Experiential Online Learning: Participatory Community Game Case Study

Session A - Mar. 14 @ 10:40am
Alexis Lo & Holly Nelson
Department of Landscape Architecture
Presentation Overview

• Presentation (15 mins.)
  • Environmental Design Analysis Course 11:550:230
  • Tools and Methods
  • Game Learning
  • Community Design Charrette Game Overview

• Google Doc. Game Play (25 mins.)

• Discussion (10 mins.)
What is Environmental Design Analysis (EDA)? Course 11:550:230; Landscape Architecture Dept.

• Long standing course in the LA Dept.
• Taught in-person until Fall 2020
• Fall 2020: Asynchronous
• Fall 2021: Online Hybrid Asynchronous & Friday’s Synchronous
What is Environmental Design Analysis (EDA)?

- Climate
- Food & Waste Systems
- Wilderness
- Parks & Open Space
- Cities, Suburbs, Small Towns
- Homes, Gardens, Everyday Places

- Policies
- Design
- Practice

- Safety
- Health
- Basic Needs (Food, Shelter, Water, Exercise)
- Social Engagement/ Social Supports (Love, Family, Generations)
- Sense of Achievement (Economic, Power, Justice)
Module 3: Individuals and the Environment

Week 3, Sept 13-17
Hi Students! Welcome to week 3! Below you will find this week's lecture, reading, exercise, discussion post material, and online Zoom Link.

Lecture:
Module 3 Lecture Video 3: Individuals and the Environment

Zoom Link:
Online Class 9/17, 11:00 am Zoom Link

Readings/Material:
- "Prospect - refuge theory" by Esther Sugitho PDF: [Prospect – refuge theory by Esther Sugitho Medium.pdf](#) or Web Link
- "Hostile Architecture: How Public Spaces Keep the Public Out" by Winnie Hu PDF: [Hostile Architecture: How Public Spaces Keep the Public Out](#)

Exercise 3: Mood Map
Sep 26, 2021 | 30 pts

Exercise 3: Mood Map PDF Version 2021

Week 3 Discussion Post Mod. 3 Individuals and the Environment
Sep 16, 2021 | 5 pts

Reading: 'Hostile Architecture’ How Public Spaces Keep the Public Out - The Public Library

Reading: Prospect – refuge theory by Esther Sugitho


Class Structure
Tools and Methods

Multi-modal Learning
- Mapping
- Videos
- Annotated reading (Hypothesis)
- Pre-recorded lectures
- Experiential projects (visiting and analyzing parks, public spaces, etc.)
- Game playing

Social Engagement
- Repeat reading (social reading)
- Group work and reflections (reading, videos, data collection, analysis)
- Picture postings
- Breakouts with questions
- Charrette game
“When we think of games, we think of fun. When we think of learning we think of work. Games show us this is wrong. They trigger deep learning that is itself part and parcel of the fun.”
(Gee, 2005)

1. Situated embodied experience is crucial.
2. Learners cannot be left to their own devices.
3. Designers can guide and scaffold learning.
4. At school, designers are teachers.
Gee’s Good Principles of Game Design/Learning

Empowered Learners

**Co-Design:** Good learning requires learners to feel like active agents/co-producers.

**Customization:** Game is designed to provide different perspectives which may not align with their own.

**Identity:** students take on a new identity and argue for their wishes.

As designers, students’ empathy for community may increase after advocating as a community member.

Problem Solving

**Confronting Complex Problems in a Safe Environment:** Community work is complex and polyvocal. A simulation of a community meeting with an ordered approach displays a way to hear many voices and create inclusive compromise (Gee calls this a ‘fish tank’—a stripped-down version of a thing. It is also a ‘sandbox’ which plays like the real thing but with mitigated risks.)

**Experiential Learning:** The game makes much of the learning about community design through player experience in the game.

Understanding

**Meaning as Action:** concepts are understood more deeply when they are tied clearly to real-world perception and action in the world.

People can begin to understand a complex activity through game simulation and later apply it to a real-world situation.
ENVIRONMENTAL DESIGN ANALYSIS
11:550:230

In-Class Assignment 10
Community Design Charrette
Group 5
Overview

Good morning!
Welcome to the Community Design Charrette.

Working in small groups, role play and discuss design ideas for an open space project in the lower Broadway area of Newark, NJ. The idea is not only to play your character but to listen to all the characters and their different wishes and viewpoints. Use Google Maps to investigate the site context (intersection of 7th Ave. & Summer Ave.) and familiarize yourself with what’s nearby: begin to explore the community.

A Design Charrette is an intensive, hands-on workshop that brings people from different disciplines and backgrounds together with members of the community to explore design options for a particular area. It differs from a traditional community consultation process in that it is design based.

Step 1: Choose Your Role

1. **To Start:** Select a character to role play. Introduce yourself in your role & fill in who is playing each character (see list of characters, below).

<table>
<thead>
<tr>
<th>STUDENT NAME (Fill out your name)</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Niek</td>
<td>Church member, Resurrection Power &amp; Living Bread Ministries, Stone St.</td>
</tr>
<tr>
<td>Jann</td>
<td>Priest, St. Lucy’s Church, 7th Ave.</td>
</tr>
<tr>
<td>Kevin</td>
<td>Social Studies teacher, Newark School of Global Studies, Crane St.</td>
</tr>
<tr>
<td>Avery</td>
<td>Student, McKinley Elementary School, Colonaedale Place</td>
</tr>
<tr>
<td>Richardson</td>
<td>Neighborhood resident, Kenisco Housing Complex, Stone St.</td>
</tr>
<tr>
<td>Abigail</td>
<td>FoodCorps Member, Greater Newark Conservancy, Prisco St.</td>
</tr>
<tr>
<td>Yitwa</td>
<td>Cashier, Silver Field Park Store, Broadway</td>
</tr>
</tbody>
</table>

Step 2: Design Ideas

2. **Design Ideas:** Acting in your role, silently generate ideas and concerns for the new open space. Think carefully about what your character’s needs, values, and desires for this space may be. Write them down below.

<table>
<thead>
<tr>
<th>ROLE</th>
<th>IDEAS/VALUES/CONCERNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church member, Resurrection Power &amp; Living Bread Ministries, Stone St.</td>
<td>Ideas: playground for children to play on their weekly lunch from church. Values: Religious, family, being a mother, and quality time. Concerns: maintaining the family tradition of holding meals every Sunday after church.</td>
</tr>
<tr>
<td>Priest, St. Lucy’s Church, 7th Ave.</td>
<td>Ideas: Playground for children, open spaces where elders can take a walk while talking to other people. Values: Family, freedom, security, connection. Concerns: Maintaining the space clear for the children to play, distance, keeping them safe.</td>
</tr>
<tr>
<td>Cashier, Silver Field Park Store, Broadway</td>
<td>Ideas: Open space around business district. Values: Short amount of time, close to work. Concerns: Distance, availability.</td>
</tr>
<tr>
<td>Student, McKinley Elementary School, Colonaedale Place</td>
<td>Ideas: Sports field, mostly wants a soccer field. Values: Needs somewhere to &quot;value off&quot; stress and play with friends. Concerns: None.</td>
</tr>
<tr>
<td>Neighborhood resident, Kenisco Housing Complex, Stone St.</td>
<td>Ideas: Fitness station in the open space or a designated workout space, foot weekly workout classes/session. Values: outdoor spaces for older adults, getting outside, wants resources closer to her home. Concerns: Social distancing/lack of appropriate spaces for older citizens.</td>
</tr>
<tr>
<td>FoodCorps Member, Greater Newark Conservancy, Prisco St.</td>
<td>Ideas: Community garden for the CRC Values: Creating a space that will benefit the community as a whole by seeking food insecurity. Concerns: Maintaining the space by keeping the community involved, garden won’t flourish without community participation.</td>
</tr>
<tr>
<td>Social Studies teacher, Newark School of Global Studies, Crane St.</td>
<td>Ideas: A garden plot or space for people to sit and mingle together. Values: Hands on education, involving the community.</td>
</tr>
</tbody>
</table>
Step 3: Share and Design Round 1

3. Share ideas one-by-one. Starting with one person, move around the “table”. The first person states their top concern or idea and so on—no interruptions allowed. Only that person talks—everyone else is silent while they make observations and propose ideas.

Play your character but also pay attention to character interactions—as would you if you were the designer.

On the Slide 8 base map, take turns adding game pieces found on Slide 7. To add pieces, select the image and copy then paste and move them around on Slide 8. You can adjust size and rotate, but try to keep relative scale with other pieces. You may use the drawing tool on Google Slides or find images online to add to the map if ideas are not found on Slide 7. Feel free to also place text box notes if necessary. Repeat this until everyone has taken a turn.

Site Location:
Corner of Summer Ave and 7th Ave Lot

ROUND 1
Step 4: Design Round 2

4. After everyone has taken a turn, discuss the results of Round 1. Consider: Can you see ideas that are compatible? Are certain areas more complicated by differing needs, ideas?

Copy the Round 1 pieces onto the Round 2 map on Slide 11. The group may suggest ways to combine ideas, shift locations, or come up with a new idea together. Start moving pieces, adding elements, drawing possibilities as a group. Everyone should feel included—no ideas should be dismissed without consent.

Move, add, edit, combine ideas, etc. until the entire group is satisfied with the final result.

Step 5: Final Reflection

5. After group discussion, write down the top 3-5 concerns/discussions/ideas generated in this process and how you resolved them through the design and teamwork.

<table>
<thead>
<tr>
<th>Concerns/discussions/ideas</th>
<th>Design resolution &amp; discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Walkway and playground ground for children</td>
<td>Pebble path was put to the right side of the open space Playground in the top left corner of the space</td>
</tr>
<tr>
<td>2 Open spaces and walkability</td>
<td>The park was too crowded in the first draft so there were not too many open spaces for walking out or sitting. So, we removed one of the sports fields and kept an empty lot and added more benches</td>
</tr>
<tr>
<td>3 The garden and farm area took up too much space</td>
<td>The farm area was removed and the garden area was enlarged making the park less crowded while still adhering to the values of the community</td>
</tr>
<tr>
<td>4 Safe area for kids, area for older adults to walk and communicate with each other</td>
<td>Playground, open spaces where they can walk, areas where they could also seat, eat, and talk</td>
</tr>
<tr>
<td>5 Sports fields to play on</td>
<td>This was the only thing requested by this role so it was one of the first things included in the design. Other roles required something similar as well</td>
</tr>
</tbody>
</table>
Final Results
RUTGERS ONLINE LEARNING CONFERENCE 2022

Participatory Community Design Game