



From Idea To Design

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Introduction

Nowadays the difference between groups is increasingly noticeable through media and polarization, which causes many different opinions in today's society. This creates a lot of unnecessary disagreements and useless violence in the world. This can be avoided if we are more open to other people's opinions and listen to each other more often.

As described earlier, there is a lot of misunderstanding between many groups in society today. The main reason for this is that people do not understand the values and norms of each other's cultures. The majority has usually only immersed themselves in the culture that they have been taught from childhood.

Especially in this time it has become all the more important to understand each other better, so that a lot of unnecessary violence can be prevented and we can get along better. This could create a lot of beautiful new things in the world that you might not think about yet.

How can we ensure that teenagers learn about different cultures? To answer this question we did research on different things to get new insights about certain things. We did some research on the targeted group, because we wanted to learn a certain target group something with our game. After we decided our targeted group we did some research on culture since it is the theme for our game. This was to get some good insights on different cultures and what categories were most important for our targeted group to learn about.

While we were prototyping we made some values for our idea. We figured that since you learn faster when you are learning in an active way we decided that our game needed to be active so the insurance that teenagers actually learn something is much higher.

The first part of this report contains different analyses. At first we did some research on our targeted group: teenagers. We also did some research on culture, because we chose this topic as our theme for the game. For some inspiration for our own game we also did some research on existing hybrid games and some classic games.

After that we started with ideation. This is where all our ideas came together. In the beginning of the project we did some brainstorming for different parts of the project. For our final idea we did a brainstorm session together where we all began with our own paper where you could write down your own idea and after 5 minutes we exchanged the papers so other group members could make additions to the original idea of someone.

When we had our final idea we began with making some concepts for the game. For example the shape of the tiles and how we wanted it to look. We also thought about different things for the packaging and chose the best one in the end.

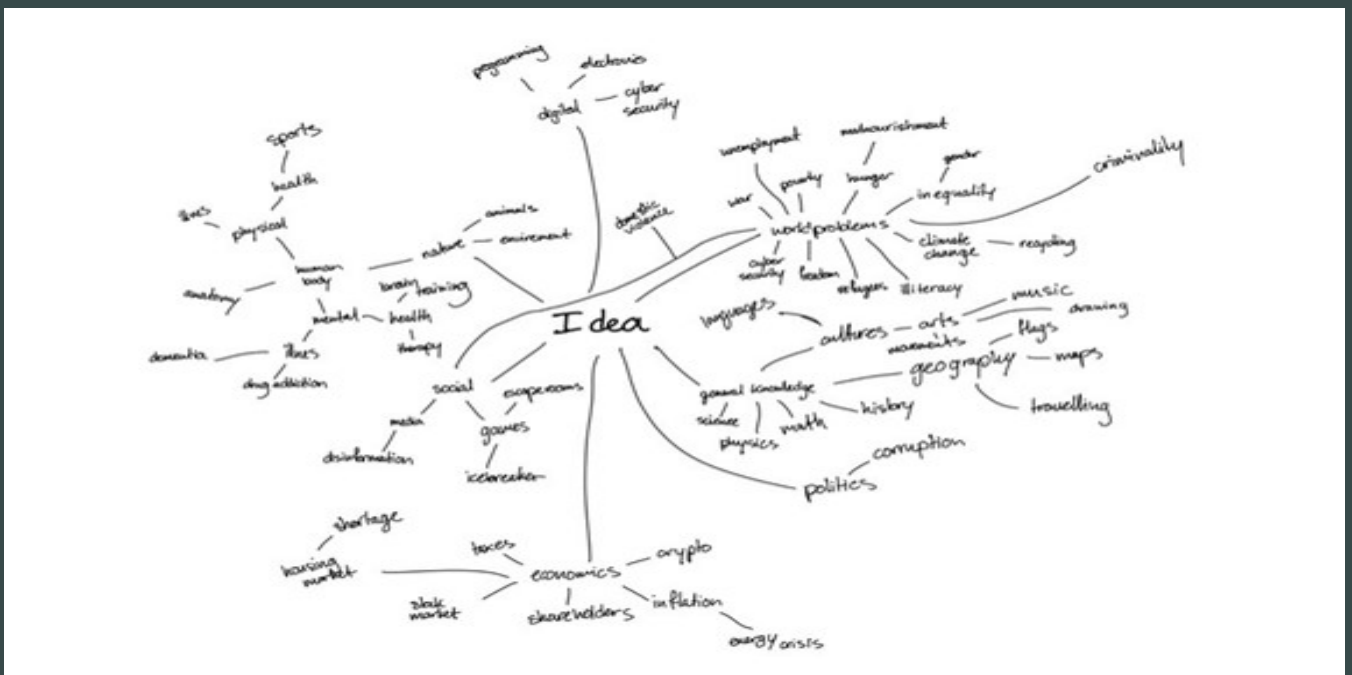
The next topic in the report is the prototyping stage. In this topic we talk about making the prototypes. We show how we made the prototype, what problems we ran into and how we solved these. At the end of the report we show you the final deliverables, so you get an insight on our final product of this project.

Analyses

Starting off this project we made a couple analyses that would hopefully give us some more insights about the final product. We did research about educational topics, a fitting targeted group for that topic and we looked at what kind of hybrid games are already made.

Topic analyse

We started by brainstorming about all kind of topics that we could make educational. Together we decided to pick a topic that we all liked very much and weren't a lot of games about yet.



After this brainstorming selection we made a selection of topics that we all found most interesting and educational:

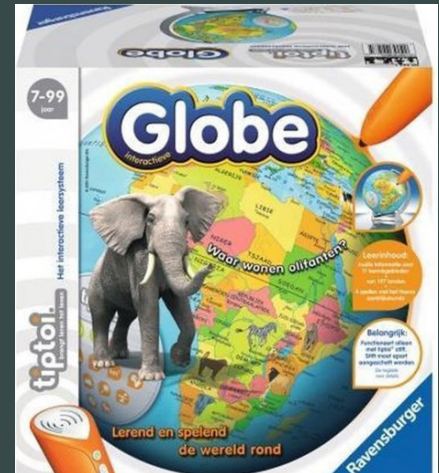
1. Learning about different cultures.
2. For children learning about new instruments. They can play them online
3. Environment (waste, co2, etc.)
4. Human body
5. Brain training for elderly (quiz with questions, singing songs etc)
6. Domestic violence
7. Equality

We decided to pick the first topic, because there aren't a lot of educative games about cultures yet and we believe this is one of the most important topics to educate people about.

Existing games with interesting physical and/or digital components

Tiptoi interactive globe

Tiptoi has a innovative learning system with which everything can be discovered in a playful way. With the orange marker you can tap on images and texts and then you will hear sound, music or spoken text. There is a control card where you can choose which game you want to play. For example, there is an option where you can find out how many inhabitants the country has or you can also learn about different animals and where their habitats are by clicking certain countries.



Trivial pursuit

Trivial pursuit is a classic game that will challenge you and fill your head with fascinating facts. Trivial pursuit has a lot of questions about general knowledge, so it's an educational game at the same time. There are different ways to play trivial pursuit, but the most popular way is by collecting a wedge from each different category in the game. When you collected a wedge from each different category, you're the winner of the game. It is a really classic game so nowadays you have a lot of deluxe and other editions of the original trivial pursuit.



Scrabble

Scrabble is a board game in which two to four players compete in forming words. The player with the highest score at the end of the game is the winner of the game. There are 100 letter tiles, each imprinted with a point value for different letters. The point value is depending on the frequency in which the letter occurs in words.



Skylanders

Skylanders is an online game that you can play with physical figures. You need to place the Skylanders on the “portal of power”. This is a device that reads the tag of a figure through NFC. It then “imports” the character represented by the figure into the game as a playable character. The game itself takes place in a world called Skylands. It is a universe that is constantly threatened by evil forces who wants to rule over Skylands. It is your job to defend Skylands from the evil forces.



Pooltable

Pooltable with AI powered projector. This projector allows the user to play more type of games than just 8-ball pool.



Conclusion

We really liked the idea of having an interactive object which you have in the Tiptoi interactive globe. We would like to have something that is different from a standard board game, so something like this would be a great solution for this. Besides this idea we also liked the game with a projector as a digital component. A projector can give you way more options, for example showing videos and pictures. Since we have to create an educational game, can a format like trivial pursuit be a possibility for our game.

Culture analyse

What is culture?

“Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts.” (Pappas & McKelvie, 2021)

Some even say that culture can be seen as a group identity, formed by social patterns unique to a certain group. Culture is somewhat the opposite of nature. Nature means everything that is genetically determined. Since you are not born with a culture, culture is something you learn (nurture).

There are two concepts of culture, material and non-material. The material part covers most physical aspects in culture, like architecture, technology, clothes and art. Non-material culture covers aspects like mythology, literature/language and the social habits.

A culture will not always keep the same norms, values, habits and views. Cultures are constantly changing and in motion. This is partly due to the influence of other cultures since we live in a multicultural society. Moreover, newer generations will look at certain things differently. Despite the fact that cultures change, people will always value the past of his or her culture. For example, certain monuments and buildings will be preserved.

Why culture?

Culture is a very important aspect in our lives. It is a reflection of a nation, region or a group of people. Culture can teach us about how a group reacts, responds and behaves. Everyone belongs to a culture and this can give a feeling of belonging.

Learning about diverse cultures is especially important nowadays and has a lot of benefits. First, it is important to understand the meaning of culture. You can describe culture as anything that describes a particular group of people. You can learn about other cultures in different ways, the best way is by travelling to get the real experience. But it is not that easy to travel to a lot of other countries and places to learn their culture because it is expensive and it will cost a lot of time.

Benefits of learning other cultures:

- You will understand the world better
- You will minimize stereotypes
- It will help prevent ethnic and racial divisions

Especially for children and teenagers, it can be good to already understand these different cultures. For children and teenagers it will become easier to interact and make new friends with people from diverse cultures. It will also become easier to deal with issues based on cultural aspects.

People who know more about other cultures show more compassion to the other races instead of heaving quick judgements. Furthermore cultural diversity leads to different kinds of visions on problems which can be very beneficial.

Diverse cultures

There are a lot of different cultures in the world. You have bigger cultures like for example the west European culture but within this culture are a lot of other cultures. So is the French culture a culture within the European culture but even the French culture can be split in a lot of smaller cultures. So there are continental, national and regional cultures. With national cultures you can think of the language, believes of the country and etiquettes. With regional cultures you can think of having a specific dialect or certain food choices that are typical.

A few examples of cultures:

- Asian
- African
- American
- Indian
- Arabian
- Spanish
- French

Final decision cultures:

Since there are so many cultures we had to choose what kind of cultures we want to teach about in our game. We wanted to make the categories for cultures broader and make them continents so the questions within that culture could go as well over an continent, country and a region. Countries and regions are also a part of the continental culture. So a question about western Europe can still be about Spain for example.

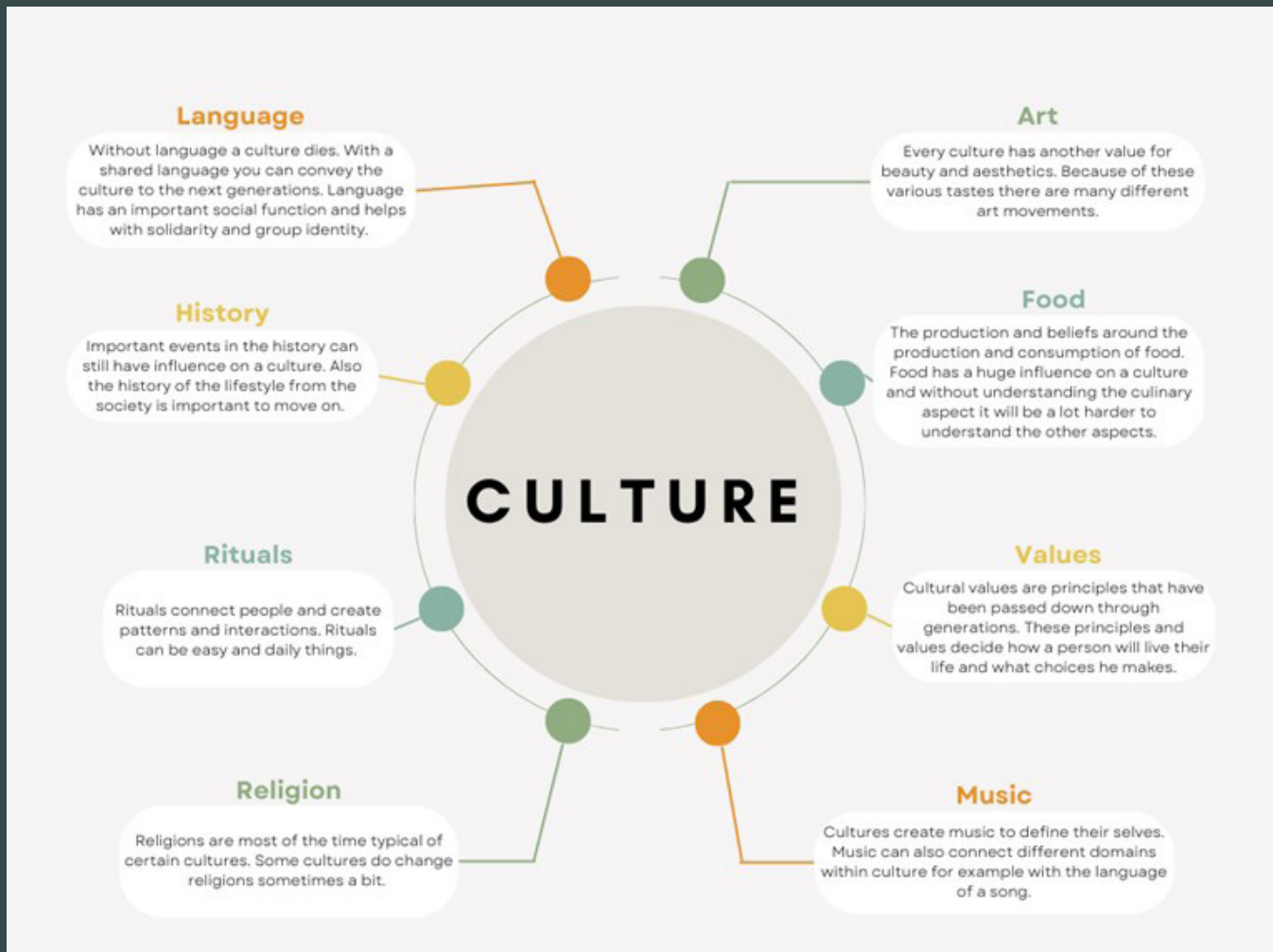
So this is how we came to the following cultures:

- o Asian
- o African
- o Oceanic
- o Western Europe
- o Eastern Europe
- o Northern America
- o Southern America

Subcategories

A culture consists of a lot of different subjects which can divided in the material and non-material part of culture. Culture contains religion, clothes and how we wear them, food, language, music, marriage, values, etiquettes (for example, how we sit at the table), morals, goals, religion, art and a lot of other things. Culture is very complex and basically contains every aspect of our lives. There are so many aspects in culture that you can't teach people about all these things in one game.

In this wordweb are some important subcategories within culture explained:



Final decision subcategories:

- o Music
- o Religion
- o Tradition
- o Food

We thought about which categories are interesting for us, so also for most other teenagers. Besides these interests we thought about which categories are the most vulnerable to learn something about.

For us the categories music and food seemed really fun and still important to learn about. Music and food are both things that are really different in all kind of cultures and therefore even more important to learn about. Many people will think that they already know much about music and food from other cultures. However, most of the times they only have prejudgments. For example that they only eat sushi in Japan or only listen to flamenco music in Spain.

After our research we all thought that tradition and religion were very important aspects of culture. Learning about traditions and religions of other cultures will help you understand people from other cultures better and will **make it easier** to interact with them. You will have more compassion because you understand what **they are doing** and where they believe in.

Targeted group analyse

In this analyse we researched what the best targeted group would be for our topic and who exactly is part of this group.

The chosen target group are teenagers from the age of 14 to 25.

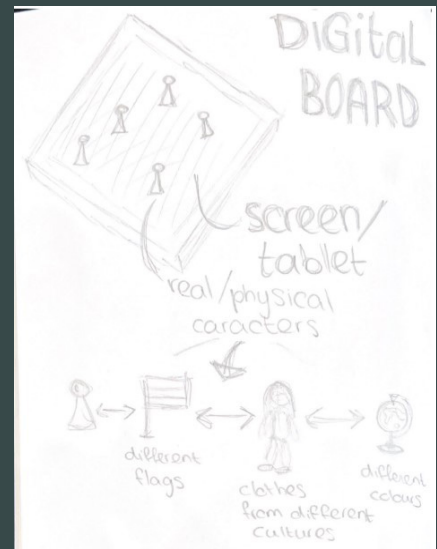
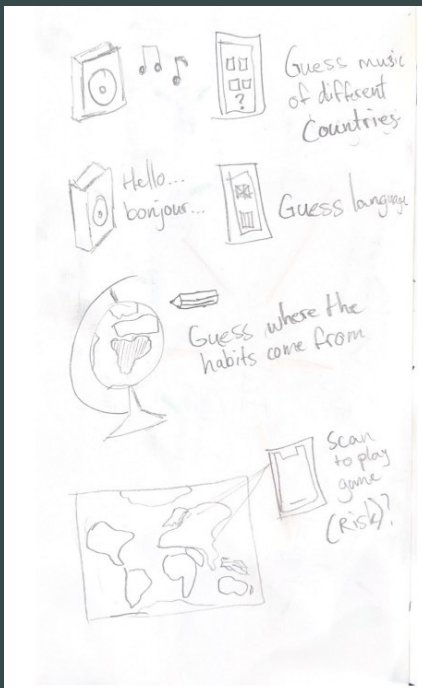
This target group was chosen, because teenagers are still in their learning phase and are the future generation. Educating students about culture has many benefits. By teaching them they will become more empathetic, because they are more aware of the experiences someone else may face. Another benefit is that student feel more confident and safe, as they are more comfortable with the differences in other cultures. This can benefit them later in life, because they will be able to interact with a wider range of people and social groups.

Nowadays the world is becoming a more and more multicultural society, this is because of globalization. With the rise of social media, teenagers get in contact with even more social differences and cultures. This can cause prejudice and quick judgement, this can be prevented by education about different cultures. This education will also help later in their lives, as workspaces are becoming more diverse. By preparing teens for the diverse workspace will improve job opportunity and will set them up to succeed later in life and help improve society.

Ideation

This chapter is about how the ideation process went in this project. The ideation process starts with a word web, followed by some concept games about a few ideas. After a few concepts the main idea was chosen (culture) and a sketch carrousel was done. Out of the sketch carrousel came our main concept and some elements that could be implemented.

First ideas



Ideas for different type of characters on a board game regarding culture.

The sketches shown here are some quick ideas for games that came up when thinking about the topic culture. There are games using music, games with the use of scanning a map and table games making use of a beamer. Most of the sketches are just some elements for within a game, instead of a whole game concept.

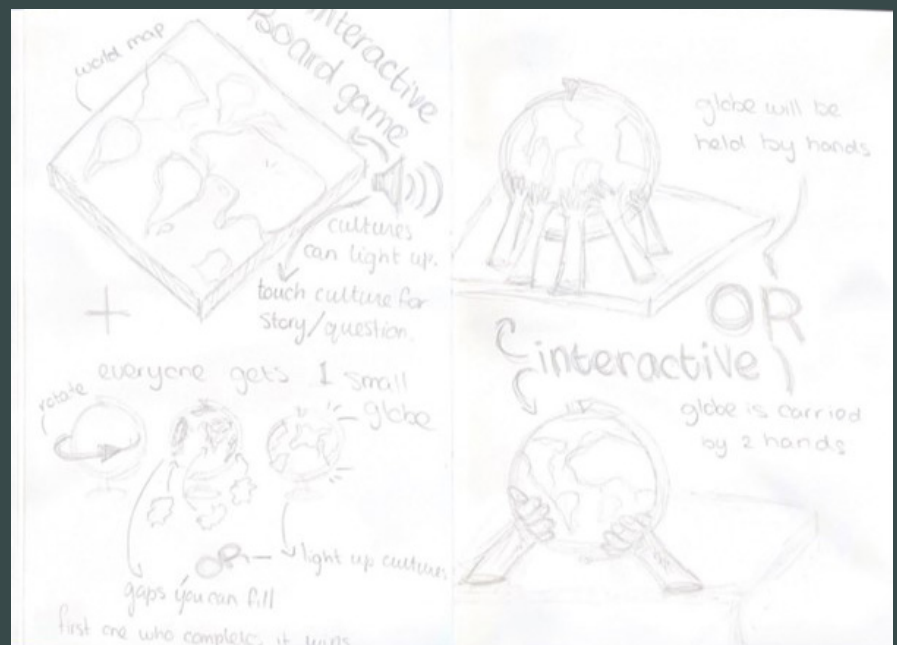


On these sketches are multiple ideas about how to make a game about culture digital and physical. For example with a physical board game with QR codes or app and a digital board game with sensors.

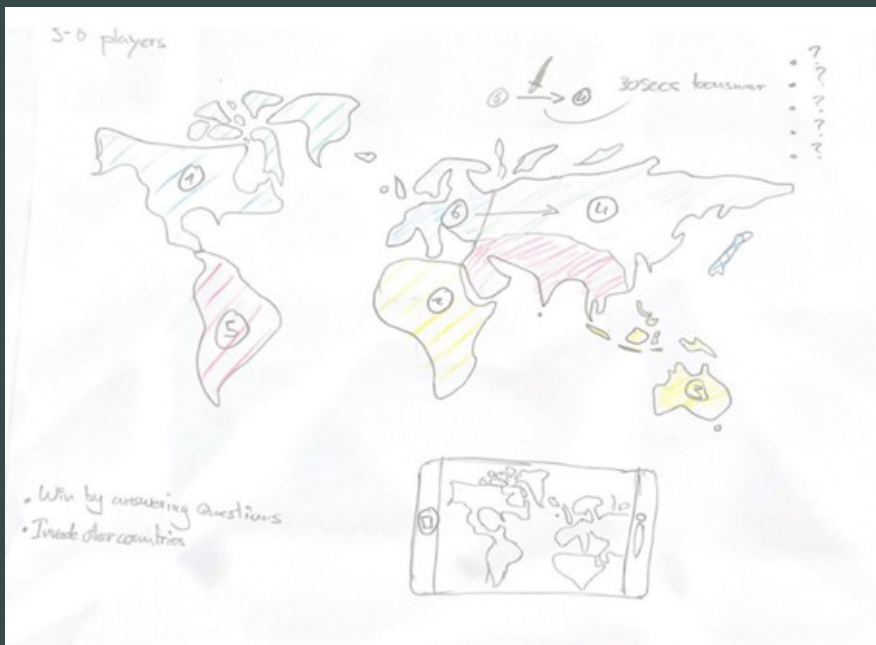
An idea regarding culture is to create an interactive globe. The globe is interactive so you could touch it, it can lighten up and have sounds. An other idea is to have one big interactive globe

An other idea is to create an interactive board game. So the board game can have sounds and lights or reacts when you touch a culture. You could also combine the interactive board game with the small interactive globes from the previous sketch.

On the right are some ideas about the design of the interactive globe.

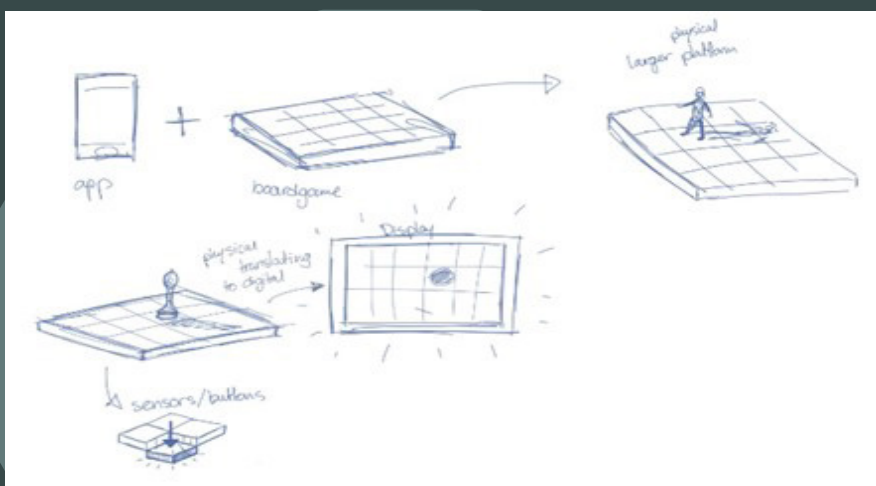


Ideas for different type of questions about subcategories within culture and symbols for the categories.

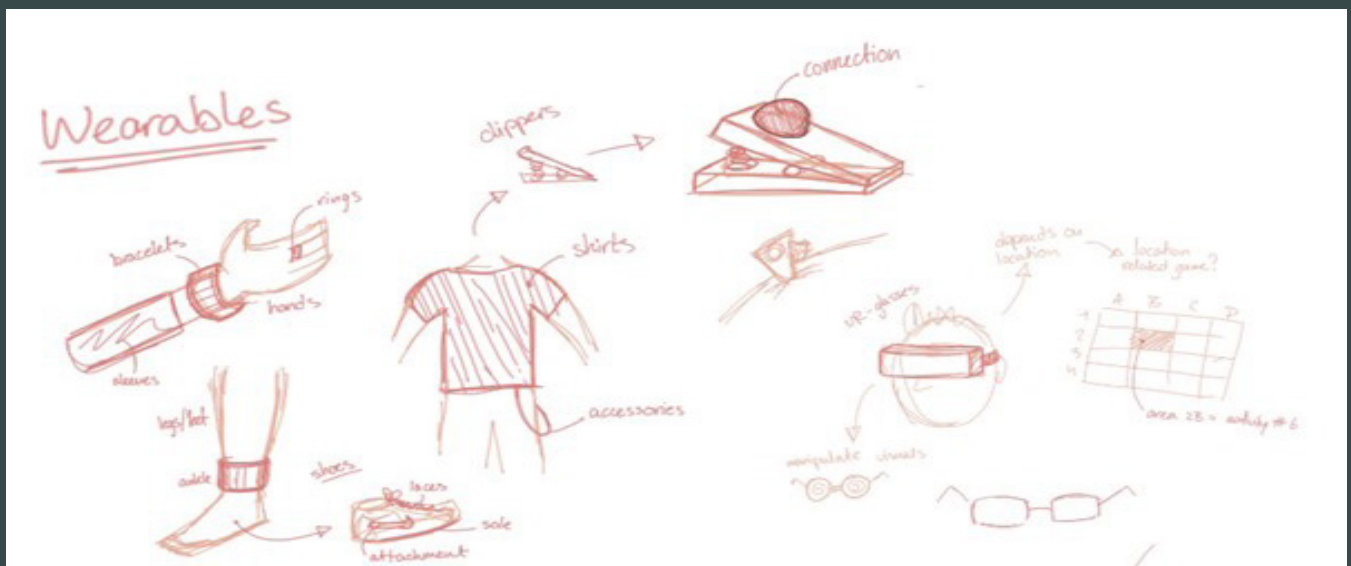


This game was an quick experiment to see how we could combine Risk and Cultures while still educational.

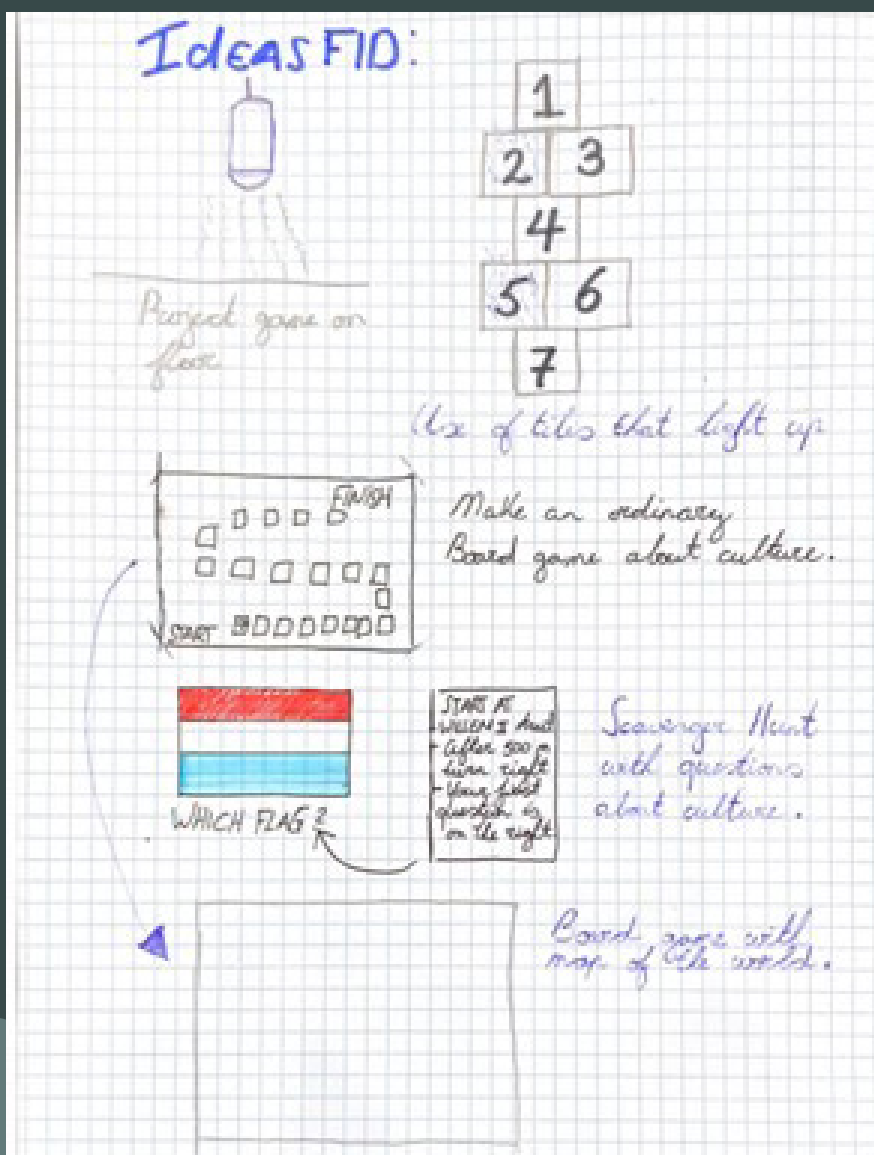
This sketch is a an experiment in order to see how we could make a boardgame educational.



The sketch on the left shows the thought process of making a boardgame on a real life scale. It also shows a possible digital connection for participants online by using sensors



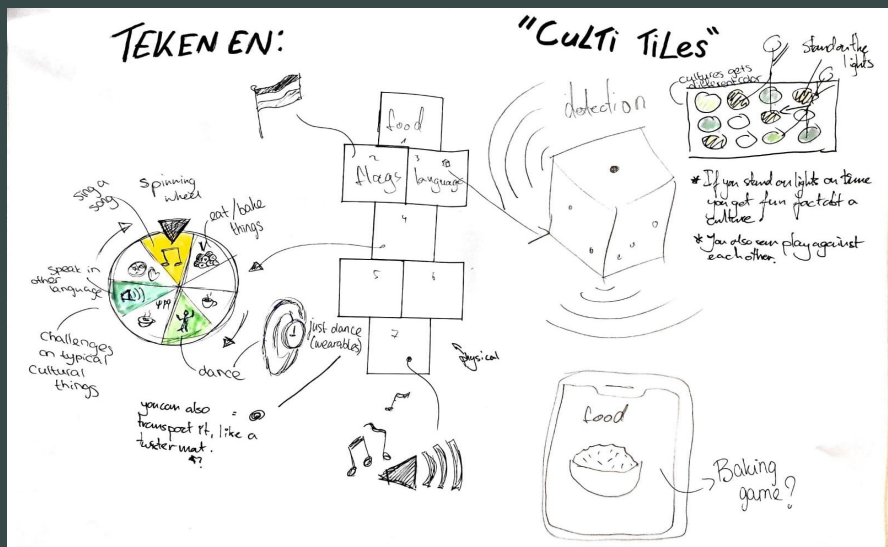
This sketch shows examples of different wearables that can be used in the game as a communication device between the other physical components and the digital components. The wrist- and ankle bracelets are eventually used in the game as an indicator whether one of the players reaches a "tile" the fastest.



This sketch gives an overview of different types of game concepts. The first example is playing a game by using a beamer. The second example on the right is playing a game by using tiles. The third example is about a classic board game. The last example is about playing a game by doing a scavenger hunt together.

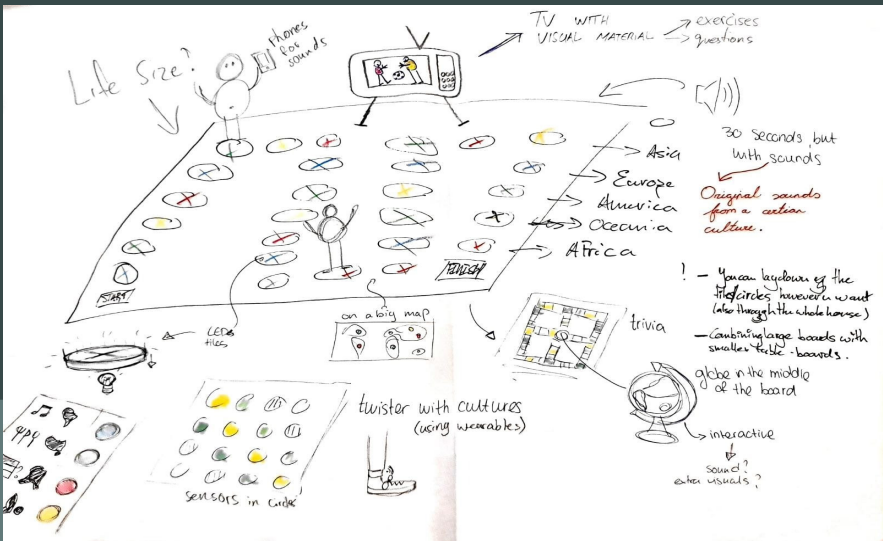
Sketching together

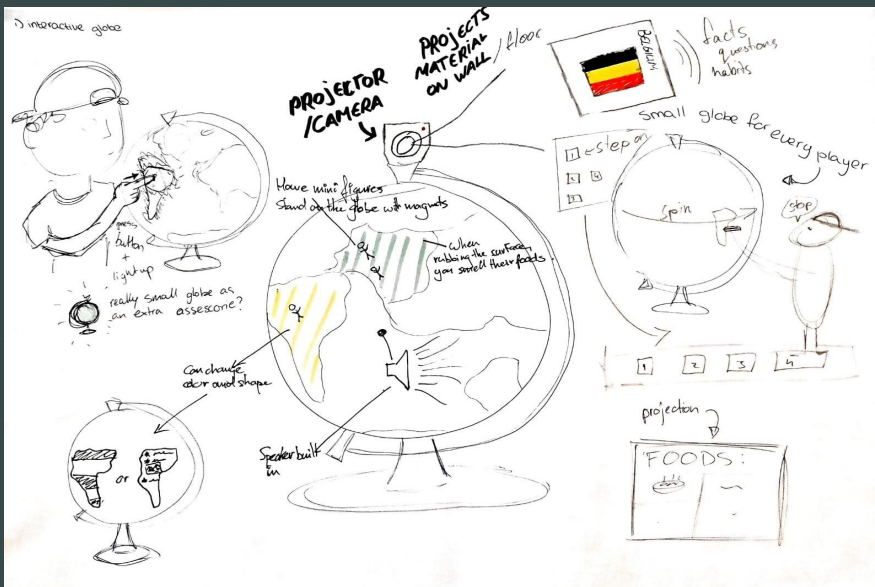
After individually coming up with all different ideas we discussed these ideas and did the following exercise: we all started on a A3 paper and had 5 minutes to draw something regarding the chosen topic and targeted group. After each 5 minutes had passed, we give the paper to the one on our left en continue drawing and developing the concept that was on our paper. After all five A3s had passed all of us we ended the exercise and discussed what concepts/ideas we saw.



In this sketch we started with the tiles as a game concept. The rest of the group made additions to it with a wheel with certain categories and someone thought about a twister playfield with the tiles. There are also some ideas in the poster about using wearables or making the tiles themselves interactive.

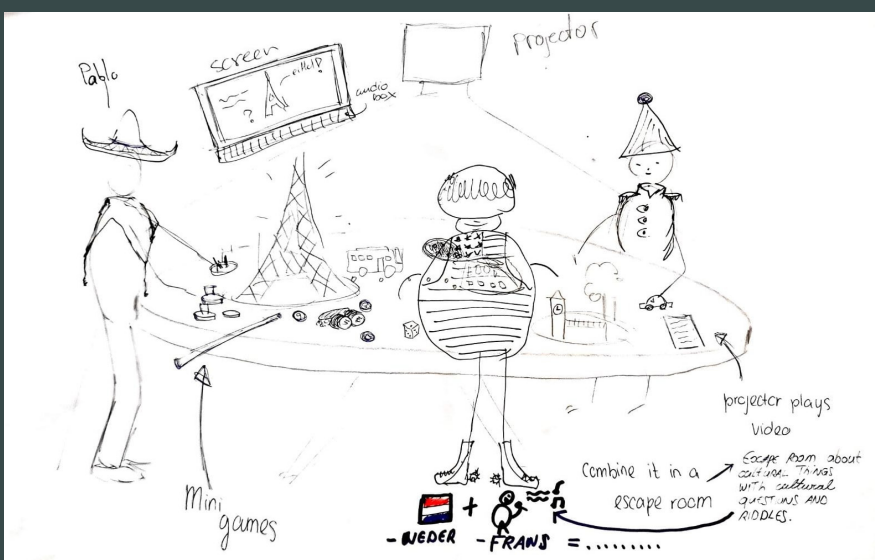
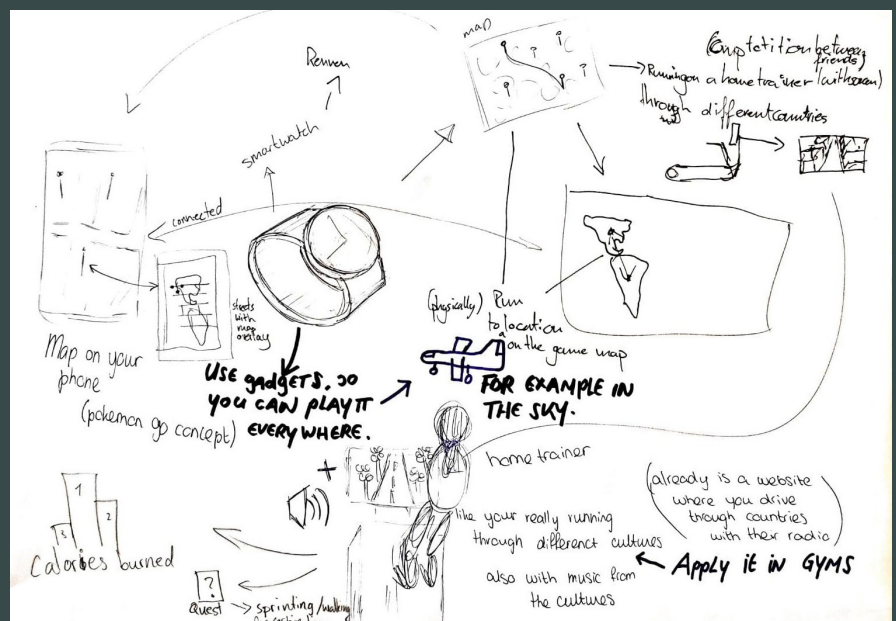
In this sketch people are playing a live size trivia game with an app on their phone. Tiles light up when someone stands on it. There is also the possibility to put a globe in the middle of the field or put an wearable around your ankle.





This sketch started with an interactive globe. You can put mini figures on the globe through magnets. There is also a projector on top of the globe, so you can project images, videos and questions on the wall. In addition we added some small globes for every player. All the globes have buttons and can light up.

In the sketch on the right you see different ways of how a wearable can be used. Links between calorie burning and traveling were made. The wearable can also be used for mapping and exploring different areas.



In this sketch there are people playing around an interactive table. There are pawns and landmarks on the table, that can be used to play for example minigames. A beamer is projecting on the table to make the table interactive. There is also a screen that is used to show the questions and quests

Concepts

In this chapter we look into a variety of different concepts that we came up with during this project. We first go through some of the earliest concepts we created and after that we focus on the chosen one and why the others were not as good. Then we go back to the chosen concept and see sketches and ideas that are behind it.

Making existing games hybrid

Tiptoi interactive globe

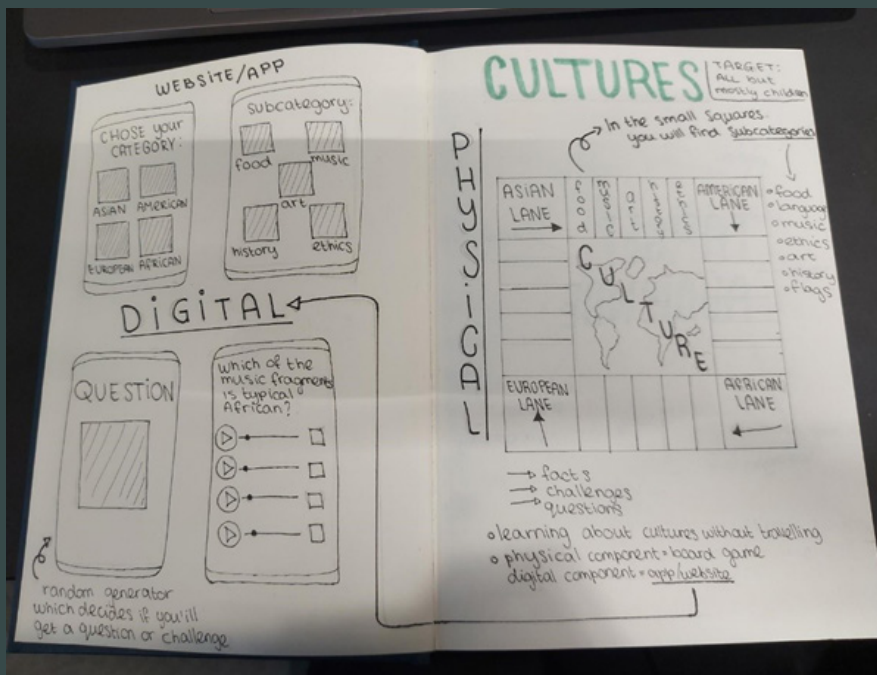
The Tiptoi interactive globe is already a good example of a game that has both physical and digital elements. The orange marker is an innovative digital marker that tells you interesting things about a certain country when you press on that country with the marker. Or you can choose on the control card what information you want to hear from the marker or which game you want to play. The globe by itself is just a physical element of the game, because you can also use the marker for other games invented by Ravensburger.

Trivial pursuit

Trivial pursuit is a really classic game without any digital elements by itself. Nowadays there is a game in the app store on your phone where you can also play trivial pursuit through your phone with people all over the world. If you want to add digital elements to a physical trivial pursuit board game. You can maybe make the pawn digital by using lights in the pawns. If you collect a wedge for example you can press the corresponding color on your pawn and then it will light up. This is also a good thing for the durability of the game because you can't lose colored wedges over time, because they are digitally integrated in the pawn.

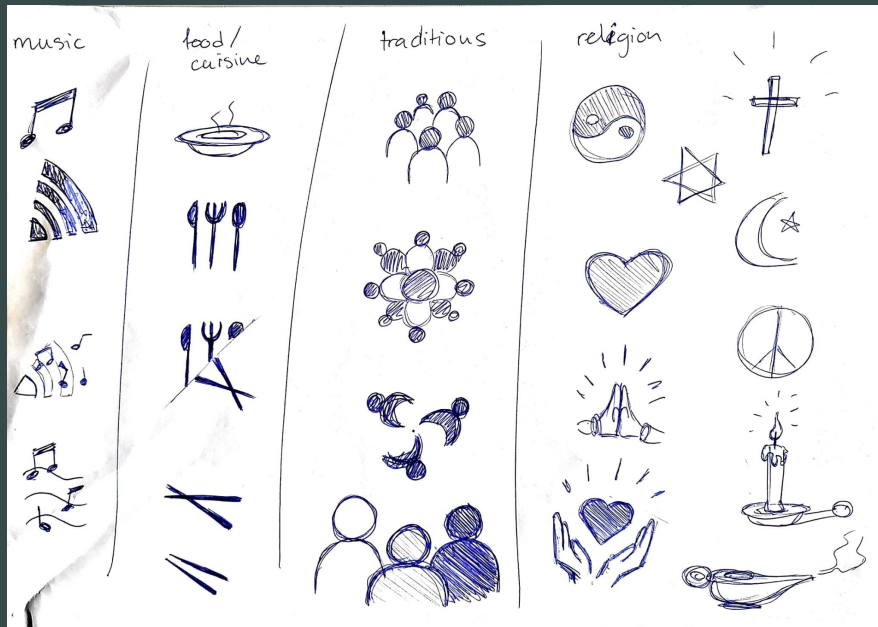
Scrabble

Scrabble is also a very classical game where you don't have any digital elements, but currently there is also an app of the game scrabble in the app store. So the developers of scrabble also made a digital version named WordFeud where you can play against friends and other people all over the world. You can make scrabble a digital game by making the board and letter tiles digital via a little led screen for the tiles and a bigger screen that represents the board.

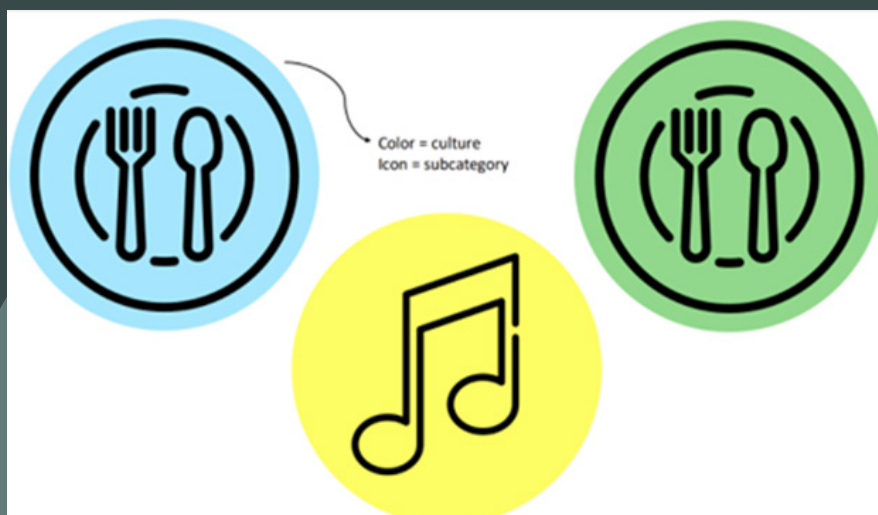
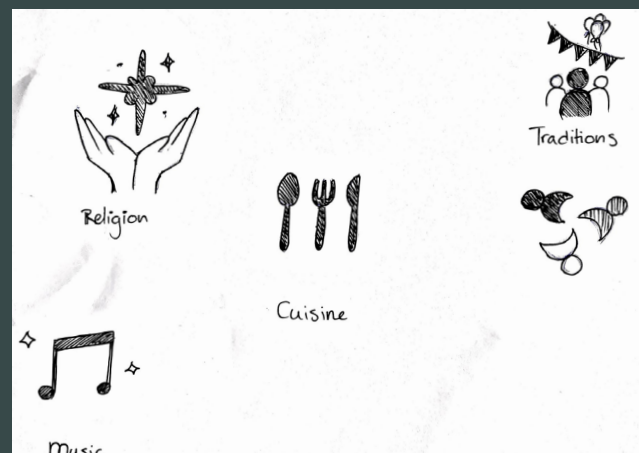
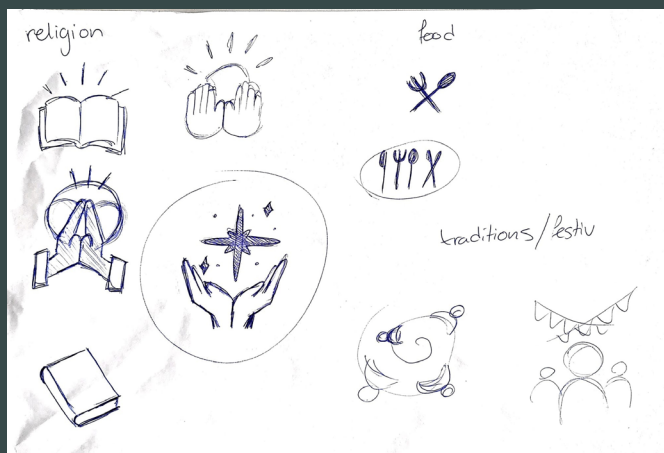


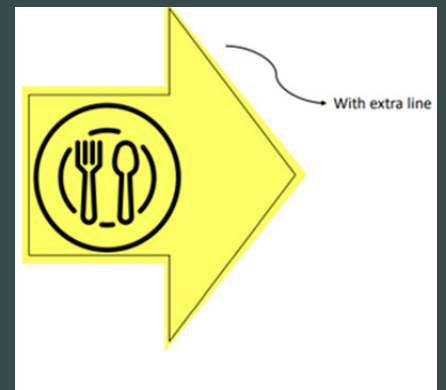
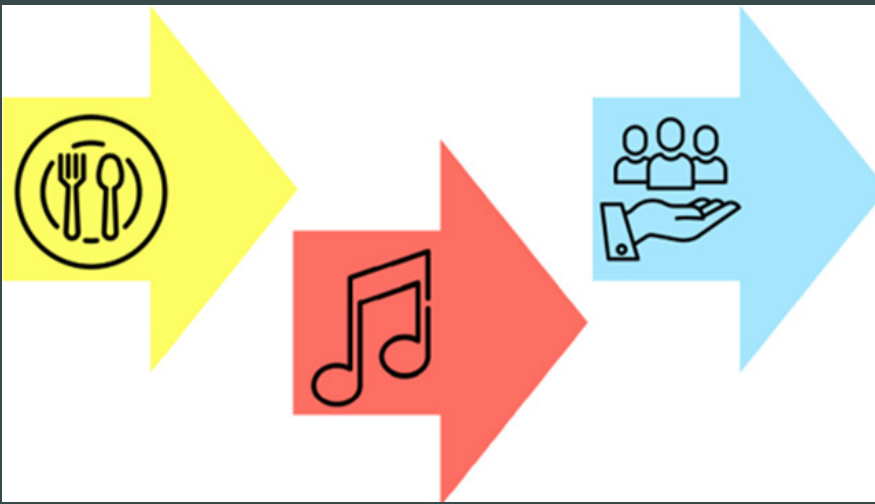
This is a concept for the topic culture. A game is sketched which contains the combination of a physical board game and an app for the digital aspect. The physical board game is a bit based on monopoly. Every lane has his own culture. You will just follow the squares on the game board, and they will lead you through the diverse cultures.

The icons that represent the different categories



In these pictures you see some different iterations of possible icons for the different categories of the cultures.





Subcategories with app



Can be in any shape: so only color

Cultures in app



Color and shape belongs both to the same subcategory. A random generator in an app decides the culture.

The tiles

Why tiles/life size?

Makes the game physically active while also enabling players to play wherever they like such as an park when it's a sunny day.

Why not on walls?

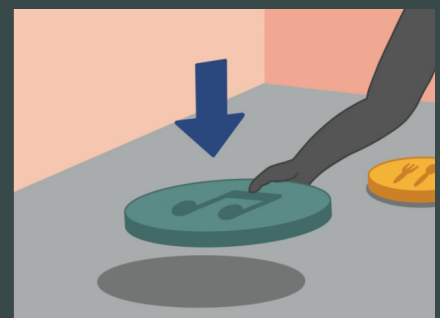
We also thought about putting the tiles on the walls but eventually we didn't go further with this idea. More production cost for the wall mounts, it also doesn't add any extra value to the game. It is not worth the inconvenience.

It makes it possible to play in more places, walls are not always accessible.

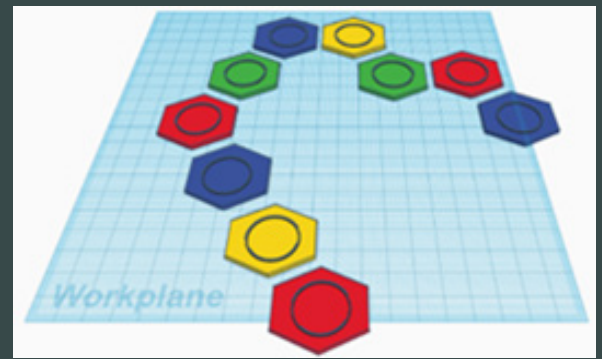
The tiles concept allows the player(s) to costumize their own playingfield. As shown on the picture on the right the whole house or apartment can be used as a playfield.



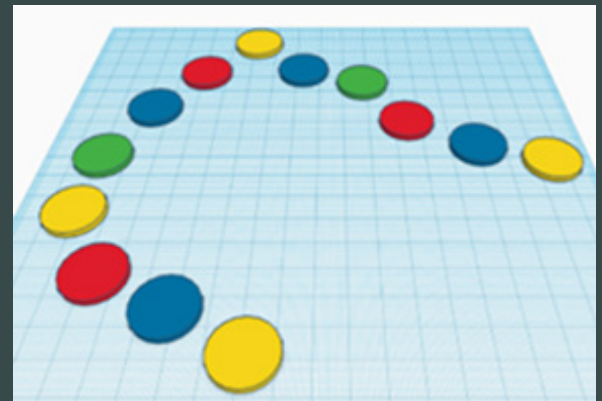
These picture show an example of a playfield of tiles in a living room.



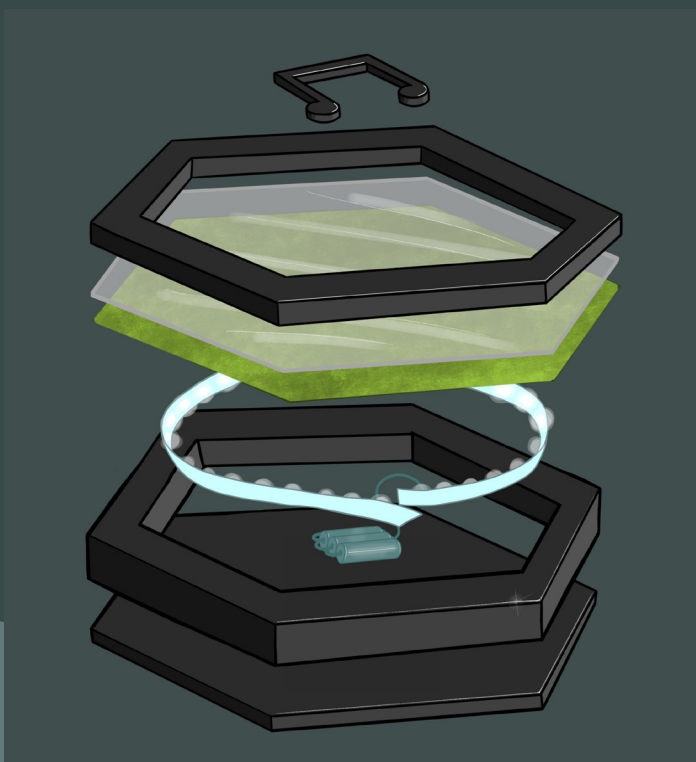
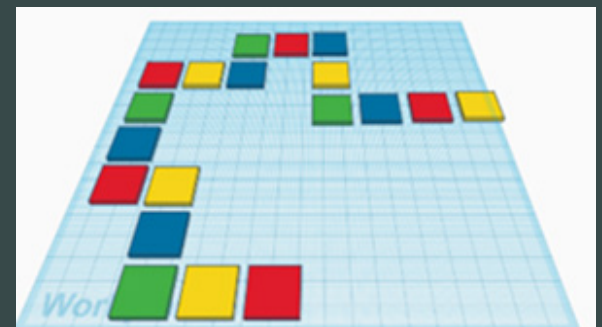
We have chosen the polygon because the tiles will lay like a puzzle, they fit nice in each other. You also have more opportunities to create a path to your house then when you use the square shaped tiles.



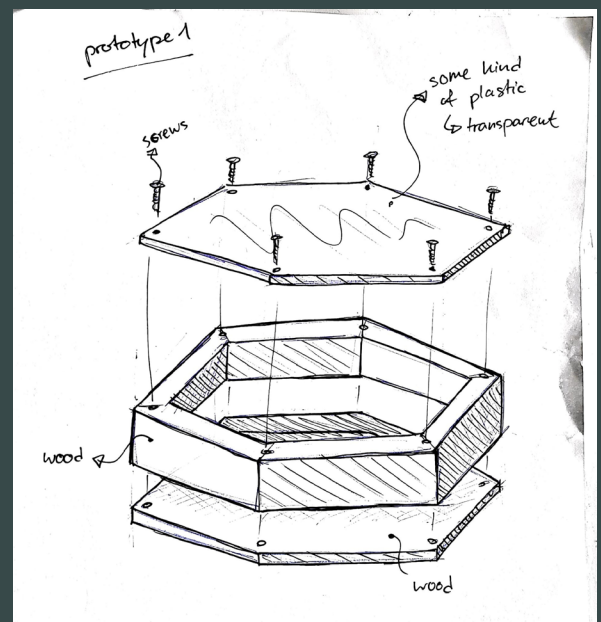
We like the round form because of the organic form. However, we like the polygons better because they fit in each other and it will look more like an unity.



The squares also create a nice path and an unity but it is less practical. You can only place the tiles horizontal or vertical to each other if you want to create an aesthetic board. For this you will need more space and it can be impractical in some rooms.



The drawing on the left shows the concept of how the tiles can be manufactured. It shows all the different components.



The brand



In the moodboard on the left you see a collage of different cultures. The thing that pops out most is the variety of different colours in every culture. The colours also give a very playful and active expression. It makes the culutres more lively.

On the top left is a substantiation for the choice of certain theme colors. You can go for yellow for example, because the color stands for all the sand on the world. On the top right you see some values for the. It needs to be an active and educational game about culture from all over the world. On the bottom right are some shapes that we could use for the shape for our own tiles and on the bottom right are some elements that you can process on the background for the aesthetic part of the app that we want to use during the game so it makes it aesthetically pleasing.





On the left there are a lot of cultures shown, the goal of this mood board is to get inspired and show a lot of color and unique things about the world. On the right there is a color scheme shown, the three main colors shown are green, yellow and blue, most of them come from nature. The colors are calming but still give it a little bit of a pop.

We went for the colors that are shown on the mood board because they are inclusive and simplistic, which fit our game. Furthermore, the colors are also easy to combine with the 4 different culture categories while still being able to see the difference in colors in a glimpse from a distance, since a part of our game is to run to a light emitting tile the fastest. We eventually went for this color scheme, since it represents inclusiveness while still maintaining a professional and simplistic style.



Cultiles

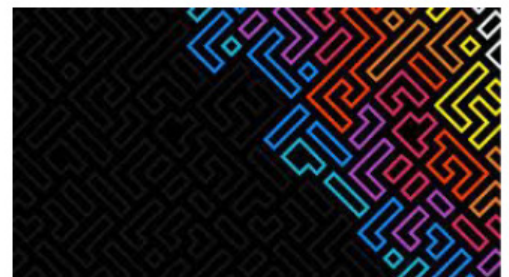
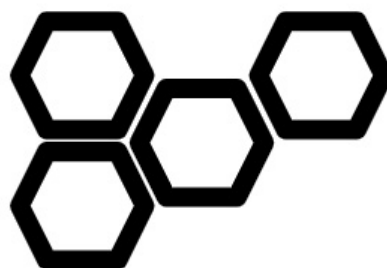
Cultiles

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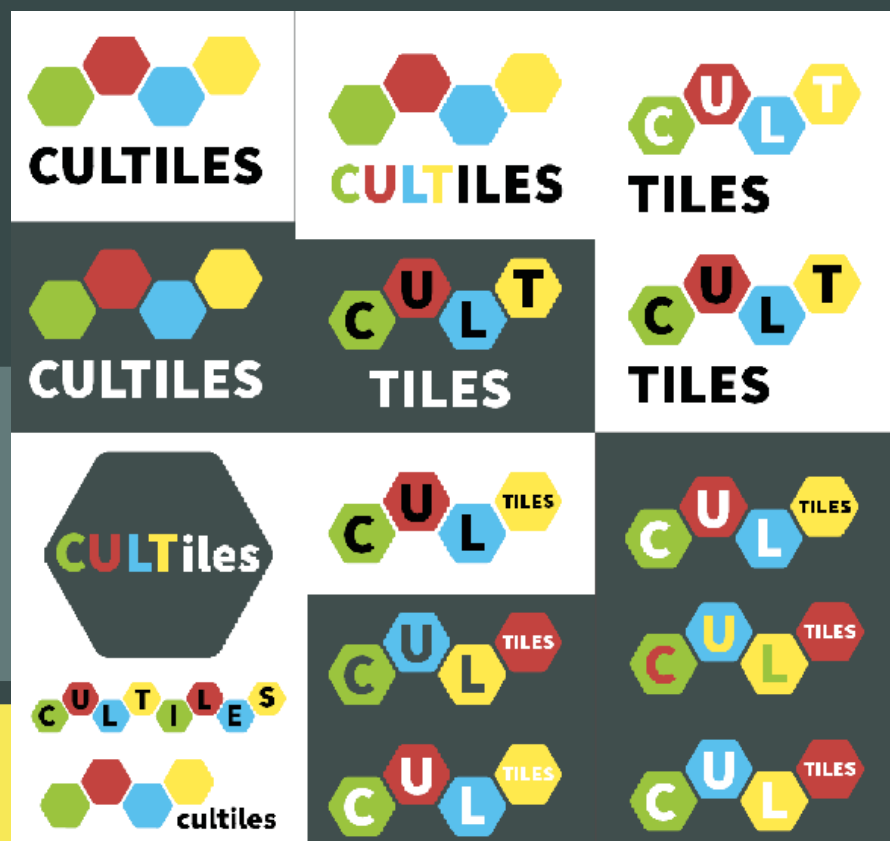
CULTILES



This is a mood board which represents a minimalist style. The colors are mostly soft and not very expressive. Everything is cut very precise and it is very clean. The shapes have all sharp lines like hexagons and squares. This in combination with the colors and the wood makes it a peaceful whole.

We didn't chose this mood board for our final style because we want something that is more playful. Also when you think about cultures, you think about expressive colors. Besides this cultures are all very different from each other and it would be nice if you could see this in our style. So for example with colors that are all very different and more expressive.

On the right are various logos that were created. We searched for a logo that was both playfull and showed the topic and playformat.



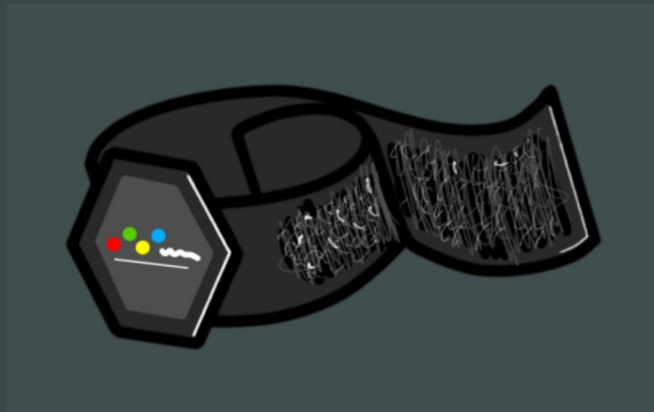
The wearable

Why wearables?

We tried to iterate while using the brainstorm technique of using your whole body. While we did this we tried to play the game, this gave us the insight that it might not be the best idea to scan the tile with your phone. When you have to scan the tile with your phone you need to bend over every time a tile lights up. We came up with the idea of a wearable which contains a NFC chip. We have chosen a wearable that you can wear on your wrist or on your ankle, so you can decide how you want to play the game.

Materials:

We have chosen an elastic band with velcro so it is easy adjustable and it can be both worn on your ankle and on your wrist.



The wearable detects whether someone reached a tile by using a NFC-tag:

The NFC-tag is intended for communication at a fairly short distance. Theoretically, the distance varies between 1 and 10 centimeters.

In practice, the distance depends on two factors: the reader and the tag itself. If the tag is not that large, the quality of the reception by the smaller antenna will usually also be somewhat smaller. The power of the reader also determines the distance at which you can read an NFC-tag. In practice, the distance is usually between approximately 0,5 and 3,5 centimeters. The most common distance is between 2-3 centimeters.

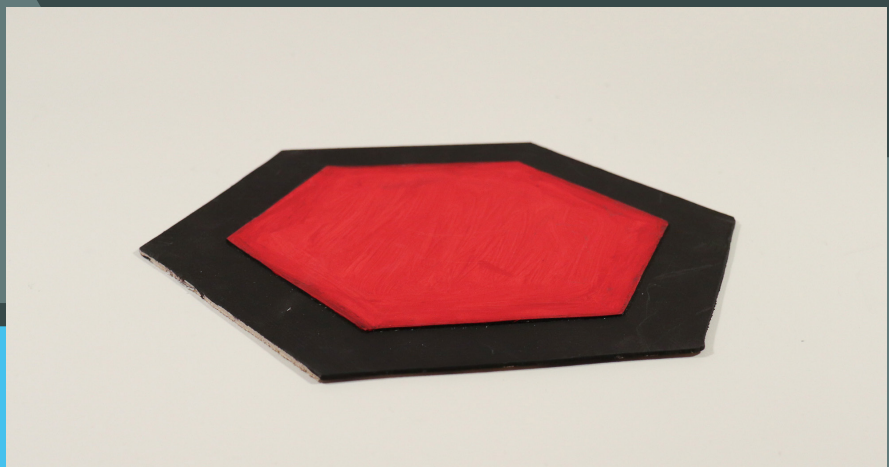
Prototyping

This chapter shows how our prototype has been made. Prototyping was a very important and a pretty big step in our process, but we divided this process in smaller steps. First we will show our material research and we will argue why our chosen materials were the best option for our design. Finally, we explain how we made our final prototype and we will show our end results.



In the picture on the left you see the making of the final tile which contains lighting in it.

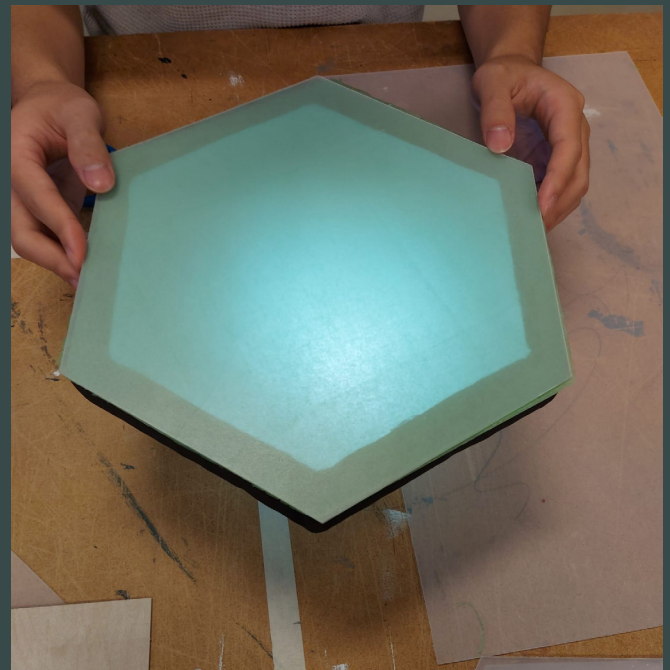
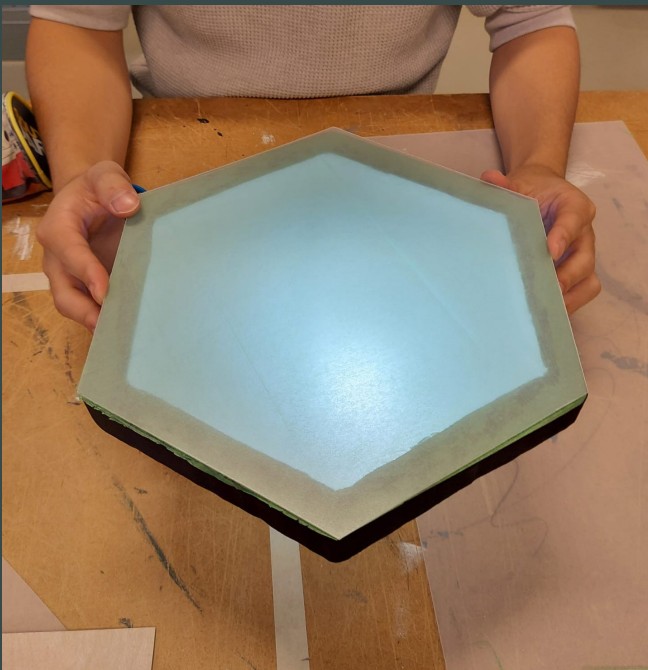
The first real size prototype of the tiles to test out the size and colours.



When we started working on our prototype, we tried some different materials for the tiles. We needed a material that is strong because it should be possible to stand on the tiles. Besides this we also needed a material that is light weighted so the packaging wouldn't be too heavy. This is how we came to the materials styrodur (foam) and wood. We tried these materials and came to the conclusion that styrodur was the best option for our design. Wood was heavier and it was harder to attach the lighting to the wood.

We tried multiple things with the styrodur. At first, we cut the inside of the foam out so we could put the lighting there and it wouldn't be visible. However the lights were not so bright that it was very visible from a distance so we didn't like this option.

As a solution for this we only used the foam as a frame for the tiles. We tried to lay a plastic layer on top of the frame and the lighting was way better. We still wanted to give the tiles a color, so we put a layer of crepe paper between the frame and the plastic. Crepe paper is thinner than normal paper so this was our best option. We tried how many layers of crepe paper was the most aesthetic and we came to the conclusion that two layers was the best. This because the color was brighter with two layers. This is shown on the pictures.



Now we only had to show the symbol of the category on the tiles. We made the symbols from cardboard. At first, we tried to put them between the crepe paper and the plastic, but they became a bit vague. As a result, we put them on top of the plastic.

We wanted the colors of the tiles to be marked. This is why we made the frame of the tiles completely black. This ensures the greatest color contrast with the bright colors of the crepe paper.

For our final product we would like to have tiles from plastic instead of foam. Plastic would be a more durable option and it is stronger than styrodur.

End product

Presentation



Poster



Business cards



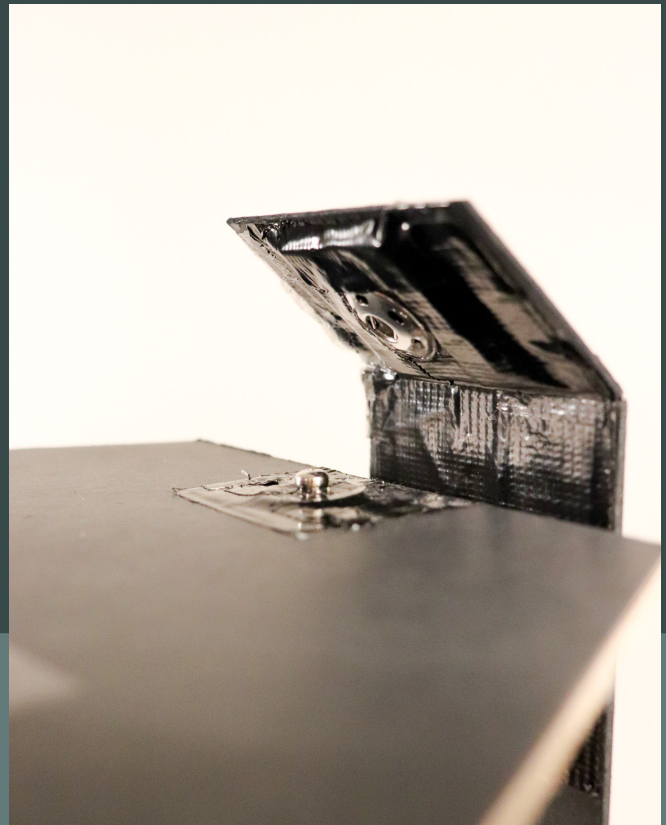
Presenting team



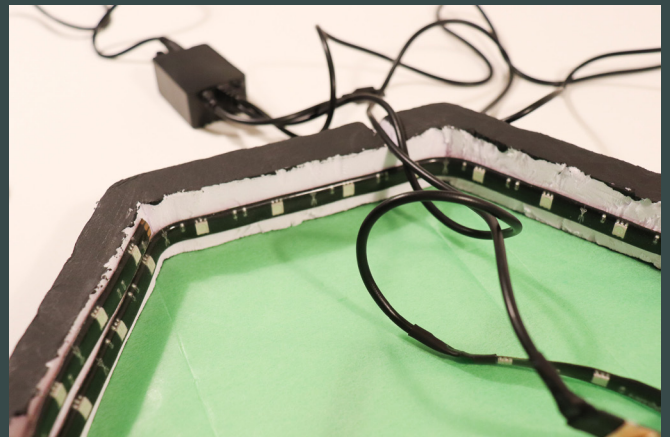
The wearables - physical component



The packaging



The tiles - physical component



The app - digital component



Webshop







Starter set

This set contains:
- 11 tiles
- 2 wearables
- Packaging

€65,00



Wearables

This set contains:
- 2 wearables

€20,00



Expansion set

This set contains:
- 5 tiles

€20,00









Starter set

This set contains:
- 11 tiles
- 2 wearables
- Packaging

€65,00



Wearables

This set contains:
- 2 wearables

€20,00



Expansion set

This set contains:
- 5 tiles

€20,00







Shopping basket

Items: 1



Cultiles starter set
€65,00
available

Summary

Subtotal	€ 65,00
Shipping costs	€ 4,95
Total	€ 69,95









Shipping address

First name: Last name:

Country:

Postal Code: Apartment or Suite:

Address:

Summary

Subtotal	€ 65,00
Shipping costs	€ 4,95
Total	€ 69,95







Enlighten the future generation!





Learn about cultures! In a FUN and Active way



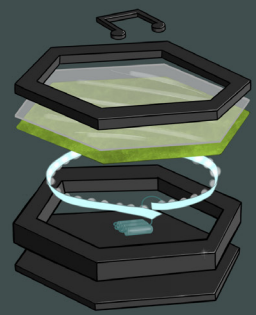
1. Download the app
2. Connect the tiles/wearables
3. Follow the instructions
4. Have FUN!



About our game

Cultiles is an active game to get to know different cultures in a fun way. The game is played with the use of an app, wearables and tiles. Earn points by scanning the lit up tile the fastest and answer correctly. Beat your fellow players and conquer all the cultures

Game in short
Cultiles is a game where the goal is to conquer all the (selected) cultures. The first person to conquer them all is the winner of the game.
The game starts when all the tiles are in position according to the layout chosen in the app. Every player can start wherever they want. When everyone is ready a random tile will light up.
The first person to get to the tile and scan their wearable will get a question on their phone. If the person answers correctly, a point will be added to their score, with the corresponding category and culture. However if the person is wrong, their wearable will be blocked for one turn. There are four categories in total, the amount of cultures chosen is up to the host. The first person who earns enough points for every category within the cultures is the winner!







Thanks for ordering at







Game manual

Cultiles is an active game to get to know different cultures in a fun way. The game is played with the use of an app, wearables and tiles. Earn points by scanning the lit up tile the fastest and answer correctly. Beat your fellow players and conquer all the cultures

Game in short

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Goal of the game

Conquer every culture in the game to win.

Content

- 11 tiles
- App
- Wearables

Cultures

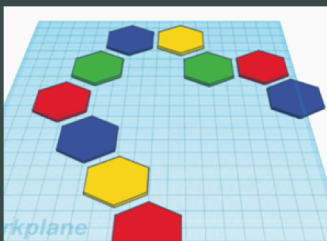
- Asian
- African
- Oceanic
- Western Europe
- Eastern Europe
- Northern America
- Southern America

Categories

- Music
- Religion
- Tradition
- Food

Layout options

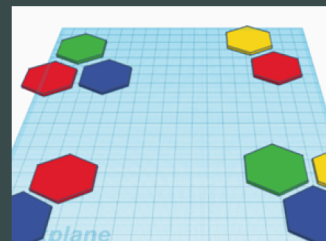
1. Path



2. Tiles randomly scattered



3. Island with 3 tiles clustered together



Preparation

Online game:

If you are the host (the one who invites everyone): open the app and invite all your friends you want to play with. The players can join via the app remotely as well as in person .

Make choices in the app to set-up your game:

- Choose four cultures you want to learn more about
- Decide whether you want to play a short, average or long game
- Choose the amount of tiles you want to use
- Decide which layout you want

The players should scan every room the game is played in. The app will give you your playfield and the order to lay down your tiles. If players are using the same room, they can also use the same playfield. Lay down the tiles in the order the app shows them.

Every player should scan the NFC chip in the wearable with your phone to connect it with the app and put the wearable on your ankle or on your wrist.

Local game:

If you are the host (the one who invites everyone): open the app and invite the friends with whom you are going to play the game.

Also make choices in the app to set-up your game:

- Choose four cultures you want to learn more about
- Decide whether you want to play a short, average or long game
- Choose the amount of tiles you want to use
- Decide which layout you want

Lay down the tiles in a random order on the floor. You can use one room or multiple rooms. Every player chooses a random position to start the game.

Every player should scan the NFC chip in the wearable with your phone to connect it with the app and put the wearable on your ankle or on your wrist.

The game

Online game:

Every player is beginning at a random position in their room while holding the app open and wearing their wearable. The same tile lights up for each player in their room. Every player should go as fast as possible to the lighted tile and make sure you scan the tile with the wearable. The player who scans the tiles first gets a question on their app. When the question is answered correctly the player scores 1 point in that culture. When the player answers the question wrong, the app and wearable get blocked for one round. A new tile will light up and the game continues.

Local game:

Every player is beginning at a random position in (one of) the room(s) where the tiles are laying. The players are holding the app and wearing their wearable. A random tile will light up and the players are going as fast as possible to the lighted tile to scan the tile with their wearable. The player who is able to scan the tile first will get a question on their app. When the question is answered correctly, the player earns a point in this culture. When the player answers the question wrong, the app and wearable get blocked for one round. A new tile will light up and the game continues.

Winning the game

The first player who reaches the amount of points (which are chosen in the game settings in the beginning of the game) in each culture wins the game.

Asia

Which music instrument is shown on the picture?



A

Dabakan

B

Khong Wong Yai

C

Sulling

D

Krapeu

Suling is the Balinese word for flute. Unlike flutes in the West, the mouthpiece of the suling is at the end of the flute. Like a whistle from a referee for example. The Suling is made from bamboo and varies in scale and length. The shortest flutes are 20 centimeters, but the flute can also be one meter long.

From which country does Buddhism originate?

A

Vietnam

B

India

C

Sri Lanka

D

Camboija

Buddhism is one of the largest religions in the world and originated 2.500 years ago in India. Buddhists believe that the human life is one of suffering, and that meditation, spiritual and physical labour, and good behaviour are the ways to achieve enlightenment.

African

What country does this dish come from?



Koshari is a hearty dish off lentils, chickpeas, rice and pasta in tomato sauce with crispy fried onions on top. This hodgepodge of beans and starches is a classic comfort food in Egypt.

A Egypt

B Angola

C Morocco

D Tunisia

Where does the Dinka come from?



A Liberia

B South Africa

C Madagascar

D Southern Sudan

The Dinka are the largest ethnic group in South Sudan. They live in the wetlands of Bahr-al-Ghazal along the river with the same name. They mainly depend on the agricultural sector. It is estimated that there are about 4,5 million Dinka, representing about 12% of the total population of Sudan.

West Europe

The picture on the right is the main character of a typical tradition in 2 countries in Europe, but which countries celebrate this holiday?



- A** Germany and France
- B** France and Luxembourg
- C** Portugal and Spain
- D** The Netherlands and Belgium

Saint Nicholas is based on the bishop of Myra, a Greek saint who lived in Lycia in Asia in the third/fourth century AD.

Secularization is a big thing in Western Europe, but if you ask people about their religion most of the people aren't identifying as an Atheist, so which religion is the 'majority' in Europe?

- A** Islam
- B** Christianity
- C** Judaism
- D** Buddhism

Rising shares of adults in Western Europe describe themselves as religiously unaffiliated, and about half or more in several countries say they are neither religious nor spiritual. Still, when asked, "What is your present religion, if any?" and given a list of options, most people identify as Christian.

Oceania

You may have heard of the Haka that Oceania rugby players mostly do before the game starts, but which tribe does the haka come from?

A Maasai

B Paipai

C Aztec

D Maori

The haka is a ceremonial Maori war dance or challenge. Haka are usually performed to show a tribe's pride, strength and unity. The words of a haka often poetically describe ancestors and events in the tribe's history.

What is this Australian fruit called?

A Macadamia

B Durian

C Kakadu plum

D Davidson's plum



The Kakadu plum provides food for important small mammals such as possums, rock, rats, tree rats and bandicoots. Since the demand for human use is rising we need to be careful with the management to ensure its sustainability.

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Work division

Hai Lam Ha

- Brainstorm with word web
- Target group analysis
- Writing a piece in culture analysis
- Sketching first ideas/concepts
- Filming first video
- Making first app design
- Making a mood board
- Write introduction for ideation
- Sketch together exercise
- Brainstorming/sketching for packaging
- Prototype with different materials (foam and wood)
- Make prototype
- Make business cards
- Design logo's
- Making website mockup
- Help write 1 minute pitch
- Film final video
- Edit final video
- Make storyboard for final video

Suus van Gogh

- Brainstorming and coming up with topics.
- Sketching about topics
- Sketching ideas for topic culture
- Research for target group and writing this out
- Mindmap for subcategories in culture
- Trying out material foam for prototype
- Making Prototype
- Designing and making tiles for 60 second video
- Filming 60 second video
- Analyse for different tile shapes
- Brainstorming and sketching for packaging
- Designing and making business card
- Writing game manual
- Making wearables
- Filming 90 second video
- Analyse design choices
- Writing 1 minute pitch
- Moodboard
- Writing introduction prototyping
- Analyse culture

Tygo Gringhuis

- Brainstorming about topics
- Research for existing (hybrid) games
- Trying out material foam for prototype
- Making prototype
- Filming 60 sec. video
- Sketching for packaging
- Brainstorming about game concepts
- Moodboard
- Making example questions
- Writing game manual
- Making our logo for the exhibition market

Daniël de Goederen

- •Brainstorming about different topics
- •Coming up with potential ideas
- •Doing research on cultural diversity
- •Doing research on domestic violence
- •Doing research on physical and digital (hybrid) games
- •Doing research on target group
- •Sketching game concepts
- •Filming 60 second video
- •Making mood board about corporate identity
- •Sketching and experimenting for corporate identity with examples
- •Sketching and experimenting with logos
- •Making final logo
- •Experimenting with fonts
- •Making questions for our game
- •Trying out different materials for the tiles
- •Trying out different tile shapes in 3D programmes
- •Making final prototype
- •Sketching packaging designs
- •Making wearables
- •Making functioning app
- •Writing one minute pitch
- •Filming 90 sec video

Jaydee van Hattem

- Merge all documentation into 1 whole end report
- Lead all the meetings most of the time and documenting important things that were said during these meetings and during the lectures
- Making plannings for the whole group
- Making the work divisions for each week
- Making all the digital drawings
- Making a storyboard for and editing the midterm video and filming some videos for it
- Making a mood board for our brand
- Contributing to the analyses and group sketching session
- Designing and making the packaging for our prototype
- Photographing the prototype
- Sketching the wearables and real-life-sized boardgame during the ideation
- Making the presentation poster

Reflections

Tygo Gringhuis

In our first project for from Idea to design it is the intention to develop an educational game that is a physical-digital hybrid game. Our concept at the moment is making use of tiles to play a game with, so we can educate people about culture in a different way then via books.

At the beginning of this project we started off with an introduction to each other, because we didn't knew each other in the first sight. I think it was a good way for me the learn to know my fellow team mates, because after our introductions we just started chatting about things and the awkwardness at the beginning faded away for me really fast. I don't know if it is the same for my groupmates, but I think it is a little bit hard for me to start a conversation with someone you don't know.

I think that the introduction to each other was a big advantage in the continuation of our project, because we got to know each other well in a short amount of time. This was especially a good thing for the communication in our group, because everyone had a safe environment to say what they were thinking at that certain moment. This in turn benefits the whole process of your project, as you have input from everyone in your group. This is something that I also want to do in future projects, because it is very important to create a safe environment for everyone in your group, so you will get the best results in the end due to the input of everyone.

Another thing that I learned throughout this period is the ideation part of coming up with ideas. In particular the part that none of the ideas is to crazy and that you have to write everything down during a brainstorm/sketching assignment, because most of the times you can pick little parts from crazy ideas to make one new idea that is a little bit more out of the box in the end.

I also really liked the part that we did with our group were we first sketched our own idea and after that we made additions to the ideas of our group mates. So at the end we had our own ideas with additions from group mates which was really good for combining ideas to make a final concept. That's also the assignment were we had our idea for the tiles. I think a future goal for me is to think more out of the box during brainstorm sessions, because it sounds really weird when you have an idea with a spaceship, but for the most part there are always certain elements in an idea that are very useful for the final idea.

The way that I want to achieve my goal is by drawing/sketching a little bit more then I did in this project. I'm always saying that my drawing/sketching is not that great, so it is not my preferred choice to do when I'm in the process for creating something. I'm also not used to draw everything, because for our projects at high school we just did a brainstorm with words for example, but the drawing/sketching part gives a more clear overview about your ideas and it is also better when you want to look back at certain brainstorms during a project.

The last thing I want to improve in the future is not doing to many things at a time. This was especially the case while we were making our prototype. Everyone was a little excited to build things, so we did a lot of things at the same time and didn't finish something before we moved on to the next thing. This made it a bit unclear for me what we should and shouldn't do exactly. I want to improve this by making a better planning before we are going to make prototypes in future projects, so you are finishing something before you move on to something new. This also provides a bit of extra peace of mind and this also makes it a bit clearer for everyone in the group what the exact intention is at that certain moment.

Suus van Gogh

For the course 'From idea to design' we had to design a hybrid digital physical game in groups. We had to follow a designer process, which was new for me. So my first goal for the course was to understand the designer process. The course belongs to the aspect creativity and aesthetics so my second goal was to improve myself in this aspect. I have always been interested in creativity and like to express myself in a creative way, so I was very excited to improve this further.

In the beginning of the process, I started with brainstorming. I noticed that I started thinking in concepts instead of just ideas to soon. Due to this I partially skipped the part of brainstorming about topics. Diving into details to quickly in the beginning was my weak side. When I realized this I took a step back and made a mindmap with candidate topics. This gave me a better overview about which topics were interesting to create a game about and I got way more ideas. It felt rewarding that my idea was selected by the team.

In the lecture I learned about more types of brainstorming. I only used the techniques making mindmaps and sketching before. I learned that there are more useful techniques as using body language, making a video or prototyping. Especially working ideas out by using body language helped me. I could see the strong and weak sides of our designs. Via this technique we discovered it was a good idea to add a wearable to our design.

In the beginning of the course I thought the process went pretty slow because we took a lot of time for brainstorming and doing research. Later on while prototyping I realized how important this part was. If we hadn't done our research about for example the aspects in culture we should have done it while prototyping. Also because of all this research I iterated more, because it brought me to new ideas.

After doing all the research and completing our game on paper I started prototyping. I hadn't really done any prototyping before so it was very new to me. I liked learning to work with different machines. For example working with wood or cutting the foam. Prototyping made me very excited, because I could see every time more pieces from our final product. Because of this experience with prototyping I learned that I like realizing a physical design and that I want to develop this skill further in the future.

The course really contributed to my will to become a designer and it helped me to define myself as a designer. I already knew I liked the creative aspects of designing but because of the designers process we learned in the course I know I want to develop myself further in this. I discovered that as a designer you need to think about every single choice you make. This also came back in a lecture where we learned about different colors and text fonts. Before the course I would just pick a color or font but now I tried different, which I used in the business cards which were developed by me.

I think my group worked really well together and we followed the schedule strictly. In the beginning of the process, we could have done more brainstorming as a group instead of doing it on our own. We noticed that we got a lot of separate sketches and ideas, so we started working more together. I immediately saw a big improvement because we complemented each other well. Therefore we got a lot more ideas and had more iterations. Since that moment we were meeting more at the TU/e and we worked more together as a team.

In this course I tried many new things. For example I hadn't any experience with using the machines while prototyping and I started working with adobe programs. Working in a group made this a lot easier, as someone could help me which made the learning process easier and more fun.

Looking back at the course I am pretty satisfied with my progress. I learned a lot of new things with in particular how a designer process works. The course also helped me to define myself as a designer. It has been a confirmation that I want to develop myself further in creativity and aesthetics. I am looking forward to develop myself further as a designer in the future.

Hai Lam Ha

The last 8 weeks have been very educational and interesting. In my midterm reflection I told that I already had a subject in high school that was kind of like this course, it was called O&O. But while working on this course I noticed a few differences, this course is mainly focused on the idea and design, while O&O was more about research and actually making a working prototype. In high school the design was not really an important part of the project. This for me was a fascinating way to design a new product, in this case game.

In the first few weeks of this course I realized that good communication within a team is really important. Good communication helps keeping the team on track and not falling behind on schedule. This course for me has been moving really quick, compared to what I was used to. So having a team that can communicate and stick to deadlines has been really nice. My team and I had a good schedule we could stick to, with our own deadlines. In the weekly meetings we discussed everything we did and what we would do in the upcoming weeks. This for me has been very helpful, because I have always been a student that did stuff right before a deadline, by taking this course I noticed that this is no longer feasible. From now on I will try to keep this system going, to help me and my future teams keep on track.

Another thing that I learned, that was also in my midterm reflection was discarding ideas. In the beginning me and my team came up with a whole lot of ideas. I think I had like 14-20 ideas and I was very proud of all them. I thought they were good ideas, but so does everyone about their own ideas. Our group had a lot of ideas in total, but a lot of them were bad. During this course I learned that a lot of ideas you come up with are not good, this does not mean they are not helpful. Ideas can help inspire you and help you come up with new and better ideas. The process of discarding ideas also helps with filtering the ideas. When my team and I shared our ideas, we saw that there was a lot of overlap. When we put all the ideas together we could filter them, discard some and eventually choose direction we wanted to head into. In the future I would like to not stick to my own ideas for too long and try to discard them quicker, as an idea is just a stepping stone to a new and better idea.

Something else I learned was that taking a step back is not a bad thing. I have noticed that when I get very excited about a project, I tend to just keep working on it and not taking a good look at what I'm actually doing. I stop thinking about why and just keep on going. I feel like this was also going on a bit in this project. A lot of the tutor meetings we had ended with the question: "Why did you do this?" And our team most of the time didn't really have an answer for it. So every time after our meeting we had to take a step back. This was annoying at first, but ended up being quite helpful. It helped us rethink our choices and made us really think about our product. A lot of the choices me and my group made were unconscious and not really written down. So by taking a step back we could substantiate our choices and move on. My goal in the future would be to try to not go too fast, and try to think about the choices beforehand. As this will help save a lot of time, I realize that most of the time it is a good thing to take a step back, but to prevent it is even better.

I'm very happy with the things I have learned from this course, because this will help me become a better industrial designer. In the beginning I was expecting this course to be quite easy, because I had some experience with O&O. But it ended up being a lot more difficult to my surprise, which was very nice to see.

Daniël de Goederen

During this course our group developed a prototype of a digital-physical hybrid game. Our game educates teenagers about different cultures in a physically active way with the help of an app, tiles and wearables. The centre of attention in this project lies on creativity and aesthetics.

In my opinion, our group process has been really good. The group almost always functioned as a well-oiled machine as most of the time everyone did what they were expected to do and often did even more. I think I could say with confidence that I even made some new friends. In short, I contributed to our group by making the app in Figma, prototyping, being critical, making the corporate identity & logo and last but not least helping others in general.

Over the course I learned a variety of new different skills, the first and most obvious one is being able to work in Figma. Figma is a programme that shares a lot of similarities with Adobe XD which allows you to make convincing prototypes of apps and webshops. I learned how to use Figma with the help of Hai Lam, who already had some experience with the software. Besides, I watched online video tutorials in order to learn how to make specific loading icons/screens and transitions. The ability to use this kind of software really contributes to my ambition to become a designer as it allows me to develop apps and webshops without consuming too much valuable time.

Furthermore, I also learned new prototyping methods such as using storyboards, using paper and the wizard of oz method, which helped me look at things in a different perspective.

Moreover, I became more competent in using different kinds of ideation techniques, such as the whole-body technique. This technique helped us realise that bending over each time you have to scan a tile was really inconvenient after which we made an adjustable wearable that you could also put around your ankle. I also found that brainstorming and sketching together was really beneficial, as in the first couple of weeks we did that separate at home and we got the feedback from our tutor that it might help if we brainstormed together and so we did and the results followed since in the session after that we actually got the first concept of the game we eventually went with.

These new prototyping and ideation techniques I learned go hand in hand with my aim to becoming a designer, as these techniques will allow me to generate not only original, but also more ideas.

Of course there is always room for improvement, and right now I feel like that for the next project, I can improve the most by structuring the reasoning behind every decision, since during this course, I noticed that not every decision we made was well argued or thought through but more of a quick decision made instinctively. Furthermore, our decisions were not documented properly and this caused us to look and think back a while after we made the decision and then we almost always forgot why we made this certain decision. That cost me and my group a lot of time and is in my opinion a big aspect I could improve on. I think the solution can be quite simple: keep a separate document for every decision and write down arguments for and against immediately after a decision or choice is made. A smaller aspect but not necessarily negligible I think I could improve in is my ability to draw or sketch quickly. This project made me realise that this ability can really save time and make things more clear than words ever could manage to. It also comes in handy when you want to show your peers an idea you had and in general looks more professional if your sketches are neat and tidy. Improving your ability to sketch is not something that happens overnight, so I think it would be best to choose a drawing elective if possible and also watch video tutorials online on a regular basis.

All in all, this course has proven to be a very educational experience as I learned methods and ways that without a doubt contribute to becoming a designer. I am certain I will be able to apply these in a future project while also being able to improve on certain aspects that did not go so well during this project.

Jaydee van Hattem

For the course “From Idea To Design” we were divided into groups and together we had to design a hybrid game that is also educative for a targeted group chosen by us. We also had to choose the educative topic ourselves. And as you can already tell, the assignment of this course is very broad and it’s progress really depends on all the decisions you make within your own group. Therefore one of the main goals of this course was to teach us to widen our horizon and look beyond all “obvious” ideas and come up with something new. Besides this first challenge we were also given the task to convert an idea into a reality, which was also one of the main goals of the course.

One of the first things that I learned in this course was how important the orientation phase within a design project is. I personally feel like we as a group could’ve done a lot more research regarding all the topics. One topic that we totally forgot to analyse was: “education”, which was one of the requirements of the game. So what I plan to do with my next project is make a plan on what aspects need to be analysed and what knowledge I want to gain from these analyses.

After the orientation phase comes the ideation phase. In the beginning of this phase I mostly struggled with my own creativity. Even though I really do consider myself a creative person, I often struggle with these so-called art-blocks (or in this case idea-blocks). Luckily different ways of iterating and brainstorming were discussed in the second week of this course. And although I think we could’ve used these techniques a little bit more, I did gain the insights of how important and useful these techniques were. And most of all how important it is to discuss all your ideas with your group members, because we often gave each other new ideas and other insights. So for my next project I plan to use these different methods and techniques right away to avoid getting these creativity-blocks and I also plan to spend a lot more time on school together with my group members.

One of my learning points this block was to step more out of my comfort zone, so I really tried to focus on that. Looking back on the past eight weeks I really think I did step out of my comfort zone. I offered to edit the midterm video, because video editing is something I would love to be better at. This is because I am able to use my creativity in it and it helps present a product in an aesthetic pleasant way. One of my group members who was already familiar with the programme Premiere Pro showed me some basics and I explored the rest myself. It really was a whole trial and error process, but I did get there eventually.

Besides learning to edit I also developed my overview skills, because I put the whole end report together after all the documentation that was done. By doing this I learned that documentation is a really important thing to do correctly. And during this process I also gained a lot of extra skills in the programme Indesign that I didn’t have yet.

Appendix

In the first week we also had some other ideas of concepts for hybrid games, but these weren't relevant for the outcome of this project. the concepts are mentioned below.

Game for elderly people

It is one big game which contains multiple mini games

Target: elderly/demented elderly

For people with dementia playing games can be really useful. It can boost their cognitive function. Making puzzles or playing games with other people will help their thinking skills and will have a positive influence on their mood because they will have interaction with other people.

(6 Top Memory Games for Dementia, 2021)

Memory game

You need to find the combination between a sound and a picture.

When it is your turn, you can click on a sound on the tablet, or you can turn a card to see an image. You should try to find the right image for the sound.

For example:

Sound of a barking dog with the image of a dog.

Sound of clapping hands with the image of clapping hands

Sound of a guitar with the image of a guitar

Escape room

Target: all ages for example a group of friends or a family

Escape room can have a certain theme. Later the game can have new versions with another educational theme so people will buy another variant.

You will have to work together to find solutions to puzzles and questions in a particular amount of time.

You will get some stuff of the game physically but your final answers you need to fill in online. You will directly see if it is right or wrong. When you have a wrong answer, you will have a punishment. For example, not being able to try it again for 5 minutes.

Themes:

Environment

Health/ human body

Equality

Cultures

Domestic violence

Why should we learn about it?

First of all, the problem is huge. That is because it happens in every social class, culture and all levels of education. People should learn about it because if victims of domestic violence are not helped, they might harm themselves or even commit suicide. When we can recognise symptoms of a domestic violence victim, we are able to prevent this from happening.

Ideas:

Board game with app on phone

In app you have 2 options; 1 for remote play and 1 for local play

on Domestic Violence

on Climate Change/Sustainability

on Equality

Board game with magnets that automatically moves someone's piece who plays remote

Cards with chips in them and a tablecloth that senses where and which card you put on a table with a screen in the middle so people can join remotely. (playing cards and chips from poker or smth)

Ice breaker

Icebreaker game, the game helps new people connect.

A lot of icebreaker games are only physical, so it would be refreshing to incorporate technology

The game contains:

- Personal facts
- World problems, to discuss with the group (statements).
- Random Trivia questions
- App on phone:
 - Where you can fill in personal facts
 - Where the questions will appear
- A board that could be used:

Purpose:

The game helps new people connect. It helps people getting to know each other. Through out the game you get to know everyone's different perspectives on the world.

It also makes people use their skills, such as drawing, knowledge, acting etc.

By playing this game the morale of the group grows, thus making teamwork and collaboration better. By learning about each other people will earn trust. The communication will get better, because everyone will be more comfortable.

How to play:

Everyone downloads an app on their phone.

This app asks you for some fun facts about yourself, for example:

Where did you go on vacation?

What do you like to do in your free time?

Everyone puts a token on a different arrow.

The game starts when everyone is ready.

The questions/exercises/statements will pop up on your phone (everyone gets the same screen)

Some personal questions: (a fact that has been send in)

Who likes to do this in their free time?

Who went here on vacation?

Everyone point to the person who they think is the one. (everyone who is correct moves up)

Some trivia questions:

What is the capital of the Netherlands?

The first one to answer correct moves up

Some exercises:

Draw an elephant (others have to guess what it is), this pops up on one phone, you draw on your phone, the rest can see the drawing. (there is a time limit)

The person that guesses correct **first and the artist** move up one circle.

Explain a word without using words, **without the word**.

The first person to guess correct **and the person who** did it move up. (time limit)