

"Let's Play!"

Storytelling

Games have the potential to become useful design tool that can lead to new discoveries where designers and stakeholders collectively create the built space.

Language

Analogue - visual, gestural, verbal, written, context bound, location bound
 Digital - virtual, augmented reality, mixed reality, context bound

Games 4

Def.

Games represent an environment where players are reflecting real world issues, values and norms within an artificial game context. They are rule based systems where rules bridge between 'real' and 'artificial', they describe and limit players actions, interactions and responses.

Goals

- inform** raise awareness
- educate** increase literacy on certain topics
 educate target audiences on specific skills
- advocate** create coalitions and strategies
- entertain** provide immediate experience
 about the outcomes of decisions taken

Perception

perception can shape player experience

Design Process - develop a conceptual framework and methodology to overcome challenges related to participatory processes with game based approaches
 as part of the **Design Process**
 Develop a conceptual framework and methodology for evaluating and validating games in urban, participatory context

Research Methodology



What are the conditions for games to act as interactive learning environments in defining a common value of the built space?

What is the role games play in the participatory process of mapping mental images?

How can games rebalance the relationship between the dominant political actor and ethnic groups?

Research Questions



games as investigation tools in architectural research

Advantages

- ... pleasant, learning environment
- ... present a good amount of progressing challenge
- ... foster social interactions
- ... strong persuasive tool through direct experience, consequential action, engagement with other players
- ... tool for critical arguments through the effects of gameplay events
- ... capability to make spatial, social, environmental, economic and political arguments and suggest collective action
- ... learning along the life cycle, geared towards stimulating creativity and innovation in the ways and goals of applying this learning capacity in all domains of professional and social life
- ... foster recognition of alternative perspectives through reflection on not only their own opinion about urban topics but focus on the connections between themselves and other individuals and groups within a defined community

Making CITY

Tools

- survey
- inform
- collect knowledge
- define design goals
- produce
- make decisions

Challenges and Limitations

Types of Processes

- linear** gain insight on existing models
learn about certain topics
- circular** collective reflection
- feedback** translate issues and requirements into design
- participatory** capacity building, collective action
- cross sectors** define common values, discuss issues, compare differences in perspectives
- branching** awareness of lived-experiences
- stages** introduction
motivation
analysis
definition
ideation
selection
implementation
evaluation

the framing of the game and its level of abstraction may, offer limited relevance to a real-world situation
 real-time documentation is a pre-requisite to allow for individual and collective reflection after the play-session
 how do you insert the previous knowledge into the next game session?
 how do you make the relevance of each play-session clear? And how do you stimulate them to keep on playing?

- framing**
- documenting**
- leveling**
- debriefing**