91900 Conduct a Critical Inquiry

## This Inquiry should take approximately five weeks to complete of in and out of class time.

### All work is to be submitted on Teams

# Assessment Details

This assessment activity forms part of a larger Level 3 Digital Outcome / Game Design and Development Project

This resource supports assessment against [Achievement Standard 91900](https://www.nzqa.govt.nz/nqfdocs/ncea-resource/achievements/2019/as91900.pdf)

This resource:

* Clarifies the requirements of the achievement standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school/kura environment and ensure that submitted evidence is authentic

## Authenticity of evidence

Teachers/Kaiako must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.

Using this assessment resource without modification may mean that students’ work is not authentic. The teacher/kaiako may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform.

Students must write their report in their own words and reference any quotes accordingly.

# Introduction

The number of video games that are available is growing everyday. The Covid-19 pandemic has resulted in people finding solace, support and a community through video games.

With your teachers approval you can also choose to carry out an inquiry to produce a proposal for a different type of digital outcome such as a website, app, or computer network.

Before beginning to create a game or other digital outcome you need to look closely at what makes a good game (conduct an inquiry) and develop / write a proposal outlining a worthwhile project that is in scope and will achieve a particularly valuable goal.

The outcome that you propose will be entirely up to you and may well be the game that you have for your project.

This is an individual task, although you may work with others on a similar inquiry topic.

Note that the example provided will relate to Game Design and are intended to be prompts / examples to help you ensure that your own inquiry has sufficient depth to be a Level 3 project.

# Task / Hei Mahi

## Task Overview

You are also able to choose an inquiry on a topic of your own choice.

This task will involve you undertaking a critical inquiry into some of the issues around video games and proposing an outcome which addresses or investigates the findings from your inquiry.

The direction that you go in this inquiry should be driven by you.

It is important that you choose a question or statement to carry out your inquiry that is broad enough to all you to critically analyse the results of your research. The inquiry focus should be broad enough to help you determine what kind of game you will make and prove that there is an need for the game / outcome and an opportunity for this game/ outcome to be successful.

To ensure that your inquiry progresses, key milestones must be met. These are outlined with your teacher. If you wish to change these you must negotiate this with your teacher.

The inquiry task is broken up into the following stages, shown in the later lessons for this course.

While competing this task you will also be producing evidence for the complex processes standard (91907).

You need to use research to gather background information and ideas which you will analyse. It is not expected that you would present all of the gathered information. You should present a concise summary and analysis of what you found. The research should be used to find out about how digital technologies can provide a solution to the inquiry question.

The results of the research and analysis should be used to guide the establishment of a refined inquiry focus.

The inquiry process needs to be broad enough to enable you to choose from a range of possible digital technologies outcomes.

The proposal should contain enough information that you could develop it into a digital technologies outcome. This could include purpose, end users, scope, requirements and specifications, and resources needed to create the digital technologies outcome.

Your summary of the findings needs to relate the research to the inquiry questions and the proposed digital technologies outcome.

# Part A: Inquiry Focus question/s

Decide on an inquiry focus and develop question/s that will guide your inquiry and development of your digital media outcome. For example, what make a good interactive story (See Stage 1 for example questions)? How can existing/emerging game technologies and mechanics support and enhance a sense of community? Think about the game genre and topic your game will be about and the end users (age group, school level, etc.).

Imagine that you are an indie developer and you have an opportunity to pitch concept/idea for a fun and effective video game / digital outcome for a target audience of your choosing.

You have the opportunity to create a digital outcome / video game, what will it be about? What game features and mechanics might your game include? What might it look like? How will it engage the players? What format will it take? What platform will it be on?

## Part A – Initial Idea (1/2 Week)

Decide on the inquiry focus and develop a question or statement to investigate.

It should also link to the larger idea of **“What Game Should I Make?”**

The question or statement should be one that you cannot search for and find the answer. You will have to carry out an investigation to obtain the results. Some findings might be subjective, you should find evidence to support or disprove your question or statement.

Start with a question or statement that evokes a response and makes you think. Some example questions and statements are listed below.

* Games don’t need a story
* Story > Gameplay
* There are no games for retired people
* Games should be accessible to people with disabilities
* Why are minority cultures not represented in video games?
* Game series and sequels stifle creativity
* Graphics are more important than Art style
* Violent video games make people violent
* Why do people like to be scared?
* Minecraft is the best game ever.
* Does a game have to look good to be good?
* How can the use of colour affect my game?
* Does violence in video games affect its success?
* There is no such thing as an ‘original’ game
* Do game ‘genres’ stifle creativity?
* 3D Games are better.
* First Person Shooters are dumb
* VR games will never be popular.
* Mobile Gaming is the future of gaming

# Part B: Managing project timelines

Plan and design your timeframe with key milestones and inquiry progressions. Share this with your teacher. You will need to provide evidence of using your plan to guide and manage your inquiry.

## Part B – Creating Initial Timeline (1 lesson)

## Part B – Final Timeline (1/2 Lesson)

# Part C: Initial Research - Find out

Undertake research to gather background information and ideas from reliable, expert sources.

## Part C: Initial Research (1 Week)

There are a range of activities below that should be completed to help develop your inquiry and explore and investigate your chosen statement or question.

All of these activities should be attempted.

Any evidence, notes, research or documents should be recorded and kept as part of this research stage.

You must use correct referencing of sources of research. You should have used at least five articles / websites from your research to support (back up) or contradict your own opinions or your question or statement.

You should use the Harvard style of referencing.

You need to include a bibliography or sources table listing all of your reference materials.

For referencing websites it is important that you record the date that you accessed the material as it can change.

The format is:

Author (or organisation responsible for the site) Year, Title, viewed Date (day month year), <URL>.

Andrew Thawley 2021, Stage 1 – Research, viewed 27 January 2021, <https://learnictnow.com/lesson/stage-1-research/>.

### I wonder…

Mind-map-

Start with the question in the middle of the mind-map and just let your thought processes flow. Don’t worry if it’s too much or it might not be relevant right now. The more the better. Examples, observations, questions, statements, thought- everything is fine! Lots of scribbles and ideas on a big piece of paper is awesome.

### Devil’s Advocate

Argue both sides of the statement or question. Make a simple “Pro’s vs Con’s” table on your research document (or on paper) and start to compile some of the arguments for and against- you must fight equally for both sides of the argument! Doing an inquiry means that you have not made up your mind yet until you have explored all the sides of the argument fully.

### The “Question Comb”

Write the questions “Who, what, why, where, how” in your research document and go through your mind-map and pros/cons with this “comb”. Add connections and observations wherever they are relevant.

Eg:

You might mention Puzzle games as a non-violent game success story…

* What- Tetris, candy crush
* How- casual, matching, manipulating, competing with self, stepping up
* Where- often mobile (more recently)
* Why- casual games are pick up/put down, easy to learn, fun to play, not big investment of time/money
* Who- played more by females (stereotype?)

### Research “Inflator”

To get more depth.

Look through your evidence so far for statements. Are they true? Can you find evidence to back up your statement (or disagree with it?) Start writing notes in a google doc and remember to keep links and start your bibliography of reference material you have looked at.

Eg:

Puzzle games are played more by females….(Use google or “google scholar” to find relevant research- take note of ALL of it in a separate document AND all the relevant links for your bibliography and further reading)

### The “Lens” inflator

To add even more depth.

Imagine you are viewing the issue from someone else’s point of view (a different lens like male/female/old/young/geek/casual gamer/console gamer/mobile gamer/ hardcore gamer etc – how would they see some of the observations that you have made? Pick a couple of these diverse demographics and try to look at the problem/question/statement from their point of view.

The key work here is but…

Eg.

FPS Games are just great fun…..but older people have slower reactions and don’t tend to play them.

# Part D: Research Analysis - Make meaning, organise, analyse

Analyse your gathered information. Within your analysis you also need to:

* compare and contrast different perspectives that relate to the inquiry focus
* critique any sources used and evaluate their potential for bias and inaccuracies
* decide how this information will inform your digital media outcome.

## Part D – Research Analysis Organise and Analyse (1 Week)

# Part E: Risks

Outline the risks that exist to your proposed project.

Explain any relevant risks and ways to mitigate these risks.

For example, access to resources, incorrect functionality or content, scope of the proposed outcome, time requirements, device compatibility, excessive screen time, accessibility issues.

## Part E – Risks (1-2 Lessons)

# Part F: Refined Inquiry – So what?

Establish a refined inquiry focus.

Redraft and refine inquiry question and carry out additional research.

## Part F – Refined Inquiry and Research (1 Week max)

# Part G: Proposal – Take action

Propose a digital media outcome to the inquiry focus

## Part G – Proposal, Presentation, and preparation for in class Reflection (1 Week)

Based on your investigation, research and analysis, you must write a proposal document to address the question/statement/issue. This proposal should fall out of the discussion in your final report summary document.

A proposal is a succinct document which must include the following:

* Game concept statement (overview of the game)
* Target audience (who the game is for)
* Requirements (the essential features that the game must have)
* Specifications (the list of features that the game should meet)
* Resources (list of the resources that you will need, pc, software, graphics, etc.)
* Bibliography (list of the references and sources of your information)

You will be required to also present an elevator pitch for your game. This will be a 1-3 minute presentation of your proposal for your game.

This will be a live presentation supported by your proposal document and a presentation.

### Game Proposal Section

This should include:

* Developer information – who is making the game
* Overview – what the game is about and its scope
* Requirements – what the game must contain to be considered successful
* Specifications – measurable criteria that relate to the requirements, these are used to set out what the game needs to have to meet the requirements
* Resources – what you need to develop the game
* Summary – a conclusion explaining how your proposal meets the findings of your inquiry
* Key Dates – a list of key dates that you are to meet to have different sections of your game completed

### Format of live presentation

* 1-3 minutes
* Focus is on the game you intend to make not your research / inquiry
* Presentation should include:
	+ A brief description of your game
	+ Overview
	+ Requirements and Specifications
	+ Resources
	+ Particular challenges you anticipate
* It is advised to include some visuals of what your game could look like and some to show where you have taken inspiration from.

# Part H: Reflection

In class reflection on completed inquiry.

## Part H – Reflection (1 lesson)