

CO GAME Videogame Research

General Information about the Game

Name of the game

Year of Creation

2004

Description of the game

Adventure designed by Neko Entertainment for little ones so that they can learn about the flora and fauna of the planet, wearing the clothes of two cute explorers, Alex and Emma.

Panda Junior was structured into several parts (nine to be exact), and for each one we will face various missions which will address issues related to the environment. It ranges from pollution biological, environmental and ecosystem, to the preservation and care of animals.

Platform

PC

Type of the game

Grafic Adventure / Storyteller, Seriuos game

Website

<http://www.jeuxvideo.com/videos-editeurs/0001/00013106/wwf-panda-junior-en-afrique-pc-devenez-garde-forestier-00004404.htm>

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

WWF. For every box sold product, 1 euro will be donated to charity just to this organization

BLOCK A. HERITAGE INTEREST

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

Is there any distinctive heritage element?

No.

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

Present. Environmental issue: savannah, forest and desert

Which are the main historical elements described?

None. The game takes place in the 2000s

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

Rigorous scenarios

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

Education

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?)

No

Which educational purpose has the game?

Environment, preservation and care of animals

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

Students, teachers, classroom

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

Environmental issues, biological pollution, the environment and the ecosystem, protection and care of the animals.

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?)

3D

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

Basically we will not have a storyline to follow: Panda Junior was structured into several parts (nine to be exact), and for each one we will face various missions which will address issues related to the environment. It ranges from pollution biological, environmental and ecosystem, to the preservation and care of animals.

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

Present. Utopian

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

Two. Emma and Alex. One young girl and one young boy.

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

Medium.

We can only use one mouse button (the left one) and, every time we will be active zones, the cursor will change accordingly (become shaped mouth to talk to someone, to foot shape for walking, etc.). The upper part of the screen will be dedicated to dialogue: we can never choose a question. To the left there will be many icons: the panda will show us the various missions completed with photos related animals that we have helped, the camera contains pictures we took during the game and the rest is dedicated to the tasks still to be completed.

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

Mouse, left button

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 relevans to be taken in mind for the development of the different IO for Co-Game?

Education, Environmental heritage

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

None

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

CIES Onlus

CO GAME Videogame Research

General Information about the Game

Name of the game

Year of Creation

2015

Description of the game

A Graphic adventure game, mainly aimed at children, who with the purpose of teaching, so simple and intuitive, the bases of the music.

Platform

PC

Type of the game

Grafic Adventure / Storyteller

Website

http://www.adventuresplanet.it/scheda_trailer.php?game=lisssn&cont=1425397673#.VvLC-mNaZBw

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

No

BLOCK A. HERITAGE INTEREST

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

Is there any distinctive heritage element?

None

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

Which are the main historical elements described?

Ancient castle

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

Inspirational

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

Education and teaching and Learning music in a castle setting

BLOCK B. EDUCATIONAL PURPOSE

This part is about collecting information about the educational sense of 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?

The player navigates throughout a castle by using mouse clicks and needs to find out how to open doors and overcome hurdles in order to free the good fairy "la Musica" from the castle's dungeon.

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

Students

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

"Lisssn!" is an adventure computer game helping kids of all ages learn the basics of music. It belongs to the so-called point&click-games and is currently under way.

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?)

3D

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

"Lisssn!" awakens the child's play instinct and provides incentives to enhance their musical knowledge. By mastering the last task – freeing "La Musica" – the children have acquired basic musical skills along the way.

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

Is distopian, past oriented

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

One, in a subjective visual

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

These puzzles are constructed didactically: at the beginning one has to discern noises and sounds, later on tone pitches und finally to recognize notes and rhythms.

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

Mouse

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 relevans to be taken in mind for the development of the different IO for Co-Game?

Learnig, adventure, historical heritage

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

None

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

CIES Onlus