Designing games for learning: workshop notes

The workshop is designed to run with up to 32 participants over 90 minutes, and the directions here are based around those figures and timings. However, it is incredibly flexible and it is straightforward to increase the numbers (it just requires additional cards and slightly modified timings) and running over shorter or longer periods (simply shorten the times given to each phase of game development).

Further detail is provided in the presentation notes (10-steps-presentation.pptx).

Resources required:
- 8 context cards (double for larger groups)
- 8 constraint cards (double for larger groups)
- 8 story cards (double for larger groups)
- 8 secret cards (double for larger groups)
- Pack of playing cards
- Timer (e.g. on a phone)
- Handouts (at least one per group of four)
- Flip chart and pen
- Presentation (10-steps-presentation.pptx)
- Pens and paper (minimum) but any additional stationary useful (e.g. flip chart sheets and markers, coloured pens, post-it notes, stickers, etc.)
- Prize (e.g. box of chocolates)

Room setup:
- Table for each group of four participants (groups of five and three also possible) with one handout (minimum), pens and paper (minimum) and other stationary.
- Three tables at different points in the room, one with the context cards spread out face up, one with the constraint cards, and one with the story cards.
- Flip chart at front of room with 'World Game Making Competition Final 2015' or similar, and a table of competitors/points.

In the description below, details are given of when and how participants can score points, but you can be flexible with this, adding in other opportunities (e.g. spot quizzes, team challenges) or removing them depending on time. Feel free also to give and remove points throughout as you see fit, for creativity, comedy value, etc.

Activity	Slide/s	Time	Notes
Introduction	1,2,3	15	Welcome, explain that this is the final of the world game-making competition.
			All participants given a playing card and told to keep hold of it (you will need to ensure that the number of cards is equal to or more than the number of participants, and that there is an equal distribution of suits).
			Introduce the facilitators by each giving their name, place that they are from and favourite game.
			Give participants one minute to form teams of four, each containing one of each suit. You may need to manipulate if there are extra people, into teams of five or three (make sure one participant has an extra card so all suits are covered).
			Give participants 2 minutes to share their name, where they are from and their favourite game with their team-mates.
			Overview of the aims of the session.
Context	4,5,6	20	Describe overview of the model: there are three iterative phases to educational game design that we will work through over the course of this session.
			Talk through the first two steps in the process.
			Give teams 2 minutes to select a 'nationality', which can be real or fictional, and add these to the scoreboard flipchart. Teams should also write their name on a piece of paper for their table.
			Tell people with Spades cards to select a Context card (first come first served – there is usually a rush) and the group has 5 minutes to come up with up to three learning outcomes.
			They then have to think about constraints (some are given in the context, others they have to add) for another 5 minutes. Participants with Hearts cards are asked to select an additional constraint.
Grand design	7,8	25	Quick overview of steps 3-6 in the process, putting together the core design of the game.
			Groups are asked to work through these steps to develop a first prototype (10 minutes).
			In play-testing, people with red cards are asked to stand up and more to the next table. People with black cards then have 2 minutes to describe their games to the new people with red cards, then they have 2 further minutes to receive feedback. All participants go back to their original teams.
			Participants with Diamonds cards are asked to come to the front with a piece of paper and write down their team-mates favourite games (from the introductions). They get a point for each one they get correct.

Refine design	10,11	15	Quick overview of steps 7-10 in the process, putting together the game refinements.
			Participants with Clubs cards are asked to select a story layer (again, first come first served).
			Teams now have 10 minutes to refine their games. They are asked to prepare a 1 minute pitch for one person to share with the group.
			During this session you can give out secret mission cards to one person in each group (this can also be done during the Grand design phase, or both, depending on time).
Play	12	15	Go round the teams in turn. One person has to stand up and give their pitch. If they complete in a minute they get a point. If they have managed to include the secret mission/s in the game then they receive a point for each one successfully included.
			Once all pitches are given, participants vote by putting their playing card on the table of their preferred game (not their own).
			Cards/scores are counted and a winner declared.