GDC

Training Designers to Collaborate with Researchers Reframing, Scaffolding, and Roles



Benjamin Stokes

@bgstokes

🖪 American University



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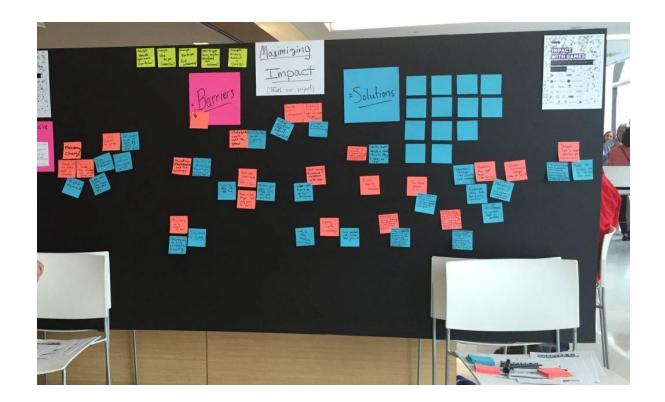




40% employed **outside** of traditional game companies

(HEVGA in 2015; alumni undergraduate + graduate)

barriers







- 1. Politicized terms
- 2. Rigid methods
- 3. Domain blindness

1/3 of our alumni have taken a game research course

(HEVGA in 2015; alumni undergraduate + graduate)

Problem:

On the shoulders of giants?

Health behavior change: Packy and Marlon

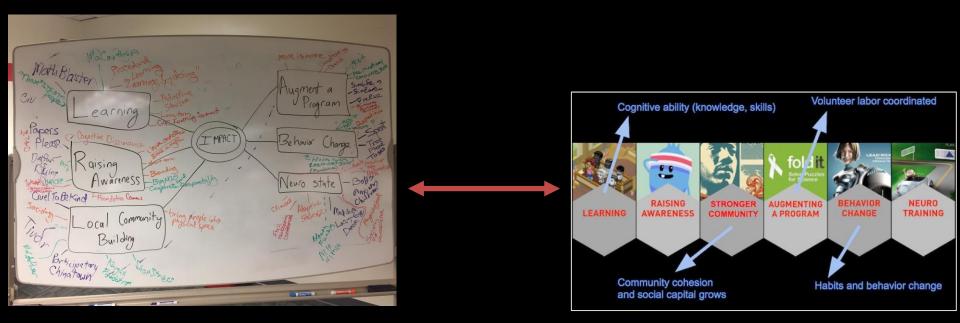
> 77% decrease in hospitalization rates (Brown et al., 1997)

Teach research <u>as a strategy</u>





- 1. When & where
- 2. Research ≠ research *design*



SOLUTON: bottom-up typologies



Pinch-point: "I'm not a researcher"

(Research is separate from design)



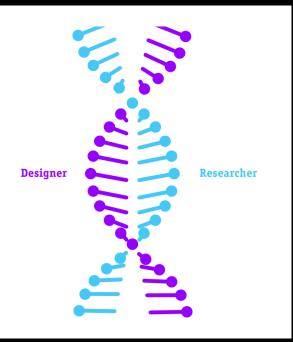
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(Research is separate from design)



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(Research is separate from design)



<u>Reframe:</u>

- 1. No game would launch without research
- 2. Designers ARE researchers
- **3. Collaboration** is a competency (not a funding arrangement)





What are universities doing?

Pinch point: **lack of demand** (quality suffers)

"in the fishbowl"





🐌 User Behavioristics



Heather Desurvire

SOLUTION1: **Paired classes** = space for analysis

SOLUTION2: Language & focus via heuristics

PLAY and GAP principles (2009)

SOLUTION3: Findings as video

"the gray areas are essential to...player experience"



Carnegie Mellon University Entertainment Technology Center

Carnegie Mellon Human-Computer Interaction Institute



Pinch point: jagged collaborations

(lack of structure)

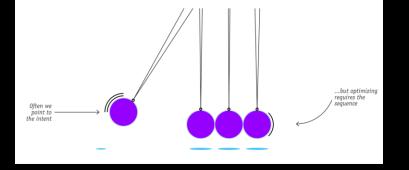


Jessica Hammer

SOLUTION1: Tandem design model

SOLUTION2: APIs for collaboration

...greater creativity??





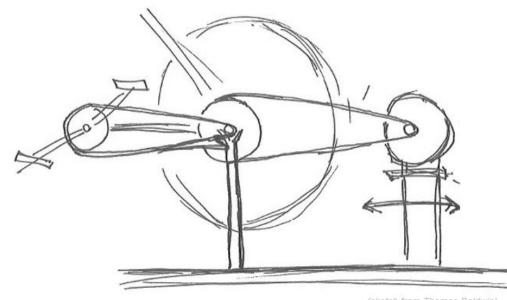


Pinch point: single path

Mary Flanagan



SOLUTION1:Dialog on valuesSOLUTION2:In media resSOLUTION3:Competing solutions





(sketch from Thomas Baldwin)

Spread what works.



Do you have solutions that work? Let's share them!

#GameImpact

http://GameImpact.net

Benjamin Stokes

@bgstokes, BenjaminStokes.net GameLab.American.edu

