Play Testing Notes

8/10/2018

This game was with just people from the Learning Science Playground group.

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| --- | --- | --- | --- |
| Round Number | Number of Situations | Answer | Notes |
| 1 | 1 | The Effect of the Unimportant | Started with 2, 6, 7  Emily picked up the topic so the other 2 knew what her topic was. The other 2 clarified what she was supposed to do because they had played this in the past |
| 2 | 1 | Y U No Like Me | Added 5  Very Easy to Guess w/ good acting |
| 3 | 3 | The Effect of the Unimportant | Added 3  Aren’t really acting like kindergarteners |
| 4 | 5 | Motivation by Grades | Added 8  Guessed “IRL” |
| 5 | 3 | I Wanna Be the Very Best | Added 4  Guessed “Extrinsically Motivated” |
| 6 | 3 | Intrinsically Motivated | Added 1 |
| 7 | 2 | Intimidation by Grades |  |

Fun Scale: 3.5 (One person suggested the number and everyone agreed)

Thoughts:

This isn’t really the group that I had hoped would play. Both Stacia and Nicole who had played before had preconceptions about how the game play should go, but I had made some changes to the interaction between the guesser and the student.

They were both very used to the method of asking questions, but I will make the comment that “asking questions” is naturally what people will do to find out more information about someone so maybe that is not because they played it before.

The idea we had in the discussion was to have a limit to how many of each type of interaction that you can have in the round. And the difficulty depends on how much of each type you can do.

8/3/2018

This is the game with the Woodrow Wilson Academy folks

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| --- | --- | --- | --- |
| Round Number | Number of Situations | Answer | Notes |
| 1 | 3 | Y U No Like Me | Started with 2, 5. 7  Starting off pretty confused. It isn’t going the way I wanted because the WWA guys didn’t want to read the directions and we had Lizao playing. Lizao has played this game quite a lot and she explained everything to them, however an essential part of this testing was supposed to be seeing if they could play the game properly without someone just telling them what to do  One of the players is the type to just keep guessing until he gets it right so we ended up having only one motivation topic left. Need to make a rule saying the turn ends if there is only one motivation topic left |
| 2 | 1 | Intimidation by Grades | Added 1  Guessed “The Effect of the Unimportant” and “Y U No Like Me”  Again, they kept guessing till they got it right |
| 3 | 2 | (Not found, ended early for time) | Added 6  Informed them that they could skip  Guessed “Extrinsically Motivated” |

Fun Scale: 3, 3 or 4 (2 people said it depends on if they are playing a student or a guessr), 3.5 (qualified his answer saying this dude was feeling sick and wasn’t into the playtesting)

Notes:

* This play test didn’t go the way I wanted it to. These are the reasons:
  + I wanted them to read the directions on their own, but they had a past player explain it to them even though I explained that I wanted them to figure it out
  + One of the players was not into the game and would have to be reminded what was going on. He wasn’t feeling well and seemed to have a bad headache
* The instructions used here tell the players to “present a situation” and I wasn’t explicit in explaining what that means. Next iteration, I will add explanations for what I mean by “present a situation.”

7/27/2018 Play Testing

Mostly playtested by people in the Learning Science Playground group

Game Notes

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| --- | --- | --- | --- |
| Round Number | Number of Questions | Answer | Notes |
| 1 | 2 | I Wanna Be the Very Best | Started with 1. 2, and 8  Rough Start b/c they are still learning |
| 2 | 1 | Y U No Like Me | Added 5  Guessed “I Wanna Be the Very Best”  Lizao guessed twice in a row |
| 3 | 3 | Motivation by Grades | Added 4  Guessed “I Wanna Be the Very Best”  Stacia is stressed |
| 4 | 3 | Intrinsically Motivated | Added 6  People started using the “Guess Who” strategy |
| 5 | 3 | Y U No Like Me | Added 7  Guessed “Motivation by Grades,” “Intimidation by Grades,” and “ Wanna by the Very Best” |
| 6 | 4 | IRL | Added 3  Funny Quote: “I’m not really a fan of food.” |
| 7 | 4 | I Wanna Be the Very Best | Started with ALL topics  Asked “Motivation by Grades” |

Fun Scale: 4, 4. 5, 4.5

Difficulties:

* Too much for the context
* Asking questions gets recycled

7/20/2018 Play Testing

General Self-Made Notes:

* They didn’t go for a unique/strange setting (Math, Reading Graphs, 6th grade, end of the school year with a test coming up)
* I need to make it clear that each person gets the same three topics
* They didn’t stay in the order intended

Game Notes

|  |  |  |  |
| --- | --- | --- | --- |
| Round Number | Number of Questions | Answer | Notes |
| 1 | 3 | IRL |  |
| 2 | 3 | Intrinsically Motivated | 2 people were confused  Matt got it pretty quickly |
| 3 | 3 | I Wanna Be the Very Best | Went smoothly |
| 4 | 1 | The Effect of the Unimportant | None of them are using the “Guess Who” method of putting down topics that they eliminated  Got it quickly through reading the player |
| 5 | 3 | Y U No Like Me |  |

Fun Scale:

* 4.5 (for a learning game)
* 2 (from Matt)
* 3.5
* 3

Difficulties

* Learning Rules
* Staying in Character/ Role Playing with No History. It is difficult to suddenly go into a student or teacher role
* The actual teacher was bothered that we aren’t helping the student, that we are just identifying, but that is kind of the point. We don’t want them to try to “solve” the kid. The game is more intended as a learning game for exposing different types of motivation topics.
* It doesn’t feel “real.” The way that you play this isn’t really the same way that you would things in real life in a classroom