LearnAble
A Game about Learning

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My Process - Step 1: Spitballing Ideas

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When starting out, I recorded my stream of conscious.

Card Game?
Enemies of Learning

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The bad guys are things that inhibit learning.

The player use a tactics to overcome inhibitions

When the player overcomes a hurdle they get a knowledge token

When someone reaches the end the game is over but the person with most knowledge tokens, wins.

My Process- Step 2: Boiling thoughts into Actions

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The next step was to take my stream consciousness and create solid ideas that I could build off of and try eliminate initial bias.

My Process - Step 3: Create a Narrative

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Next, I created a narrative that I hoped would connect with players and establish purpose. In discussing the narrative, I decided that I wanted a more collaborative style of gameplay that would foster teamwork over competitiveness.

My Process - Step 4: Visualize Board Layout and Cards

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Next, I sketched what the board could look like and what the challenge and tactic cards looked like and started developing and icon language for the game.
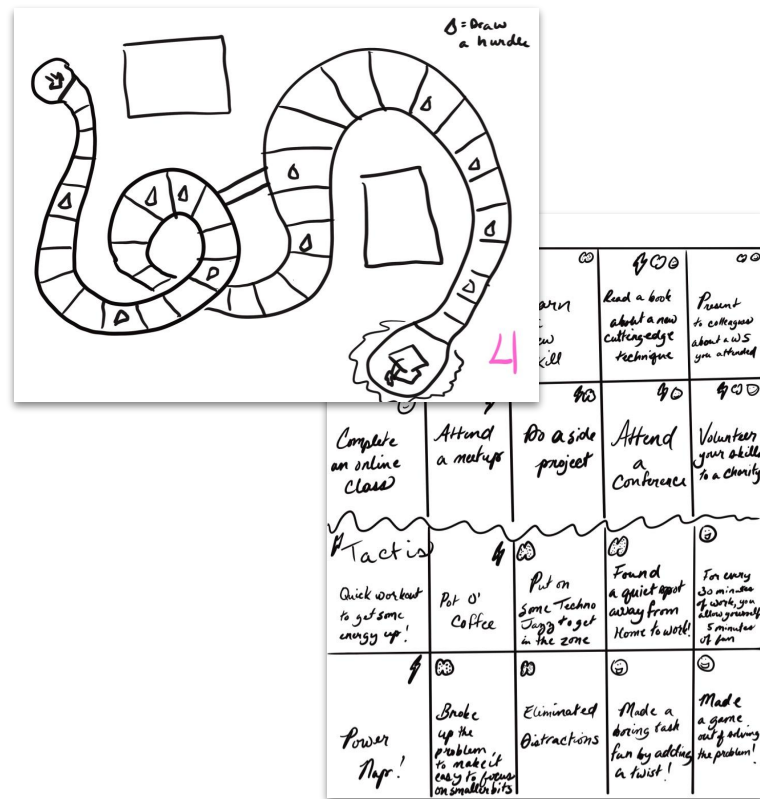
My Process - Step 5: Define Player Flows

Starting game:
The player picks a student token to represent them on the board

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Each player recieves five cards from the tactics deck

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Each player rolls a dice ① lowest die goes first

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The first player goes

Moving on the board:

Each player rolls a dice on their turn and moves the number of space(s) that appears on the dice

• if player lands on empty tile they can choose to:

↳ do nothing

↳ play an "Extra Credit" card

↳ play a "Collaboration" card

• if the player lands on a obstacle tile, they must take the first obstacle card on the top of the challenge deck. The player must stay on that space until they overcome the challenge.

Overcoming An Challenge:

When a player pulls a challenge card from the obstacle deck that player can overcome the challenge by playing tactics cards that meet the conditions of obstacle in the top right corner.

• upon overcoming a challenge the player gets a knowledge token for each condition met on the card

• for each turn after the turn that the player played the challenge a knowledge token accrues on the challenge.


Playing a "collaboration" Card:

Collaboration cards can only be played to help another player with an challenge or to get help from another player with a challenge

↳ If helping another player, you get half the knowledge tokens the the player has accrued plus one additional knowledge token. If that player refuses to collaborate, they lose an accrued knowledge token for that challenge

↳ If getting help from another player, start with a person on your left or right if the person can help, they can fo half of your knowledge. Give yourself an extra token for seeking help.

My Process - Step 6: Prototype and Play Test

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Next, I made a prototype of the board out of sticky notes and cards out of index cards. I play tested the game with fellow classmates and recorded my thoughts and feedback from the play testers. (Thoughts and feedback were in pink.)
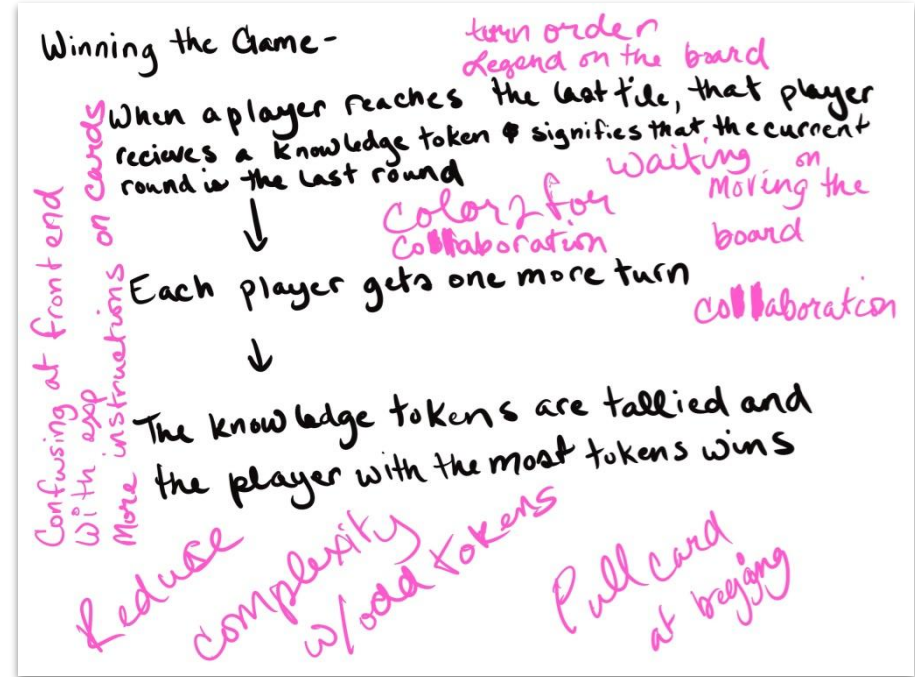
My Process - Step 7: Resulting Higher Fidelity Prototype

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The end result was a cleaner game board. That had a legend for icons and a list for Turn order on the board. I renamed collaboration to teamwork and streamlined the knowledge token gain rules for teamwork. All the challenge and tactics cards had icons to help distinguish them.
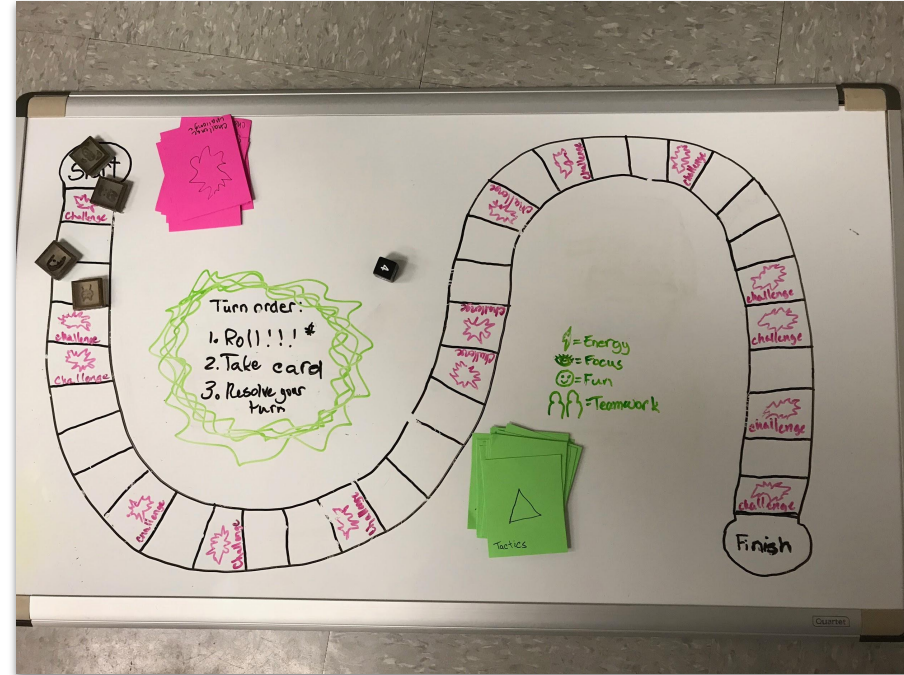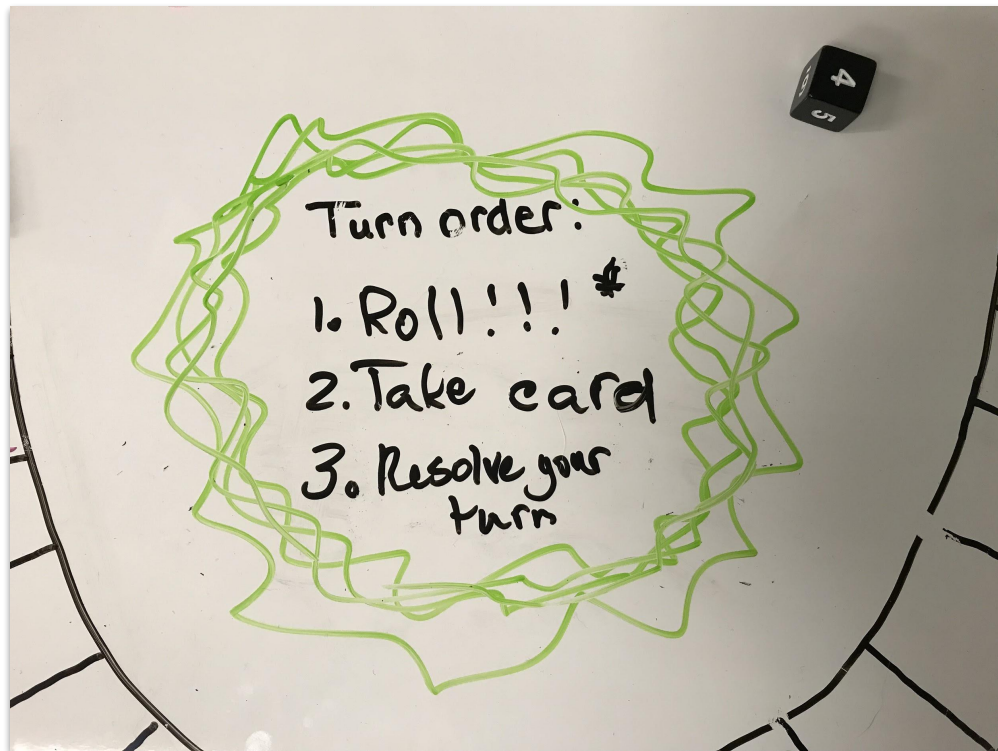
Cognitive Elements Present in the Game

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- Attention
- Perception
- Memory
- Learning
- Reading, Speaking, and Listening
- Problem Solving, Planning, Reasoning, and Decision Making

Attention

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The outset of my game relies on instructing the players on the rules of the game and the turn order for my game is prominently displayed for the user as a reminder.

Perception

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I used specifically color
coded elements in the game.
Tactics are green and
Challenges as hot pink. There
is also a defined set of
icons for all the different
tactics and a specific icon
for Challenge tiles and
cards.
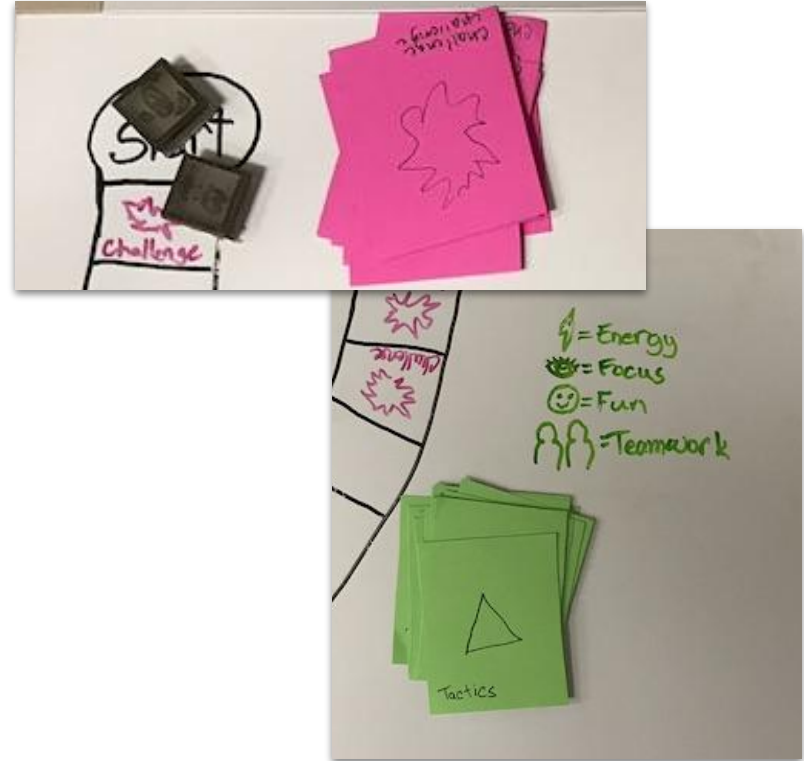
Memory

I tried decrease memory load by simplifying overly complex rules and writing complex instructions on cards instead relying on the player to remember them. I also used labels, color, and icons to reinforce game elements and decrease memorization.
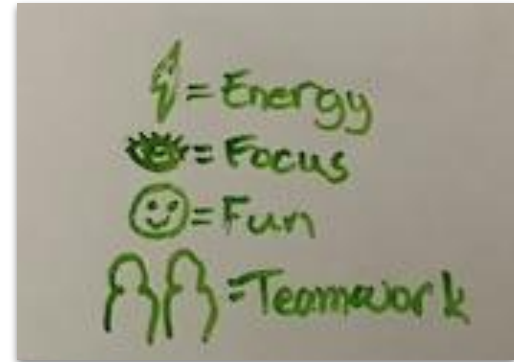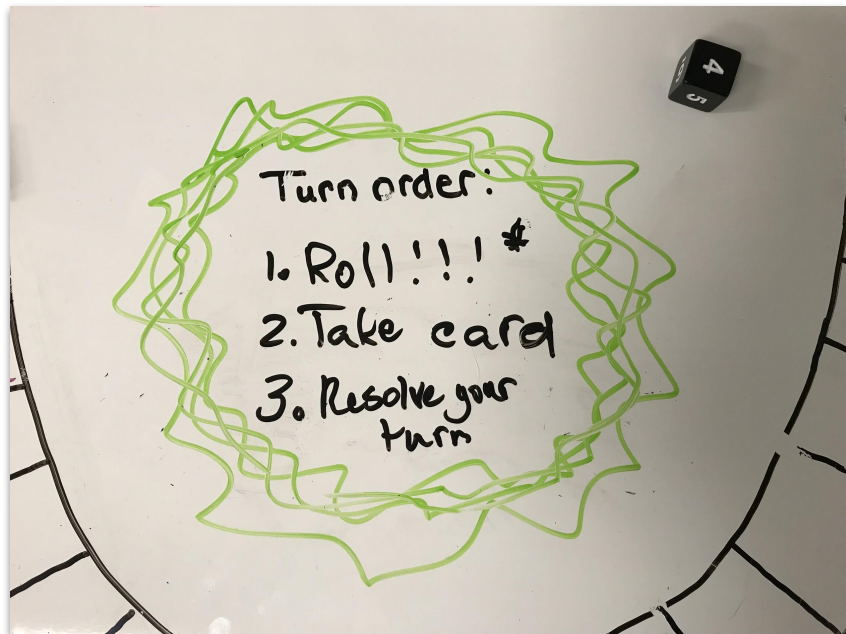
Learning

The use of icons also aided in cognitive learning by representing the abstract concepts of Challenges, Tactics, Energy, Focus, Fun, and Teamwork with concrete representations.

Reading, Speaking, and Listening

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I endeavored to limit the
amount of reading and
instructing through
simplifying the ruleset and
writing repetitive actions in
large text on the board to
make easier to cue the
player.

Problem Solving, Planning, Reasoning, and Decision Making

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The main objective of the game was to attain knowledge tokens. There were three ways to accumulate knowledge tokens. Overcome challenges with tactics, teamwork, and continued learning by repeating turns at a challenge. I used icons in the top of the challenge to help players determine number of tokens gained per challenge and reiterated gains through teamwork.
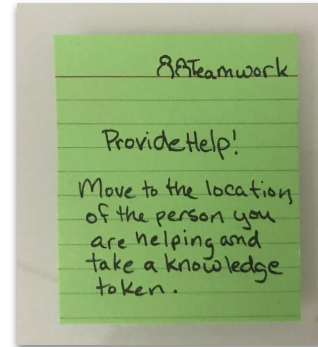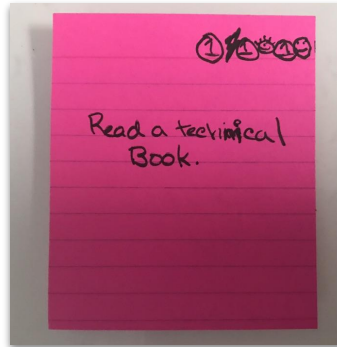
Retrospective

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- Rename the game to Class-y Cats and make everything cat themed. For example, Power Nap would become Cat Nap. While the gameplay maybe interesting the overall theme is dry. Adding an interesting theme could add fun!
- I would get rid of the die for movement. The natural inclination of the players is to roll the die at the beginning of their turn. This causes issues if the player is stuck at a challenge. The player still goes to roll and has to remember not to, which interrupts gameplay. I think that I would use a spinner because there is less learned behavior surrounding spinners.

Game Over