

GAME DESIGN

METHODOLOGY MODELS

CLASSIFICATION



Co-funded by the
Erasmus+ Programme
of the European Union

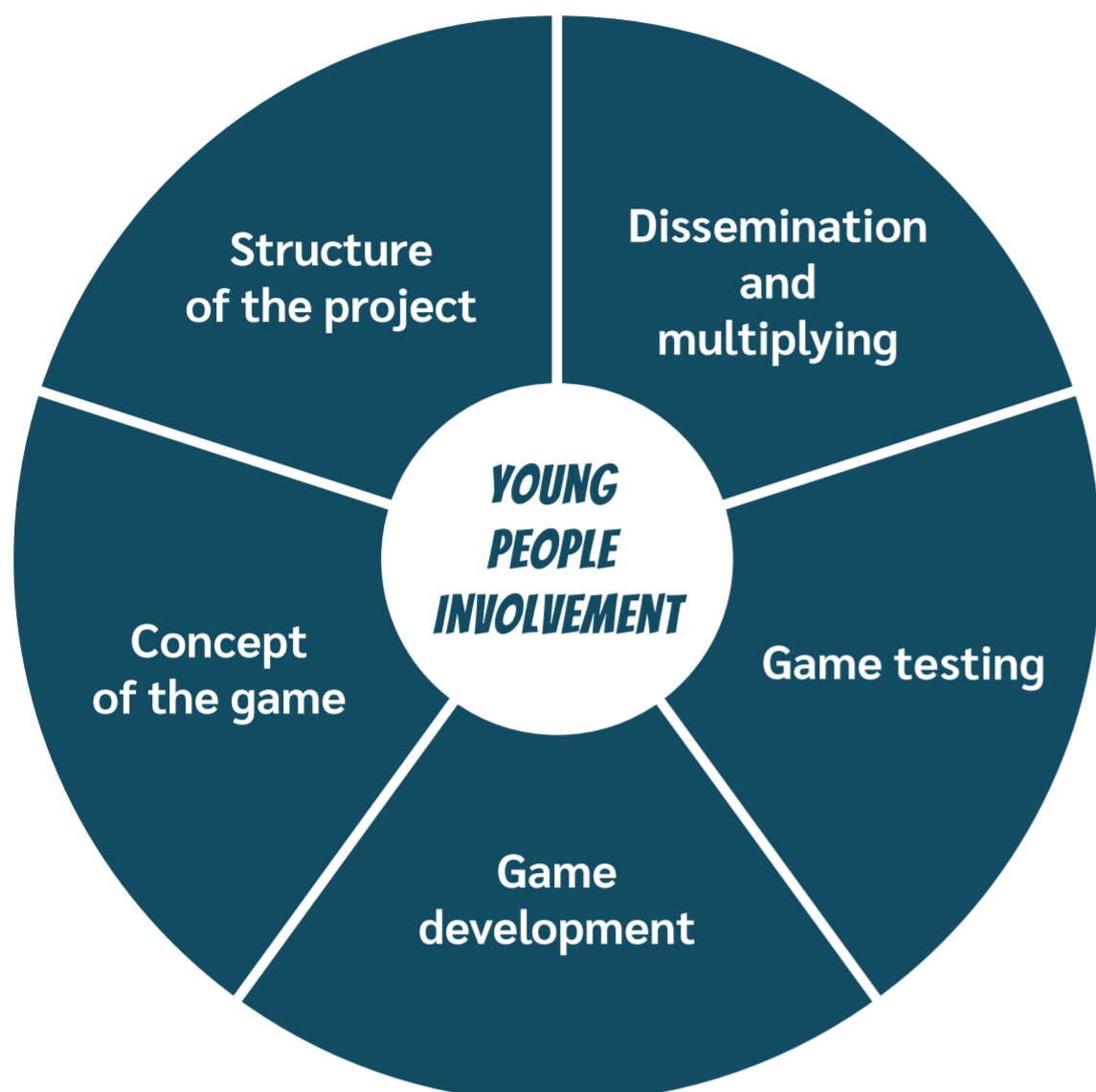


PARTICIPATIVE



Non-formal
education settings

Projects developed in non-formal education settings, where young people initiate the process and are involved in all phases of the game design. The main purpose of the project is to create a game that promotes social inclusion among other young people.



● Young people involved

● Young people not involved

● Main purpose

● Secondary purpose

● Not a purpose

DEVELOPMENT

Collaborative small groups work, with guided participation in some phases of the project. Co-design and collaborative research of information to create and validate the contents of the game.

The process starts with the purpose of use the game produced as a social inclusion tool. Long development time: from 6 months to more than a year.

One unique game created. The topic of game is closely connected to the daily life of the future players.

PARTICIPANTS

Mainly members of non-governmental organizations or participants in youth centers. They are at the same time the promoters and the participants.

OTHER ACTORS INVOLVED

Volunteers and specific experts to help develop some parts of the game (game concept, graphics, coding...).

STRUCTURE

Open structure built up on the way. It's a mixture of workshops, collaborative work in meetings and communications channels, and feedback from experts.

GUIDANCE

Members of the association and sometimes experts to develop specific process or tasks.

PERSONAL COMPETENCES

- Creativity ●●●●●
- Resilience ●●○○○
- Problem Solving ●●●●●
- Adaptability ●●●●●
- Communication ●●●●○
- Critical Thinking ●●●○○

SOCIAL AND CIVIC COMPETENCES

- Collaboration ●●●●●
- Involvement ●●●●●
- Respect ●●●○○
- Empathy ●●●●●
- Democratic Decision Making ●●●●○
- Active Citizenship Practices ●●●●●

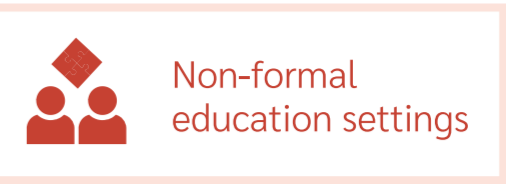
EXAMPLES OF EXPERIENCES

ExploRéve

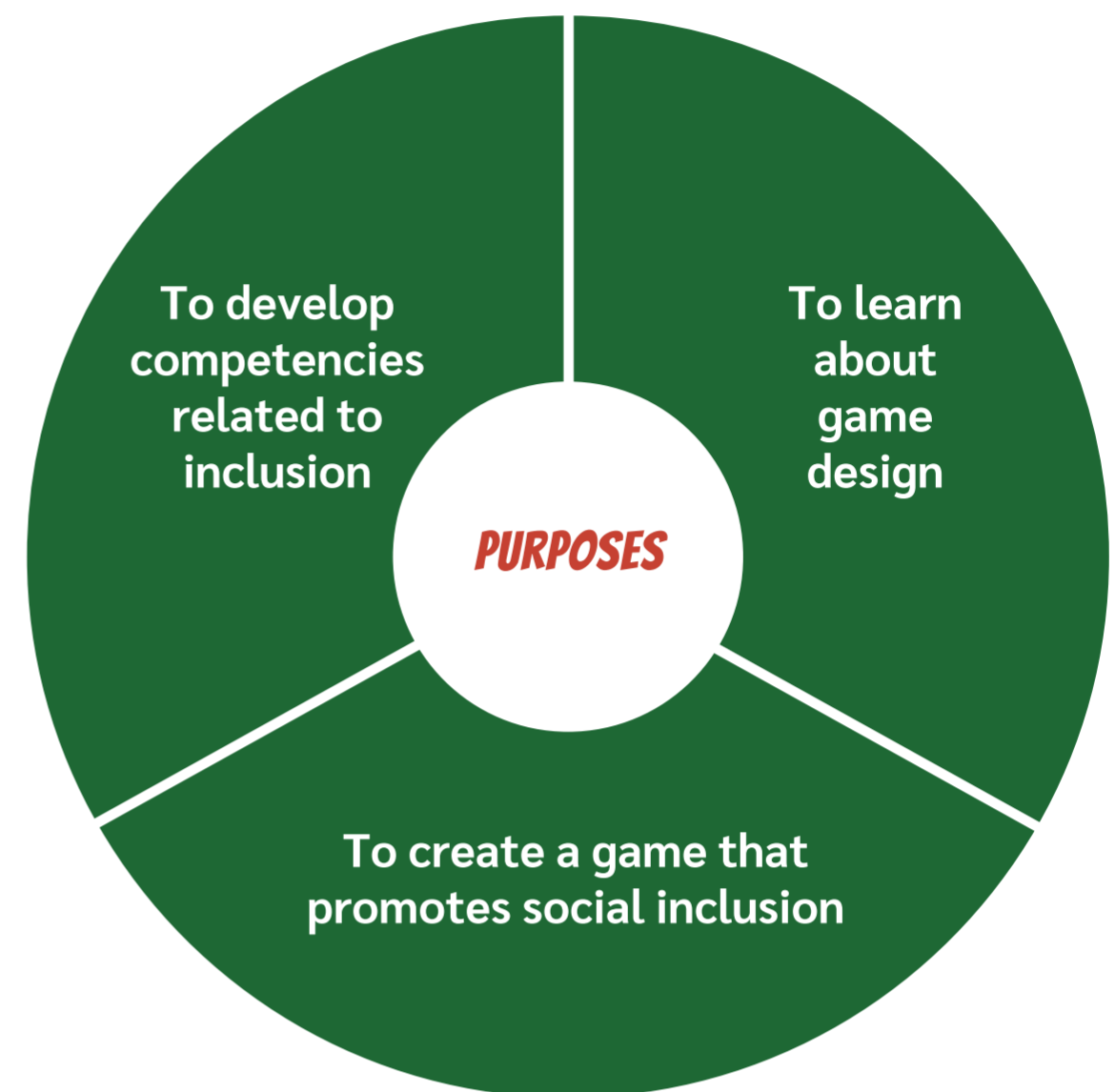
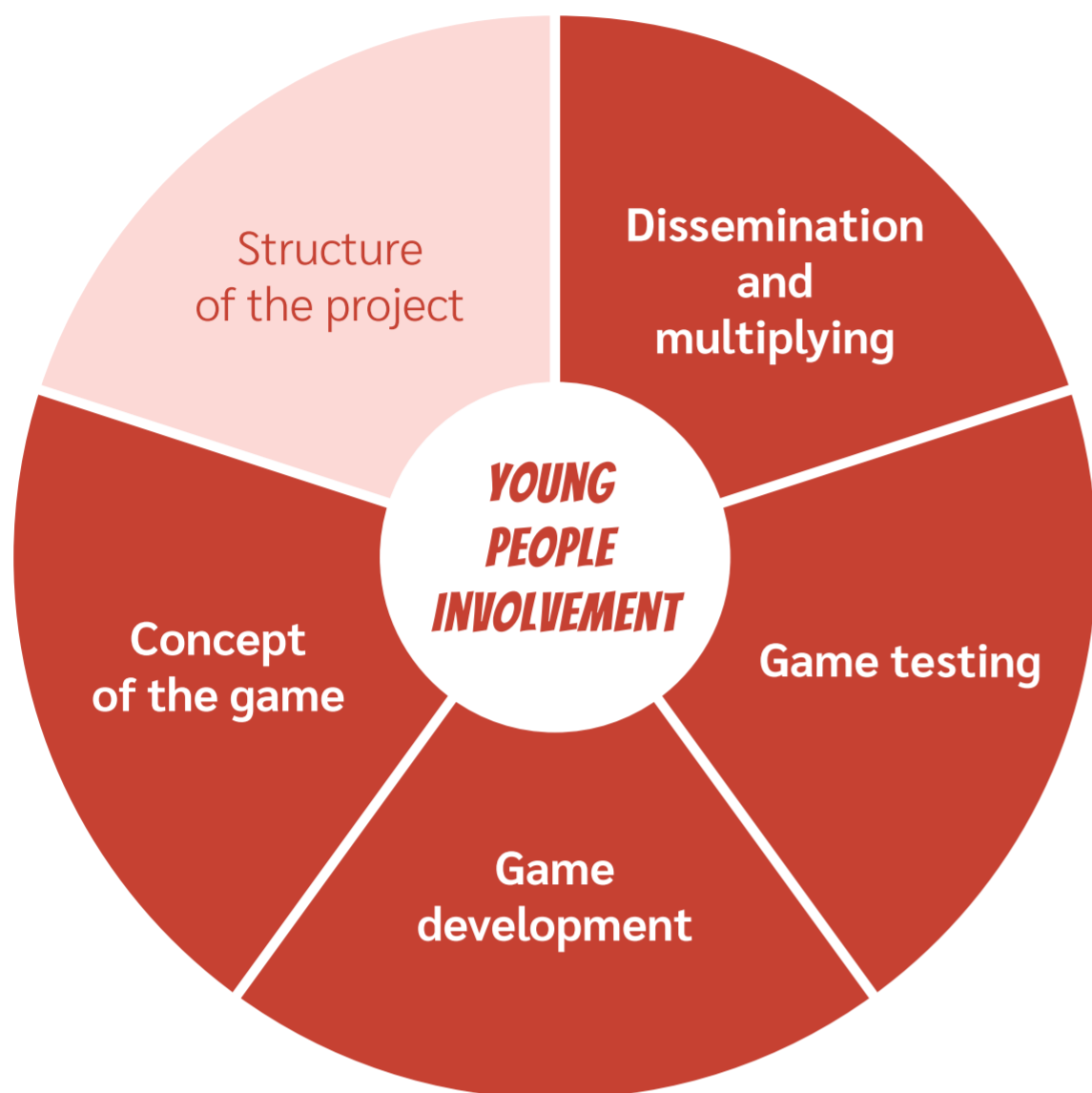
ESCAPE RACISM



TRANSFORMATIVE



Projects developed in non-formal education settings, where young people enroll with the predefined objective of creating one or more games. Young people are involved in all the phases of the game design development. The main purpose of such projects is to learn about the process of designing a game, to develop participants' competencies, and to create games that promote social inclusion among other young people.



● Young people involved ● Young people not involved ● Main purpose ● Secondary purpose ● Not a purpose

DEVELOPMENT

Collaborative small groups work, each designing one game, putting in action their knowledge and skills to create and validate the contents of the game. Specific time allocated to develop the games, combining theory and practice: from 3 full-day work to 2 months. The participants feel connected to the topic and purpose of the game, for that reason it's essential to end up having a tested and playable resulting game, and play it with other groups.

PARTICIPANTS

Mainly members of non-governmental organizations, participants in youth centers and higher education students. Heterogeneous profiles, depending on the target of the project.

OTHER ACTORS INVOLVED

Volunteers and youth workers (staff members) of non-governmental organizations or institutions involved, and expert trainers.

STRUCTURE

Usually, training courses or workshops with a predefined program. This model offers specific training about the potential of games and game based learning, the game design process, and about the general topics of the games to be created.

GUIDANCE

One or more group facilitators and expert trainers. The relationship among the group of participants is as important as the resulting game.

PERSONAL COMPETENCES	SOCIAL AND CIVIC COMPETENCES
Creativity ●●●●●	Collaboration ●●●●●
Resilience ●●●○○	Involvement ●●●●●
Problem Solving ●●●○○	Respect ●●●○○
Adaptability ●●●○○	Empathy ●●●○○
Communication ●●●●●	Democratic Decision Making ●●●●●
Critical Thinking ●●●●●	Active Citizenship Practices ●●●●●

EXAMPLES OF EXPERIENCES

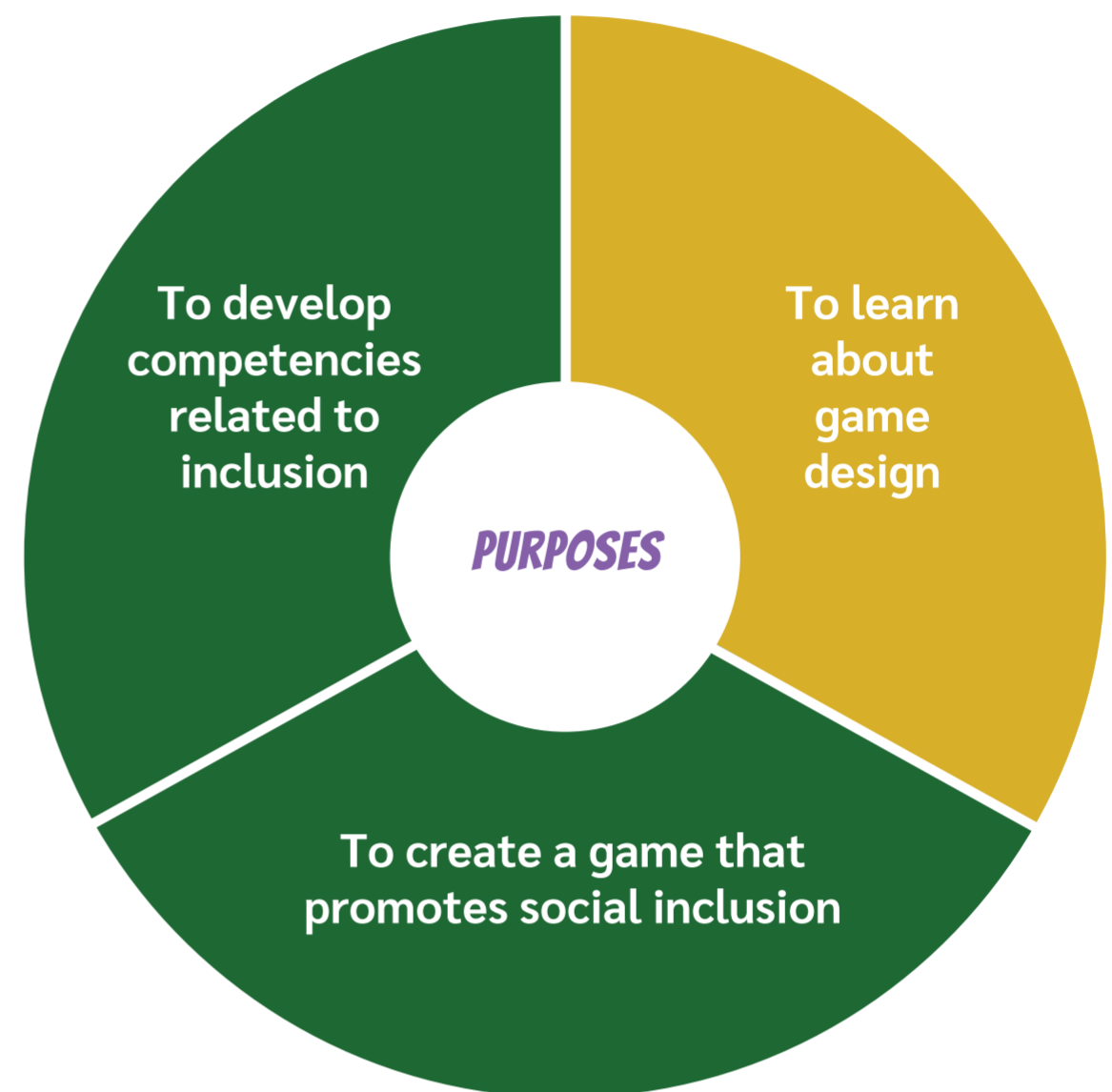
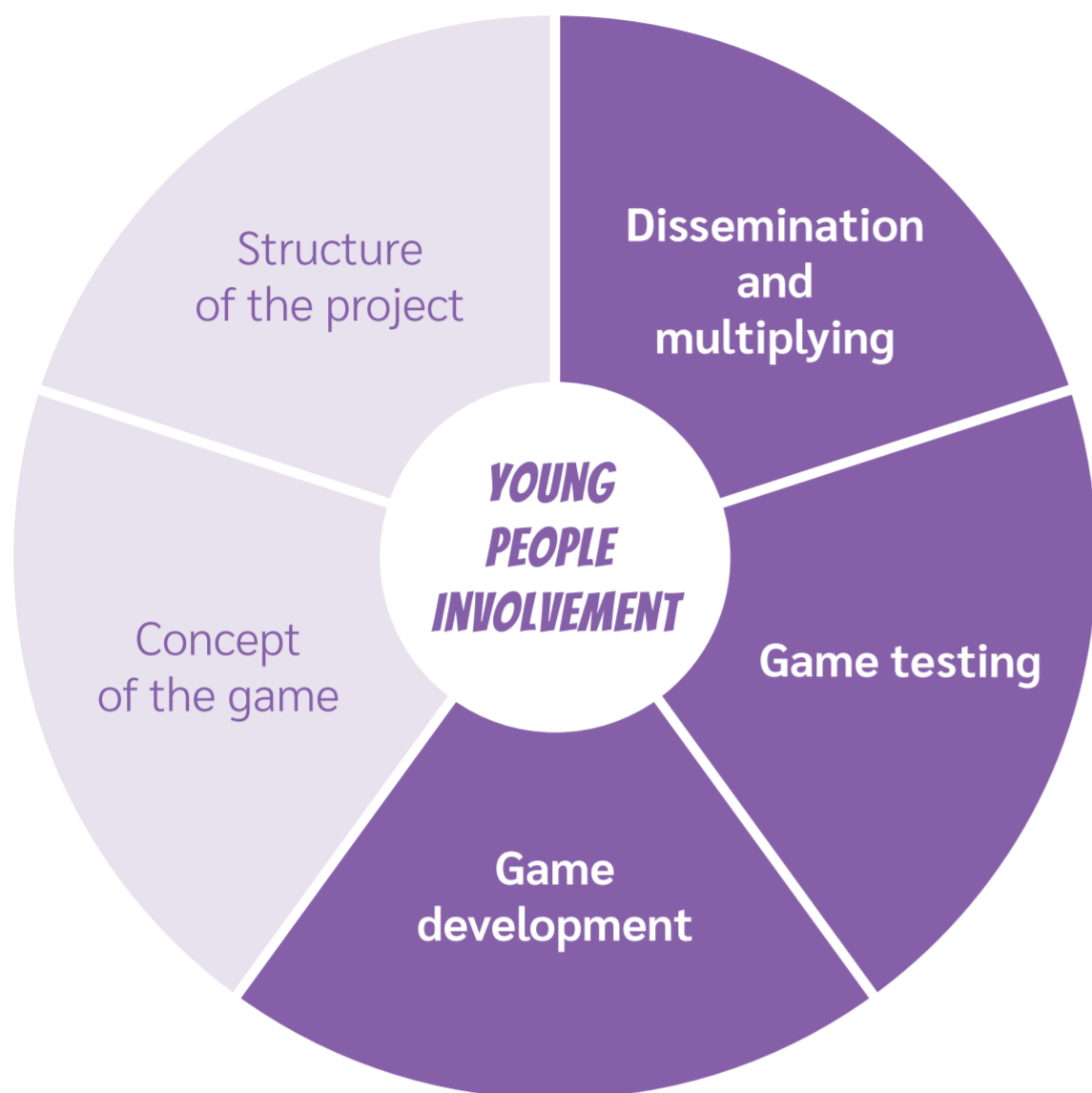


COLLABORATIVE



Non-formal education settings

Projects developed in non-formal education settings, where young people are involved in some development phases of one and only educational game related to a theme selected by the promoters. The main purpose of the project is to develop participants competencies related to inclusion, and to create a game that promotes social inclusion and transformation among other young people.



● Young people involved
 ● Young people not involved
 ● Main purpose
 ● Secondary purpose
 ● Not a purpose

DEVELOPMENT

Collaborative work in a guided and planned participation. In some cases, the project involves a training to develop game dynamics or contents of the game. Very long development time: from 15 to 20 months, with different groups of participants to create and test one unique game. The topic of game is selected by the promoters. The testing phase is an essential part of the process, as well as the use and dissemination of the game.

PARTICIPANTS

Mainly members of non-governmental organizations, participants in youth centers and young people in a broader sense.

OTHER ACTORS INVOLVED

Youth workers (staff members) of organizations, professionals of institutions involved (to create and test the game), professionals to produce the game, and in some cases expert trainers.

STRUCTURE

Project developed by professionals (individuals, organization staff members, workers in institutions or youth centers...), with young people participating in specific tasks and phases.

GUIDANCE

Group facilitators and staff members of non-governmental organizations.

PERSONAL COMPETENCES

Creativity	●●●●○
Resilience	●●●○○
Problem Solving	●●●●●
Adaptability	●●●●●
Communication	●●●○○
Critical Thinking	●●●●●

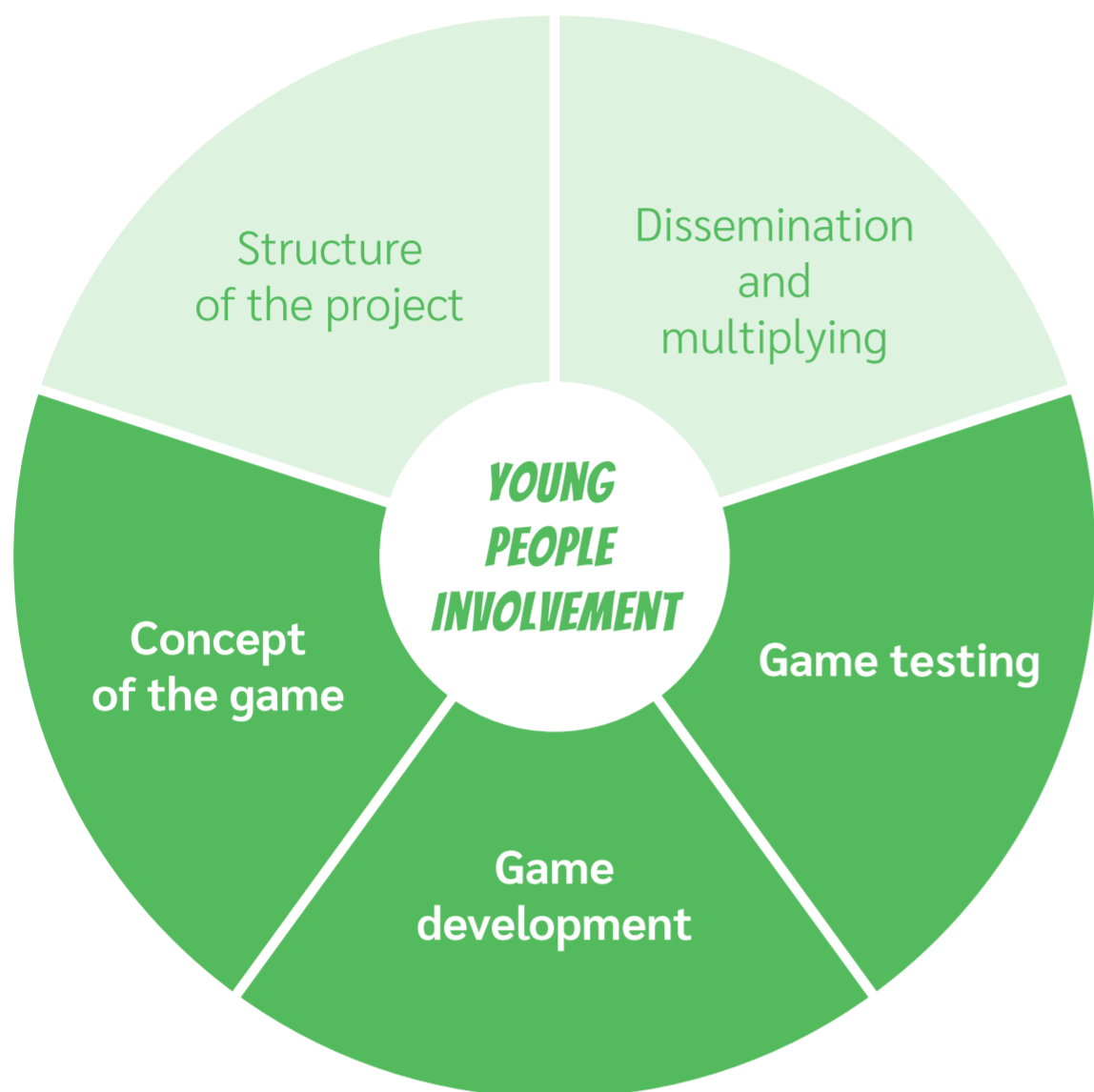
SOCIAL AND CIVIC COMPETENCES

Collaboration	●●●●○
Involvement	●●●○○
Respect	●●●●●
Empathy	●●●●●
Democratic Decision Making	●●●●●
Active Citizenship Practices	●●●○○

EXAMPLES OF EXPERIENCES



Projects developed in non-formal education settings, where young people enroll to design one or more prototypes of games. Young people are involved in all phases of the game design process, but the project does not include the phase of dissemination and multiplying of the created game. The purpose of the project is mainly to learn and experiment the process of designing a game.



● Young people involved

● Young people not involved

● Main purpose

● Secondary purpose

● Not a purpose

DEVELOPMENT

Collaborative small groups work in a guided and planned participation. Participants have a deep interest in learning how to create a game that they can use in future projects. Each small group creates a different game, which usually result in a prototype version. In many cases, they miss a longer testing phase and do not focus on the game dissemination. The development time is limited and planned: from 8 days to 9 months, depending on the project structure.

PARTICIPANTS

Young people with very diverse profiles depending on the project topic.

OTHER ACTORS INVOLVED

Youth workers (staff members) of non-governmental organizations, and expert trainers.

STRUCTURE

Training courses where young people enrol with a special interest in the topic, the potential of games as resources, or in the game design process.

GUIDANCE

Group facilitator and expert trainers in specific training sessions.

PERSONAL COMPETENCES

- Creativity ●●●●●
- Resilience ●●●○○
- Problem Solving ●●●●●
- Adaptability ●●●○○
- Communication ●●●○○
- Critical Thinking ●●●●●

SOCIAL AND CIVIC COMPETENCES

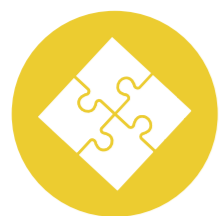
- Collaboration ●●●●●
- Involvement ●●●●○
- Respect ●●●○○
- Empathy ●●●○○
- Democratic Decision Making ●●●●○
- Active Citizenship Practices ●●●●○

EXAMPLES OF EXPERIENCES

Roll the Dice
A TRAINING COURSE ABOUT EDUCATIONAL GAMES

Escape Room Bullying

Ludoratory



CURRICULAR



Projects developed in formal education institutions (high schools or universities), where young people design game prototypes related to a specific topic from the academic curriculum. Young people are involved in all phases of the game design, but usually the project does not include a dissemination and multiplying phase of the games created. The main purpose of the project is to develop young people's competencies related to inclusion and learn about the selected topic of the curriculum.



● Young people involved ● Young people not involved ● Main purpose ● Secondary purpose ● Not a purpose

DEVELOPMENT

Collaborative small groups work in a guided and planned process. Each small group creates a different game, which usually result in prototype versions that miss a longer testing and dissemination phase. The focus is on the development of the students' curricular competencies, as well as on the knowledge and critical thinking about the socially relevant topics covered by the games. Those topics are selected by the promoters, which usually are high schools. The development phase is limited and planned to last between 3 and 6 months, in alignment with the academic calendar.

PARTICIPANTS

Mainly high school students, for whom it was compulsory to take part in it.

OTHER ACTORS INVOLVED

Teachers, youth workers (staff members) of non-governmental organizations, and experts in game design or graphic design.

STRUCTURE

Project developed in high schools or universities, facilitated by professionals with the participation of young people. The results are formally evaluated by teachers.

GUIDANCE

Teachers and group facilitators.

PERSONAL COMPETENCES		SOCIAL AND CIVIC COMPETENCES	
Creativity	●●●●●	Collaboration	●●●●●
Resilience	●●●○○	Involvement	●●●○○
Problem Solving	●●●●●	Respect	●●●●●
Adaptability	●●●○○	Empathy	●●●●●
Communication	●●●●●	Democratic Decision Making	●●●●○
Critical Thinking	●●●○○	Active Citizenship Practices	●●●○○

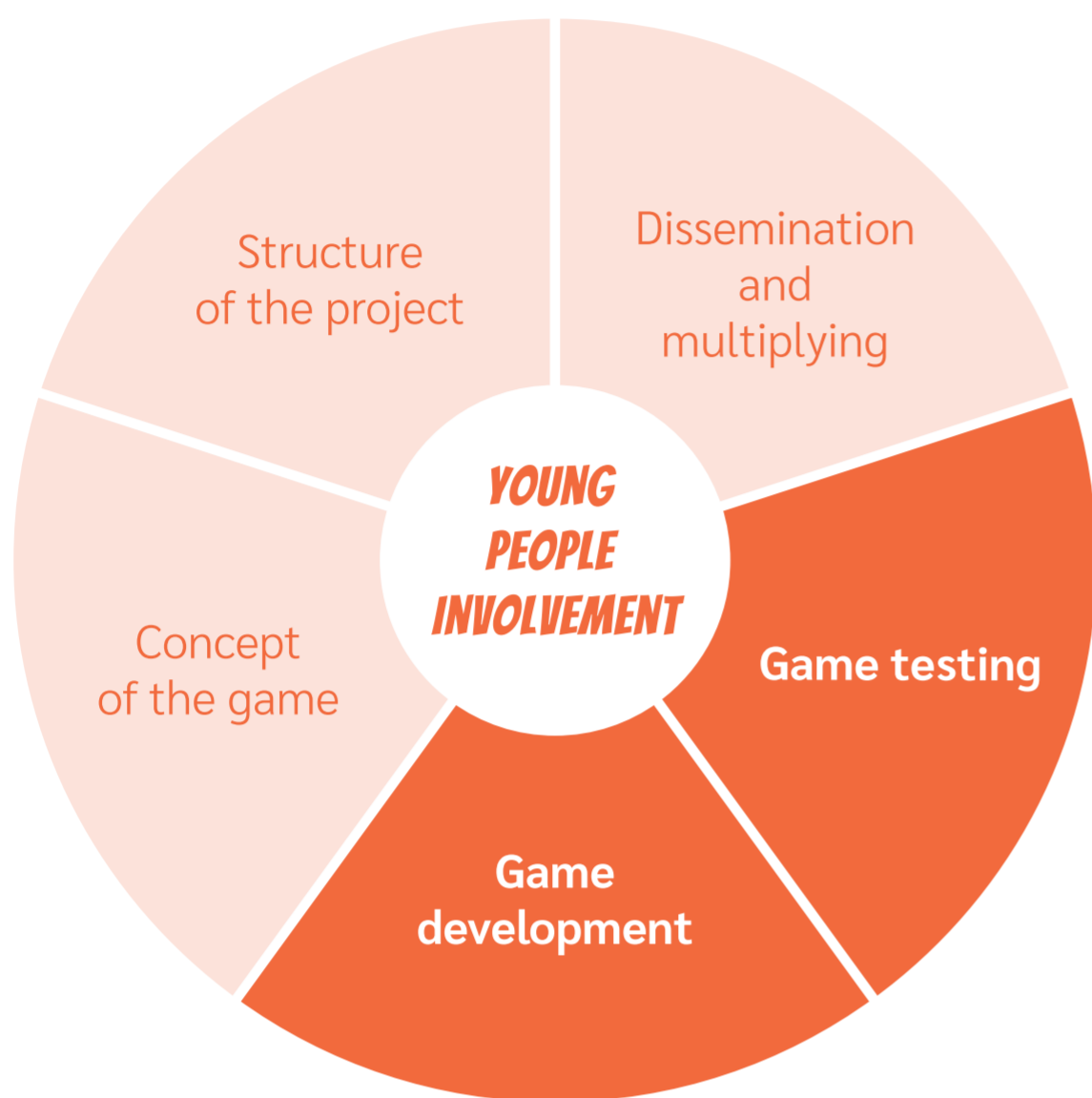
EXAMPLES OF EXPERIENCES



MIXING



Projects developed in formal education institutions (high schools or universities) and in non-formal educational environments, in which young people participate in some development phases of one and only educational game related to a topic selected by the promoters. If the project is developed in formal education institutions, the topic of the game is related to the academic curriculum. The main purpose of the project is to develop young people's competencies related to inclusion, and to create a game that promotes social inclusion among other young people.



● Young people involved ● Young people not involved ● Main purpose ● Secondary purpose ● Not a purpose

DEVELOPMENT

Each project has a different development process (collaborative small groups work, individual work with feedback system, task division with deadlines...) in a guided process. The development time is very variable: from 4 hours (for quick content creation and testing) until 1 semester (including a training to develop game dynamics). In this model, one game is developed connecting curricular competencies and a specific socially relevant topic.

PARTICIPANTS

Mainly high school students (for whom it was compulsory to take part in it), or participants in youth centers.

OTHER ACTORS INVOLVED

Youth workers (staff members) of non-governmental organizations, teachers, experts in game design or graphic design, professionals of youth centers and volunteers.

STRUCTURE

Project developed in high schools, universities or youth centers, with a wide variety of activities (trainings, workshops, individual work, group work...).

GUIDANCE

Mainly staff members of non-governmental organizations and professionals of the centers involved.

PERSONAL COMPETENCES	SOCIAL AND CIVIC COMPETENCES
Creativity ●●●●○	Collaboration ●●●●●
Resilience ●●○○○	Involvement ●●●○○
Problem Solving ●●●●○	Respect ●●●○○
Adaptability ●●●●●	Empathy ●●●●○
Communication ●●●●○	Democratic Decision Making ●●●●●
Critical Thinking ●●●●○	Active Citizenship Practices ●●●○○

EXAMPLES OF EXPERIENCES

Like You

4 headed monkey

Eureka

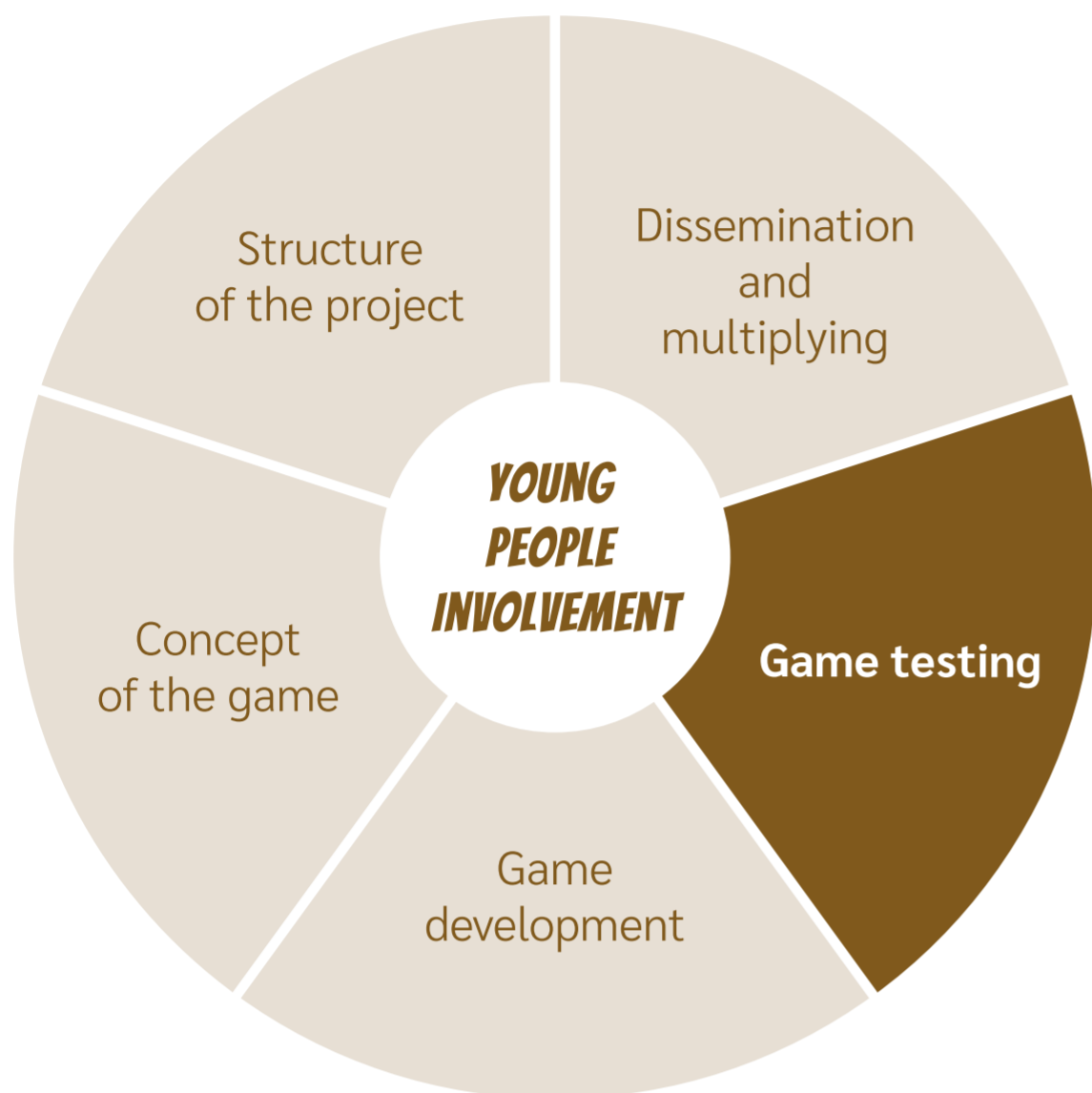
The chair factory



CONSULTATIVE



Projects developed in formal and non-formal education environments or created by private stakeholders, in which young people are involved only in the testing phase of the game (which is created by the promoters of the project). The main purpose of the project is to create a game that promotes social inclusion among other young people.



● Young people involved ● Young people not involved ● Main purpose ● Secondary purpose ● Not a purpose

DEVELOPMENT

The model develops a unique and specific game led by the promoting organizations. Young people participate in work sessions to test the game in depth and to give feedback about mechanics, game theme, or the topic content and integration. The development time takes from 2 hours (for quick testing and feedback) until 8 hours (with a long testing, discussion and suggestions for improvement). This model facilitates the participation of many young people in a same game concept.

PARTICIPANTS

Mainly high school students (for whom it was compulsory to take part in it), or participants in youth centers.

OTHER ACTORS INVOLVED

Youth workers (staff members) of organizations, teachers, experts in game design or graphic design, professionals of youth centers and volunteers.

STRUCTURE

Project to develop one unique game, where young people participate in the testing phase or refining game contents. All the activities are guided by the project promoters.

GUIDANCE

Mainly staff members of non-governmental organizations and professionals of the centers involved.

PERSONAL COMPETENCES	SOCIAL AND CIVIC COMPETENCES
Creativity ●○○○○	Collaboration ●●●○○
Resilience ●●●○○	Involvement ●●○○○
Problem Solving ●●●○○	Respect ●●●●○
Adaptability ●○○○○	Empathy ●●●○○
Communication ●●●●●	Democratic Decision Making ●●●●●
Critical Thinking ●●●●●	Active Citizenship Practices ●●○○○

EXAMPLES OF EXPERIENCES