Remember — client vs. expert

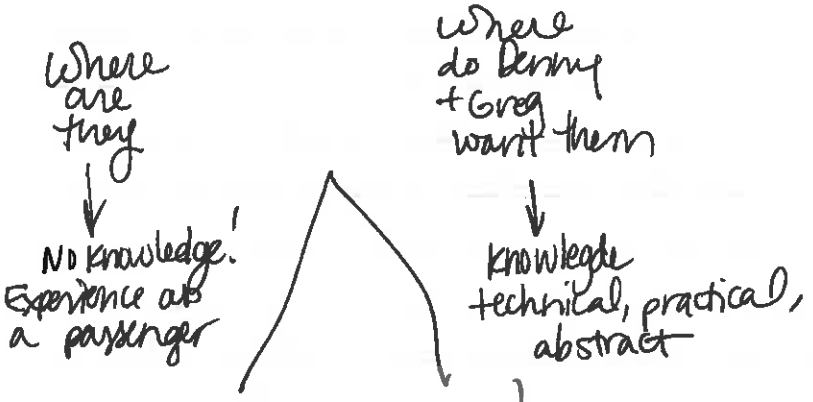
questions for denny

- What defines a good (responsible) driver?
  - classroom answer
  - his actual gut feelings
- What is the most effective tool you utilize in the classroom to teach responsible driving?
- In an ideal world, how would people obtain their license?
- What exactly do you mean by "the richness of the content in the game?"
- What are the barriers to teens being good safe drivers? learning
- Why is this important to you? + to society
  Why did you come to us?
  What is the problem you are trying to solve?
- ★ What is the best way to teach some one how to drive?

sijie → a small mechanic or idea that we can prototype?

Until got unity going on android mobile

Tara → define target audience (they know things already!) Barriers!



☆ Jess Trybus → Not at CMU anymore

More of for Denny

What is the most common misconceptions teens have about driving (in your class)

Who teaches kids how to drive? these days

from the Manual:

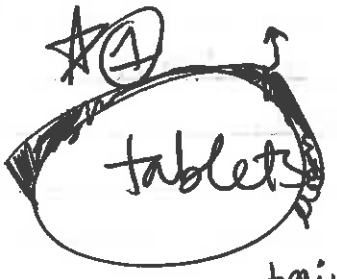
pg 34 "Most crashes result from human error.
to 35 Either the driver ① fails to understand how to use the vehicle or the highway system, ② is not paying enough attention to signals, signs, pavement markings or to the actions of other drivers, or ③ makes poor decisions."

The best way to not crash is to

- Know the rules and know how to use your vehicle
- Pay attention, be alert
- be responsible, make good decisions <u>all</u> of <u>the time</u>.

high school classroom?

sometimes a facilitator present



☆Back into school districts

train their eyes
☆identifying the sceen depth of field

②smartphone

Denny 1/2 of the 30 hrs
☆Video. Show & comment deer, hydroplane very visual.
The one thing we don't have is simulators. Trying to give them simulation feel
Anytime we can get students to apply what they've learned to touching
Analyze & discuss

* everyone learns differently
- And they all come from diff experiences
  - Habit forming
  - Perception skills
  ] demonstrate skills
  - misconception of teens
* - Their parents are right often wrong
    - physics + speed
      unless they're sled ~~sic~~ into a tree.... etc.
      On wheels, physics, have long to stop

$ - parents/teen relationship is fragile
  some teach to drive well
  some teach to drive bad

- invincible (barrier)
  there are other users predicting → we can control ourselves

$ I have I always have choices

a consistent decision making process

Denny:

- more questions before all on the road
- ~~test~~ route made by Denny (license) → 10x harder than Pennds

---

* tech team at Arin
next couple weeks
what do districts have
they will take prototype
Roll out into schools

* What kind of tablets?

Pilot Training → CMU ...

Avoid-crash simulator

☆ Teach your car how to behave

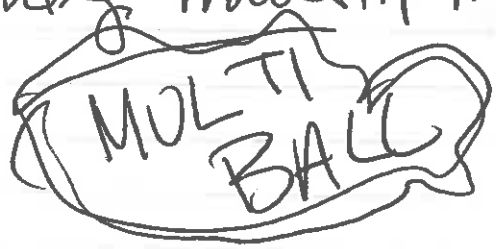
(a)
programming your self driving car.
working for über. doing research.
making morality decisions ...

↓ transformational games ...

↓

Read about papers
please as transformational
(in sabrinas book?)

habit forming multipoints



Com/dangerous scenes RIPPED FROM THE AUTHORS LIFE

- Windy PA back highways. driving in 55 @ 60 mph, then the speed limit goes to 25 and an old lady is crossing between buildings. Slow your speed. Why is this exciting or tricky?

- Deer in the night time. Car infront of you swerves

deer still standing on the road

all the drama that happens in real life

What kind of decisions

following distance
deer
environmental hazards

Why is it meaningful

Root the fantasy in the real world

AI in self driving taxi

---

most flexible

Story
World
Economy
Mechanic ← figure this out
Fantasy

least flexible

- concert
- driving to the prom
- picking up a date
- pick up friend for school

high school kids love stories about older kids

Playforward

- investigate the scene
  - choice points → get choice points by examining the scene

- Reward for watching the content
- Rewind time and fix it.

Oct 4 midnight retrofit due (W)

9-iron
American Psycho
Old School
Scott Pilgrim
American Beauty

Pipeline process

PiP of original

★show Ta script/shotlist, storyboards, overhead before you get cameras

---

Titanic Experience → personalize the experience

Yes

- Graphic Novel style

collect footage, freeze frame, inspect

★Headfake with phone — John has footage do a study

powerful

- steer, turn with two hands

Ruth

- Stay away from the word game
  engaging Experience
  - Create a guide that gets you through the book.
    pay attention

★ - using the gyroscope ★

- Microphone input on tablet
  → command recognition
- No steering wheel?

Why do People get distracted? Research
tablet + smartphone

How to counter?

DRIVE

★Why do kids make bad decision

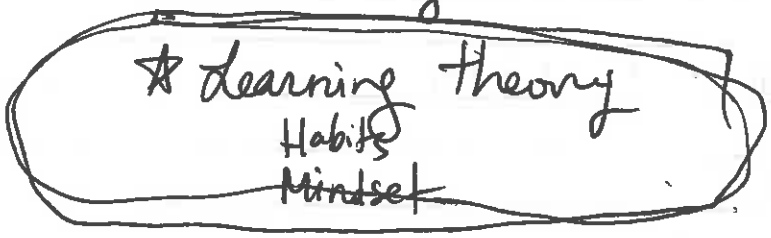
→ seeing the book in context

* talk to older drivers about how they learned perception skills....

DAVE

- Give kids the tools to make the right choice
- Skill vs. consequences
  - practice the skill is something we can simulate
  - some stuff is consequence driven, some stuff is experience

"Im Still learning" Sabrina, decision making



- What do we want the player to take away?

bad

* Where does behavior come from?
  Who is initiating the distractions?
  Friends are making fun of you for driving slow

Help teens
Recognize situations where you need to make a decision

Noticing driving rather than actually well

Voice command → Watch out!
Back Seat Driving
Who gets to drive?

- touch the screen, don't drive the car.
- Manage expectations for the semester

Navigator → driver

levels

★Prepost test instrument

★Evaluation

★Ask teens questions about what they do in the car
- what do you do when phone rings?
- what do you do when the car starts to hydroplane?
- as the passenger → subjective decisions
- what distracts you?

"The Ding"

mjwLee@cmu.edu

★Why are teens NOT alert:

pre+post tests

- Teens miss Hazards because they are distracted and because they don't know how to predict

slow down
break ~~accelerate~~ > Binary

Scan the scene
every 4-10 seconds

email Denny ~~footage~~

★Narration of video segments★
Greg asked. ??
I do voice they do content

10/2

Sabrina

~~bartender footage for Tara~~

interventions in India?

Decisions that Matter

play then classroom

- personal interaction with your choices

☆Reflection time☆

☆the stones. the group discussion

☆interactive case study

- Perception of what is in play. increase

- show intent (of changed attitude) (testing)

talk about, predict what could happen?

- shown an image, predict

☆Research on SIPDE☆ . End w/ group conversation

games driving

Questions for teens

- What games do you play?
- Do you drive? Do you feel confident behind the wheel?
- What are your fears about learning to drive?
- Whats the hardest part about driving?
- do you drive your friends places? Do they drive you?
- Who taught you to drive?
- Do you drive like your parents?

Where do you go with your car?

Jess phone call 9/27

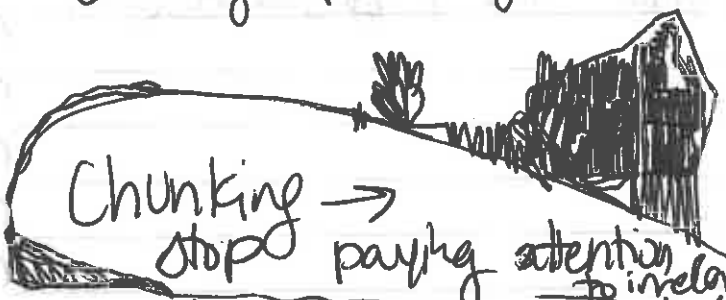
Transformational

- peer pressure
- lack of experience of consequence
- ☆ Risky Behavior → dont predict

why teens behave risky?

train behavior → chunking vs predicting

train age → trouble predicting consequences



our game gives lots of experience w/ hazards in the road + encourages them to notice and rea

Chunking → stop paying attention to irrelevant.

You know they noticed the hazard

perceptual training → realistic

~~More difficult~~

- describe how it gets harder (when you hand it off)

sample hard level

sample easy level

- improving attentional processing → York Gamer + Bilingual PPT

*look at games can do this

- They will be better at Noticing and Reacting
  - Attention
  - Reaction Time
  } Measurable Researchable

- let them notice the problem

★ Embedded Analytics
after playing the game 5 times...

survey questions = better than the alternatives. Realistic Alternatives

★What are the alternatives??

- Empathy for teenagers
- ASK teens b4 they play what worries you about learning to drive? Scenarios that scare you!

the teen as teacher

- they has to warn someone else

⇒ poverty simulation

you have to think more deeply to teach someone else.

- passing information
- someone elses mistake
- extra responsibility and power

- the stakes of being the decision maker
- this is how you program the robot. learn, do better next time programming. Real stories ~~Driver~~ Manual emotions.

↓ work together

- create dangerous situations
  play through the dangerous situations

Cut content

- 'Top 10 Narrative Case Studies'
- NTSB

- facilitate thinking + conversation
allow room for teens to do this.

(- Execute)

- Identifying dangers. they dont know whats dangerous

a roomful of teens talking + learning from each other.

- playtest with DSA