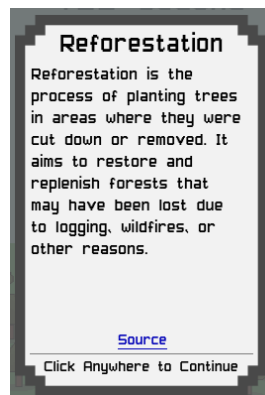


## ENSE 405 Project - Connection to Class Concepts

### Rhizomatic Learning

Lecture (Week 9): Sharing Community Anchors & Collaborative Production

When designing the educational component of my game I aimed to offer a rhizomatic learning approach. To do this, the player is able to choose which educational popups they would like to see in whichever order (i.e. The player could choose to first learn about wind turbines, or solar panels, or reforestation). This provides a non-linear structuring to the educational content in the game. As well, there are recurring popups for each of the generators that the player can choose to engage with, which facilitates a gradual/incremental learning experience.

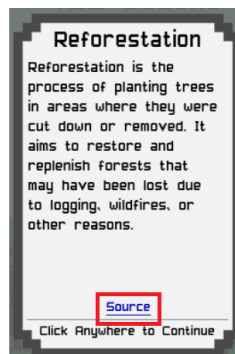


Example of an educational popup with information about reforestation

### Addressing Disinformation

Lecture (Week 9): Content & Dis/Information (Re)Design & Strategy

For each of the educational popups in the game, the source to the information is provided directly within the popup. The rationale for this is to give players the ability to easily fact check the information they are seeing within the game, and as well if they are more curious about the information, they can go to the source to learn more. By incorporating this feature, the game promotes a healthy skepticism which urges players to critically assess any information they encounter.



Source link highlighted on the popup