Project Pitch*

World history is an interwoven story that connects us all. Yet, traditional textbooks and lectures do not always serve learning styles. Go Global is an achievement driven game that allows students to virtually travel the world. Our goal is to initially target New York City students ranging from 14 to 18 years old, which means that the game will begin in NYC originally. From there, gamers would follow the "mission", to find different "hot spots" or historically significant places in the area. In these locations, gamers are free to explore, collect items and meet historical figures. Portals found through people and items will unlock new time periods, events, locations and people based on their storyline connection. The players are presented with various perspectives giving them the opportunity to make their own interpretations. Every time a player unlocks a place, time period or item, the respectable colored icons on the player's map or inventory will indicate the achievement. The essential goal is to collect as many places and time periods as possible. We want to motivate students to reach complete success and indirectly gain rooted experiential knowledge along the way.

Investing?

Everything is now becoming technology-based, including education. Understanding culture is especially vital to a united future. The gaming industry has been rapidly increasing since games have become steadily more popular. So combining both global education with the strategies of popular games can encourage students to invest time in their learning without feeling pressured. Other educational games like Trivia Crack are popular because of their competitive factor and the component of collecting creative prizes and icons. However, these games tend to mimic the traditional testing methods of learning. Go Global, being an alternative way to learn, essentially tells an intricate story that the players have to

piece together. The game allows players to choose what historical paths to take and act upon their beliefs, which students can translate to real-life experiences. For example, a player can decide between following Vanderbilt's work during the Civil War or meeting Rockefeller instead. Go Global is meant to give students the opportunity to explore and interpret cultures right from their own homes. Therefore, experiencing history will be far more valuable than traditional learning.

Why?

My sister and I were not very fond of history growing up and neither were our peers. Even though we were three years apart we realized we both began to enjoy learning history around the time we stopped learning directly from textbooks. Our classes were asynchronous, tech orientated and project-based. This gave us freedom without letting us fall behind. Not only did this allow us to commit global stories to our memory, but also made history more tangible. We wanted to create an alternative way to learn while incorporating freedom and a sense of being involved. In our classes like Cultural Anthropology, we learned history through different authors and real-life interviews. In Go Global, we want to provide multiple perspectives for each setting that the player experiences. Our team is suited to create Go Global because we acknowledge that education should cater to all students' interests. With our peer and mentor connections, we can use more than one lens to teach history through Go Global. Our understanding of what key factors make specific games intriguing, of technology and design, allows us to believe that Go Global is the best route to take.

Next Steps

What's next for your project? What do you see your product becoming? What is your plan to take it further or scale your project? (200 word)

Since we live in New York City, we felt it was natural to start the game off in the city and branch out the locations from there. However, one of the goals of the game is to include as many views as possible. So, going forward, we would like to reach more players from different countries and, even cities. Whenever a player

starts the game, they should have their own home as an option for the initial location. From there, they can branch out to visit different locations. Right now, we have planned to have main attractions as locations to visit, but in the future, we would like to expand the location options to include the less popular or hidden; yet, still significant places. This would lead to more direct connections between locations., We would like to build more storylines, items, and figures while including all the interconnected people and events through graphic design and, even, 360 media. We, ultimately, would love to make a network where players could compete and communicate with other players. So, we would not only be connecting students with history but with their peers as well.

Pitch Deck*

Provide a presentation that supports your submission and gives an overview of your product. You can use the above questions as a guide for what to include. You may include other assets such as samples of code, images or screenshots of a prototype, etc. Don't be afraid to jazz it up – the presentation should also give us a sense of the brand and creativity. This should be no longer than 10 slides.
Upload a .pdf or .ppt no larger than 10MB

Video URL

https://www.youtube.com/watch?v=J7r7dKmV8Kk&feature=youtu.be