

CO GAME Videogame Research

General Information about the Game

Name of the game

Year of Creation

2015

Description of the game

A "knowledge" hunt (as in a treasure hunt with different stations) about the Mundaneum, its history and the concepts they invented.

The game is geolocalised in the museum using beacons. Visitors have to find the correct spot to unlock little games. A virtual Paul Otlet then

guides the visitors from quizzes to puzzles to learn about the project of collecting all the knowledge in the whole world.

Target group : youngsters from 10 years old, adults

Main objectives :

- Discovering the museum space of the Mundaneum (physical experience)
- Learning who the founders are and how their inventions worked: the classification, the index cards, the repertory, ... (knowledge & content)
- Get the higher score possible to be first in the general ranking (competing as motivation)

Basic rules

- Gamers are shown pictures of places in the Mundaneum; when they find the place and approach the hidden beacons, the little games are successively unlocked.
- Small games include picture puzzles, sentences to remember, practical use of the universal decimal classification
- Snippets of information are given to the gamer before and after each little game
- The game ends at the last station when the gamer downloads their name and score in the system using a Kinect-connected screen

Platform

Only on Android mobile devices at the moment (tablets provided)

Type of the game

Maze / Discover, puzzles

Website

<http://expositions.mundaneum.org/fr/mundaneum-web-1895>

(Gameplay video + explanations in French)

http://expositions.mundaneum.org/sites/default/files/pdf/pedagogique/mundaneum_web_1895_-_dossier_de_presse.pdf

(Press kit in French)

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

Gaming start-ups:

- Amoobi
- Fishing Cactus

Academic partners:

- Numédiart Institute (University of Mons)
- OPERA department (Optics, Photonics, Electromagnetics, Radiocommunications and Acoustics - Free University of Brussels)

Cultural institution:

- Mundaneum

BLOCK A. HERITAGE INTEREST

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

Is there any distinctive heritage element?

Heritage is the basis of the contents.

Pictures used in puzzles are archives.

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

Who : Paul Otlet and Henri La Fontaine are cited.

When : the history of the institution is put in a general historical context.

Where : idem for the geographical context.

Why : the goal of the historical founders is described.

Which are the main historical elements described?

- Who were the founders
- When they imagined the concepts that now constitute the heritage on display

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

They are inspirational: the games shows how a selection of the most relevant elements can help visitors understand the heritage site.

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

The game translates informations about the history and characteristics of a heritage site into little games.

Simple games such as picture puzzles can be effective and fun for the younger audience.

BLOCK B. EDUCATIONAL PURPOSE

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

Age addressed by the videogame

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?)

No

Which educational purpose has the game?

Sharing info about a specific heritage in a fun way

Interesting youngsters to concepts such as pacifism, knowledge society, information science history.

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

Classrooms, groups of youngsters (associations and NGO's), families

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

Skills: fine-tuned agility (using a tablet); using a classification by categories

Knowledge: about the heritage site --> end 19th-early 20th science information pioneers in Belgium

Attitudes: Healthy sense of competition

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?)

A sleek, grey background with luminescent effects + a hipster looking character + old archives = retrofuturistic

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

The character encourages the player to follow a certain order, but each player can play any game in any order. They thus create their own story.

All the elements of content about the heritage object created a historical and intellectual context.

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

The game is both past and future oriented, "retrofuturist"

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

One character, as it is not a RPG. No identification of the player to the character is needed.

He is a grown man, with grey hair and beard, glasses, grey clothes. He is more in the role of the guide, the professor, but young and hipster looking.

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

Gamers who play at the same time do not have a lot of interactivity except during the "sentence" game: if a memorised sentence is then wrongly answered, other players could be misled, and may lose points.

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

The game has a lot of icons and controls. This aspect is too complicated, not intuitive, not very ergonomic.

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

No

BLOCK E. ASSESSMENT FOR CO-GAME

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

Selection of a limited number of elements (historical and conceptual) to make it easier for the construction of the storytelling in later IO's (especially the training)

Minimalist graphics (mainly flat)

Use of cultural elements relevant to the history of the heritage object (images from archives)

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

Too complicated, not intuitive enough.

No definite narrative storytelling, no predefined progression.

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

Mundaneum