Designing Games for Historical Education Milestone 3  
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Some changes I have continued to make are with maintaining historical accuracy in the script and character depictions. Although having complete historical accuracy isn’t completely necessary to convey the learning goals, it would still help to contribute to the setting and make the player feel like they are in another time. However, it is still important for the player to understand what is going on, so accuracy in things like speech patterns can be sacrificed for more important things like a lack of alarm clocks/cars at the time, etc.

Since the last milestone, I have continued work on Unity mechanics. I am still debating whether or not bird’s-eye view or just side-to-side camera would be better, as you can see more of the character in the latter case, but the former case gives a bit more freedom in where you can go. I will likely choose based on feedback from prototyping. I have also finished the paper prototype and begun testing on a small sample size. Since the testing is informal, it is mainly to gather opinions on the script and determine if learning goals were able to be conveyed or not. Additionally, I was able to create documents for various things (design doc, research doc, etc) and update milestones, which are now all posted on the website. This helps me to stay more organized with what’s going on.

I still have not run into any major surprises as of yet; however, I will keep an eye out for them. I suspect a few will be revealed as I continue testing.

Over the next two weeks, I plan to continue to test the paper prototype on different students. I can use this feedback to refine the game as I am adding it into Unity. If I am just making script changes, it will be fairly simple to implement – the only difficulties would be with choice changes, puzzle changes, etc. I also plan to finalize a testing protocol, surveys, and participant recruitment materials in order to submit them for IRB review. This way, I can begin testing as soon as possible once I’ve finished working on the Unity prototype. I also need to figure out what assets I can get into the game quickly, so that later on when I need more detailed assets I have a fallback. For example, in the paper prototype I have basic clipart, but for the actual game I would want something more detailed or realistic to give the player a better sense of a “finished product” when they’re playing the game.

I have all the resources needed, as I can access history archives and Unity tutorials through our educational resources and the web. I am still interested in finding a history professor or expert on the era on campus – this way, I can look into things like clothing, speech patterns, etc to improve the accuracy of some parts of the game as I had mentioned earlier. However, this is not as high of a priority as making sure the learning goals are conveyed. I also was able to look at some assets, but I do want to create some assets originally (main character art, movement animations, some key items, etc.) so I may look into recruiting someone to help with getting more art.