09 Play Testing Collaboration

Description

In this lesson students will use playtesting to get feedback on their games. Play testing can be done at any point in the game design process, so students don't have to be "done" for this step, but they will get better feedback if their games are in a playable state.

Objectives

- I can get feedback on my game through "play testing."
- I can give feedback on others' games through "play testing."

Standards

7-8.CT.10 // 9-12.CT.10: Algorithms and Programming (Document the iterative design processes of developing a computational artifact that incorporates user feedback and preferences. // Collaboratively design and develop a program or computational artifact for a specific audience and create documentation outlining implementation features to inform collaborators and users.)

Brain-Starter (5 min)

Check in on how students are feeling about their games.

On the CAT scale, how are you feeling about your game?

Have students share their thoughts/feelings at their table. Either have some students share out or poll students to see how the class is feeling as a whole.

Introduce Play Testing (2 min)

"Playtesting is a commonly used testing technique for games. This quality control method repeats itself at many points of the gaming application/software design process. A nominated group of players play on-going versions of a game to find failings in the game, and to discover bugs and gaming glitches. It also focuses on describing out the unclear points, increasing fun features or decreasing boredom, etc."
From TestBytes

Introduce Protocol (5 min)

- Students are paired with a random partner who is unfamiliar with each others games.
- Students decide who's game will be tested first. Students will have badges/hats/stickers that explain what role they are currently; Developer or Tester.
- Developers CANNOT SPEAK! They give their game in a ready state without presenting any background or directions.
- Testers MUST ALWAYS BE SPEAKING! They have to do "think alouds" where they are stating their goals or expectations are for each action they take.
    - ex. "I want to play this game so I'll click 'start'"
    - ex. "I'm pressing the right arrow to get my player to move right"
- During this time, Developers are making careful observations to see if their game is working as expected.
- Testing can continue for a set amount of time or until the game is no longer playable because a win/lose condition is met or a bug halts the program.
- Students switch roles and can continue

Some Keys

- Students are not focused on qualitative feedback. The goal is only to identify how a user experiences a game.
- Time permitting students can ask each other questions or get more detailed feedback.

Play Test! (10 min)

Start a ten minute timer. Each student gets about 5 minutes to play their partner's game. They can play multiple time. During this time the student who is currently the “developer” cannot speak and should be taking active notes.

Switch after 5 minutes. Students can have multiple rounds with new partners if time permits.

Revise / Improve (35 min)

Students have a chance to revise or improve their game based on the feedback they got from their peers.

Closing (3 min)

Think / Pair / Share - students share at their table groups.

- How did play testing help you improve your game?
- What part of the play testing was difficult? What was easy?

Have a few students share their responses with the full class.

Introduce the presentation assignment! Have students work on this outside of class for homework.