

# CO GAME Videogame Research

## General Information about the Game

### Name of the game

Machinarium

### Year of Creation

2009

### Description of the game

The game is about a Robot in a futuristic steampunk world going back to a city he was expelled from to look for something the player will discover through the gameplay.

Its genre is "Point and Click" and it consists in using a pointing device (mouse or touch screen) to interact with an scenario, finding clues and artifacts to solve situations and puzzles.

### Platform

Windows

Windows Phone

OS X

Linux

PlayStation 3 (PSN)

PlayStation Vita

iPad 2

BlackBerry PlayBook

Android

### Type of the game

Grafic Adventure / Storyteller, Point and click

### Website

<http://machinarium.net/>

**Are there more institutions cooperating to the videogame development? Which profiles?**

## BLOCK A. HERITAGE INTEREST

This part is for describing the heritage quality of the game.

### **Is there any distinctive heritage element?**

It's a fantastic scenario, based on the science fiction subgenre steampunk. As a dystopias, it has connections with History or historical situations, as long as with some cultural imagery.

### **If yes, which are the different historical contexts (Who, when, where, why?) described.**

It's a fantastic story.

### **Which are the main historical elements described?**

(see previous answer)

### **Are they rigorous or inspirational or simply scenarios for the development of the story?**

The aesthetic elements of this dystopia are fundamental for the whole game: story, visuals, music, etc.

### **Which are the most interesting elements regarding COGAME framework, and why?**

- PRODUCTION - ART / AESTHETICS: The use of long-living classic genres, both in the narrative (science fiction - steampunk) and in the video game per se (point and click), for an independent production that includes several artistic elements: literary, visual and musical.

- PRODUCTION - GAMEPLAY: The development of a puzzle game, which is useful to learn and develop skills, and to gain cultural knowledge of video games, since this one is highly referential because of its genre (there were lots of point and click games during the 1990s).

## BLOCK B. EDUCATIONAL PURPOSE

This part is about collecting information about the educational sense of the game.

### **Age addressed by the videogame**

7 - 10, 11 - 14, 15 - 18, +18

### **Is there any link with the national educational levels? (Is the game addressed specifically to any pedagogical level? To some pedagogical activity?)**

There is no direct link. However this game can be used in a learning process for a wide range of levels (from secondary school to university), as well as other educational situations.

**Which educational purpose has the game?**

The purpose of the game is mainly artistic. One may use the game as a mean to reach other purposes.

**Target addressed by the project (List: community, classroom, subrepresented groups, disadvantaged, etc.)**

The project addresses the game to the general public.

**Which are the main skills / knowledges / attitudes learned by using the videogame?**

Just by playing it, the player needs to think of ways to solve puzzles, learning skills related to problem solving and developing abilities such as abstract reasoning, memory, etc.

With a complementary pedagogical program several issues may be taught: video game design, arts, literature, philosophy, etc.

## **BLOCK C. VIDEO GAME DESIGN**

This part is for collect information about video game design

**Graphics (Which type of graphics are used by the video game?)**

2D graphics, with artistic illustrations.

**What is the storytelling of the video game? (Which are the main narrative elements?)**

As said before, the main narrative element is the literary/artistic genre (steampunk), which surrounds the particular story of the protagonist.

**Is it future or past oriented? It is dystopian or utopian?**

It's a futuristic steampunk dystopia, with a friendly aesthetics and environment suitable for kids.

**Main characters (How many characters the player can choose? Describe them.)**

The story has a main character, which is the only one controlled by the player. The whole game (the story) revolves around the protagonist.

**Interactivity (What is the level of interactivity inside the game? Describe.)**

The interaction is fundamental in a point and click game. Basically there's a screen and a pointing device (mouse or touch screen). The use of this is required to make progress in the game.

**Usability (Has the game a complex screen? Number of controls (keyboard, screen, Joystick...))**

There's the need just for a screen and a mouse, or just the screen if it's on a mobile device.

**Accessibility (Is the game prepared for people with mobility or control disadvantages?)**

It has no special features for people with control disadvantages.

## BLOCK E. ASSESSMENT FOR CO-GAME

**Which are the elements you identify as relevans to be taken in mind for the development of the different IO for Co-Game?**

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- PRODUCTION - GAMEPLAY: The development of a puzzle game, which is useful to learn and develop skills, and to gain cultural knowledge of video games, since this one is highly referential because of its genre (there were lots of point and click games during the 1990s).

So this may lead to a co-game project to think about what elements to implement in the designing of the game and consider how each of them can be taken into account for an educational project.

**Which are the elements not to repeat while developing Co-Game?**

Creating a new game with the same elements as this one (point and click gameplay, puzzles and strong aesthetic elements), may be very useful to implement into different educational and social projects.

**Name of the organisation in charge of the questions (Write the name or your organisation (CEPS, LATERNA, MUNDANEUM, CIES; BFI)).**

CEPS