**Week 2 Milestone: Critical Game Study #2**

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. Address all parts of the worksheet in detail. If you believe one aspect of the worksheet does not apply, explain why not.

**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**

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| GAME ELEMENTS | ANALYSIS |
| Game title and authors/company | Win the White House/ The game was created by The John D. and Catherine T. MacArthur FoundationEntertainment Software Association Foundation  |
| URL where the game can be found | The game can be found at <https://icivics.org/games/win-white-house>  |
| LEARNING ELEMENTS |  |
| Learning objective – What is the game trying to teach? What learning experience is the game attempting to create for the player? | The game Win the White House is trying to teach players how to run a sufficient presidential campaign. What you learn from this game is how to become a future president United Sates. |
| 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? | The players have a full on interaction with the game. It Indicates how the players should run and gain the respect to call themselves a president |
| 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 social process is most affected by this game design because you really have to captivate the people around the state to get votes. The design affects this system because the player has to fly around the build connections with other states.  |
| 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 coorperative)? | The game is only a one player game.  |
| 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 get the votes of the states so that you can be on your way to becoming the future president.  |
| Rules and procedures – What are the rules of the game? How do these complement or conflict with the game and learning objectives?  | The rules of the game is to fundraise so that your character an fly around to poll for votes, in the game you can also use the media to reach out to the people, and also make appearances. It conflicts with the game because you can’t make media appearances without money.  |
| Resources – What items are accrued during the game? What resources are spent? What governs the exchange of resources?  | During the game you gain money through fundraising. The resources that’s spent is the money you gather from fundraising. When you gather the resources they are used for you to gain voters.  |
| Conflict – How is conflict between players or game elements introduced, maintained, and resolved? | There is no real conflict in the game but when the game elements are introduced their quite easy to understand an able, they were maintained and resolved well as the game went along. |
| 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? | The game prevents you from interacting in a certain way because you’re just not as intrigued as any other game with more movement seen throughout the game. It might not be fun because you can’t really see what going on when you arrive in certain place in the game. This contributes to the objective because it shows how to deal with the game.  |
| Outcome – How does the game end? Does the outcome conflict with the objectives?  | The game ends base on who wins the election at the end. The conflict doesn’t really affects the objective because it doesn’t change the outcome of the game at the end. |
| DRAMATIC ELEMENTS |  |
| Character - Who is the main character? What is their motivation? What is the relationship between the character/avatar and the player? | The main character of the game is the avatar you choose to run for president. Their motivation is based off the issues that you choose to represent to the states. The relationship between the avatar and the player are regular because they represent the player. |
| Challenge – What challenges are presented to the player/character? What skills must the character/player learn or master? | The challenges that the player face is knowing how to use what the player got. The player must learn how to use the amount of money to network around to get what they need to get ahead of their opponent. |
| World building – In what fictional world does the game take place? | The game takes place all around the fifth states of the United States. |
| Premise – What is the general premise of the story? | This question doesn’t apply to this game because there is no real story behind this game. |
| Story – Does the story use a linear, branching, or emergent narrative? How do player interactions relate to the narrative? | This question doesn’t apply to the game because it really doesn’t show allot of elements the game is portraying. |
| 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? | The game is playful somewhat because the player wants to get ahead of the opponent. |
| Dramatic arc – How are tension and resolution controlled in the story? How does the story create conflict in the game? | This question doesn’t apply to the game because there is no real tension within the game itself so it doesn’t result in a resolution for the game to deal with. |
| SYSTEM DYNAMICS |  |
| Objects – What objects are used to build game systems (e.g., houses in Monopoly)? | When building a game the idea of who would the game appeal to come, what’s going to be the story of the game or if there is really going to be a story. |
| Properties – What object properties are required for the game systems (e.g., house values)? | They would have to worry about how much money is going into making the game. |
| Behaviors - What object behaviors are required for the game system (e.g., buying)? | What type of players would be interesting in buying the game.  |
| Relationships – What are the basic relationships between system elements? What controls the dynamics of the system? | The dynamic that control the game is the choices the player makes for their avatar to carry out through the game.  |
| Economies – Does the game system exist as an economy (e.g., Monopoly or SimCity)? If so, how does the economy change over time?  | The game system does exist to any economy because based on the economy in certain states that how the avatar receives money from the fundraising they did in the state. |
| Emergent systems – What new systems emerge from game play? Are there procedurally generated systems? | There were no new system emerging through the game play the game remained the same all the way through.  |
| 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? | The game provides the player with information through based on how the campaign is doing and what need to be so that the player can get in front of the opponent, there is nothing hidden from the gamer. |
| FUNCTIONALITY, COMPLETENESS, & BALANCE |  |
| Functionality – Is the game fully functional?  | The game is definitely functional. |
| Completeness – Is the game complete? Is there a voice not being represented? | The game is complete and everyone is getting a voice especially the main issues that the avatar get to represent to the states. |
| Balance – Is the game balanced? Is there a dominant strategy? Is the game symmetrical? If not, is the imbalance intentionally part of the design? | The game is balance because each opponent gets their turn to go it’s just how the player handles their opportunity when their up next. The dominant strategy will just be to continue to get ahead of the completion. The game isn’t really symmetrical. |
| FUN AND ACCESSIBILITY |  |
| Fun – Is the game engaging? How do elements that support engagement promote or obscure learning? | The game is engaging but probably for a certain type of player. It’s engaging because it give the players the chance to be a part of their own journey to becoming a president of United States. |
| Player choice – What choices are meaningful in the game? How do these relate to the objective?  | The choices that are meaning full is the idea of getting to choose what issues the player what’s to represent during their candidacy. It relates to the objective because that’s the main point to the game. |
| 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? | These question don’t apply to the game because there is nothing wrong with the game. It just a quick way to show what past presidents had to go through to become the person in charge of the entire free world. |
| 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? | It’s very easy to play the game the main thing is just to read but once the player got the concept its fine from there. The player learns from just reading what the game displays. |