

240424EmilySutherlandGamesF orPositiveImpact

by Emily Sutherland

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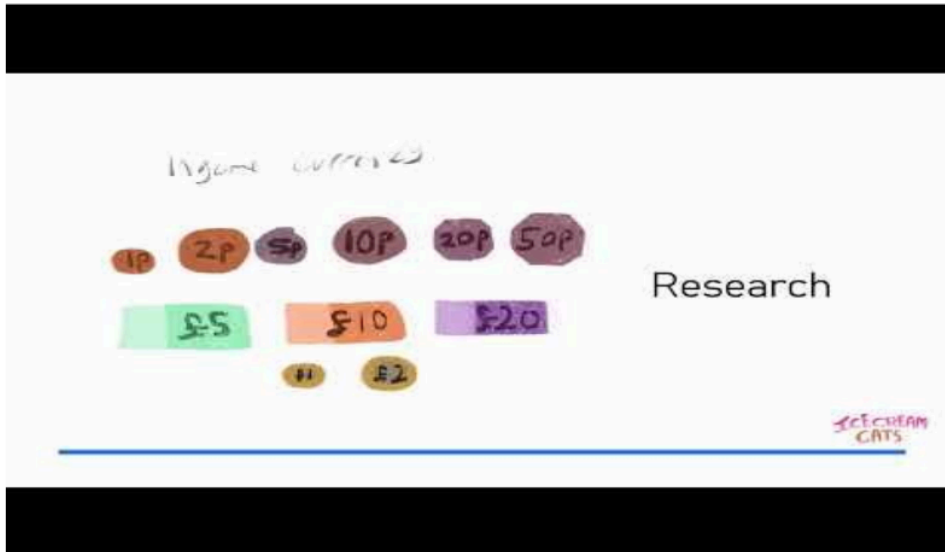
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Word count: 62

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Emily Sutherland 2404224
Games for positive impact

Presentation link: <https://youtu.be/Z7i46uGcM7E?si=AhbQcAw5pOLh16B2>



Bibliography

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- "How to teach kids about money," *MaPS*. <https://www.moneyhelper.org.uk/en/family-and-care/talk-money/how-to-talk-to-your-children-about-money>
- "Harvard Business Publishing Education," *Harvard.edu*, 2024. <https://hbsp.harvard.edu/inspiring-minds/5-fundamental-principles-for-developing-educational-games>

- K. Gutierrez, "The 5 Decisive Components of Outstanding Learning Games," www.shiftelearning.com.
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FINAL GRADE

GENERAL COMMENTS

73/100

1. Engagement With Literature Skills (72%)

A bibliography is presented in the work in IEEE format with independently retrieved sources included, which is good to see.

Information used for research has been clearly applied to the content of the presentation – good work.

2. Knowledge & Understanding Skills (77%)

Linking the demographic to educational levels shows an understanding of educational development and expectations.

Real-world application of money handling (and problem solving using money) is a great way to engage your audience. It encourages learning at the same time as providing a real-world and meaningful context.

Good appreciation for appropriate levels of challenge, and providing feedback as part of an incorrect response is an excellent way to be encouraging and proactive instead of punitive. This is a great mentality to have when designing for younger audiences – well done.

3. Cognitive & Intellectual Skills (n/a)

(not assessed in this assignment)

4. Practical Application Skills (71%)

Good use of visualisations to show how your game idea may be executed. This is more important than you may think, so consider using this same approach for similar future assessments.

Keeping the money after solving puzzles and an in-game currency for rewards is a nice idea that offers more than just a simple 'test your knowledge' experience. The ability to personalise and invest in the game is an exciting and enticing prospect – particularly for children who engage in role-play. This is a unique addition to your idea, and should qualify as a Unique Selling Point (USP). Good work.

5. Transferrable Skills for Life and Professional Practice (70%)

The presentation is visually consistent with a good balance of text on screen and supporting narrative content. This is an informative presentation that communicates a simple but effective idea to the audience – good work.

A summary of the game idea is delivered in the presentation at the end – this is good.

Overall Mark: 72.8%

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