

# CO GAME Videogame Research

## General Information about the Game

**Name of the game**

**Year of Creation**

2013

**Description of the game**

Online game made for both teachers and students to learn programming code.

**Platform**

Web based (PC, Mac, Linux, etc.)

**Type of the game**

Puzzle / strategy / RPG

**Website**

<https://codecombat.com>

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

It's a small company located in San Francisco (USA) that has a collaboration policy that opens the possibility that other users contribute to the game in an specific way. Even that is gamified.

## BLOCK A. HERITAGE INTEREST

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

**Is there any distinctive heritage element?**

It's a fantasy game. Non-historical, even though the aesthetics, graphics and storytelling might as well been different and the game would have preserved its educational value.

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

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

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

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

It is a game created especially for an educational purpose. Leveling up means that the player has learnt something new. There's also the possibility, besides playing the game, to create an online classroom in order for teachers / professors to manage their course.

## 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?)**

It is specially thought to learn programming skills.

### **Which educational purpose has the game?**

To make the players learn with the game within a pedagogical program or course.

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

Classrooms (both teachers and students) from different levels.

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

The main skill and knowledge is programming in several languages, and obviously all the abilities surrounding it.

## 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 web-programming.

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

It takes several elements and commonplaces (topics) from mobile and web games and reconstitutes them into a pedagogical activity.

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

It is medieval fantastic.

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

As the player advances the game, he unlocks several elements, including new characters.

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

The interaction consists in writing code lines in order to make the character do something. When all the code needed to pass the level is complete, the player "executes" the program just written and see if it works to pass the level.

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

It needs a computer, a mouse and a keyboard.

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

It has no specific accessibility options, but the game is conceived as a tool for a learning process or course.

## 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?**

The very interesting way the designers took both gaming concepts (ranging from design to gamification, including visuals, music, etc.) and pedagogical philosophy of games, and implemented them into a learning tool.

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

The elements that can be found in this game, in terms pedagogy and gaming philosophy (the question being: "why and how games and playing is essential in a learning process") can be implemented in different ways, depending on the project one is working on. The gamification of learning can take place in several stages: as a utility of the learning process itself, as a way to record a longer pedagogical process (the idea of achievement and unlocking new characteristics of the game as rewards), as a way to interact with teachers, trainers and other students or trainees, etc. The way CodeCombat did this is just one possibility.

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

CEPS

# CO GAME Videogame Research

## General Information about the Game

**Name of the game**

**Year of Creation**

2007

**Description of the game**

It's a strategy game of the subgenre "tower defense". It consists in defending a space from invading creatures by strategically placing different kinds of towers that attack them. It has the particularity that the player can draw both the towers and the creatures, adapting the game in a certain way.

**Platform**

Flash (web) and Nintendo DS

**Type of the game**

Strategy / Tower defense

**Website**

[https://en.m.wikipedia.org/wiki/Desktop\\_Tower\\_Defense](https://en.m.wikipedia.org/wiki/Desktop_Tower_Defense)

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

Online game distributors.

## BLOCK A. HERITAGE INTEREST

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

**Is there any distinctive heritage element?**

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

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

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

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

It has no historical elements. However, after this game, other tower defense games started to spread, with many different aesthetics and storytelling elements regarding historical elements.

## BLOCK B. EDUCATIONAL PURPOSE

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

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

All ages

### **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 to them, but this game can be used as a tool for learning.

### **Which educational purpose has the game?**

The development of these strategy and pixel art skills, useful, among other things, for game design.

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

General public.

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

- Strategy skills, trial and error, finding different ways to solve the same problem. The idea of getting new achievements as the player solves new and more complicated situations.

- Creative skills: pixel art. Having the game personalised by drawing by hand its elements, contributing, as an extra gameplay, to recreating the game itself. The way these elements are drawn is by drawing pixels, a skill that is used in the creation of graphics for 2D video games.

## 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 flash.

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

The narrative is quite simple. There's no story besides the gameplay itself (building and stopping the creatures).

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

Neither of those. The aesthetics consist of a desk where the player places the towers and the creatures spawn.

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

There are no characters.

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

The player draws the elements of the game (towers and creatures / "creeps"). Then, when playing the actual levels, he has to place the towers in a grid in order to stop the creeps getting to a certain point of the screen.

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

If played on PC, it needs a screen and a keyboard. If played on Nintendo DS, it needs the buttons, a screen and the touch screen (all of these are elements of the console).

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

It has no specific accessibility options.

## 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?**

The strategy elements and the diversity of levels and difficulties are useful to know when designing a game. Also, the drawing part is very interesting to implementing it in a game design process or, like this game, as part of the gameplay.

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

The game wasn't conceived to be on a social or educational context. However, the elements described before can be used for projects that do have a context related to co-game.

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

CEPS