PRAXIS

PUTTING THEORY INTO

PRACTICE

EMPATHIZE DEFINE IDEATE PROTOTYPE TEST IMPLEMENT

UNDERSTAND EXPLORE MATERIALIZE
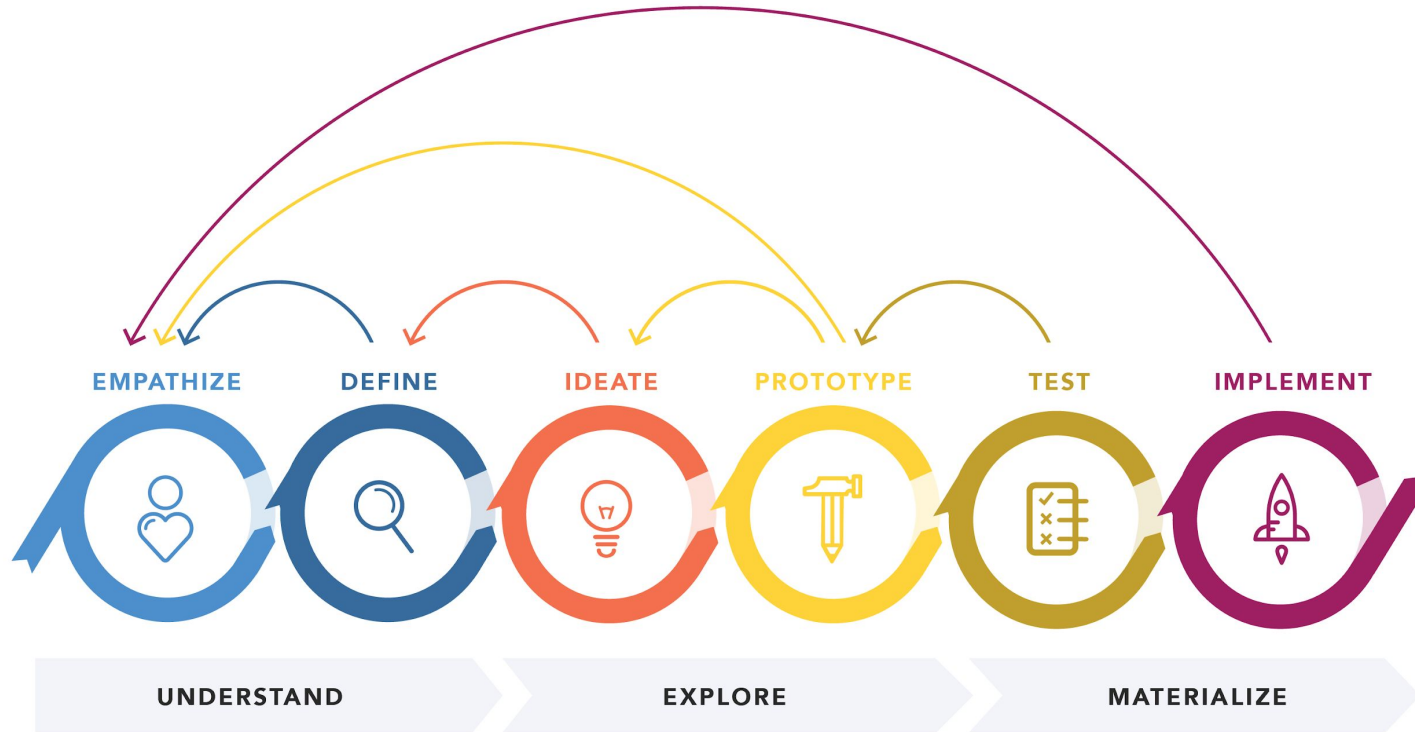
We must *ideate* before we can prototype!

GAMES 4 GOOD ARCADE

HOW WILL THE GAMES 4 GOOD ARCADE RUN?

1. Each team will present a 2 minute pitch, and have 3 minutes to answer questions from the panel.
2. Once all presentations are completed, each team will stand beside a display promoting their game design, which must include a playable prototype of their game. If you're doing a video game, you might just have one level OR just visuals and information about the game e.g. visuals of your sprites, maybe a mock-up of a level, and colour palette/settings, plus information about quests, inventory, objectives etc.
3. The audience (users, parents and fellow year 7 students) plus panellists will look at these displays for about 20 mins.
4. The audience will have a $10 coin to 'vote' with and the panellists with have $100 coins. They will put their coins into the box of the game design they think best meets the needs of the identified user. These will be tallied, and the winning design announced. There will be a judge's choice and a people's choice winner. (NOTE: We will modify this to be an online arcade if schools are closed.)

GOOD SKILLS = GOOD GAME

COLLABORATION: assess where you are at with your critical thinking on the GREEN criteria. Identify one GOAL from this criteria for this lesson, and record it in your Digital Praxis notebook under the heading 'Week 11 Praxis'.

Helps the Team	• does not help the team solve problems; may cause problems • does not ask probing questions, express ideas, or elaborate in response to questions in discussions • does not give useful feedback to others • does not offer to help others if they need it	• cooperates with the team but may not actively help it solve problems • sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions • gives feedback to others, but it may not always be useful • sometimes offers to help others if they need it	• helps the team solve problems and manage conflicts • makes discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard, responding thoughtfully to new information and perspectives • gives useful feedback (specific, feasible, supportive) to others so they can improve their work • offers to help others do their work if needed

GOOD SKILLS = GOOD GAME

COLLABORATION: assess where you are at with your critical thinking on the GREEN criteria. Identify one GOAL from this criteria for this lesson, and record it in your Digital Praxis notebook.

Respects Others	• is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings) • does not acknowledge or respect other perspectives	• is usually polite and kind to teammates • usually acknowledges and respects other perspectives and disagrees diplomatically	• is polite and kind to teammates • acknowledges and respects other perspectives; disagrees diplomatically
Organizes Work	• does project work without creating a task list • does not set a schedule and track progress toward goals and deadlines • does not assign roles or share leadership; one person may do too much, or all members may do random tasks • wastes time and does not run meetings well; materials, drafts, notes are not organized (may be misplaced or inaccessible)	• creates a task list that divides project work among the team, but it may not be in detail or followed closely • sets a schedule for doing tasks but does not follow it closely • assigns roles but does not follow them, or selects only one "leader" who makes most decisions • usually uses time and runs meetings well, but may occasionally waste time; keeps materials, drafts, notes, but not always organized	• creates a detailed task list that divides project work reasonably among the team • sets a schedule and tracks progress toward goals and deadlines • assigns roles if and as needed, based on team members' strengths • uses time and runs meetings efficiently; keeps materials, drafts, notes organized

GOOD SKILLS = GOOD GAME

CRITICAL THINKING: assess where you are at with your critical thinking on the GREEN criteria. Identify one GOAL from this criteria for this lesson, and record it in your Digital Praxis notebook.

| *Developing and Revising Ideas and Products:* **Use Evidence and Criteria** | • accepts arguments for possible answers to the Driving Question without questioning whether reasoning is valid
• uses evidence without considering how strong it is
• relies on "gut feeling" to evaluate and revise ideas, product prototypes or problem solutions (does not use criteria) | • recognizes the need for valid reasoning and strong evidence, but does not evaluate it carefully when developing answers to the Driving Question
• evaluates and revises ideas, product prototypes or problem solutions based on incomplete or invalid criteria | • evaluates arguments for possible answers to the Driving Question by assessing whether reasoning is valid and evidence is relevant and sufficient
• justifies choice of criteria used to evaluate ideas, product prototypes or problem solutions
• revises inadequate drafts, designs or solutions and explains why they will better meet evaluation criteria |

GOOD SKILLS = GOOD GAME

CREATIVITY & INNOVATION: assess where you are at with your creative thinking on the GREEN criteria. Identify one GOAL from this criteria for this lesson, and record it in your scrapbook.

| Developing and Revising Ideas and Products **Generate and Select Ideas** | • stays within existing frameworks; does not use idea-generating techniques to develop new ideas for product(s)
• selects one idea without evaluating the quality of ideas
• does not ask new questions or elaborate on the selected idea
• reproduces existing ideas; does not imagine new ones
• does not consider or use feedback and critique to revise product | • develops some original ideas for product(s), but could develop more with better use of idea-generating techniques
• evaluates ideas, but not thoroughly before selecting one
• asks a few new questions but may make only minor changes to the selected idea
• shows some imagination when shaping ideas into a product, but may stay within conventional boundaries
• considers and may use some feedback and critique to revise a product, but does not seek it out | • uses idea-generating techniques to develop several original ideas for product(s)
• carefully evaluates the quality of ideas and selects the best one to shape into a product
• asks new questions, takes different perspectives to elaborate and improve on the selected idea
• uses ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product
• seeks out and uses feedback and critique to revise product to better meet the needs of the intended audience |

GOOD SKILLS = GOOD GAME

CREATIVITY & INNOVATION: assess where you are at with your creative thinking on the GREEN criteria. Identify one GOAL from this criteria for this lesson, and record it in your digital Praxis notebook.

	Below Standard	Approaching Standard	At Standard
Originality	• relies on existing models, ideas, or directions; it is not new or unique • follows rules and conventions; uses materials and ideas in typical ways	• has some new ideas or improvements, but some ideas are predictable or conventional • may show a tentative attempt to step outside rules and conventions, or find new uses for common materials or ideas	• is new, unique, surprising; shows a personal touch • may successfully break rules and conventions, or use common materials or ideas in new, clever and surprising ways
Value	• is not useful or valuable to the intended audience/user • would not work in the real world; impractical or unfeasible	• is useful and valuable to some extent; it may not solve certain aspects of the defined problem or exactly meet the identified need • unclear if product would be practical or feasible	• is seen as useful and valuable; it solves the defined problem or meets the identified need • is practical, feasible
Style	• is safe, ordinary, made in a conventional style • has several elements that do not fit together; it is a mish-mash	• has some interesting touches, but lacks a distinct style • has some elements that may be excessive or do not fit together well	• is well-crafted, striking, designed with a distinct style but still appropriate for the purpose • combines different elements into a coherent whole

IDEATING

1. Ensure everyone in your team knows the ANSWERS to your inquiry questions. (This may involve sharing a direct link to your note-taking doc via your Edmodo small group)
2. As a team, (in your Edmodo small group) discuss how this new knowledge will impact the game you have chosen to design.
3. In a document in your team folder called 'Our Game Plan' write down the TWO main user needs your game aims to target. E.g. reinforcing cultural identity and connectedness to Tibetan homeland for members of the Dee Why Tibetan community; improving the executive function skills of gifted primary school students; helping elderly people connect with peer networks to improve wellbeing
4. For each of the user needs, identify and explain how TWO game elements that will specifically cater for these needs.
5. Write or draw an overview of your game play. Refer to the next slide to ensure you're creating a game, and not just an activity.

GAME ELEMENTS

GAME ELEMENTS:

CONFLICT	COLLABORATION	COMPETITION	STRATEGY
CHANCE	AESTHETICS	THEME	STORY
RESOURCES	TIME	REWARDS/SCORING	LEVELS

GAME MECHANICS:

GOAL

ACTIONS

RESOURCES

ACQUISITION

SCORING

ELIMINATION

UNCERTAINTY

INTERACTION

LESSON REFLECTION

In your Praxis notebook, write a 2-3 sentence reflection on the lesson which answers these questions:

Why are critical thinking and creativity important skills to master and use during this project? Did you achieve the goals you set yourself for this lesson? Why/why not?

What have you learnt so far that will help you design a successful game for your user?