

CO GAME Videogame Research

General Information about the Game

Name of the game

Ravalgames

Year of Creation

Not released

Description of the game

Game made by a youth association of the quarter of Raval, in Barcelona, as an activity for kids and teenagers of the neighbourhood. It aims social inclusion and awareness of the social environment of the quarter.

Platform

Type of the game

Maze / Discover, Grafic Adventure / Storyteller

Website

<http://jovesteb.org/ravalgames/>

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?

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

It aims to share the experience of the people living in the neighbourhood at the present time. The value of this objective lies both in the creation process of the game and the gameplay.

Which are the main historical elements described?

The human heritage and the urban environment of Raval.

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

The presence of this heritage elements in the game are rigorously part of its essence. The story of the game is the human heritage itself.

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

The social inclusiveness potential of this kind of activity, not only as a creation and tool that could be used by the neighbours to establish connections between them, but also as a collaborative designing process and its pedagogical and social implications.

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 not aimed to a specific pedagogical level. However, the whole process gives to the participants a range of learning assets that correspond to different pedagogical syllabus.

Which educational purpose has the game?

The development of social consciousness, interest in other people, all of it combined with a transversal learning process.

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

The community of the neighbourhood.

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

- It encourages social awareness of the urban environment the kids live in and helps them learn how to engage and establish bonds with other people.

- Develop several specific skills regarding the designing of the game (through: research process, interviews, use of digital media to get pictures and other information, storytelling, level design, dialogue writing, working with game developers, 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?)

Renderized 3D graphics. The kids participated in the creation of these graphics along with professional game designers.

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

The discovery of the neighbourhood, the people and in the end, the urban space.

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

It is based on the present time, on one specific location.

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

The characters are the kids and the neighbours interviewed by the kids who agreed to be part of the game. They were created by taking pictures of them and then bringing those to a 3D design software.

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

The game consists in interacting with the characters, who are the people living in Raval. Doing this the player learns about the feelings and impressions of the characters about different elements of the quarter.

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

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

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?

- All the learning assets that take place during the creation of the game.
- Making a game that gives a both a learning process and a social inclusion activity during the creation process as well as during the gameplay once the game is done.
- The dynamization of a community in its social space (urban environment, in this case).

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

The need for an implementation of the game after the creation process and, specially, the possibility of making more games like this since it's on the designing process where most of the learning takes place. This means a need for a strong communication campaign.

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

CEPS