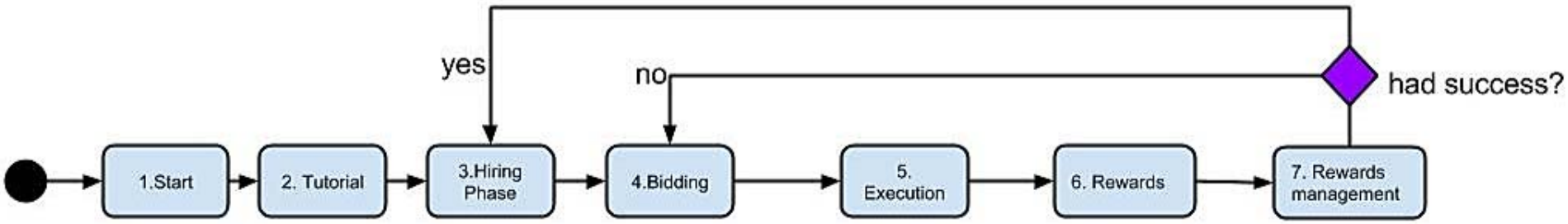
Activity	Subject	Description
Gaming	Student, worker between 18-35 years old	The objective of the game is to place and win bets that the player can influence with a simulated working team.
Learning	Student, worker between 18-35 years old	This game (tries to) simulate the pros and cons of the project manager's job. The ideal playel (as strategy inscripted into the text) is a person who wants to experience how an undefined position such as the Project manager feels
Intrinsic Instruction	A long time project manager	The game was produced as a simulation of the project manager's job. Player should learn (in the author's perspective) how to behave, what to give importance to and which things appears to be important into the project managing career.
Extrinsic Instruction (see cell A14)	<Who is using the game to teach something?>	<Why is the subject using the game? How is the game used to teach something? Are there any other tools used in conjunction with the game to achieve the learning objectives?>

Instructions:

Gaming activity subject:	Who is the player?
Gaming activity description:	Why is the subject playing? What are the general objectives of the game?
Learning activity subject:	Who is the learner?
Learning activity description:	Why is the subject engaging with the game? What are the learning objectives of the game?
Instrinsic instruction subject:	Who designed/ produced the game?
Instrinsic instruction description:	Why was the game produced? How is the game trying to convey its learning contents?
Extrinsic instruction:	For this analysis, there is no need to fill in the Extrinsic instruction layers.


yes
no
had success?
1.Start
2. Tutorial
3.Hiring Phase
4.Bidding
5. Execution
6. Rewards
7. Rewards management

		Item number						
		1	2	3	4	5	6	7
Gaming	**Actions (see cell A17)**	Press play ;)	Obtain help	Capture; read information; plan	Manage resources; customize;	Start time	See performance evaluation	Manage resources
	Tools (see cell A18)	Press play ;)	Tutorial	Roles; virtual skills; NPC modifiers	Information; modifiers	Composite metrics	Cash score	Goods
	Goals (see cell A19)	Press play ;)	Discover Goal (decide goal)	Maximize performance; configure game	Configure game	Reach narrative end	Complete quest	Maximize performance
Learning	**Actions (see cell A20)**	Press play ;)	Explain, describe, locate	Examine, choose, slect, combine	predict, compose, put together, estimate	Observe	Complete goal	Compare, decide, predict, propose
	Tools (see cell A21)	Press play ;)	illustrations, graphs	Reports, summaries, informations	Speculations, tasks, challenge	informations	Graphs	post-6. information
	Goals (see cell A22)	Press play ;)	understanding	analyzing	Valuing	reflective observation	Guided response	application
Intrinsic instruction	**Actions (see cell A23)**	Press play ;)	present matertial	tell story, qualitatively assess performance	Sanction bad performance	present material, stress importance	present material, suggest improvements, stress importance	Review lesson
	Tools (see cell A24)	Press play ;)	assistance	Multiple chances	Penalties	simulators, story	performance measures	challenge
	Goals (see cell A25)	Press play ;)	confidence	Stimulate recall of prior learning (this particular goal stresses at each repetition)	provide feedback	warning messages	provide learning guidance, satisfaction	Stimulate recall of prior learnings
Extrinsic instruction (see cell A26)	**Actions**	<What happens, during the game but outside of it, that supports the learner to achieve the learning goals?>	...					
	Tools	<Which elements are involved/used, outside the game, to support the instructional actions?>	...					

	Goals	<What are the instructional goals driving the actions described above?>	...					

Instructions:

Gaming actions:	How does the game unfold? Which actions does the subject perform in the game?
Gaming tools:	Which elements are involved/used in the gaming actions?
Gaming goals:	What does the subject have to achieve in the game at this point?
Learning actions:	What tasks does the subject do in the game that are directed towards the learning goal?
Learning tools:	Which elements are involved/used in the learning actions?
Learning goals:	Which knowledge or skills the learner is expected to acquire with the learning actions?
Instrinsic instruction actions:	What happens in the game that supports the learner to achieve the learning goals (assessment, feedback)?
Instrinsic instruction tools:	Which elements are involved/used in the game to support the instructional actions?
Instrinsic instruction goals:	What are the instructional goals of the game at this point?
Extrinsic instruction:	For this analysis, there is no need to fill in the Extrinsic instruction layers.

Game sequence node	Gaming	Learning	Intrinsic Instruction	Extrinsic Instruction
Tutorial	With a very short tutorial the player gets to know which are the elements of the screen that he will use during the game session	The tutorial is not intended to show a perfect in game behaviour but it guides through a complete 3 to 7 phase play	The main objective is giving the player all the basics requirements	<Description> (see cell A22)
Hiring	After a very little skill test (click the yellow people) the player must read and evalutate a series of informations	In this place the player should develop a critical look over the information presented. Little simulations of curriculum vitae are presented and the player must sanction them. Planning is not an option	Read, evalutate and follow plans: this is the first phase that the player must repeat after the end of the game. It's importance will grow from round to round	<Description>
Bidding	Player must manage resources and choose an action (project) to complete with the team build in the previous phase	A good mind scheme of the previously composed team is a strict requirement. Here the player will learn how to read project graphs and relate them to personal profiles	Since this is a critical part of the job a lot of future feedbacks will refer to this game phase. Since this phase game time can be considered still	
Executiuon	After the player clicks the Start time button, the game time starts. From now on, the deicded team will work at the decided project. This phase is the real performance of the game, even inf the player actions decrease radically	The player must observe the displayed informations and see the effects of his previous efforts	Since this is the very performance of the game it is useless to stress it's importance.	

Rewards	Score is calculated in money! Another important factor displayed is time: failing time requirements will mean partially failing the project	Graphs will guide the player to a simple reponse: the project had a positive/negative economic outcome and was/wasn't completed in time. /pretty clear about project manager's priorities,right?/	Player gains satisfaction, his role playing avatar "grows" into both a personal index ("you earned X K money") and a global players ladder	
Rewards management	Before the cycle starts again the palyer can re-evalutate his material resources: he may hire new people, give someone vacation or give them part of the income. Making it quick: disposable resources must be used for something before the next bidding round	Comparing all the last experience with the previous ones will help the player plan the next moves.	Reviewing all the lessons learnt globally and plan a new set of actions	

Instructions:

Gaming sequence node: Just fill in the number and name of the game sequence node

Gaming description: Consider the elements from the three gaming layers together, and write a textual

Learning description: Consider the elements from the three learning layers together, and write a textual

Intrinsic instruction description: Consider the elements from the three intrinsic instruction layers together, and write a textual description of how the usage of such elements and characteristics, together, support the achievement of the entertainment and/or pedagogical goals of the game.

Extrinsic instruction: For this analysis, there is no need to fill in the Extrinsic instruction layers.