

# Psychology of Design: Coursework Specification

*Learning Lab Consultancy*

## Psychology of Design: Group Report

Yos!



TEAM

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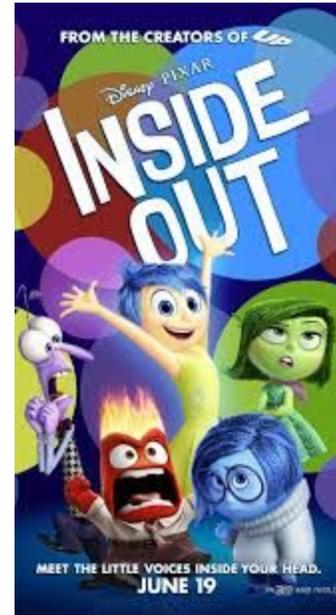
# 1. PROJECT PLAN AND INTRODUCTION

## 1.1 Introduction

We were asked to design a game based on the concept of the movie *Inside Out*, in order to help players develop their emotional intelligence, while promoting social and emotional wellbeing. This would be based around a collaboration with the children from Dalmarnock Primary School in Glasgow, Scotland.

First of all we had to define what emotional intelligence is, Salovey and Mayer (1990) define emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions"

The plot of *Inside Out* follows five emotions (Joy, Sadness, Disgust, Fear and Anger) inside an eleven year old girl's head. It follows the young girl, Riley, and the characterized emotions in control of her actions as her family move across country to a new house. During this stressful time Joy and Sadness are stripped of control for a majority of the film, the movie is then split into two stories, one following Joy and Sadness and their attempt to get back with the memories that make Riley who she is and the effects of all this on Riley herself. The movie attempts to show the viewer the impact emotions have on people, and the part they play in the development of personalities and the effect they have on memories.



The director of *Inside Out*, Pete Doctor, may have bit off more than he could chew when taking on this project; in the end it took three and a half years just to nail down the concept. In talking to *The Wrap* he stated that the concept was there but it wasn't going to be simple to design. Originally, the people working on the project were designing for every possibility such as smells, music etc. They realised that the mind is so complex they had to focus it down into character development and storytelling rather than a movie about how emotional intelligence is developed (Pond, 2015). That being said, during the process they wanted the film's portrayals of these concepts to be accurate. To accomplish this they enlisted the help of psychologists that helped them through the process of designing the world inside Riley's head.

Those they enlisted the help of Professors Dacher Keltner and Paul Ekman from the University of California in order to talk about the idea of *Inside Out* while early in development. The movie successfully dramatizes two key concepts; emotions actually organize our thoughts rather than

disrupt them, and they organize rather than disrupt our social lives. There are common misconceptions of emotions and the roles they play but *Inside Out* successfully shows the key fundamentals of emotions. However, Keltner and Ekman do have their disagreements with some validity of the film. It was suggested that instead of using just five emotions that Doctor uses the full array of emotions however in a story, following this many emotions in a coherent way and manage to develop them all would not be possible (Ekman, 2015). Yet, even the choice of emotions aren't the best, the main characters are easily noticeable but when four of the five emotions are commonly seen as negative emotions then it becomes far less accurate. They also had one other problem with the film and its portrayal of Sadness. During the movie Sadness is always dragging people down and off putting, whereas, in real life it is quite the opposite. Sadness tends to pull people in and can raise physiological arousal (Ekman, 2015). However, this is one of the main revelations and lessons that Joy learns in the film. There is a section where Joy looks back at a memory that is only happy because Riley was upset and people cheered her up. This is a very important lesson about perspective and one that was further built upon for the project and the focus of the game.

## Design constraints

Going into the design process, as a group, we knew we didn't want to do anything digital. We felt that in the time we had, digital games tend to be more complicated and less social experiences than physical games such as monopoly or uno. This conflicted with an article that gave a structure on how to design an inside out game. The author states that the only way for an *Inside Out* game to be successful is for it to be a 2D Platformer in the style of classic Disney games (Too Hard For Americans, 2015). We felt that this piece was extremely short-sighted and pretentious. It may be true that for a game to be commercially successful in would have some sort of template, but we highly doubt that it would be in the 8 to 16 bit art style. Due to this and our suspicion that the author has little knowledge on game design, we decided to disregard next to all the 'advice' given and work on something different.

Taking this into considerations we decided to go for a card game, keeping in mind the task at hand was asking for a social game we felt that this would be the best way to portray this. We also had quite a young target audience when given this task, meaning that we had to research into what kind of games are out there, what they are teaching them and - of course - if they are successful in doing so. We came to realise that although there were games that helped develop EI, these were often digital and isolated experiences which felt very counterproductive. Keeping the ages in mind it was also apparent that there is a large gap between nine and eleven year olds, taking this into consideration when designing the situations on the cards we had to make sure that the language was suitable and easy to read. Meaning that children that are less advanced in their reading skills would still be able to play.

During this stakeholder analysis we also knew some topics we wanted to avoid. For example, we knew we did not want to tackle research, we coping with loss or grief, as we may end up

overstepping boundaries and not taking in religious beliefs into account. We felt this was an area best left to Parents or Guardians to hope due to the previous reasons. There is also the issue of factoring in different beliefs and what the parents would and would not approve of, we decided to stick close to the theme of the film and show that there are two sides to every story. Some people like one thing and others don't. Getting the children to work through this in discussion using a gamification of the subject felt like a good way to go about it. As it would help develop their ability to empathise, and help them view things from different perspectives. The nature of having this discussed one at a time also helps them listen and have a better understanding of how people think.

The design of what the situation cards would actually say was also looked at quite a bit as they had to be relatable to what children of their age group would experience in everyday life. For example, the difference between getting a substitute teacher and having your electricity bill come in. One is relatable and one isn't. As simple as it seems, more were suitable than others for various reasons and taking the target audience into consideration is a large part of this.

## **1.2 Design Approach**

### **Concept**

As mentioned briefly above the concept we came up with was a card game. Our concept varied from discussion to discussion but we knew we wanted to keep it simple and game with as little materials needed to play it would make it far more accessible. We discussed card game ideas that can host a sizeable amount of people and would get the players to interact with one another and potentially take on roles during play. We looked to games such as Cards Against Humanity as mechanically it works very well, it involves every player, players are judged on answers anonymously and the scoring system of the player choosing who wins was also very sound. However, we wanted more interaction and our players to come up with their own answers rather than ones written down on a card. So we took pieces of this game and translated it to our concept. There would still be a player reading out the card but only the person on either side would participate in the game. The players on either side would represent the emotions Joy and Sadness, arguing each of their cases relevant to the situation defined on the card.

Our concept was based very heavily on the interaction between Joy and Sadness and the relationship they have. Towards the end of the movie Joy has revelation realising that Sadness is essential to a person's life and that a healthy person has a balance of emotions: memories should be a mix of emotions and achieve a balance between them. This shows that there is nothing that is black and white, everything has a different outlook. We wanted this to be the focus of our game. Having players debate for different emotions, even if they themselves feel differently towards the situation, would help them develop an understanding and empathise with

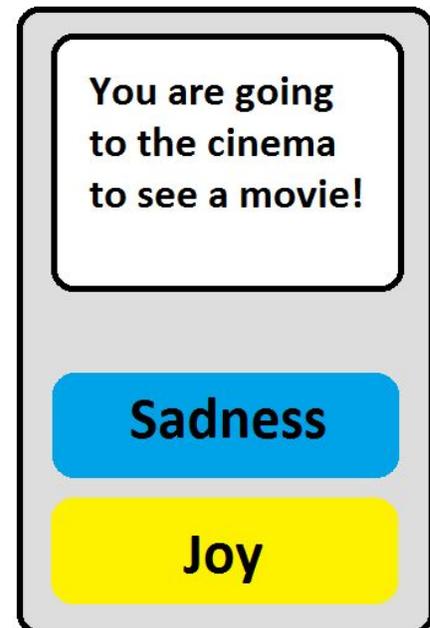
others emotions. With this game they have the opportunity to listen to others points of views and put themselves in a frame of mind that may not be custom to.

Having Joy and Sadness as the two emotions in our game felt natural, as they were the main focus of the movie in terms of character development and the simplest to empathise with. We toyed with the idea of including the other emotions but it didn't feel like a balanced thing to do and the quality of the experience could become compromised as a result. By focusing our attention to the emotions that are the most identifiable, within the film and possibly in empathising with, it would benefit the games quality and goal.

## Key Mechanics

Below is our first draft of our rules and how the game plays, this would be the version that was taken to the first playtest.

- 3 - 9 players.
- The game starts with the youngest player.
- There is a pile of "Situation" cards in the centre.
- The Person that starts the game draws a Situation card and reads it aloud to the other players.
- The person on the right of the primary player must argue a case for joy, and player on the left must argue case for sadness.
- Primary player chooses who wins based on each debate and gives the question card to the winner as a 'victory point'
- Then each role moves clockwise.
- The person with the most 'victory points' left wins the game

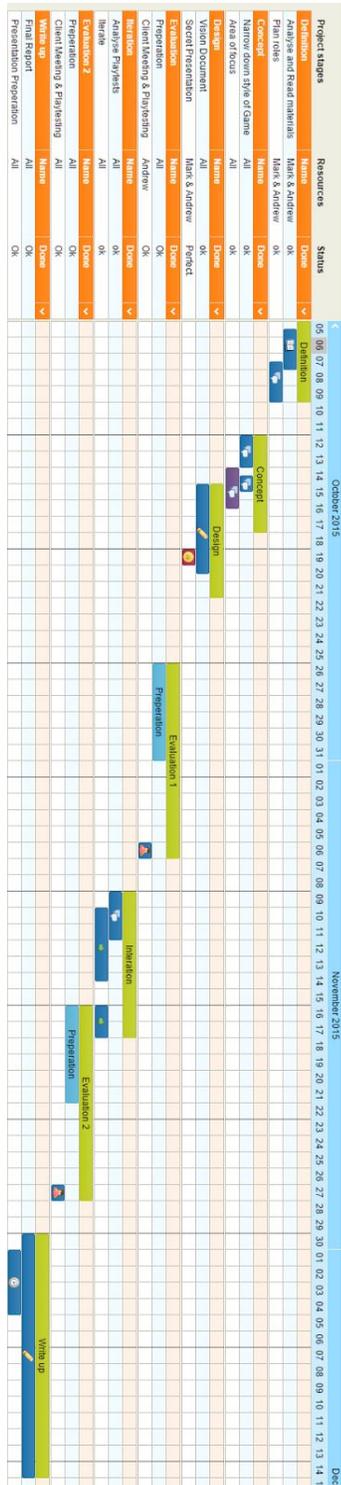


The game focuses on the interaction between 3 or more players in a small social group. Through the use of physical cards, with the possible adaptation to digital at a later date, the system demands the player to argue the case for the assigned emotion. As the game starts the youngest player will draw a "Situation" card, this player becomes the Primary player for the time being. This card will have an event on it with the corresponding emotions to be debated listed at the bottom.

When the card is drawn the player may read it aloud or show it to the two players that will be debating. The players that will be debating are decided by where they are sitting, the player to the right of the "Primary" player will argue the case for Joy, the player to the left will argue for Sadness. An example of this may be: the person is upset because they aren't seeing the movie they want to, whereas they may be happy because it's a movie they really want to see. When

the round is over the players that are not participating in the debate (i.e, primary player/those listening) would decide on the winner and award them the card.

Shown in the Gantt chart below is how we went about development throughout the project.



## Review

There are many instances of the use of role playing in the classroom to create a learning environment, some more extreme than others.

*David Millians is a teacher at the Paideia School in Atlanta, Georgia. On Tuesday and Thursday mornings, they become the citizens of a northern Georgia village during the Civil War. (Walton, 1995).*

Millians does this through live action role playing, also known as LARP. In short, LARP is a step up from traditional pen and paper RPGs such as Dungeons and Dragons. The event is much more free flowing as it rarely involves the use of dice and rulebooks are rarely consulted. Millians is teaching through the means of pretending that they were there, they act as if there is no technology and learn about the subject through a very interactive and stimulating method. According to Walton, these types of RPGs are becoming more common in America and can be incredibly educational about the subject it's based on. However, this can be the basis for Emotional Intelligence development in children. Having the children put themselves in other people's situations requires them to empathise with those same people. Having it in a game context reinforces trust in others to play by the rules creating an environment where children can freely role play and understand the situation based on the given context of the game.

- *At its most basic level, an RPG can be used to teach the process of cause-and-effect, as well as the benefits of acting as a group. (Walton, 1995).*

The added benefit of having a group is the added improvisation to the learning process, roleplaying with other players in the game will create a better learning process. Through interaction with other players and their characters players will have to explore their own characters/persona's more. If a player makes a point about Joy, the Sadness player will rebuttal with their reasons, causing the Joy player to further explore and justify their assumptions while taking into consideration the other player's opinion.

It could be argued that if role play is done correctly in games, they all have the potential to teach emotional intelligence. However, not many games in general are aimed specifically at this area. There are the obvious anti-bullying games that are always present but none go into that much detail about emotional intelligence, they are focused completely on preventing the act of bullying. This is a valuable cause but not useful for our project.

Our research into social card games such as Cards against Humanity and Uno, combined with our knowledge and study of the benefits of Role Playing gave us a strong basis to go forward with our project with a high amount of confidence in its success. However we wanted to see how much of an impact it would truly have on children. The unknown element, that could cause our game problems is applying a topic such as Emotional Intelligence that is so poorly explored in a game context. This would be our main focus of playtesting.

## **2. EVALUATION AND FINDINGS**

### **2.1 Evaluation Approach**

Our Evaluation to change and iterate our game changed over time and became more refined as the project grew. We were designing the game from the ground up for children on the basis to improve their emotional intelligence. After designing the first instance of our game we had to playtest it to see what worked and what didn't. Our first iteration was going to be playtested at the primary school so we knew that when deciding how we were going to achieve the testing we would be in the children's environment, where they feel safe and confident. We wanted them to be confident and not feel intimidated by all the new people from our course they were going to see. Because of this we decided to make the first testing of our game observation based, we taught them how to play and then let them play amongst themselves in an environment they felt happy and relaxed in. This was to try and achieve observations that were realistic and consistent.

### **2.2 User Testing: Session 1**

#### **2.2.1 Participants**

Our participants for this project were 9-11 year olds from Dalmarnock primary school. We went to the Primary school and presented our first iteration of our game which, at the time, did not have a name.

#### **2.2.2 Materials**

Due to travel arrangements, the only person who was involved with the first iteration of testing was Andrew. We had made our card game and printed it out on coloured card and cut the different cards out to be ready for use from the children.

#### **2.2.3 Procedure**

During the testing the children were taught how to play the game and were then left to their own devices to complete the game and continue playing by themselves. During this time notes were taken of the observations and findings between player interaction and the game itself.

#### **2.2.4 Findings/observations**

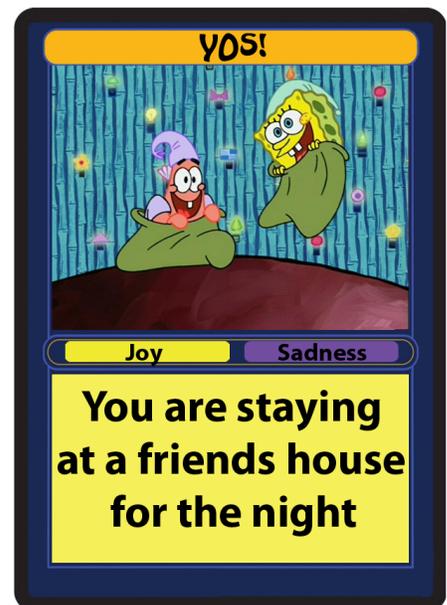
What we found while observing the children was some issues to do with the design approach we took for the game. We found that once the children got into the game and were open talking

to everyone in the group that arguments over the scoring system would start to form. This was due to the victory point system we had within the card game. Basically the children would end up arguing about who was going to get the next point instead of giving the point to the person who earned the point with the better argument. This meant that our goal of improving the child's emotional well being was lost as they became too competitive and lost sight of what the game was about. We also took a lot of feedback from the children after their play session was complete.

The teachers of the children would walk around the room to try and help where they could. This brought problems when a question such as “you have a lot of homework” was played as the children would not answer honestly due to the authority figure watching over them. For the second set of playtesting we asked the teachers to keep distance from the table so the players would answer the cards more openly and honestly if it went against what they are taught in school.

### 2.2.5 Resultant actions in preparation for User Testing Session 2.

The main change we had to make to the game was the victory point system due to the amount of competition it created and causing our message to be lost. The idea we had was to first of all remove the victory points and make a work around based on that. We ended up changing the way the voting system worked as well to avoid the players cheating and picking their friends to get a victory point over the better argument. The minimum players for the game changed to 5, this was due to the new voting system, one player would read out the card, one player would argue their point for joy, one player would argue their point for sadness. The player with the question card and the remaining players doing nothing would vote on who they believed to have made the better point. The card would then be placed in a happiness pile or a sadness pile based on what won the argument. The idea behind this was to keep all players more focused by making the players more involved even if it wasn't their turn, this also in theory would negate the competitive and cheating side of the game that we had problems with in the first version of our game.



We made some other minor iterations to the game based on feedback from the children. We added pictures based on the question as the children felt it would help them visualise the statements better. We also added some extra questions and removed questions that didn't seem to work.

After this playtest we had a better understanding of how the children interact with each other and how to gather information from them. For the next playtest we decided it would be best to

make a questionnaire as well as observe the children to try and efficiently get information from the children to find out in more detail what works with our game and what doesn't.

## **2.3 User Testing: Session 2**

### **2.3.1 Participants**

The second set of testing took place in Glasgow Caledonian University and included our whole group. Andrew handled teaching the children how to play the game while David and Mark observed and took notes from the playtest.

### **2.3.2 Materials**

We created the new set of rules for the game and printed off the new set of cards ready for the playtest. We also created a simple questionnaire for the children to fill out at the end of the game to give us a better insight if the children enjoyed the game or not and if they were understanding the emotional intelligence of others.

### **2.3.3 Procedure**

Andrew explained how to play the game to the children and also joined in on playing the game. This helped make sure that the children were playing the game properly and correctly.

### **2.3.4 Findings/observations**

The response to this second playtest was much more positive than the first. The game was a lot more balanced and less angry arguments between the player occurred. We found that the iteration change to the scoring system and the voting system really helped our game become more successful. The arguments were much more insightful during this playtest as the players were much more friendly towards each other and no longer playing for 'points'. Many of the answers involved the children thinking about how someone else would see the question, so they began to think in other people's shoes which is exactly what we were looking for.

For example: "there is a snow day and you can't go to school"

Many of the children were happy about this but as one of the children pointed out, it may mean you can't go and see your friends either. This caused many of the children to re-think from different perspectives and realise that every question does not have a definitive right answer. Many of the other questions received similar responses where the children were arguing multiple happy and sad reasons for an event card. The Questionnaire also proved that many of the children not only enjoyed the game but were understanding the opinions of others.

### **2.3.5 Resultant actions in preparation for project write up**

Our game did not go through any significant changes after the second playtest. The response was so positive to our game that we could not think of any significant changes we could make. The game is very easy to edit from a teacher's perspective to add new relevant cards.

### **3. DISCUSSION AND CONCLUSION**

#### **3.1 Reflection on project concept**

Looking back at the project specification and in what we originally wanted to achieve. Particularly focusing on the the requirements that our game:

- “Exemplify interplay between two of the emotions portrayed as characters in the movie Inside Out i.e., Joy and Sadness”
- “Promotes/raises awareness of emotional and social well being , helping students to become successful learners, confident individuals, responsible citizens and effective contributors.”

And our personal ambitions for this game, that our game would make the children aware of other people's points of view and learn to empathise with the feeling of others.

We believe, from the feedback from the children and our own gut feelings, that we were successful in these objectives.

We also believe that we have learned a lot in regards to emotional intelligence, in how it can grow and develop ‘soft’ skills, and that the majority of games aiming in developing EI don’t live up to their desires/expectations, as they were mostly digital and isolated experiences which felt very counterproductive.

This gave us a challenging, and enjoyable, objective to work towards. Testing our ability in creating a game that would engage and develop the emotional intelligence of the children, and doing it with a group, adding improvisation to the learning process and creating a better learning experience.

#### **3.2 Reflection on evaluation process and findings**

The evaluation process became more refined as the project grew. Through iteration and feedback from the children, with questionnaires and verbal requests, we changed several aspects and designs to make the game more enjoyable, and focus more on the awareness in debate rather than competitiveness. It was also interesting to see how much an authority figure, such as a teacher, can have an effect on the children's answer. In the first playtest this meant that the children were giving answers based on what they think the teacher wants to hear. As

mentioned earlier the example about the snow day card, this received an altered response as their teacher was close by. In an ideal playtest session, this would be done outside the school without the presence of any authority figures. We believe that combined with a familiar environment this would yield the best and most accurate results.

Overall, the majority of the children thought the game was good and fun to play and we got some good quotes from the children which proved that our idea of getting the players to have a better emotional intelligence and understand other people's emotions.

"I learned that other people are different."

"Not everyone likes the same things"

Roleplaying with the children worked out very well in our favour. Children are very creative and have a good natural curiosity for how things in the world work. It is only natural for them to try and imitate people around them so we tried to implement a natural roleplaying feature into our game. This worked well and got the children thinking outside of the box with their answers. Instead of thinking about how they would look at the incident they would think of how someone else may look at the incident which was exactly what we wanted to achieve.

### **3.3 Conclusions and future work**

Overall, we believe we created a good and effective game that allows children to open up and express their views and feelings, and creating a platform to expressing them to their peers. This then teaches them to take interest and empathise with each others opinions.

It was initially challenging for us to try and understand the story and theme to Inside Out as none of us had seen the movie. With it no longer being shown in cinemas and the DVD release not available until November. Through extensive research we believe we managed to get a good understanding of the movie, and shortly prior to this final report we were able to watch the film. Since watching the movie, we believe our results from our research have been further strengthened.

If in the future, we were to continue with this project. We would like to carry out more playtests with the children, with further iteration with the game. We would also be interested in trying the game with different age groups, seeing the different feedback and how the questions we created would differ for different age groups. Due to the design of our game, it can easily be tailored to different needs. For example, there are far more emotions we haven't explored and all that would really change would be the situation cards. If working with different age groups this game can be made to suit individual needs and desired learning experiences.

The responses we got were so welcoming and positive, it made it even more difficult in finding ways to further evaluate and improve the game.

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The pictures used for the finalised cards were from Google Images.

## **5. APPENDICES**

### Appendix A

*Self and Peer Assessment*







## Appendix B

### *Group Minutes*

#### Meeting Minutes

- Week 3 05/10/2015 13:00-16:00

#### Members Present

- Mark Tempini
- Andrew Graham
- David was not part of the team at this time

#### Agenda

- Decide who is going to meet with the kids.
- Decide other roles throughout the project.
- Starting ideas for the game
- Board game/ Video game/ Metaphorical game.
- Discuss possible themes.

#### What we discussed.

- We decided that Andrew would be the one to visit the schools.
- We also decided that we would share the workload on all other tasks as best as possible. Second perspective on all work is crucial.
- Strongly considered design a boardgame/cardgame.
- Possible user participation/motivation theme.

#### Next agenda

- Detail of project.

## Meeting Minutes

- Week 5 19/10/2015 1pm - 4pm

## Members Present

- Mark Tempini
- Andrew Graham
- David Welsh

## Agenda

- Read over and discuss articles
- Decide other roles throughout the project.
- Nail down potential messages to convey in terms of EI
- Board game or Card game
- Discuss possible themes.

## What we discussed.

- Discussed the potential use for the articles and found the new york times article to be useful. Also looked towards other articles online.
- We also decided that we would share the workload on all other tasks as best as possible. Second perspective on all work is crucial.
- Laid down foundations for both a boardgame and cardgame.
- Wanted to include placing the user in situations they are not used to or would be conflicted about

## Next agenda

- Finalise concept and lay out the concept, start on vision document.

## Meeting Minutes

- Week 5 23/10/2015 10am - 12am

## Members Present

- Mark Tempini
- Andrew Graham
- David Welsh

## Agenda

- Work on vision document and assign roles for completing it.
- Finalise Idea

## What we discussed.

- Decided on a card game concept where it involves children acting as the emotions from the movie
- Divided the sections up to work on at home for the Monday Deadline

## Next agenda

- Start working on the playtest questions and material.

## Meeting Minutes

- Week 6 26/10/2015 1pm - 4pm

## Members Present

- Mark Tempini
- Andrew Graham
- David Welsh

## Agenda

- Come up with roughly 40 cards for playtesting
- Discuss methods for carrying out the playtesting.

## What we discussed.

- Worked through 25 different cards, discussing the possibilities for new emotions but ultimately scrapped this idea.
- Discussed the use of questionnaires to be used and possible questions to be listed on these. Then uploaded them to a google doc.

## Next agenda

- Finalise the remaining cards and lay down a solid plan for playtesting.

## Meeting Minutes

- Week 6 30/10/2015. 10am - 12am

## Members Present

- Mark Tempini
- Andrew Graham
- David Welsh

## Agenda

- Finish the remaining amount of cards.
- Finalise method of evaluations.

## What we discussed.

- Finished the remaining amount of cards, in total 43. Realised some might not be suitable.
- Decided that having a conversation with the children about the game and taking notes would be more valuable than a questionnaire as they can better articulate their opinions to us.

## Next agenda

- Print out cards and get materials gathered in our own time before the trip

## Meeting Minutes

- Week 7 2/11/2015 1pm - 3pm

## Members Present

- Mark Tempini
- Andrew Graham
- David Welsh

## Agenda

- Gather all materials in prep for meeting with clients.

## What we discussed.

- Set out methods for recording playtesting and printed out cards on design for use at school.
- Discussed that an informal approach would be best for the first meeting. This would be done by having set questions to ask to the children and take notes.

## Next agenda

- Iterate on issues found in the game

## Meeting Minutes

- Week 8 13/11/2015 10 - 12

## Members Present

- Mark Tempini
- Andrew Graham

## Agenda

- Work through changes based on feedback

## What we discussed.

- Came to the decision that the base game was very well received but feel that the scoring system caused the most issues. Discussed that taking away the competitive side of the game may yield better results in the reflective side. Yet wondering if this will demotivated the children in wanting to play.

## Next agenda

- Work on new playtest materials for next meeting with the kids.

## Meeting Minutes

- Week 9, 20/11/2015 10am - 12am

## Members Present

- Mark Tempini
- Andrew Graham
- David Welsh

## Agenda

- Finalized iterations.
- Design final playtest materials for week 10 session with the stakeholders.

## What we discussed.

- Removed the competitive aspect from the game. We're hoping this will increase the way the children interact with the game as they won't be thinking about winning. This will create a player vs deck theme where the children interact with each other and make their way through the deck.
- For the playtest materials we have decided to create a simple questionnaire for the children to use to build upon the discussion methods we used previously.

## Next agenda

- Do the playtest.

## Meeting Minutes

- Week 11 4/12/2015 10am - 12am

## Members Present

- Mark Tempini
- Andrew Graham
- David Welsh

## Agenda

- Final iteration.
- Transfer the results to google docs
- Start planning write up
- Start presentation

## What we discussed.

- Based on feedback we felt that the game was as good as it would get, with the time we have left. The games point worked better without the competitive aspect and was well received.
- Mark wrote up all the questionnaire results.
- Split the sections and workload of the final write up.
- Started working on the presentation, planned out what we are going to put in it.

## Next agenda

- Finish slides of presentation in own time.
- Work on the group report at home.

## Appendix C

### *Materials*

This section should contain materials that support the project write up of your work e.g., aesthetics testing materials, evaluation reports etc.....

## Stakeholder Meeting 1

### Playtest Results.

#### **Is there anything you would change about the game?**

“No, it was perfect”- Primary 6 child. Although the scoring system needs changed to avoid arguments that started developing about who was going to “win” the game.

#### **What did you think about the emotions listed in the game?**

Sadness and Happiness are opposites of each other so are easy to create cards around, adding extra emotions, such as anger, would cause too many design issues and ultimately the game would be too complicated and no longer fun for the children.

#### **How would you rate your experience between 1 - 5 (1 being the lowest.)?**

The consensus of opinions were 4 if not 5. The children rated the game and the fun they had very highly.

#### **What did you learn?**

“I learned that other people are different.”

“Not everyone likes the same things”

#### **Is there any situation cards you would add?**

There is school dance during P.E time, christmas dance.

The world has ran out of chocolate.

#### **How much time did it feel like you were playing for?**

Does Not apply, game can be played until deck has ran out or a set amount of cards, the game can be suited for how much time the users have to play it.

**Did it feel like you were making friends or enemies with the other players?**

One child was noticeably angry towards other children if they didn't give him the card point. This was quickly changed whenever his focus was pointed to the next question, another reason that the victory point system needs changed.

**Could you play the game again without looking at the rules?**

yes.

**To what extent did you feel you were in control of the final outcome of the game?**

The game scoring system is based on the individual reviews of the children to the questions on the cards so every player has an equal input to who owns the game.

**Is there anything you would do to improve the game?**

Scoring system will be changed to a co-operative scoring system other than a competitive scoring system to reduce player hostility towards each other.

**Yos!**

**Questionnaire: Psychology of Design.**

**Age:** 10

Circle the answer that best suits you.

**How much fun was the game?**

1    2    3    4    5    6    7    8    9    **9.5**   10

**How good were the question cards?**

1    2    3    4    5    6    7    8    9    **10**

**How easy was the game?**

1    2    3    4    5    **6**    7    8    9    10

**How fair was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How would you make the game better?**

Nothing

**Did you learn anything? If yes, what did you learn?**

Nothing

**Would you recommend the game to a friend?**

Yes

**Yos!**

## **Questionnaire: Psychology of Design.**

**Age:** 10

Circle the answer that best suits you.

**How much fun was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How good were the question cards?**

1    2    3    4    5    6    7    8    9    **10**

**How easy was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How fair was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How would you make the game better?**

Unusel question, hard choices'

**Did you learn anything? If yes, what did you learn?**

Other people can have diffrent choices'

**Would you recommend the game to a friend?**

Yes

**Yos!**

## **Questionnaire: Psychology of Design.**

**Age:** 9

Circle the answer that best suits you.

**How much fun was the game?**

1    2    3    4    5    6    7    8    **9**    10

**How good were the question cards?**

1    2    3    4    5    6    7    8    9    **10**

**How easy was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How fair was the game?**

1    2    3    4    5    6    7    **8**    9    10

**How would you make the game better?**

A better choice

**Did you learn anything? If yes, what did you learn?**

No

**Would you recommend the game to a friend?**

Yep

**Yos!**

## **Questionnaire: Psychology of Design.**

**Age:** 9.5

Circle the answer that best suits you.

**How much fun was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How good were the question cards?**

1    2    3    4    5    6    7    8    9    **10**

**How easy was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How fair was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How would you make the game better?**

funn make the questions more funny

**Did you learn anything? If yes, what did you learn?**

**Would you recommend the game to a friend?**

Yes

**Yos!**

## **Questionnaire: Psychology of Design.**

**Age:** 10

Circle the answer that best suits you.

**How much fun was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How good were the question cards?**

1    2    3    4    5    6    7    8    9    **10**

**How easy was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How fair was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How would you make the game better?**

It is fine the way it is

**Did you learn anything? If yes, what did you learn?**

that happyness is better

**Would you recommend the game to a friend?**

Yes because they might want to play the game

**Yos!**

**Questionnaire: Psychology of Design.**

**Age:** 10

Circle the answer that best suits you.

**How much fun was the game?**

1    2    3    4    5    6    7    8    **9**    10

**How good were the question cards?**

1    2    3    4    5    6    7    8    9    **10**

**How easy was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How fair was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How would you make the game better?**

if it was on digital

**Did you learn anything? If yes, what did you learn?**

It was extraordinary

**Would you recommend the game to a friend?**

yes

**Yos!**

**Questionnaire: Psychology of Design.**

**Age:**

Circle the answer that best suits you.

**How much fun was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How good were the question cards?**

1    2    3    4    5    6    7    8    9    **10**

**How easy was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How fair was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How would you make the game better?**

It is good

**Did you learn anything? If yes, what did you learn?**

Divrint apinyinyins

**Would you recommend the game to a friend?**

yes

**Yos!**

## **Questionnaire: Psychology of Design.**

**Age:** 10

Circle the answer that best suits you.

**How much fun was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How good were the question cards?**

1    2    3    4    5    6    7    **8**    9    10

**How easy was the game?**

1    2    3    4    5    **6**    7    8    9    10

**How fair was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How would you make the game better?**

I wouldn't

**Did you learn anything? If yes, what did you learn?**

I learned how to play more fairly

**Would you recommend the game to a friend?**

Yes it's fun

**Yos!**

## **Questionnaire: Psychology of Design.**

**Age:**10

Circle the answer that best suits you.

**How much fun was the game?**

1    2    3    4    5    6    7    8    **9**    10

**How good were the question cards?**

1    2    3    4    5    6    7    8    9    **10**

**How easy was the game?**

1    2    3    4    5    6    7    **8**    9    10

**How fair was the game?**

1    2    3    4    5    6    7    8    9    **10**

**How would you make the game better?**

It's already good

**Did you learn anything? If yes, what did you learn?**

no

**Would you recommend the game to a friend?**

Yes

**Yos!**

## **Questionnaire: Psychology of Design.**

**Age:** 10

Circle the answer that best suits you.

**How much fun was the game?**

1    2    3    4    5    6    7    8    **9**    10

**How good were the question cards?**

1    2    3    4    5    6    **7**    8    9    10

**How easy was the game?**

1    2    3    4    5    6    **7**    8    9    10

**How fair was the game?**

1    2    3    4    **5**    6    7    8    9    10

**How would you make the game better?**

More questions

**Did you learn anything? If yes, what did you learn?**

n/a

**Would you recommend the game to a friend?**

Yes

# Cards v1

<p>You have been asked to play football.</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You are staying at a friends house for the night.</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You are going for a McDonalds.</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>
<p>There is a snow day and you can't go to school.</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>There is a substitute teacher today.</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You are getting new shoes today.</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>
<p>You have new neighbours.</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You are moving home.</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>The bus broke down today.</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>

<p>You are going for a McDonalds.</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You have broccoli with your dinner</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You have lots of homework</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>
<p>You are going for a McDonalds.</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>It's raining during playtime</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You are going to a farm</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>
<p>There is a bee nest near your home</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>There is a bee nest near your home</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You forgot to brush your teeth</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>

<p>You're given a chocolate milkshake</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You're friend is climbing a tree</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You're getting your hair cut</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>
<p>You caught the cold</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You caught the cold</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>Gymnastics for PE</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>
<p>You read the Harry Potter books</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You read the Harry Potter books</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>Do you want to play Hopscotch?</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>

<p>It's snowing outside</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You have a spelling test</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You are going to the library</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>
<p>Your friend has water balloons</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You are given brown bread</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>	<p>You got a new video game</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>
<p>You have hiccups</p> <p><b>Sadness</b></p> <p><b>Joy</b></p>		

You're going to have a baby brother

Sadness

Joy

You're going to have a baby sister

Sadness

Joy

You're big brother /sister is leaving home for uni.

Sadness

Joy

Your friend is not in school today.

Sadness

Joy

There is a spider in your bedroom.

Sadness

Joy

A dog in your neighbourhood isn't well.

Sadness

Joy

Your auntie is coming to visit you.

Sadness

Joy

You received a gift you didn't expect.

Sadness

Joy

You are going to the beach

Sadness

Joy

Cards V2

<p>YOS!</p>  <p>Joy Sadness</p> <p><b>You have gymnastics for PE</b></p>	<p>YOS!</p>  <p>Joy Sadness</p> <p><b>You read the Harry Potter books</b></p>	<p>YOS!</p>  <p>Joy Sadness</p> <p><b>You have a spelling test</b></p>	<p>YOS!</p>  <p>Joy Sadness</p> <p><b>You are going to the library</b></p>
<p>YOS!</p>  <p>Joy Sadness</p> <p><b>Your friend has water balloons</b></p>	<p>YOS!</p>  <p>Joy Sadness</p> <p><b>You got a new video game</b></p>	<p>YOS!</p>  <p>Joy Sadness</p> <p><b>You are going to be a big brother/sister</b></p>	<p>YOS!</p>  <p>Joy Sadness</p> <p><b>Your big brother/sister is leaving home for uni</b></p>
<p>YOS!</p> <p>sending virtual hug</p>  <p>loading...</p> <p>Joy Sadness</p> <p><b>Your best friend is not in school today</b></p>	<p>YOS!</p>  <p>Joy Sadness</p> <p><b>There is a spider in your bedroom</b></p>	<p>YOS!</p>  <p>Joy Sadness</p> <p><b>You are going to the beach</b></p>	<p>YOS!</p>  <p>Joy Sadness</p> <p><b>You have been asked to play football</b></p>

**YOS!**



Joy Sadness

**You have lots of homework**

**YOS!**



Joy Sadness

**It's raining during playtime**

**YOS!**



Joy Sadness

**You are going to a farm**

**YOS!**



Joy Sadness

**You forgot to brush your teeth**

**YOS!**



Joy Sadness

**You are given a chocolate milkshake**

**YOS!**



Joy Sadness

**Your friend is climbing a tree**

**YOS!**



Joy Sadness

**You are getting your hair cut**

**YOS!**



Joy Sadness

**You caught the cold**

YDS!

Joy Sadness

**You are staying at a friends house for the night**

YDS!

Joy Sadness

**The world has ran out of chocolate**

YDS!

Joy Sadness

**You are going for a McDonald's**

YDS!

Joy Sadness

**There is a substitute teacher today**

YDS!

Joy Sadness

**You are getting new shoes today**

YDS!

Joy Sadness

**There is a snow day and you can't go to school**

YDS!

Joy Sadness

**You have new Neighbours**

YDS!

Joy Sadness

**You are moving to a new home**