New Era University Integrated School

No. 9 Central Avenue, New Era, Quezon City

Senior High School

MANUSCRIPT

Project Title: TEACHERS' EVALUATION ON DREAD FORTUNES AS AN EDUCATIONAL GAME FOR PHILIPPINE HISTORY

Project Team: 12 ICT 2 Group 2

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Name of School: New Era University Integrated School

I. CONTEXT AND GOALS

The History of the Philippines is one of the significant subjects that need to teach in schools, but students viewed History as a boring subject. It is all about people, or it is just about dates and times that need to remember, according to author Rum Tan. History should be taught as causal relationships, allowing students to understand and interpret historical events. History will teach students skills that will help them build a connection between the past, present and future. Students' thoughts about and perspectives on history are shaped in social studies courses (NME, 2006, p. 34). Because of the gaming industry, many students are all exposed to gaming. Many of them are playing games. To help the teachers, the developers made a game called DREAD FORTUNES as their supporting tool in teaching History to their students. DREAD FORTUNES can help students grasp terms and concepts in this subject. And will enable the students to view History differently.

II. ESTIMATED PROJECT COST

Labor Price – 2, 878, 590PHP

Miscellaneous Expenses – 50,000PHP

Total = 2, 928, 590PHP

Game Download Price

75PHP – Per download

100, 000 download to meet 2, 928, 590PHP

Once the developers have completed and delivered the original project scope the client will be able to change, update and/or insert any new features. The following chart is an estimation of the tasks and time required for future modifications.

Task	Time / Total
1 Background	5 hours / 305 hours
1 Cut Scene Illustration	8 hours / 488 hours
Remodel of 1 Character	9 hours / 549 hours
Game Mechanic of 1 Character	7 hours / 427 hours
1 Game Level	6 hours / 366 hours
1 Background Music	13 hours / 8,113 hours

Figure 1.0

The estimates above consider only the work necessary to implement 1 new playable character, 1 new background, 1 game level, 1 cut scene, 1 background music, and program the necessary codes for these elements to function in the game.

III. AREA(S) OF INTERESTS

The researchers' area of interest is focused on the capabilities of an educational video games in improving the students' performance. Currently, the sole purpose of the project is to help students learn the History of the Philippines by using educational video games. Educational video games can play a significant role in education, not only can the players/students can enjoy these kinds of games but also help them in learning new things, due to these educational games have a variety of puzzles and mental challenges that can boosts the student's performance in school.

The Philippines has many teenagers that are gamers, thus the project will interest them because of that. The educational video games will not only increase their performance in school, but also improve each sets of skills they have. For example: quizzes will improve their memorization and knowledge about the subject that they quizzed; puzzles will test their problem solving skills, shape recognition, concentration and so much more; there are many kinds of other educational video game.

IV. DIRECT BENEFICIARY/COMMUNITY OF INTEREST

Students and teachers will have an entertaining and innovative way of teaching and learning the History of the Philippines or any other topic that is desired. This game project will be distributed to students and teachers to be approved, supported and acknowledged as an innovative medium in education.

This game is specifically designed for the future academic years of students and teachers. Especially adapting to the advancements of technology and the trend of video games to young students. This game will be the catalyst in figuring out how effective to students will learn a certain topic if the knowledge can be gained by playing and how teachers can effectively use this new medium to educate and see its compatibility with students.

The game will also serve as an improvement for students in educating themselves and it could help the teachers analyze their learning patterns without using expensive programs and tests. This game promotes innovation and versatility which is evident in today's generation.

V. RATIONALE

All of us know that playing video games is part of everyone's life in this day and modern age. It is a part of our leisure and free time. All people are enjoying when playing video games.

Video games impact people's lives in meaningful ways beyond the innate joy of play. We are a nation that believes in the power of playing video games. In fact, an estimated 2.7 billion people played video games in 2020 alone. This increase is likely due to the global pandemic, a wide supply, and an ever-growing demand.

No matter who you are or where you're from, there's a game for everyone. All of us know that video games transcend age, gender and where we live. Whether what situations or any regardless of the scenarios of your life might be, all of us can safely say that playing video games is for everyone.

The researchers came up with an idea – to make an educational video game as a tool for learning. According to IGI-Global, educational games are those intentionally designed for the purpose of education, or those entertainment games that have incidental or educational values. Educational games are not only for entertainment purposes but it is also designed to help people develop problem solving skills as they play games.

Educational games can be used as a tool for learning. According to (Elise Favis, April 16, 2020), teachers are utilizing broadly played games like Roblox and Minecraft to demonstrate and illustrate scientific principles like climate change or cellular biology, and those games' publishers are making their platforms as handy as possible to educators during the crisis.

The researchers' intent is to make an educational game pertaining History (specifically Philippines). According to (Victor Samuel Zirawaga et al., 2017) History of the Philippines is a subject that deals with facts which need to be remembered as they are. Applying gaming theories in History of the Philippines will enable the students to see the course in a different way as History of the Philippines offers more than an update of past events.

DREAD FORTUNES would like to help everyone to learn and enjoy History of the Philippines through games and give them entertainment like other online games.

VI. STATEMENT OF THE PROBLEM

This research study will help the researchers to know how DREAD FORTUNES aid/serve teachers of New Era University Integrated School in learning History of the Philippines. This study aims to answer the following research questions:

1. How do DREAD FORTUNES, as evaluated by the respondents, aid/serve the teachers of Humanities and Social Sciences in terms of:

   a. Learning Objectives

   b. Higher Level Learning Skills

   c. Narrative Context

   d. Organization and Instructional Design

   e. Subject

   f. Engagement and Fun

   g. Layout and Design

   h. Music

   i. Ambiance

   j. Over-all

2. What are the feedbacks of the teachers about the entire game to improve the prototype in the future?

VII. PROPOSED GAME/SOLUTION

With the pandemic continuing to progress which led to face-to-face classes being integrated to online classes and the factors affecting students with this new medium in learning. The researchers have come up with another way of learning which is through gaming. Philippines is the social media capital of the world and with that almost every student and teenager has accounts on all social platforms. And because of their attraction to technology, every student plays games nowadays.

The research team aims to conduct an evaluation on the game's overall feel and effectiveness in terms of learning. The proposed results would be its effectiveness for teachers to give out lectures through games.

The proposed game was programmed and developed in such a way that students would learn through playing. It will feature a variety of game modes that gives them knowledge about the History of the Philippines. The results and their scores would tell their progress on the topic given.

Proposed Prototype Project Design

Figure 1.1
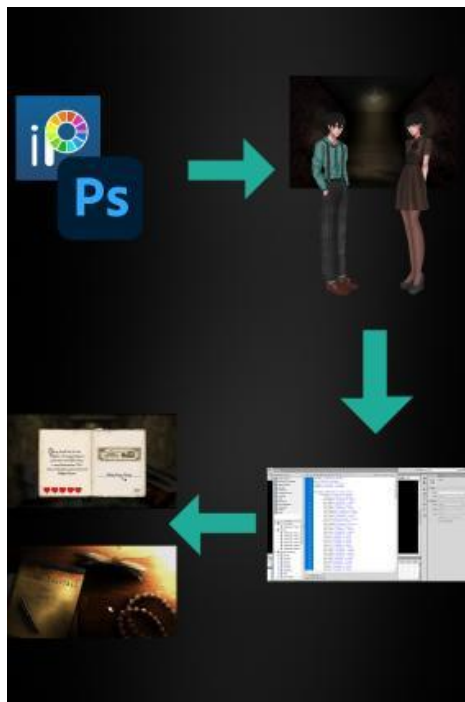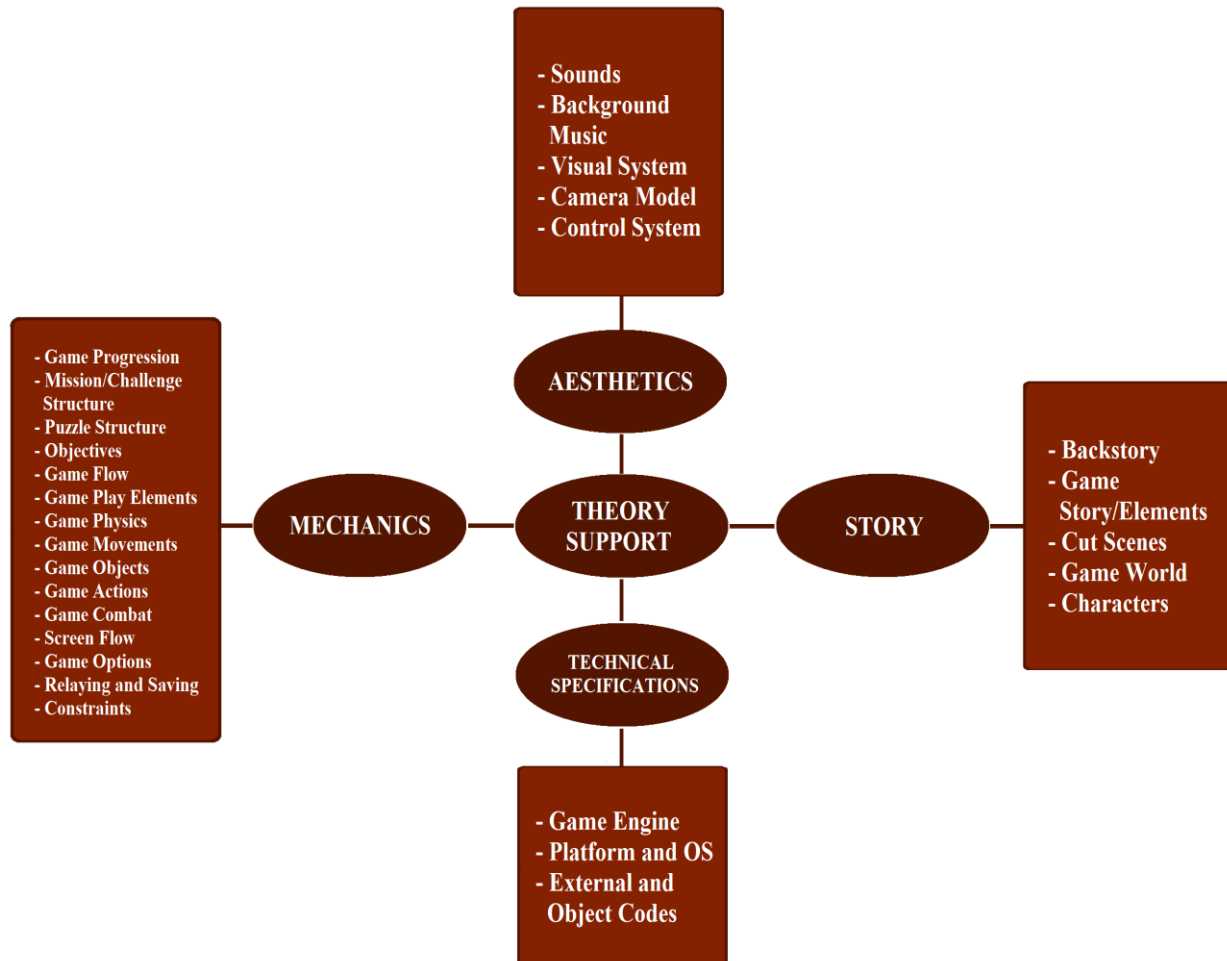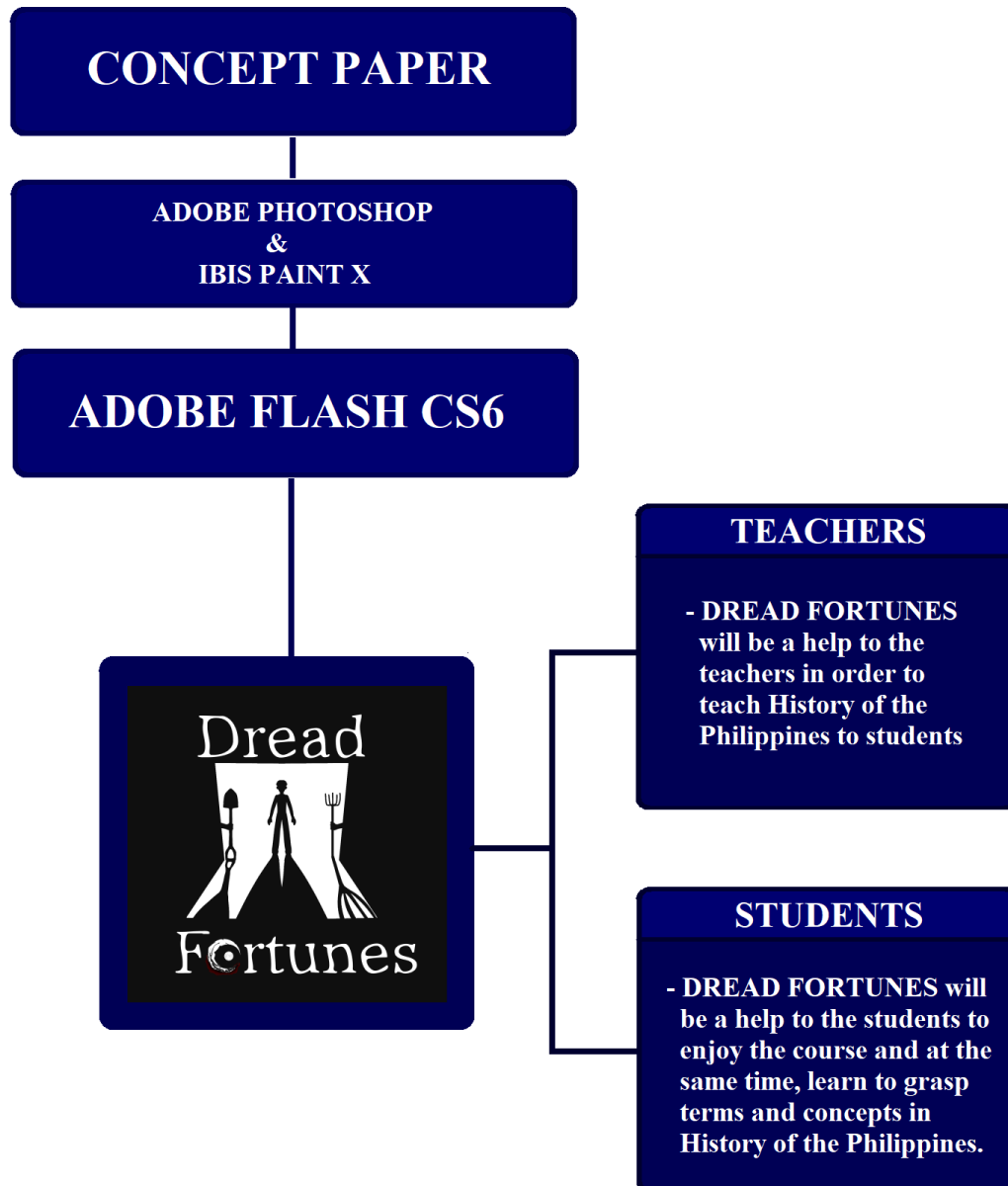

Figure 1.2

Figure 1.3

Diagram for the Whole Project

Figure 1.4

VIII. PEDAGOGICAL THEORY SUPPORT

The chart below is the theory support of the teaching design of DREAD FORTUNES.

AESTHETICS
- Sounds
- Background Music
- Visual System
- Camera Model
- Control System

MECHANICS
- Game Progression
- Mission/Challenge Structure
- Puzzle Structure
- Objectives
- Game Flow
- Game Play Elements
- Game Physics
- Game Movements
- Game Objects
- Game Actions
- Game Combat
- Screen Flow
- Game Options
- Relaying and Saving
- Constraints

THEORY SUPPORT

STORY
- Backstory
- Game Story/Elements
- Cut Scenes
- Game World
- Characters

TECHNICAL SPECIFICATIONS
- Game Engine
- Platform and OS
- External and Object Codes

IX. GAME DEVELOPMENT RESOURCE

CONCEPT PAPER

ADOBE PHOTOSHOP
&
IBIS PAINT X

ADOBE FLASH CS6

Dread

Fortunes

TEACHERS

- **DREAD FORTUNES** will be a help to the teachers in order to teach History of the Philippines to students

STUDENTS

- **DREAD FORTUNES** will be a help to the students to enjoy the course and at the same time, learn to grasp terms and concepts in History of the Philippines.

The teachers of New Era University Integrated School of Humanities and Social Sciences Senior High School Department and their students will benefit from the game. As for the teachers, it will help them in order to teach History of the Philippines more exciting and fun to the students. And for the students, it will help them enjoy learning History of the Philippines and the game can help students see the course differently.
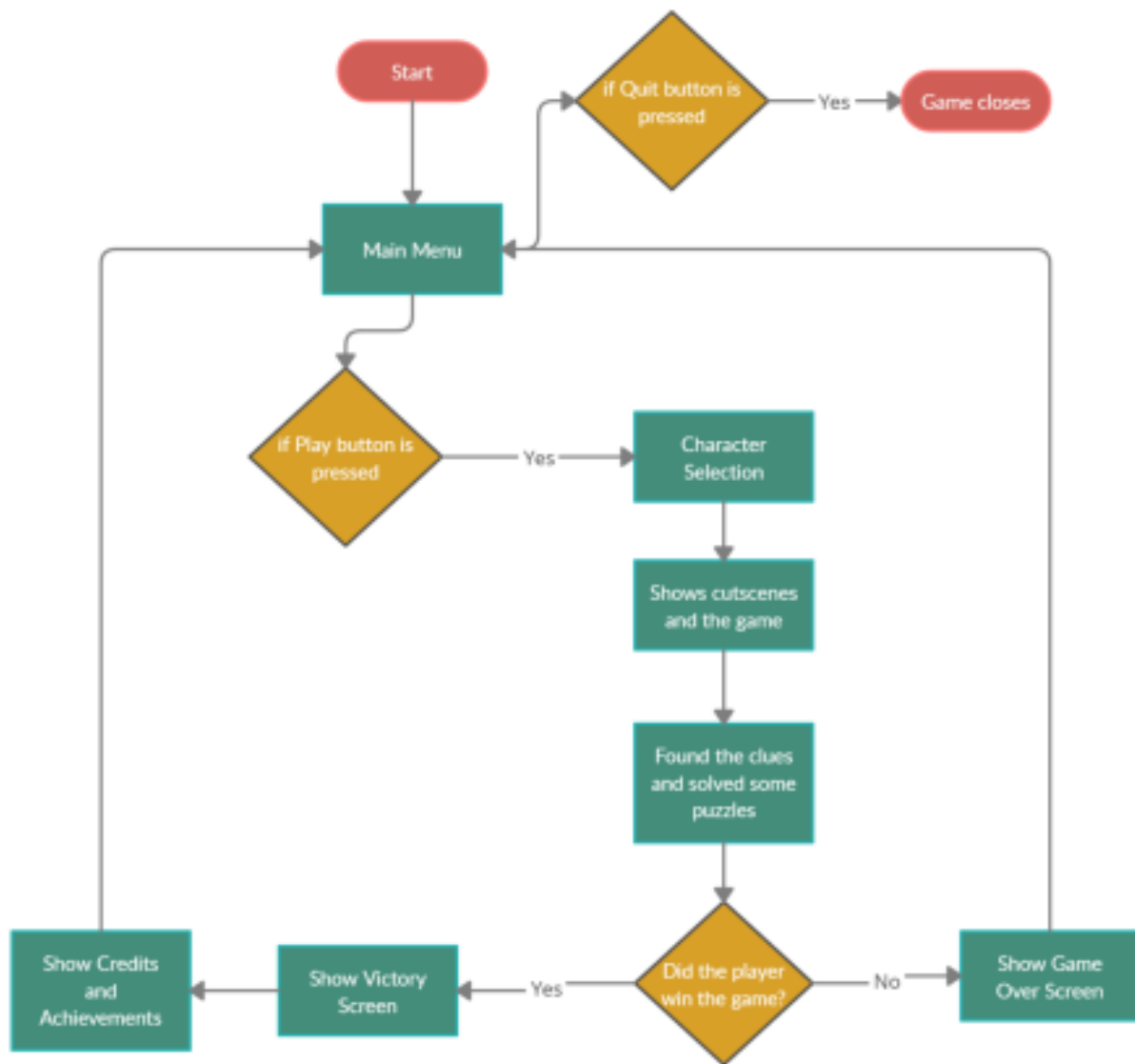
Game Flow

Figure 1.5

Screen Flow
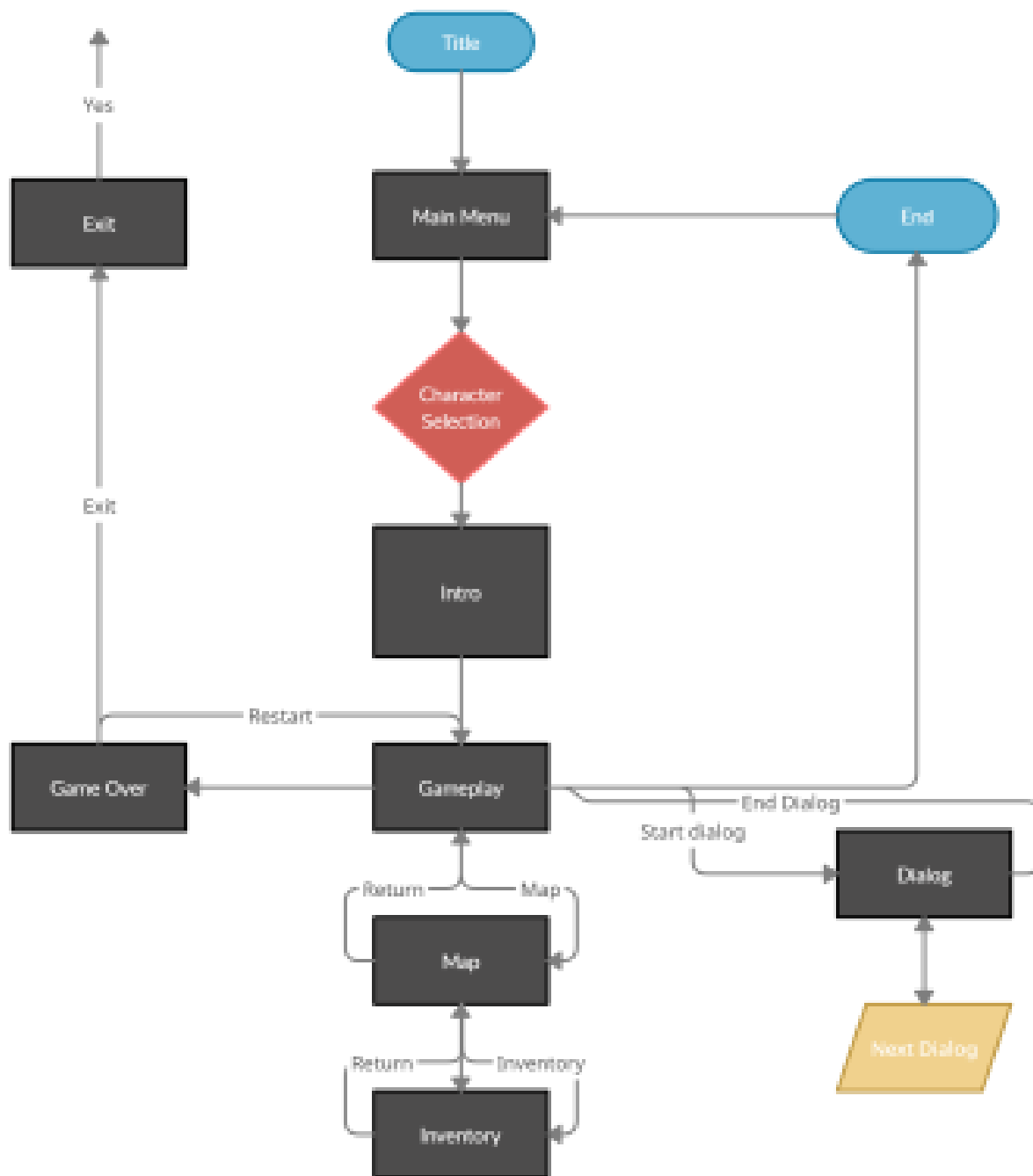

Figure 1.6

X. TECHNOLOGY VALIDATION

Before the developers release the game, the developers examined the educational game on Adobe Flash and did a bug-testing on the codes to ensure no errors occurred. The Interactive buttons, keys, and mouse buttons were also examined and did a bug-testing for clean and logical input of the handle keys.

The game designers used Adobe Photoshop and Ibis Paint X to make the illustrations for the setting and characters of the game. The designers and developers will choose the best-edited photos for the educational game.

After the developers examined and bug-testing the educational game, the developers finally released the game. Then, the researchers conducted an evaluation to the teachers of New Era University Integrated School of Humanities and Social Sciences in the Senior High School Department.

The results are stated below.

RESULTS

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean	Results
Learning Objectives	3	3	-	-	-	4.5	Strongly Agree
Higher Level Learning Skills	3	3	-	-	-	4.5	Strongly Agree
Narrative Context	5	1	-	-	-	4.5	Strongly Agree
Organization and Instructional Design	5	1	-	-	-	4.83	Strongly Agree
Subject	5	1	-	-	-	4.83	Strongly Agree
Engagement and Fun	3	3	-	-	-	4.5	Strongly Agree
Ambiance	5	1	-	-	-	4.83	Strongly Agree
Music	5	1	-	-	-	4.83	Strongly Agree
Layout and Design	5	1	-	-	-	4.83	Strongly Agree
Overall	4	1	1	-	-	4.5	Strongly Agree

Figure 1.7

In Learning Objectives, Higher Level Learning Skills, Engagement, and Fun had the same respondents. Three votes Strongly Agree, and Three answered Agree. However, In Narrative Context, Organization and Instructional Design, Subject, Ambiance, Music, and Layout & Design had the same respondents. Five respondents vote Strongly Agree, and one Agree. And lastly, Overall, four voted Strongly Agree, one Agree, and one Neutral.

According to the results, the game Dread Fortunes is appropriate to become a supporting tool in teaching Philippine History.

1X. PROJECT SCHEDULE

ACTIVITY	MARCH					APRIL					MAY						JUNE			
DATE	-	15	20	25	31	5	10	15	20	25	5	10	15	20	25	5	10	15	20	25
PROJECT PROPOSAL/CONCEPT PAPER																				
Brainstorming		■	■	■	■															
Selection of Research Topic		■	■																	
Collection of Related Literature and Studies					■	■														
Formulating Research Design					■	■														
Creation of Research Methodology					■	■														
Formation of Research Proposal		■	■	■	■															
Submission of Research Proposal/Concept Paper					■															
Proposal Screening and Evaluation					■															
PROTOTYPE & GAME DESIGN DOCUMENT CONSTRUCTION																				
Construction of Game Overview, Gameplay and Mechanics			■	■	■	■	■													
Construction of Game Story, Setting and Characters			■	■	■	■	■													
Build Phase (Game Levels)									■	■										
Build Phase (User Interface)												■	■							
Build Phase (Technical Specifications)														■	■					
Alignment of Game Design Document to Research Paper																■				
Prototype Screening and Evaluation																■				
Prototype Validation																■				
RELEASE OF THE GAME																				
Release of the game to the Grade 12 Teachers																■	■			
FINAL PROJECT PRESENTATION																				
Research Paper and Project Presentation																		■	■	■
Culminating Activity																		■	■	■

Figure 1.8

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APPENDIX

Game Design Document of the game:

https://drive.google.com/file/d/1TmwQ_zCfbwcA6LdpXGyMkfpK1VHFpYGp/view?usp=sharing