

CO GAME Videogame Research

General Information about the Game

Name of the game

Year of Creation

2014

Description of the game

Platform

PC

PlayStation 4

Xbox One

WiiU

Mac

Linux

Android

Type of the game

Arcade / Platforms

Website

<http://neveralonegame.com/game/>

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

E-Line Media (publisher of educational video games)

Cook Inlet Tribal Council (C.I.T.C.)

Upper One Games (US first indigenous-owned video-game company)

BLOCK A. HERITAGE INTEREST

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

Is there any distinctive heritage element?

The heritage is at the center of the game:

voice narration in dialect

outfit and tools of the heroin

legends and oral tradition as basis for the characters and stories

values of the Alaska Native people (interdependence, helping each other)

videos with testimonies of Alaska Native elders

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

Fictional girl inspired by oral traditions

Non defined past

Typical Alaskan landscapes

Which are the main historical elements described?

The material past of the Alaska native people: habitat (tents), tools (bola, boat, ...), environment (animals, climate, landscape)

The legends of the Alska native people

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

Inspirational + scenarios

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

The game has been created to preserve heritage and interest younger generation in that heritage.

The game allows to unlock "insight" videos with testimonies of elders about that heritiage and their values.

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?

To awake the interest of youngsters in the heritage of the Alaska Native people

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

Inupiat youngsters (Alaska Native tribe), general public

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

Cooperation (in 2-players mode)

Dexterity

Knowledge about the Alaska native people and their legends

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?)

Sophisticated graphics: 3D modelisation, cinematic use of shadows and lights, cinematic POV's

The look and feel is very soft.

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

A girl and her fox set out to find the source of the eternal blizzard which threatens the survival of their village. They travel through the landscapes of Alaska and encounter wild animals and spirits.

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

The game is set in an idealised past.

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

2: a young girl and an arctic fox.

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

The game be played by one player using both characters alternatively, or by 2 players cooperating and depending on each other.

The goal is to use the specific skills of both characters: the girl Nuna can climb ladders and ropes, move heavy obstacles, and throw her bola at targets to solve puzzles; Fox can fit through small areas that Nuna can't reach, scramble up walls, and jump to great heights.

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

Complex, depending on the device (PS, Xbox, PC, etc)

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?

The use of heritage as inspiration for the storytelling of the game.

The heritage videos between the different levels of the game.

The use of sounds and spoken narration in local native language.

The cooperation of elders as "amateur game makers" alongside the professional developers ("bring the community into the creative process", "inclusive development")

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

The sophistication of the graphics.

Apart from one specific legend and a few visual elements, the heritage educational content is completely separate from the game itself (videos).

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

Mundaneum