



Game ideas and scenarios shared within SIG-GLUE as part of an E-Mail game: C3PO – a Game about Learning Games

1st place: "The Fooling Game" posted to SIG-GLUE by Lotte Krisper-Ullyett

<>*Objective of the game: *Make students think about scientific use of language and make them play with it. Make them go back to primary literature - "what did the author really say"?

*The rules of the game: *1st round: Each student is asked to post three topic-related statements in his/her own words (not copy&paste), based on selected scientific literature. But: one statement has to be a "foul statement" - i.e. it still sounds super scientific, but is proven nonsense. 2nd round: The students have to classify each other's statements: OK or nonsense? 3rd

round: The cards are put on the table: which of the statements have been manipulated?

*Who wins

*Winner type A: The student, who has been able to uncover most of the other student's manipulations. Winner type B: The student who has been able to fool most of the other participants.

*Links:

*Link to a conference announcement, a short paper and ppt:

<http://www.factline.com/176824.0>

Link to the live game as it happened in summer 2004:

<http://fhib5jg.factlink.net/147436.0> username: /testlku/ password /testen/

2nd place: The "Paper Chase" game posted to SIG-GLUE by Heidi Weber

a) A good way to learn facts is by enquiring about the subject and finding the facts by oneself.

So this game helps learning facts of an arbitrary subject and keeps them in mind.

b) The game is built like a paper chase. The student gets a question to the subject. He searches the clue and sends the answer back via mail or web-form. Then he gets a new question. If his answer is wrong, he gets an appropriate reaction - possibly with a hint to the solution. Each answer leads to a new question and inducts the student deeper into the subject.

c) The goal of the game is to reach an arrival point and probably get a certificate. Maybe the game can be played simultaneously by several students and a ranking is displayed on a website.

3rd place: The "Estimation Game" posted to SIG-GLUE by Hamish Macleod

Students in the social sciences often have a very poor intuitive feel for number and probability, although being able to work with estimations and probabilities is central to the business of being a discriminating social scientist.

The basis of this game is to challenge players to make estimations - of any quantitative sort. Basically, it is the "Guess the Number of Beans in the Jar" game. However the essence is not to get to a correct numeric value, but rather to describe a method of arriving at the estimation.

So, the way to address the number of beans in the jar might be to look at the base of the jar and count the number of beans exposed, then multiply by a factor based on the height of the jar.

The steps in the game are thus :



- one player asks a question (eg how many people were at the lecture this morning?).
- the other players have to respond with a description of their method for arriving at the estimation.
- players are the free to raise problems with the methods offered by their colleagues, which are argued to result in systematic biases in the estimations, or random biases which will reduce the accuracy of the estimate.
- exchanges continue until all but one of the suggested methods has been rejected.
- the method which escapes rejection for the longest wins.

Note that a method cannot be rejected without an argument about its inaccuracy or bias. Such arguments can be rejected themselves by agreement among the players, but not by arguments raised by the original proposer of the method.

The method may demand the collection of some empirical data, but must be essentially a quick and simply heuristic. The answer "count them" will not an acceptable method. The corollary if this is that the original challenge should not be such that it can be answered by a simple measurement. For example, estimation of the weight of an elephant in the zoo would be a better challenge than the estimation of the weight of a pet gerbil, which could simply be determined by putting the animal on the kitchen scales.

The game could be played by a group together at one time, or could be mediated by email or online discussion forum.

The objective of the game is that the players should become more intuitively confident with the number, estimation and quantification.

4th place: The "Huckleberry Finn" game posted to SIG-GLUE by Brock Dubbels

This game is based upon the novel Huckleberry Finn.

The game will reflect the adventures and moral dilemmas that Huck has to face in his travels down the Mississippi River. Huck will have many challenges, including: Sneaking out of the widow's house, escaping from Pap, navigating a raft, the Duke and Dauphin's escapades, surviving the Feud. The Object of the experience is to give experience and the opportunity of interaction with the story of Huck and Jim's adventure and motivate and engage students with the text and ideas of the novel.

More GAMES

--- **SPLASH** game posted to SIG-GLUE by Paul Topcat

SPLASH is a digital RPG in which the player assumes the role of a newly graduated aquanaut that has recently been assigned to the Submerged Permanent Lower Aquatic Secondary Habitat located on the floor of the ocean. The goal of the aquanaut is to be promoted until he/she becomes the Commander of the station within ten game-years. In this role, the player must be part-scientist, part-engineer, and part-navy officer. SPLASH focuses on inspiring and developing interest in high school physics and chemistry, by using motivational techniques and cognitivist activities to assist students to achieve basic learning goals.

--- **Role play for students of Social Work via Chat (WebCT)** posted to SIG-GLUE by Jutta Pauschenwein

Learning objectives:



- To arouse interest in aspects of virtual communication, identity, .. which are important for social work
- To explore the chat as tool for exchange

Task:

Imagine you work already as an accredited psychotherapist. Which consequences have your career choice for your private relationships, your relation with parents and children, with friends and neighbours?

Hypothesis:

The synchronous exchange of thoughts (brain storming) in a small group is comparable to "free associations" (Balint groups), it helps to break down resistances, facilitates creativity and the courage to preliminary and sketchily comments.

--- **Mobile** game posted to SIG-GLUE by Juho Jouhtimäki

The game has elements from a travel guide and an urban survival guide. It is intended for modern mobile platforms. It is aimed primarily for backpackers and active tourists and it's supposed to be played during the travel. It gives an opportunity to learn local geography of major cities (worldwide), basic urban survival skills and basic information on different cultures. Player's task is to solve mysteries by finding places of interest, surviving conflict situations or emergencies and making friends of local people. Player gets access to a database within the game to obtain relevant information.

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--- Find more information about us and the working group on developing and applying games in education at the SIG-GLUE Forum "Playing Games in Education"

-- <http://www.sig-glue.net/modules.php?name=Forums&file=viewforum&f=6>

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