

## Topic

- **Slide 1: intro**

*show: title, name, title.*

- I'm making a game and I would like to change people's lives with it. I want them to think about and look at things differently after they have played it.

- **Slide 2: Games for change**

*show: summary of into-and-out-of the magic circle*

*check out: "Will Wright GDC talk"*

- I think that puts me in good company in this room. to make social issue or educational games, we are trying to make people not merely get better at flipping bits and moving sprites, but to get better at something outside the game.
- The challenge is each of these: getting players into the game, reward them for taking the actions we think they should take, help them transfer the information out.

- **Slide 3: (Mechanics and) Rewards**

*show: carrot, stick, details of mechanics and rewards*

*Check out: "Chris Hecker GDC Achievements"*

- Our levers, though, are simple and indirect: the model and the rewards.
- The mechanics: could be its own massive talk: the levels at which the player relates to the game and what they're doing
- I'm interested in rewards, though. *(skip over varieties; see Chris Hecker's talk)*
  - tpestandible/verbal/symbolic
  - informational/controlling
  - contingencies: task-contingency, non-/engagement-/completion-/performance
  - awareness: expected/unexpected
  - duration: transitory/long-lasting
  - relatedness: endogenous/exogenous
  - dull/interesting
- They're the tough part for Social Issue and educational games, because they are no less complex and even more powerful.
- They are the mechanism by which we try to make the player internalize what we think.

## Topic

- **Slide 4: Case Study Blank**

*show: blank*

*Check out: TED Talk Daniel Pink*

- And for cool problems like we form games around, rewards work exactly backwards.
- Take two people and ask them to solve a problem. Tell one that you're just trying to find out how quickly people solve the problem. Tell the other that they'll get some money IF they're in the top 10% for time to solution.
- The person who was paid performs more poorly. On subsequent tests, they're less likely to engage, too.
- many many studies on this.

- **Slide 5: Case Study Good and Bad**

*show: thumb up, thumb down, case study in Hecker's terms*

*Check out: TED Talk Daniel Pink*

- tangible, expected, contingent rewards reduce free-choice, IM
- verbal, unexpected, informational feedback increases free-choice & self-reported IM
  - like teachers give to students in a critique
- Players will work for rewards and achievements, but they may do it because they're being told to, not because they want to. And the reward may undermine their engagement - which for a social issue game is what you're all about
- Make that the focus of a metagame community, and you add social rewards outside the game to the incentive (but not the motivation) for the task - doubly distracting
- Extrinsic and Intrinsic Motivation - This comes down to intrinsic vs extrinsic motivation. We're always trying to use extrinsic motivators to build intrinsic motivation. It's tricky, but the field of research around those terms are where to look.
- Endogenous and Exogenous rewards - one of the key points, especially for games, seems to be what the rewards are. If the rewards are outside the game, break the fourth wall, then they're transparently a reward for the player, not the player-as-character. Endogenous rewards function within the game, and reward the player-as-character or as part of the system.

- **Slide 8: How do you make a good game with that?**

*show: top-level points*

*counterpoint: You may get \$\$\$ richer by contradicting these - but effective and fun is different.*

## Topic

- *Use endogenous rewards, privileges, roles*
  - when you prove you understand something, you earn it
    - unlock further good behavior within the system
  - when you do something well, we deputize you
  - Huffington Post
  - good leveling system - for player as well as character
- *Don't make rewards (esp. points) central*
  - the leveling system is a label, not big bar graphs, not the focus
- *Use absolute, not relative measures*
  - no leaderboards that we set across the community
  - all actions
- *Use unexpected rewards and feedback*
  - emphasize and reward good feedback and critique with advancement
  - surprise rewards
  - descriptive feedback - Team Fortress 2
- ***Slide 9: Punchline and resources***
  - show: punchline, resources*
  - don't give someone a bar to fill that they shouldn't care about, because they'll fill it. And when they fill the bar, reward them within the game or the spirit of the game. Make that bar about what they should be doing.
  - Resources:
    - Chris Hecker: "Achievements Considered Harmful?" at GDC 2010
    - Daniel Pink: TED Talk on the Science of Motivation
    - Alfie Kohn and ... educational theory in the last 30 years
    - Jesse Schell: DICE 2010 "Design Outside the Box"