

**Edutainment: Assessing Key Game Playing Components
For CBT Programs
"Make education more like a game - I'll play"**

Simone Green (formerly of)
Whitireia Community Polytechnic
Porirua City, New Zealand

Kathy Eketone
Whitireia Community Polytechnic
Porirua City, New Zealand
k.eketone@whitireia.ac.nz

MODEL ONE:

The diagram shows that there are four main interacting areas to this research and each of them cross the boundaries of the other sectors in the set (in some cases, multiple crossings occurs).

The **key** in the centre of this model is indicative of a training package that would integrate all four sectors of the model:

| | |
|-----------------------------|---|
| Curriculum | - Educational content |
| Tutors & Interested Parties | - The people who make the training packages |
| Students & Clients | - The target audience |
| Gaming components | - Specific sections of the game that capture user attention and motivate participants to play |

MODEL TWO:

The second diagram represents the key sections of research that has been completed. Core to this research was the need to identify what components, or parts of the game, keep the player interested? Looking at who the research group was, what appealed to them, what motivated them, what distracted them and their preferences?

Developers need to adopt practices in the analysis and design phases of projects to ensure that what they are making will encourage clients (students) to engage and interact. A solution is represented by the key in the centre of the model, which is a combination of all units, in particular, the gaming components that already capture user attention.

Creating computer based training programs (CBTs) or e-learning is pointless if they don't appeal to the client (student). Stage one of this process is to identify and analyse the gaming components that capture the attention of those who play electronic games. Industry is making millions from the sales of games and it is simply because people want to play, they want to be challenged, involved, and they want to participate.

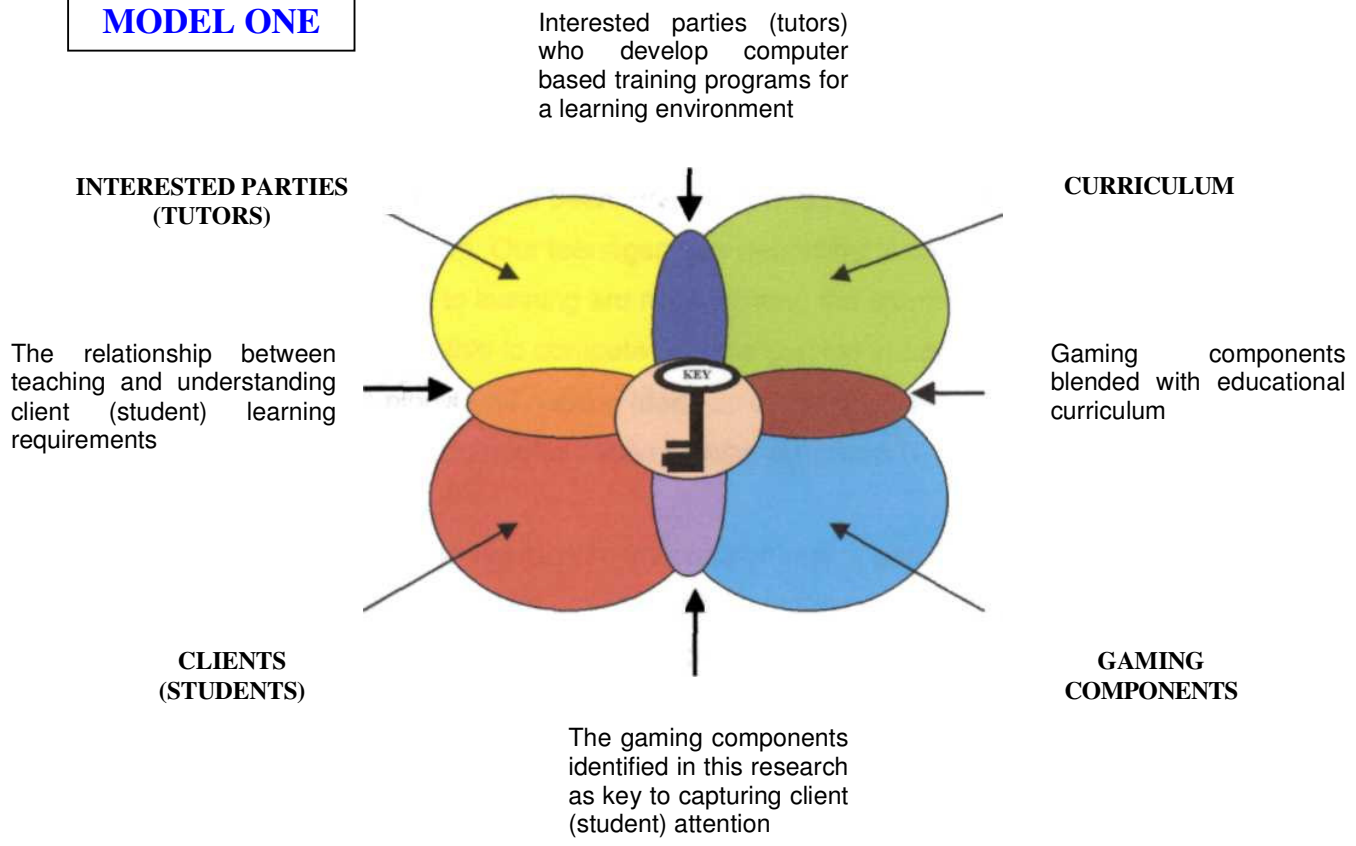
Identifying what components lure millions all over the world to interact with these games and using that information as a foundation for developing CBTs or online learning could very well be the answer to closing the gap between games and education. By closing this gap we anticipate capturing students willingness to participate, and in doing so surely enhance their learning experience.

ACKNOWLEDGEMENTS

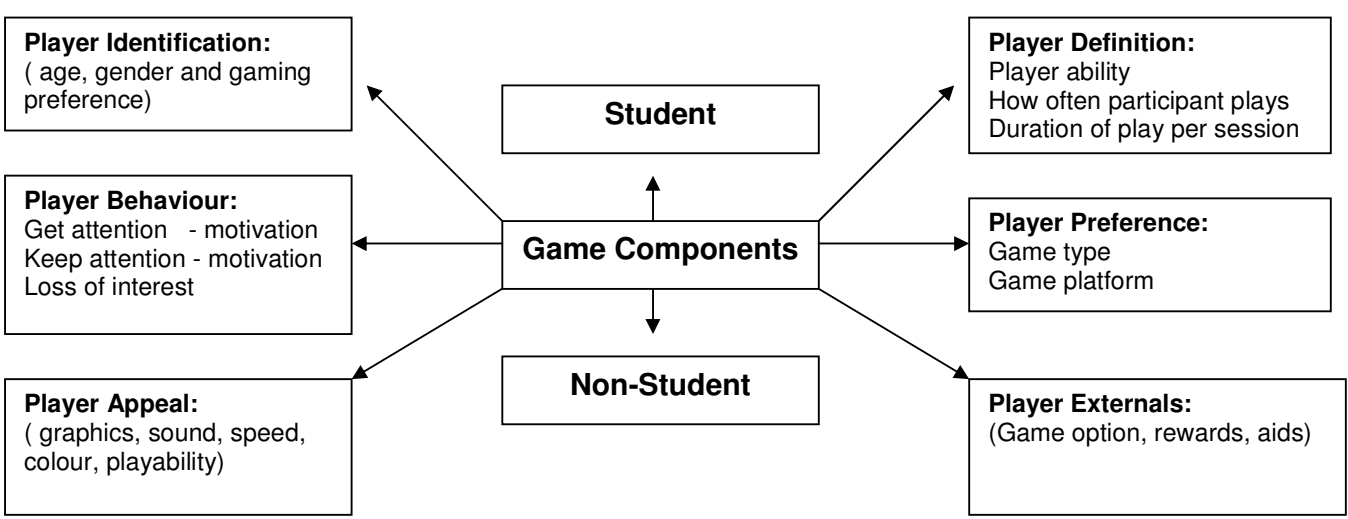
I would like to sincerely thank friends, family for their assistance and Whitireia Polytechnic Research Committee for their funding.

**Edutainment: Assessing Key Game Playing Components
For CBT Programs**
"Make education more like a game - I'll play"

MODEL ONE



MODEL TWO



ABSTRACT

Unlike education, games have been advancing at a phenomenal rate and it is time education caught up. Our teenagers are becoming "savvier", and the traditional approaches to learning are not capturing the attention of our youth. Education may not be able to compete with the gaming industry in terms of funding, but it can piggyback gaming ideas by combining them with academic material in the form of Computer based training programs (CBTs).

This research is designed to identify the components of game play that capture user attention. The information provides a knowledge base for designers and developers to which they can refer when considering the process of product development. It is a guide only and in no way replaces the value of individual product analysis. However, it does offer a starting point for sparking off ideas that need consideration.

It is imperative that the design of CBTs is not the sole responsibility of one person, as the end product becomes limited, in that only one mind is addressing the problems and possible solutions. The challenge for designers is not to let the features of the CBT take over the purpose for which it was intended.

KEYWORDS:

Edutainment, supplementary resources, play, gaming, education, challenge, components, platform, CBT, methodology, profile, safe danger.