

immersed $\leftarrow$ $+$ engaged $\neq$ interacting

10/15

Immersed

belief creation
active participation
reciprocal action

$\leftarrow$ from
Gunter 2018

Educational games:
n^o. correct kind of
n^o. engagement

Educational games have to consider the
extrinsic cognitive load

Must stay on task while interacting.

★ Players/learners need to possess the knowledge,
not just rules of gameplay, to get to the next
level.

$\rightarrow$ quiz to help players/learners begin to internalize
newly acquired knowledge.

★ Feedback allows learner to continue to try to
find the right answer. No fear of failure here.

Locker Scene

- James ^{arm against locker} and Victoria
- Locker open (Victoria's)
- Bag on her arm
- cell phone in locker

- Recognizing emotions, sending emotions
- far transfer of knowledge = Not only one correct approach or outcome.
[eLearning book] pg 19

*collaboration and self-study (eLearning)

(According to DMV.org —
→ Pros of a Classroom courses

- You'll have direct access to an instructor for questions and thorough explanations.
- You'll have multiple visual aids in different formats (video, worksheet handouts, posters).
- Stories and support from other (new) drivers.
- Structured learning environment, good for ~~the~~ ^{many} student.

Pros of online courses

- Take at your convenience. any time and place.
- self paced
- replay section
- Adjust video + Audition settings to your needs

The needs of the learner:

+ information
empowerment

+ practice
empowerment

More
Guntter 2008 : Does the game cause a circumstance in which the targeted knowledge is transferred to similar or new + unique situations so player/learners are able to assimilate and accommodate?

• we are addressing teens overconfidence behind the wheel and their risk taking habits

"Standard testing for a license to operate a motor vehicle assesses knowledge of traffic safety rules and operation of the vehicle. Students may prepare for the written and road test by memorizing information about speed limits and traffic rules and by practicing parking or navigating intersections. The tests generally do not assess the capacity to handle more complex scenarios, nor do they require students to identify potential hazards or to address unexpected circumstances, ~~and~~ peer pressure, and distractions."

→ strategies to improve

Parents want to give the gift of independence.

10/16

~~Current~~

We had to go beyond

"What's bad with the drivers
ed curriculum and how

it leaves you prepared"

going
deep
to transform
what's missing
in the current

Indignation on society

in the
current
curriculum
for a driver

What is going on in society
Cell phones

~~can't~~ Invincible

Peer Pressure

Dangerous Roads

Dangerous Vehicles

I wasn't going to say I understood the space
in 2 weeks. Took time to sink in

2 We researched games

- Youtube crash compilations

- Emotional Real stories (texting, innocent deaths)

- All of you

Denny + ~~P. Greg~~
crash scene

- speedometer
- Message center
- Seatbelt
- shift

Tuesday night

Nov. 20th

- executive director meeting presentation
- 11 school

* putting together a study guide

~~the game outcome at the end~~

* We pace them through a scene

~~the~~ streaming from Youtube

(keeping people engaged and motivated)

Motivate schools to use (Not Mandated)
→ keep their community safe

Generational Barriers we are pushing against. People value different things

★ ~~Retire~~ Redirect money ★
lower the costs

*Assembly
August Wilson Center
Parks Conservancy
Carnegie Mellon

mattress factory
childrens Museum
warhol
*CLP
Carnegie Museum

What I don't want is for players to
feel confused
A bunch of information came at
me
what did I learn? What am I
taking away?

one group of teens can articulate
some kind of information ^{taken} away with them.
then ~~we~~ succeeded



the pain of failure

Final Decision: The Reveal
Parents Hugging daughter

- input your decision
who dunit??

if something were true
What would ~~be~~ your life be like

im thinking we let players
play through the scenario
forward, leading to car crash
sometimes

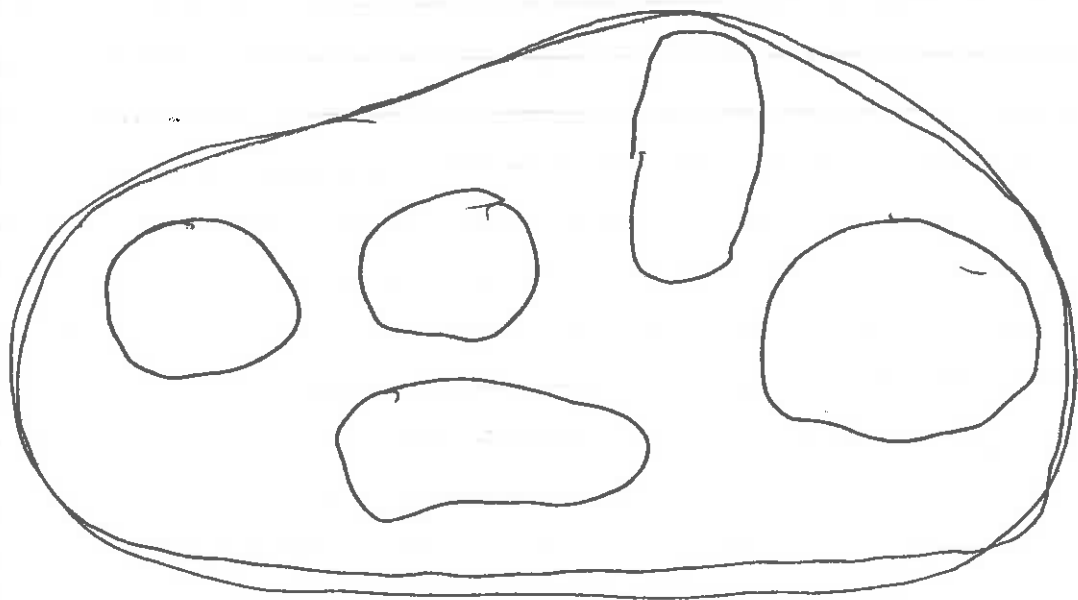
if they crash (if they follow
that branch) they have to
^{to the end}

replay it again.

But what is the reward for
players who do it right?

Pressure is coming from
different places.

Can we compartmentalize these
pressures? Introduce them
gradually, in a way that
can build an emotional education
and driver knowledge education.



Teen Interview 1

PA Driving School . org

10/19
Cornell HS
4 students
15-17

Sports games → competitive games
Forza → Racing, ps4
parking games

Strategy games → 24

~~Interested~~

interested in explore story
but havent played things like that

Asked teens What a
Good Driver is

Aware of other Drivers, Be Patient
Mirrors,

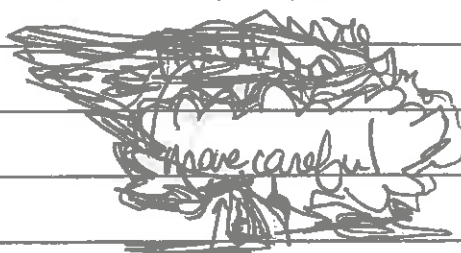
"The Book focuses on signs", (Not helpful!)
"Highway" (Not covered enough according to her)

Communicate with each other on these

- Instagram, Snapchat, text

- Dont think it can happen to you

- invincible



By Yourself vs w parents vs w friends

distraction:
music volume

Why do
people
not drive?

teen interview 1 cont

- Don't use big words
Make the question simple
- visual learners → questions for them
Right of way?
- explanations of this is what you do
and why.
- (→ Not geared towards teens!)

TV

- The Flash
 - Brooklyn Nine Nine
 - The Office
 - Murder Shows
 - Sports!
 - The Fosters (family)
- 30 minute
comedy

Educational

Client

Engaging client design team

design team

Transformational

Big information in the handbook
Incomplete information in the handbook

Mechanics

→ ~~click~~, ~~room~~, ~~span~~

Reinforcement inventory lessons

→ lessons

lessons quizzes

Things didn't work in class room:
told stories!

talk about driving, share knowledge.

in our project room people

talked stories, multiple stories, bonding of each other.

Tones were = horror/fear

"remembering the old days how could have been so dumb."

write our game: little vignettes A storyteller

developing a frame of mind. the attitude of a good driver

game design [Transformational]

+

Client

how to educate and engage? driving simulator crossy road

the barrier is:

try don't have access to additional materials outside of Drivers school curriculum

our client had identified limits in the education system across the country.

They have intimate knowledge of PA driving state, past present and future. It's what they are trying to imagine. Can we deliver our clients a product that they can use to grow the future of drivers education?

[Client wants a more consistent way to educate new drivers]

Make sure they complete the material, not just skip through, but take it seriously and be engaged.

between your mind

direct to driver's mind

we're giving

to the tests and to the road