**Week 3 Milestone: Critical Game Study #3**

To better inform the design of your games, it is useful to play completed games and critically analyze their components. Select a game that interests you from the Games For Change web site (<http://www.gamesforchange.org/play/>). Play the game to completion or, if there is no ending, until you have mastered the system. Use the worksheet below to guide your critical analysis, but feel free to add to this template as needed. Not all areas will apply to every game, and the questions listed below are only meant as a guide. Consult your text for terms you don’t understand. Publish your analysis in expository form to your ePortfolio as a critical game review. Submit a copy of your worksheet to the appropriate link in Blackboard.

**RUBRIC**

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| --- | --- | --- | --- | --- | --- |
|  | Needs Improvement | Satisfactory | Excellent | Points | Comments |
| Responded to all the relevant categories in the worksheet in a substantive manner | Needed to address several categories in the Worksheet. | Addressed most of the relevant categories, but did not demonstrate mastery of the concepts. | Addressed all of the relevant categories in the worksheet, and demonstrated mastery of key concepts as they relate to the game. | 30/30 |  |
| Published critical review to the ePortfolio | Did not publish a critical review for the public. | Published a review in expository form, but the article was not accessible by novices and experts alike. | Translated all the content from the worksheet into expository form. Wrote an accessible article that could be appreciated by novices and experts. | 10/10 |  |
| APA formatting, writing style, grammar, spelling, and punctuation | Article not formatted in APA style. Many issues with grammar, spelling, and punctuation. Does not include citations and references when appropriate. | Article formatted in APA style, but there are errors. Some errors in grammar, spelling, and punctuation. Inaccurate citations and references. | Article formatted in APA style. No errors in grammar, spelling, and punctuation. Includes appropriate citations and references when needed. | 10/10 |  |
| TOTAL |  |  |  | 50/50 |  |

**WORKSHEET**

|  |  |
| --- | --- |
| GAME ELEMENTS | ANALYSIS |
| Game title and authors/company | Digital compass |
| URL where the game can be found | https://www.digitalcompass.org/game/ |
| LEARNING ELEMENTS |  |
| Learning objective – What is the game trying to teach? What learning experience is the game attempting to create for the player? | The objective of the game is based on decisions, whatever decision you make decides the fate of the character. |
| Primary game mechanic – What is the dominant form of interaction the player has with the game? How does this support or obscure the learning objective? | Learning objectives: bad decisions produce negative results, or vice versa. |
| Physiological/cognitive/social/behavior processes – Which of these systems is most affected by the game design? How does the design attempt to affect this system? | The system of the game is more psychological process, because it deals more with thinking. |
| FORMAL ELEMENTS |  |
| Number of players – How many players are engaged in the game? How do players interact with each other and the game (e.g., competitive or cooperative)? | 1 |
| Game objective – What is the primary objective of the game? Does the game objective reinforce the learning objective? | The primary objective of the game is to know reinforce learning, that is to know the difference between good and bad. |
| Rules and procedures – What are the rules of the game? How do these complement or conflict with the game and learning objectives? | There are no rules, you make a wrong choice, and you start all over again. |
| Resources – What items are accrued during the game? What resources are spent? What governs the exchange of resources? | none |
| Conflict – How is conflict between players or game elements introduced, maintained, and resolved? |  |
| Boundaries – How does the game prevent players from behaving in a certain way? How might this limitation be fun? How might it contribute to the objectives? | no |
| Outcome – How does the game end? Does the outcome conflict with the objectives? | The game ends with either a positive results or negative, it all depends on the choice you make. |
| DRAMATIC ELEMENTS |  |
| Character - Who is the main character? What is their motivation? What is the relationship between the character/avatar and the player? |  |
| Challenge – What challenges are presented to the player/character? What skills must the character/player learn or master? | You must be able to think fast and try as much as possible to make the right decisions. |
| World building – In what fictional world does the game take place? | none |
| Premise – What is the general premise of the story? | In a house and on the street. |
| Story – Does the story use a linear, branching, or emergent narrative? How do player interactions relate to the narrative? | The story is linear, because the story continues in a consistent pattern. |
| Play – In what way is the game playful? Of the many types of play, which is most prevalent? Which of the players in Bartle’s Taxonomy is most likely to enjoy this game? |  |
| Dramatic arc – How are tension and resolution controlled in the story? How does the story create conflict in the game? |  |
| SYSTEM DYNAMICS |  |
| Objects – What objects are used to build game systems (e.g., houses in Monopoly)? | none |
| Properties – What object properties are required for the game systems (e.g., house values)? | none |
| Behaviors - What object behaviors are required for the game system (e.g., buying)? | none |
| Relationships – What are the basic relationships between system elements? What controls the dynamics of the system? |  |
| Economies – Does the game system exist as an economy (e.g., Monopoly or SimCity)? If so, how does the economy change over time? | no |
| Emergent systems – What new systems emerge from game play? Are there procedurally generated systems? |  |
| Interacting with systems – What information about the system is exposed to the player and what is hidden? How do players interact with the system, control the system, and received feedback from the system? |  |
| FUNCTIONALITY, COMPLETENESS, & BALANCE |  |
| Functionality – Is the game fully functional? | Yes, it has a beginning and an ending, very much educative. |
| Completeness – Is the game complete? Is there a voice not being represented? | yes |
| Balance – Is the game balanced? Is there a dominant strategy? Is the game symmetrical? If not, is the imbalance intentionally part of the design? | yes |
| FUN AND ACCESSIBILITY |  |
| Fun – Is the game engaging? How do elements that support engagement promote or obscure learning? |  |
| Player choice – What choices are meaningful in the game? How do these relate to the objective? |  |
| Fun killers – Are there parts of the game that are broken? What parts feel like micromanaging? What parts of the game are stagnant or boring? Are there insurmountable obstacles, arbitrary windfalls/calamities, or inconsequential choices? |  |
| Accessibility – How easy is it to play the game? How long does it take to learn the game? How do players learn how to play? |  |