

WHAT GAMES TEACH

A GAME DESIGNER'S VIEW

GAME ACADEMY

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INTRODUCTION

- SO, I'M A **GAME DESIGNER**
- IN THIS TALK, I'M GOING TO DESCRIBE **MY** EXPERIENCE OF WHAT GAMES **TEACH**
 - WHAT PLAYERS CAN **LEARN** FROM PLAYING THEM
- PEOPLE **ALWAYS** LEARN FROM PLAYING GAMES, **REGARDLESS** OF WHETHER THE GAMES WERE **SET UP** TO TEACH SOMETHING
- EDUCATIONAL "SERIOUS GAMES" TEACH SOMETHING IN **PARTICULAR**
- NORMAL GAMES ARE EDUCATIONAL IN **OTHER** WAYS

EDUCATIONAL GAMES

- MOST GAME DESIGNERS DON'T HAVE A VERY **HIGH OPINION** OF SELF-CONSCIOUS "EDUCATIONAL" GAMES
 - THIS ISN'T BECAUSE THEY **DISLIKE** EDUCATION
 - IT'S BECAUSE THEY **LIKE** GAME DESIGN
- THE **LOGIC** BEHIND EDUCATIONAL GAMES IS:
 - GAMES = **FUN!**
 - EDUCATION = **UNFUN**
 - THEREFORE GAMES+EDUCATION = **FUN** EDUCATION!
- THE **REALITY** IS:
 - GAMES+EDUCATION = **UNFUN** GAMES

ART!

- GAMES **DO** TEACH, THOUGH
- THIS IS BECAUSE GAME DESIGN IS AN **ART** FORM
- GAME DESIGNERS ARE TRYING TO **SAY** SOMETHING THROUGH THEIR GAMES
 - IN PARTICULAR, THROUGH THE **GAMEPLAY**
- **WHATEVER** THEY'RE TRYING TO SAY, THE PLAYERS **CAN** AND **WILL** PICK UP ON
- TO **PLAY** THE GAME, THE PLAYERS HAVE TO **REFLECT** ON WHAT IT'S TELLING THEM
- THUS, IT CAUSES THEM TO **LEARN**

MOOSE!



DIRECTION

- THE **DIFFERENCE** BETWEEN **SERIOUS** GAMES AND GAMES PEOPLE ACTUALLY WANT TO **PLAY** IS ONE OF **INTERPRETATION**
- SERIOUS GAMES ARE DESIGNED TO TEACH **SPECIFIC** THINGS WITH LITTLE INTERPRETATION
- GAMES IN **GENERAL** ARE DESIGNED TO **SAY** SPECIFIC THINGS THAT THE PLAYERS INTERPRET IN WAYS **MEANINGFUL** TO THEM
- IF THEY DON'T FIND **ANY** OF IT MEANINGFUL, THEN THE GAME WON'T BE WORTH **PLAYING**
– SO THEY **WON'T** PLAY IT

- THIS GRAPH IS **COMMON** IN GAME DESIGN COURSES

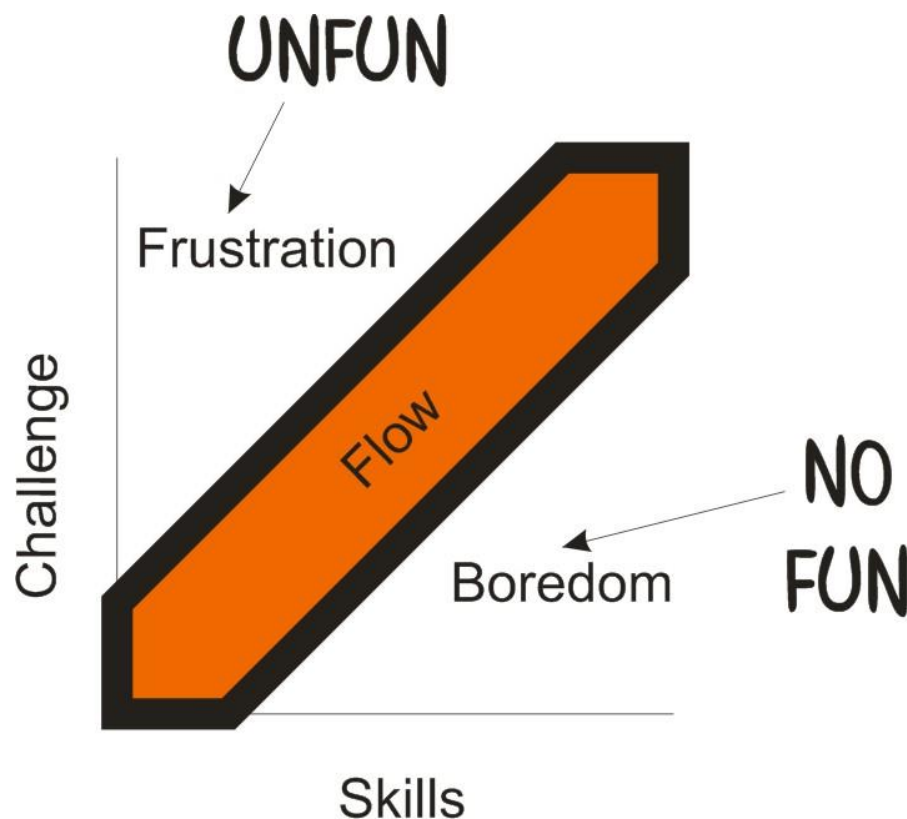
WORLDWIDE

– EXCEPT FOR THE

**UNFUN/no
fun** LABELS

- THE THING IS, IT'S NOT JUST **ABOUT** FLOW

- IT APPLIES TO **LEARNING**, TOO



HARD/EASY

- THAT **FLOW** BAND COULD EQUALLY WELL BE LABELLED **LEARNING**
- IF ALL YOU'RE LEARNING IS SOMETHING YOU ALREADY **KNOW**, A GAME IS **no fun**
- IF IT'S **BEYOND** YOUR CURRENT ABILITIES, IT WILL BE **UNFUN**
 - EDUCATIONAL GAMES ARE BY **DEFINITION** BEYOND YOUR ABILITIES SO ARE **ALWAYS UNFUN**
- GAMES YOU CAN PLAY HOW YOU **LIKE** ARE IN THE **SWEET** SPOT
 - YOU LEARN WHAT YOU **WANT** TO LEARN

ANALOGY

- MOST EDUCATORS KNOW **NOTHING** ABOUT **GAME DESIGN**
- SUPPOSE THAT INSTEAD OF TALKING ABOUT **GAMES** WE WERE TALKING ABOUT **NOVELS**
- A **SKILLED** EDUCATOR **COULD** WRITE A NOVEL THAT REALLY **TAUGHT** SOMETHING
- WHY WOULD **ANYONE** EVER WANT TO **READ** THAT NOVEL?!
 - IT WOULD SUCK!
- YOU WANT **NOVELLISTS** TO WRITE NOVELS!
 - AND GAME DESIGNERS TO DESIGN **GAMES**

LEARNABLE THINGS

- OF COURSE, MOST GAME DESIGNERS KNOW **NOTHING** ABOUT PEDAGOGY
- HERE'S MY **NON-PEDAGOGIST'S** VIEW OF WHAT CAN BE LEARNED:
 - **FACTS**: THE NORTH STAR IS CALLED POLARIS
 - **SKILLS**: HOW TO INTEGRATE AN EQUATION
 - **META-SKILLS**: HOW TO SOLVE PROBLEMS
 - **SELF-UNDERSTANDING**: WHO YOU ARE
- GAMES **CAN** TEACH **ALL** OF THESE, BUT THERE ARE **BETTER** WAYS TO TEACH SOME OF THEM
 - I'M NOT ASKING YOU TO VOTE GAMES PARTY HERE...

FACTS

- I CAN LIST **EVERY** COUNTRY IN EUROPE
 - ICELAND, EIRE, UK, PORTUGAL, SPAIN, ANDORRA, FRANCE, MONACO, BELGIUM, HOLLAND, LUXEMBOURG, GERMANY, DENMARK, NORWAY, SWEDEN, FINLAND, RUSSIA, ESTONIA, LATVIA, LITHUANIA, BELARUS, UKRAINE, MOLDOVA, GEORGIA, AZERBAIJAN, TURKEY, BULGARIA, ROMANIA, GREECE, ALBANIA, NORTH MACEDONIA, SERBIA, BOSNIA & HERZIGOVINA, MONTENEGRO, CROATIA, SLOVENIA, SLOVAKIA, CZECH REPUBLIC, HUNGARY, POLAND, AUSTRIA, LEICHTENSTEIN, SWITZERLAND, ITALY, VATICAN, SAN MARINO, MALTA, CYPRUS
 - MAYBE ALSO ARMENIA AND KAZAKHSTAN

REASON

- THE **REASON** I CAN LIST EVERY COUNTRY IN EUROPE IS BECAUSE I'VE PLAYED SO MANY GAMES **SET** IN EUROPE
- THOSE GAMES WERE **NOTHING TO DO** WITH LEARNING THE GEOGRAPHY OF EUROPE
 - I PICKED IT UP THROUGH **OSMOSIS**
- GAMES ARE **EXCELLENT** AT TEACHING FACTS
- **CRITICAL POINT**: THE GAME MUST **NOT** BE **ABOUT** LEARNING THOSE FACTS
- FACTS ARE LEARNED **INDIRECTLY**
 - **NOT** THROUGH THE GAMEPLAY!

MOTIVATION

- **ANYTHING** YOU CAN TEACH THROUGH REPETITION, YOU CAN TEACH THROUGH **GAMES**
- HOWEVER, THE GAME **MUST** BE ABOUT SOMETHING THAT WILL **APPEAL** TO YOUR TARGET PLAYERS
 - WHICH MEANS **NOT** ROTE LEARNING
- THEY **DO** THE ROTE LEARNING OF THEIR OWN VOLITION TO GET TO THE **FUN** FASTER
- THE GAME **MUST** BE PLAYABLE **WITHOUT** HAVING LEARNED THE FACTS
 - IT JUST GETS **QUICKER** IF YOU **DO** LEARN THEM

EXAMPLE

- IMAGINE A **2-PLAYER** GAME ON A 40X40 GRID OF SQUARES
 - PLAYERS START WITH A 10X10 GRID EACH IN OPPOSITE CORNERS
- ON YOUR TURN, ROLL **TWO** 10-SIDED DICE, **TWICE**
- CHOOSE **ONE PAIR** FROM WHAT YOU JUST ROLLED AND DRAW A **RECTANGLE** WITH SIDES THOSE LENGTHS, **FITTING** IT IN SUCH THAT:
 - IT TOUCHES AT LEAST **ONE** OF YOUR EXISTING RECTANGLES ORTHOGONALLY (NOT DIAGONALLY)
 - IT OVERLAPS **NO** OTHER RECTANGLE
- THE GAME **ENDS** WHEN ONE PLAYER CAN'T GO
- WHOEVER HAS THE **MOST** SQUARES **WINS!**

DRESSING

- WHAT I'VE JUST DESCRIBED IS AN **ABSTRACT GAME**
- IT WOULD BE LESS **STARK** IF I ADDED A **DRESSING** TO PROVIDE **CONTEXT**
- THOSE AREN'T **RECTANGLES**, THEY'RE
 - **QUADRANTS** IN OUTER SPACE
 - EXPANDING CITY **SUBURBS**
 - **FIELDS** FOR YOUR FARMS
 - **ANTS** CLAIMING **TERRITORY** AT YOUR PICNIC
- WHAT IT MOST CERTAINLY **ISN'T** ABOUT IS LEARNING YOUR **TIMES TABLE**

LEARNING

- IN THE GAME I'VE JUST OUTLINED, PLAYERS CAN **COUNT THE SQUARES** TO SEE IF A 6X9 OR 7X8 BLOCK IS "BETTER"
- AFTER A WHILE, THEY'LL JUST **REMEMBER** WHAT 6X9 AND 7X8 ARE SO THEY DON'T **HAVE** TO COUNT THE SQUARES
- GAMES TEACH FACTS **INCIDENTALLY**
- THE FACTS THEMSELVES ARE **NOT THE POINT** OF THE GAME!
- THEY'RE JUST THINGS THAT YOU **PICK UP** AS A RESULT OF **PLAYING** THE GAME

WARNING

- GAMES ARE **FANTASTIC** AT TEACHING FACTS
- HOWEVER, THOSE FACTS CAN BE **MADE UP**
 - XAMION, VARICK, JUMYN, WHEST, BEQUEN, KAZLAN
- THEY CAN BE **FALSE**
 - WHEN YOU STOP RUNNING IN MOST RPGS THE DECELERATION IS **INSTANTANEOUS**
 - I'VE PERSONALLY **MOVED A CITY** IN SPAIN IN ORDER TO GET A BETTER RAILWAY GAME MAP
- THEY CAN BE **INCOMPLETE**
 - SHIPS IN THOSE SWASHBUCKLING, 1670S CARIBBEAN PIRATE GAMES **NEVER** CARRY SLAVES

EXAMPLE

- IN 2007, 12-YEAR-OLD NORWEGIAN BOY **HANS JØRGEN OLSEN** WAS OUT WALKING WITH HIS SISTER WHEN A **MOOSE** ATTACKED
- USING HIS **WORLD OF WARCRAFT** HUNTER SKILLS, THE BOY **TAUNTED** THE MOOSE OFF HIS SISTER, THEN WHEN IT CHARGED HIM HE **PLAYED DEAD**
- THIS **WORKED!** IT SAVED HIS SISTER'S **LIFE!**
 - JUST AS WELL HE DIDN'T TRY TO **FIREBALL** IT...
- ACTUALLY, HE TRIED TO **SCARE** IT, NOT TAUNT IT, AND IT WAS AN **ELK**, NOT A MOOSE

SKILLS

- A **SKILL** IS A PROCESS OR ACTION YOU HAVE **AUTOMATED** TO THE EXTENT THAT YOU DON'T NEED TO **THINK** ABOUT HOW TO DO IT
- YOU START WITH THINGS YOU CAN **ALREADY** DO WITHOUT THINKING MUCH
 - PRESS A PEDAL, TURN A WHEEL, MOVE A STICK
- THEN YOU PRACTICE AND PRACTICE UNTIL YOU CAN DO IT **WITHOUT** THINKING
 - DRIVE A CAR
- IF YOU DON'T **HAVE** A GIVEN SKILL, YOU CAN'T PLAY A GAME THAT **REQUIRES** THAT SKILL

GAMES & SKILLS

- GAMES ARE **HOPELESS** AT TEACHING SKILLS
 - EXCEPT **SOCIAL** SKILLS IN MULTI-PLAYER
 - EXCEPT **PHYSICAL** SKILLS IN SAME-LEVEL SPORTS
- THIS IS FOR **THREE** REASONS
 1. SKILLS AREN'T EASILY **RESKINNABLE**
 - MATRIX MULTIPLICATION LOOKS JUST LIKE, ER, ...
 2. YOU MAY LEARN THE **WRONG** SKILL
 - YOU'LL LEARN TO **TYPE** PLAYING TEXT ADVENTURES, BUT YOU WON'T LEARN TO **TOUCH-TYPE**
 3. PROCESSES GET IN THE **WAY** OF GAMEPLAY
 - THE GAMES END UP BEING **ABOUT** THE PROCESS

TANZANIAN CRATER



SADLY...

- SKILLS ARE **EXACTLY** THE KIND OF THINGS EDUCATORS **WANT** TO TEACH USING GAMES
- IF YOU TRY TO **SNEAK IN** SKILL-LEARNING, MOST OFTEN THE RESULTING GAME **WILL** BE **ABOUT** THAT SKILL
 - “THE PERSON BEST AT MATHS WINS!” IS **UNFUN**
- THIS MEANS THAT FOR PEOPLE TO FIND THE **GAME** FUN, THEY WOULD HAVE TO FIND THE SKILL ITSELF **INTRINSICALLY** FUN
- SO ... WHY THEN WOULD YOU NEED A **GAME**?
 - JUST LET THEM DO IT **ANYWAY** IF IT'S FUN!

META-SKILLS

- **META-SKILLS** ARE PICKED UP FROM PLAYING **LOTS** OF **DIFFERENT** GAMES
- THESE ARE **HIGH-QUALITY** PROBLEM-SOLVING, SOLUTION-SEEKING SKILLS
- PLAYERS BENEFIT **HUGELY** FROM ACQUIRING AND HONING THESE
 - SOCIETY REALLY **NEEDS** PEOPLE WHO CAN ANALYSE AND DISCUSS, INTERPRET AND CREATE
- UNFORTUNATELY, THESE ARE **NOT** SKILLS YOU CAN EASILY **TEST** FOR DIRECTLY IN **EXAMS**
 - THEY ALSO TAKE **TIME** TO BUILD UP

PLAYING SKILLS

- GAMES ARE **MAGNIFICENT** FOR LEARNING META-SKILLS
- PEOPLE WHO HAVE A **YEN** FOR THEM GENERALLY COME ACROSS AS BEING **SMART** INDIVIDUALS
- I **DO** BELIEVE THAT IF YOU PLAY ENOUGH GAMES YOU CAN BECOME **MUCH BETTER** AT PROBLEM-SOLVING
 - BECAUSE I'VE SEEN IT **HAPPEN**
- **HOWEVER**, I **DON'T** KNOW IF JUST **ANYONE** CAN LEARN META-SKILLS OR IF IT COMES FROM AWAKENING **LATENT** TALENT

SELF-UNDERSTANDING

- MMOS ARE **UNPARALLELED** IN THEIR ABILITY TO DELIVER **SELF-UNDERSTANDING**
 - ER, THAT SHOULD BE **WELL-DESIGNED** MMOS...
- HOWEVER, IT **DOESN'T** WORK ON **CHILDREN** AND IT TAKES **2 YEARS** OF PLAYING **2-4 HOURS** A **DAY** TO WORK ON **ADULTS**
- NEVERTHELESS, BECAUSE MMOS ARE **MY** SPECIALIST FIELD, THEY GET A **SHOUT-OUT**
 - THEY'RE ALSO GOOD FOR **OBSERVERS** TO LEARN ABOUT **SOCIETY**, ECONOMICS, COMMUNITY, ...

ADVICE 1

- SO, HERE ARE FOUR PIECES OF **ADVICE** FOR PEOPLE WANTING TO **TEACH** THROUGH GAMES
- **AVOID** MAKING WHAT YOU WANT TO TEACH BE THE CENTRAL **MECHANIC** OF THE GAME
 - THAT'S **NOT FUN**; IF IT **WERE** FUN, WHY WOULD YOU NEED THE **GAME**?
- YOU DON'T TEACH **ADDING UP** BY MAKING A GAME ABOUT **ADDING UP**
- YOU **TEACH** IT BY MAKING A GAME ABOUT FILMING **DINOSAURS** YOU HAVE TO ATTRACT WITH QUANTITIES OF **DINOSAUR FOOD**

ADVICE 2

- **DON'T** TRY TO TEACH A SKILL BY MAKING THE GAME **RELY** ON THAT SKILL
 - PEOPLE **LOATHE** THIS
- UNLESS YOUR **OPPONENT** IS AS RUBBISH AT SNOOKER AS **YOU** ARE, **PLAYING** SNOOKER **ISN'T FUN**
- IF A GAME **RELIES** ON A SKILL, YOU NEED TO TEACH IT **BEFORE** YOU PLAY THE GAME
- YOU DON'T USE THE **GAME** TO TEACH IT ANY MORE THAN YOU GIVE PEOPLE FRENCH **NEWSPAPERS** TO TEACH THEM **FRENCH**

ADVICE 3

- DON'T TRY TO **CONTROL** THE LEARNING OF **ABSTRACT, META-SKILLS**
- META-SKILLS INVOLVE **REFLECTING** ON SKILLS, WHICH MEANS YOU NEED **EXISTING** META-SKILLS TO **ANALYSE** THOSE META-SKILLS
 - META-SKILLS THEY MAY NOT **HAVE** OR (YOU TELL ME) EVEN BE **CAPABLE** OF HAVING
 - MUCH AS **I'M** NOT WIRED UP TO BE ABLE TO DRAW
- YOU CAN SET THE **CONDITIONS** FOR PEOPLE TO LEARN META-SKILLS, BUT YOU CAN'T **GUARANTEE** THEY'LL ACTUALLY **LEARN** THEM

ADVICE 4

- ASK A **GAME DESIGNER** TO **LOOK AT YOUR GAME'S DESIGN**
- INDUSTRY **SECRET**: MOST GAME DESIGNERS AREN'T REALLY VERY **GOOD** AT GAME DESIGN
- **HOWEVER**, THEY ARE AN ORDER OF MAGNITUDE **BETTER** THAN **YOU** ARE
- EDUCATORS SHOULD SPECIFY THE PEDAGOGICAL **PAYLOAD** A GAME MUST DELIVER
- GAME DESIGNERS CAN MAKE IT **FUN**
- IF ONE OF THEM **SAYS** YOUR DESIGN SUCKS, **BELIEVE** THEM

UN'GORO

- THIS IS THE **UN'GORO** CRATER IN WOW
- NAMED AFTER **NGORONGORO** IN TANZANIA
 - 610M DEEP!
- PLAY WOW,
LEARN
GEOGRAPHY



EFFECTS

- **MEDIA** EFFECTS: EXPOSURE TO SOMETHING IN THE MEDIA **INFLUENCES** YOUR **BEHAVIOUR**
- **SELECTION** EFFECTS: PEOPLE **GRAVITATE** TO MEDIA THAT MATCHES THEIR **NEEDS**
 - DOES EXPOSURE TO ROMANTIC NOVELS MAKE PEOPLE MORE ROMANTIC? – **MEDIA** EFFECT
 - DO ROMANTIC PEOPLE TEND TO READ ROMANTIC NOVELS? – **SELECTION** EFFECT
- GAMES USE A **SELECTION** EFFECT
- THE GAMES YOU **PLAY**, YOU PLAY BECAUSE **YOU** WANT TO PLAY THEM

CONCLUSION I

- IF YOU PLAY COMMERCIAL GAMES, YOU WILL INEVITABLY LEARN **FACTS**
 - EVEN **ABSTRACT** GAMES TEACH FACTS
- YOU WON'T BE HAPPY IF **SUCCESS** DEPENDS ON **KNOWLEDGE** OF THESE FACTS
 - THAT'S A **QUIZ**, NOT A GAME
- YOU **MIGHT** LEARN SOME SOCIAL OR PHYSICAL **SKILLS**
- YOU WON'T BE HAPPY IF **SUCCESS** DEPENDS ON **POSSESSING** THESE SKILLS
 - THAT'S A **SPORT** – A DIFFERENT **KIND** OF GAME

CONCLUSION 2

- IF YOU PLAY **ENOUGH** GAMES, YOU WILL SHARPEN YOUR **META-SKILLS**
- DIFFERENT **GENRES** HAVE DIFFERENT STRENGTHS
 - **STRATEGY** GAMES ARE GREAT AT ENCOURAGING THE UNDERSTANDING OF **PROCESSES**
 - **FPS** AND **MOBAS** ARE GREAT AT ENCOURAGING THE UNDERSTANDING OF **TEAMWORK**
 - **MMOS** ARE GREAT AT **EVERYTHING!**
- YOU PLAY WHAT YOU **NEED** TO PLAY
 - IN THE WAY YOU NEED TO **PLAY** IT
- WHAT YOU **PLAY** IS WHO YOU **ARE!**