyboard/outline for the game.

(Use the back of the page if you need more space.)



EXPLORE...

Possibilities for developing your game further. How would you revise your game to make it better?

I can create different objects to put in the game.

ASSESS...

Explain the intention of your game:

The intention of my game is for the sun to destroy the clouds.

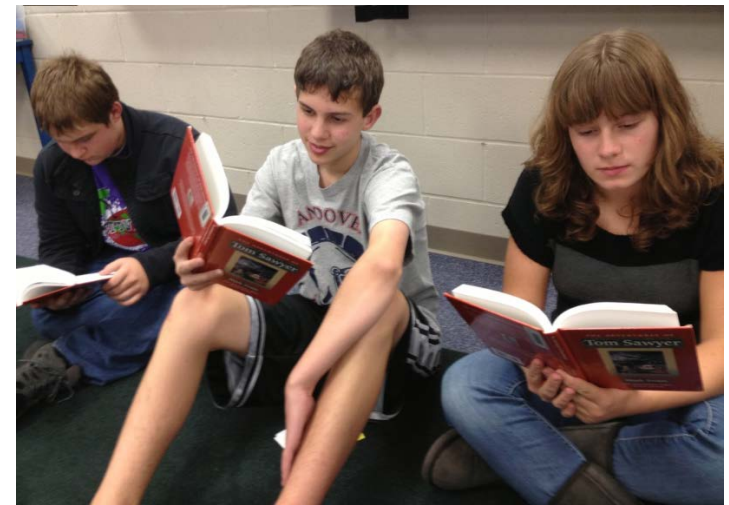
How does this game connect to other things you are learning in school or other parts of your life?

I science class we are learning about weather.

Describe at least one decision during the making of this game and why.

Starting your own program

- Equipment/Hardware
- Pre-residency checklist for computer staff; 3 hr teacher PD before residency
- Utilizing local and national resources, universities & companies; flashdrives pre-loaded
- YANEO partnering with Cleveland Institute of Art
- Free software



Problems we've come across

- Student game topics – focus on the curriculum
- Hardware & IT issues at schools



The students are brainstorming their video game designs for the Tom Sawyer project. Here the girls are determining how they can teach reading concepts through their game.