



t-crepe

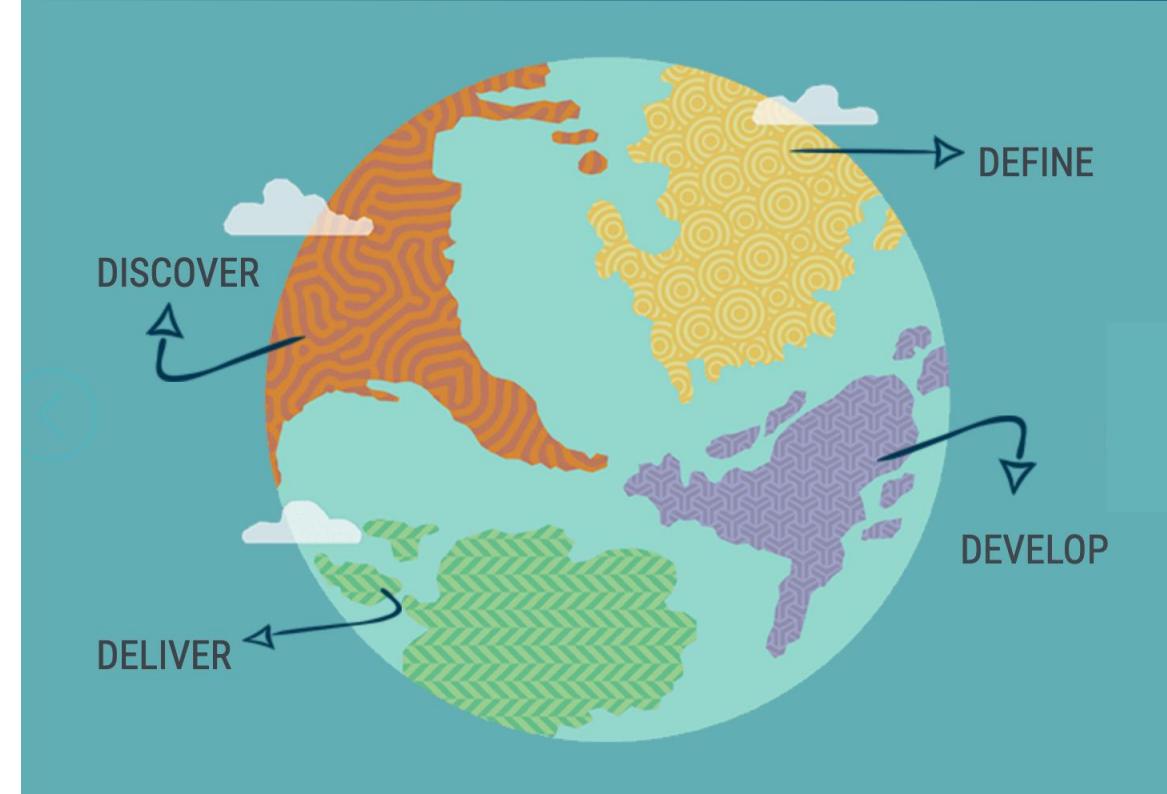


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Teacher Guide: Integrate ChoiCo games in your course

2019-2022

t-crepe.eu



Introduction to ChoiCo games

NKUA - ETL



HELLENIC REPUBLIC

National and Kapodistrian
University of Athens

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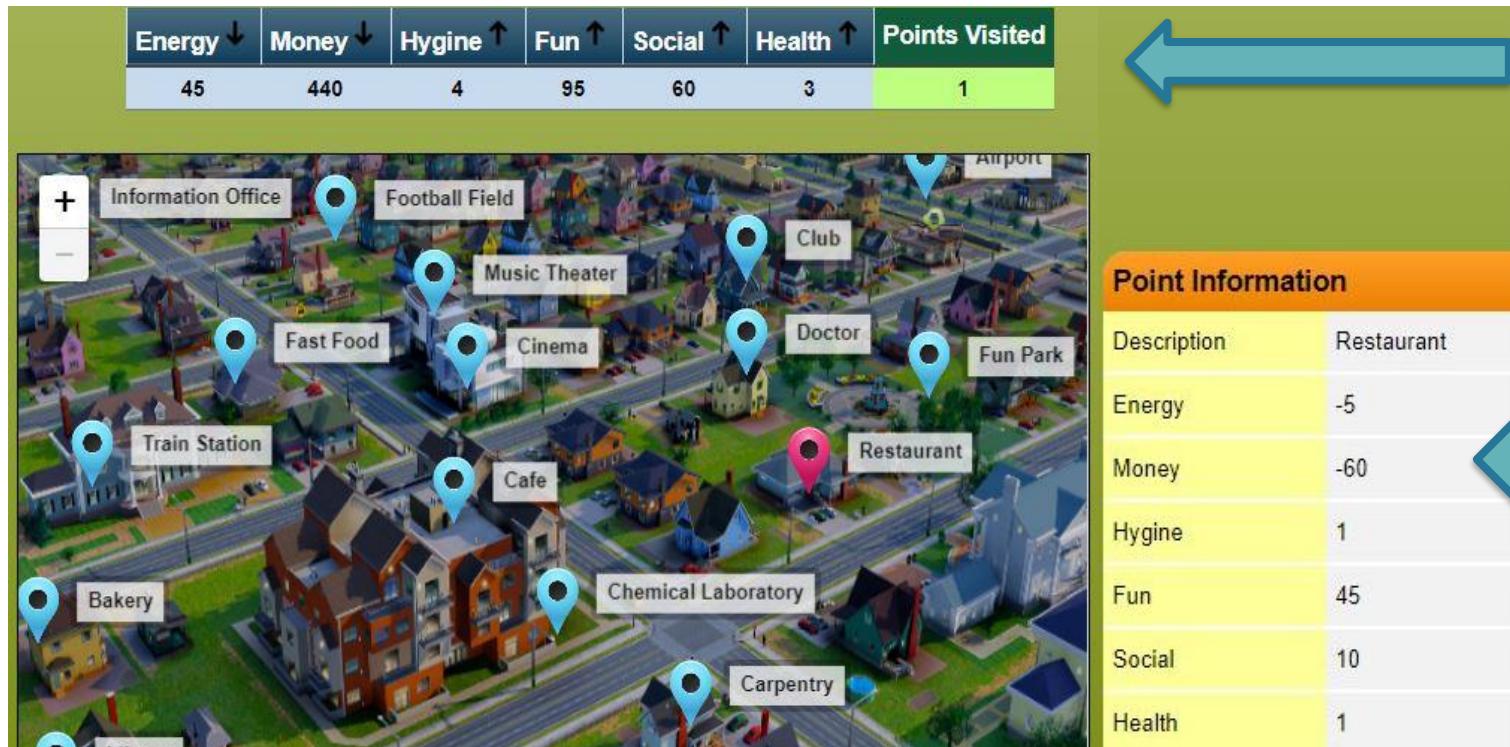


1

ChoiCo = Choices with Consequences

<http://etl.ppp.uoa.gr/choico>

Design & Play **choice-driven simulation games**



Game fields

Choices with positive and negative consequences

ChoiCo games topics

- Complex, controversial and open-ended issues
- Issues with social and scientific dimensions
- Aim to raise discussions about the game values/choices

Examples:

- Balanced food habits
- Ecological footprint & Production / climate change
- Bioethics

Let's Play Together!!

-
- 1. Perfect Ville Game
- 2. Sustainable Textiles Game
- 3. Approaching Empathy Game

Using ChoiCo games in your course

NKUA - ETL



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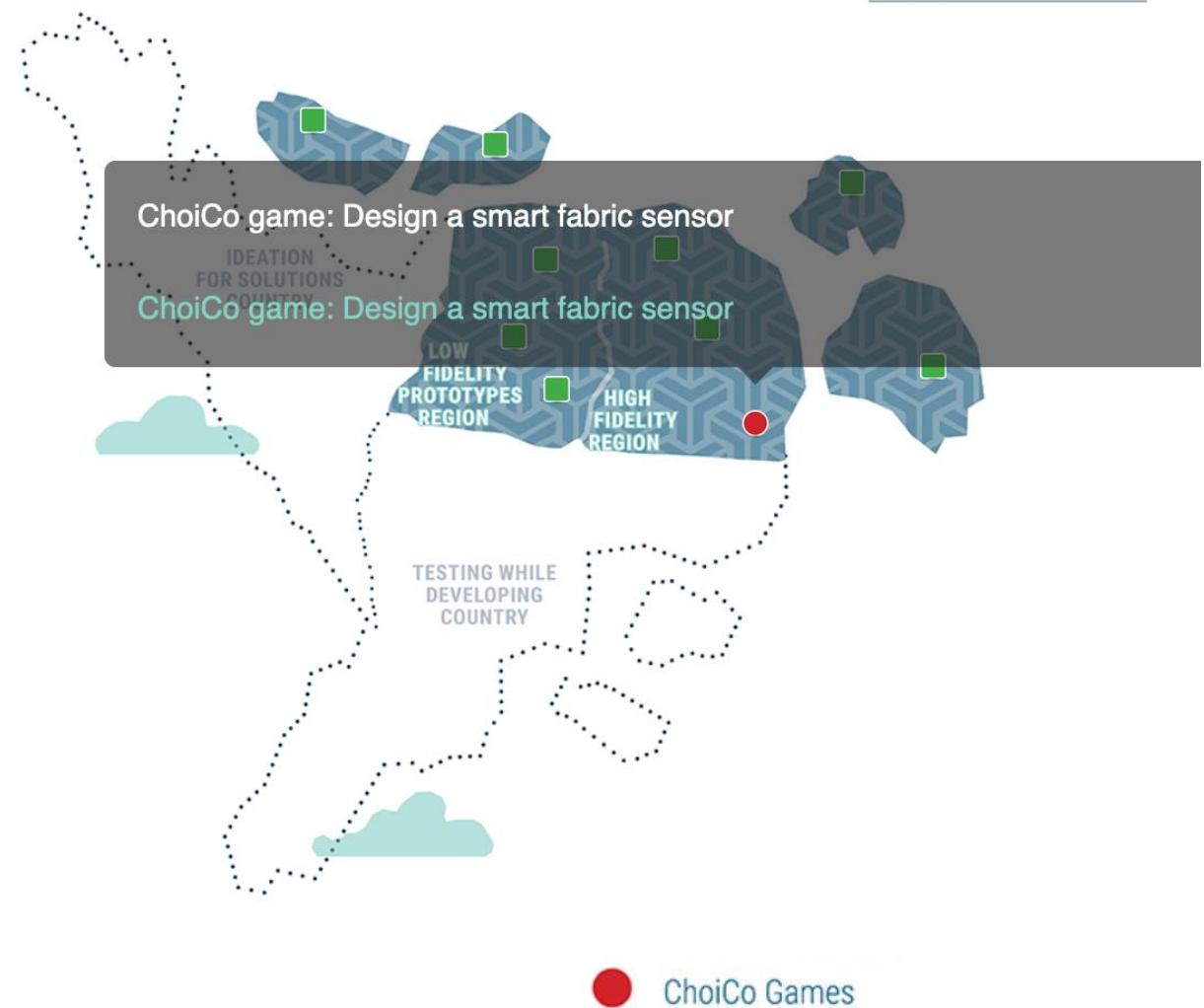


2



ChoiCo games in the planet platform

Cities: the “tools” that you can use to understand concepts, e.g., empathy, sustainability, entrepreneurship. You may find links to external sources, but, most importantly, our ChoiCo Games that we hope to make your journey more fun!



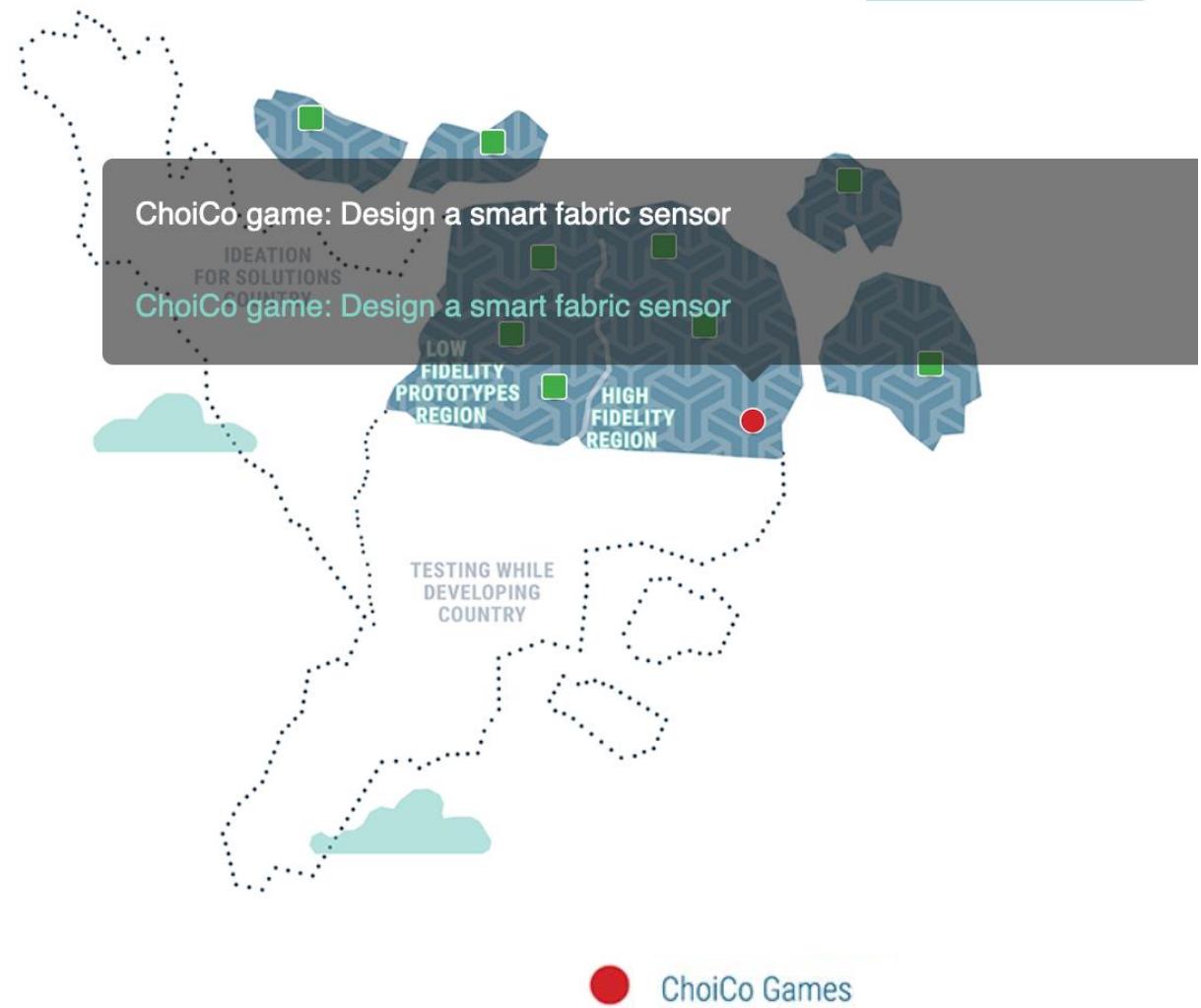
ChoiCo games in the planet platform

PROTOTYPE
COUNTRY

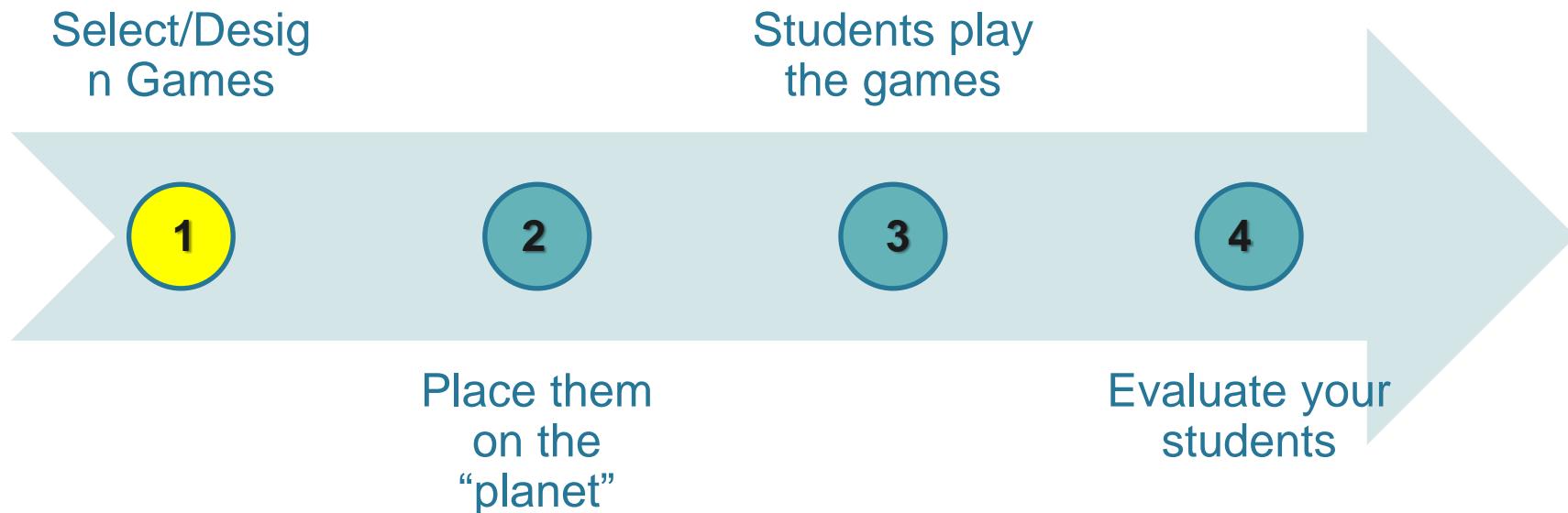


E.g. A ChoiCo game to :

- Explore tools for empathizing
- Compare different material
- Explore different user profiles
- Discover possible uses of a product
- Explore the consequences to the environment
- Come up with sustainable/balanced solutions



The ChoiCo games in T-CREPE courses



Step 1: Select/Design Games

Option 1: **Use** existing game(s)

Option 2: **Adapt** existing game(s)

Option 3: **Create** new game(s)

Step 1: Option 1 – Use existing games

More than 50 games to choose on the co-creation planet website

Circular clothes store game

Title: Circular clothes store game

Creators: BA Students (UGent)

Description: The aim of this game is to develop a concept about a circular clothes store for children, where they can learn in a playful way about the importance of recycling and reusing, while the parents can buy the circular clothes in the store. The concept has been divided into three parts: an introduction to the store, the game the children will play and a reflection part to make them change the future! The player has to decide which aspect they will adapt in their store. This game was developed during the co-creation process of the BA course "Co-creation – UGent"

The impact of transport

SBS App Features

Make a water fountain concept

Discover water needs

House sensoring

Different impacts

Healthy work environment (available in Greek language)

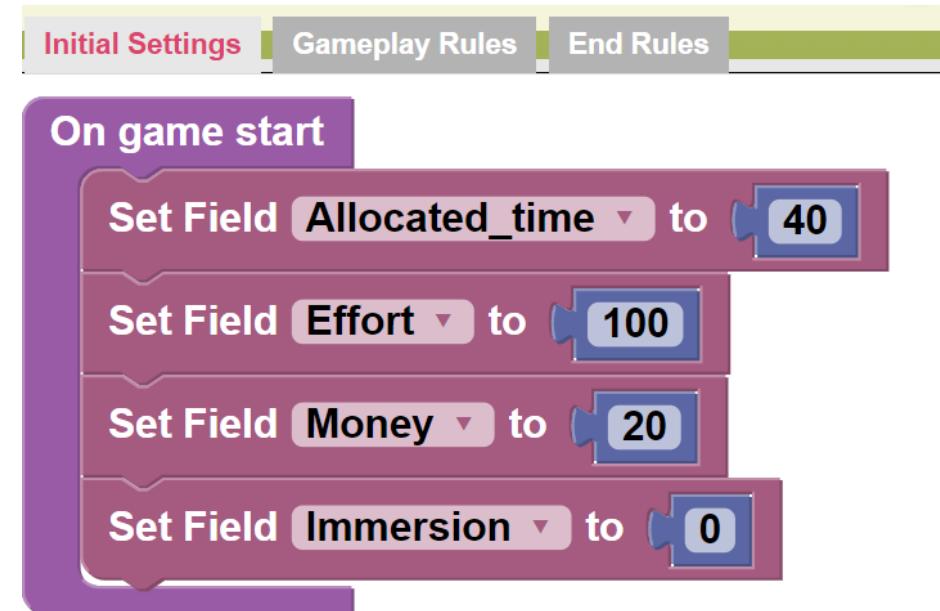
Step 1 - Option 2 - Adapt a Game

Background / Choices / Consequences / Game fields

Background / Choices / Consequences / Game fields

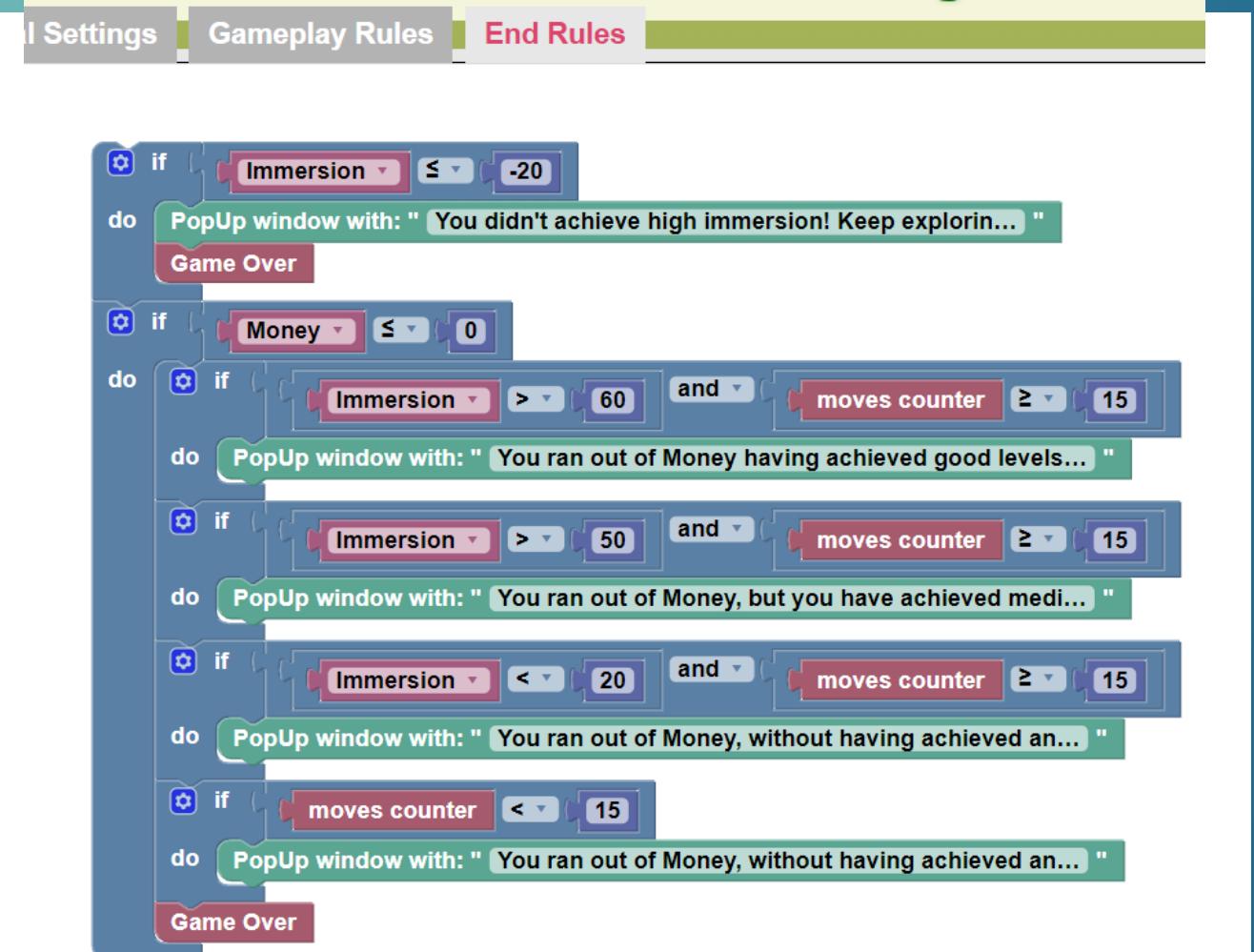
Step 1 - Option 2 - Adapt a Game

- Initial values:
 - Set the **initial values** of game fields with block-based programming



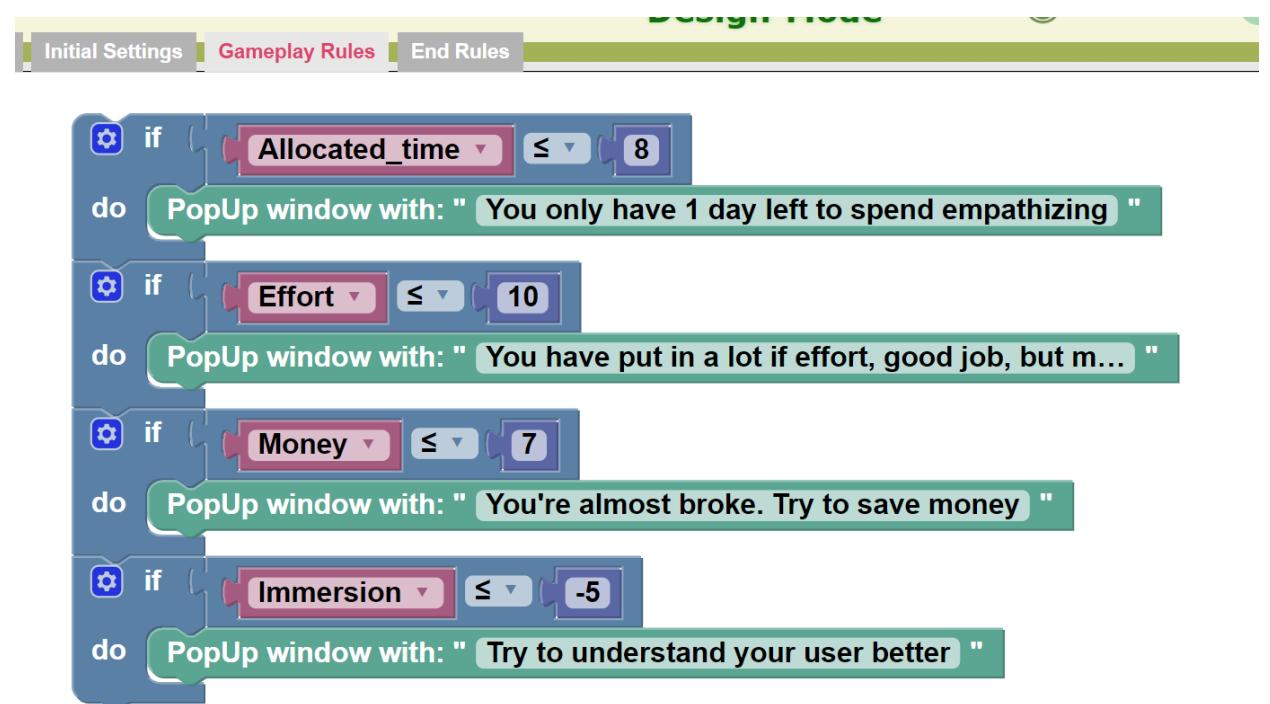
Step 1 - Option 2 - Adapt a Game

- End rules
 - Set up the conditions under which the game ends (the red lines) with block-based programming



Step 1 - Option 2 - Adapt a Game

- Gameplay Rules
 - Set **feedback messages** or **game actions** that will occur every time the player selects a choice



Step 1 - Option 3- Create a Game

1. Describe your idea in the “Game Plan Template”
2. Develop your game in ChoiCo
 - The ChoiCo Manual and Game Design Tutorial will help you designing your game
 - You may contact NKUA team to help you design the game
3. Send us the game to integrated into the planet platform

Step 1 - Option 3- Create a Game

—

The “Game Plan Template” document



“Impact of Empathy” Game Description

Game Description

1. Game identity

- Title: The impact of empathy
- Context: Education
- Concept(s): Discover -Empathize (diverge)

-Outline:

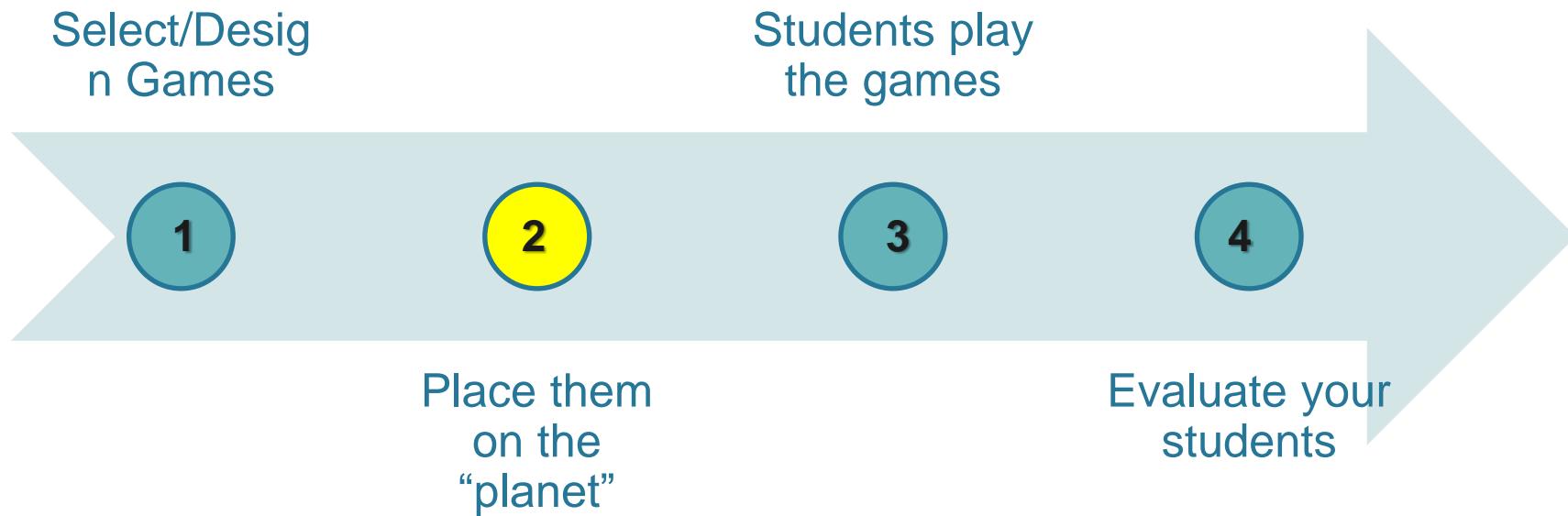
There are different tools and methods to empathize with users. According to the user you want to target, some approaches are easier/better for certain groups as for others. Each tool/approach has its advantages and disadvantages. Try to empathize as good as possible with your the different audiences to understand the problem from their point of view. Make sure you don't neglect a certain audience!

2. The “Game Player” role

- State **the role of the Game Player** (e.g., citizen, mayor, etc.).
- State the aim of that player (what the player needs to do to stay in the game).

The player is a student who has to understand his/her target audience by trying out different empathy-tools. She/ He has to think about which tools might be more convenient for each user.

The ChoiCo games in T-CREPE courses



Step 2 - Place them on the “planet”

1. We send you a **URL** for the game

2. You put this URL in the **excel** for platform customization of your course

Term	Short Definition	References
Discover	In this 1st continent (Discover phase) you can explore (diverge) and understand	https://www.designcouncil.org.uk/news-opinion/design-methods-step-1-discover
EMPATHISING	In this country you can find cities (tools) that help you develop empathy with the	
Higher immersion	Higher immersion means that one is directly experiencing the situation of a user,	
Being in the shoes of...	Being in the Shoes of ...' is any tool that allow you to delve first-hand into the daily	https://www.youtube.com/watch?v=mrgwAl0zyhg&feature=emb_title
Day in the life	A 'Day in the Life' is a tool that involves following and observing a user in his/her	1) https://think.design/user-design-research/a-day-in-the-life/ 2) https://toolkits.dss.cloud/design/method-card/day-in-the-life/
Interviews	There is no better way to understand the	1) https://www.designkit.org/methods
Diary studies	This tool is about supplying users with diaries/journals and asking them to write	2) https://userpalooza.co.nz/praise/ 1) https://www.nngroup.com/articles/diary-studies/ 2) https://servicedesigntools.org/tools/diary-study
Importance of empathy	Listen to this Ted Talk by Paul Parkin on the importance of empathy and learn about	https://www.youtube.com/watch?v=e4aHb_GTRVo
ChoiCo game: The impact of empathy	This ChoiCo game can help you create empathy with different target audiences.	http://etl.ppp.uoa.gr/choico/?impactEmpathy
Lower immersion	In this broad region you can find tools that give you less immersive opportunities to	
Questionnaires	Questionnaires or surveys are tools that help you generate statistical data about your chosen sample of the population. The aim is to collect information primarily about quantitative details of your users' background (other than basic demographics), e.g., how many/much time they spend on doing an activity, or how much money they spent on something.	1) https://www.researchgate.net/publication/327425122_Guidelines_for_Conducting_Surveys 2) https://www.qualtrics.com 3) https://www.surveymonkey.com 4) https://forms.office.com 5) https://www.google.com/forms/about/
Empathy Map	The 'Empathy Map' is a tool in the form of a canvas that contains 4 quadrants (say, Watching from a distance your target group	https://servicedesigntools.org/tools/empathy-map
Observations	Watching from a distance your target group as they interact with products, services and	https://www.simplypsychology.org/observation.html
ChoiCo game: Approaching empathy	This ChoiCo game can help you learn about the different tools and methods to	http://etl.ppp.uoa.gr/choico/?approachingEmpathy

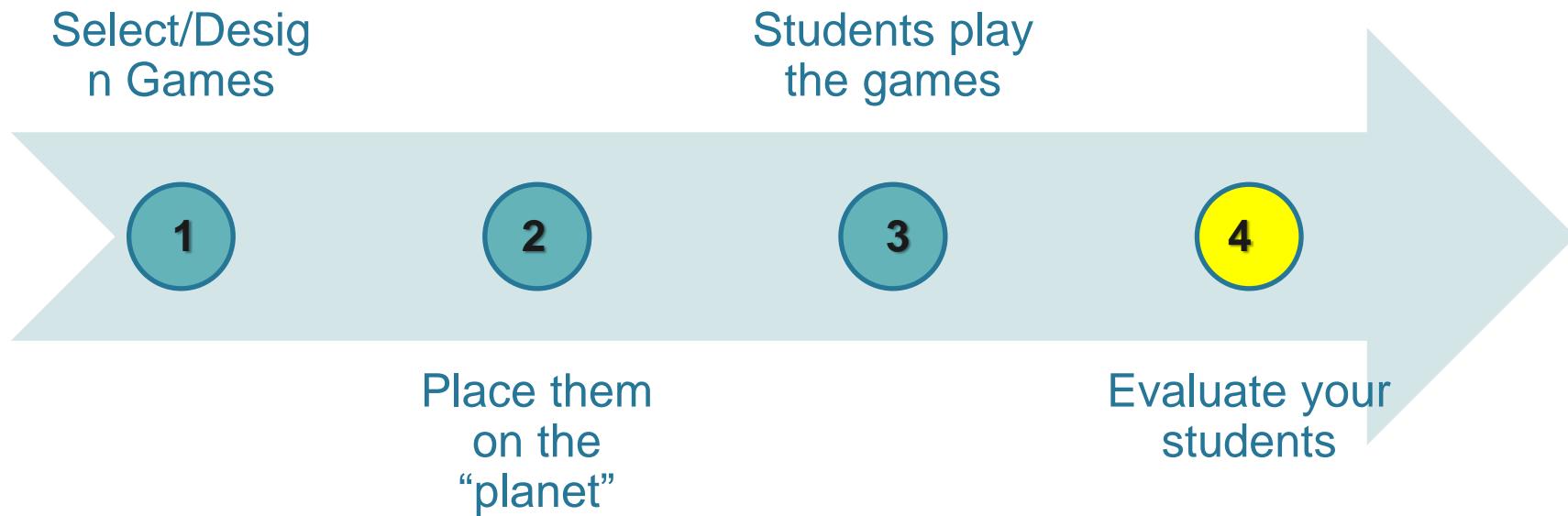
The ChoiCo games in T-CREPE courses



Step 3: Students play the games

- Option 1: Students **play** the games and **save** their scores
- Option 2 (more advanced): Students **play** and **modify** the games

The ChoiCo games in T-CREPE courses



Step 4: Evaluate your students - 1



Game Score & Game Log:
*How a student understands
the game's concepts/issue*

Step 4: Evaluate your students - 1

Game Log:

Keeps track of *player choices, game values and final score*

Download Score:

Downloads a PDF file with the game log

The screenshot shows a 'Game Progress' interface with a header bar showing progress (Allocated_time = 6, Effort = -3, Money = 12, Immersion = 55). Below is a 'Current Game Values' section with the same data. A scrollable 'Choices History' section lists five previous choices:

- Choice 8: Observe user at countryside**
Game Values: Allocated_time = 6 | Effort = -3 | Money = 12 | Immersion = 55 |
- Choice 7: Survey at marketplace**
Game Values: Allocated_time = 12 | Effort = 17 | Money = 17 | Immersion = 50 |
- Choice 6: Survey at marketplace**
Game Values: Allocated_time = 10 | Effort = 22 | Money = 12 | Immersion = 55 |
- Choice 5: Hospital-day in life**
Game Values: Allocated_time = 8 | Effort = 27 | Money = 7 | Immersion = 60 |
- Choice 4: Hospital-day in life**
Game Values: Allocated_time = 16 | Effort = 42 | Money = 7 | Immersion = 40 |

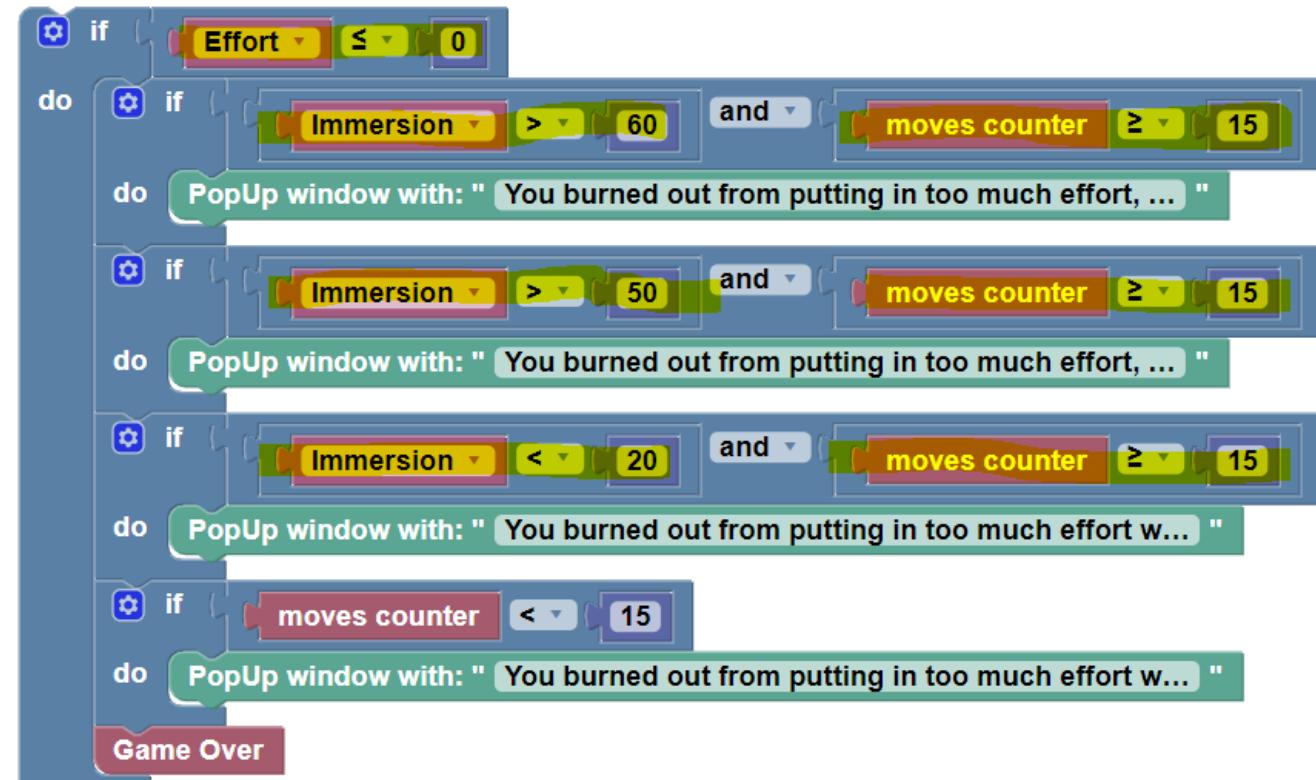
A red circle highlights the 'Download Score' button at the bottom.

Step 4: Evaluate your students - 2

(More advanced)

Create *ending messages*,
depending on the game
field values when the game
ends

Example code



```
if [Effort ≤ 0] then
  do
    if [Immersion > 60 and moves counter ≥ 15] then
      do
        PopUp window with: " You burned out from putting in too much effort, ... "
    end
    if [Immersion > 50 and moves counter ≥ 15] then
      do
        PopUp window with: " You burned out from putting in too much effort, ... "
    end
    if [Immersion < 20 and moves counter ≥ 15] then
      do
        PopUp window with: " You burned out from putting in too much effort w... "
    end
    if [moves counter < 15] then
      do
        PopUp window with: " You burned out from putting in too much effort w... "
    end
  end
end
Game Over
```

Step 4: Evaluate your students - 2

(More advanced)

Create *ending messages*,
depending on the game
field values when the game
ends

The image displays two screenshots of a game interface, likely from a platform like Kahoot! or similar, illustrating how to create dynamic ending messages based on game data.

Screenshot 1: The top screenshot shows a game ending message: "The game has ended! You burned out from putting in too much effort without having understand the user enough. Keep exploring the ‘Discover’ continent to achieve more immersion to your audience needs! Try again!" Below this message is a "What would you like to do?" button with three options: "Play Again", "Edit Game", and "Show score and statistics".

Screenshot 2: The bottom screenshot shows a similar ending message: "The game has ended! You burned out from putting in too much effort, but you have gained some understanding of the user. Good Job! However, the more you discover, the more you empathize with your audience. You can start framing your project in the next phase but you can also give yourself another shot in exploring your audience needs." It also features the same "What would you like to do?" button with the same three options.

Both screenshots include a header with fields: "located_time", "Effort", "Money", "Immersion", and "No. of Choices". A "Point Information" bar is visible at the top right of each screen.

Step 4: Evaluate your students - 3

(More advanced)

Ask students to modify a game and **evaluate their modifications**

For example:

- Ask students to **correct** a game
- Ask students to **adapt** a game to their project
- Ask students to **change what they 'don't like'** or disagree with in a game

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