

User Feedback Plan

The key design concepts and assumptions of our game are that students will obtain map literacy by making in-game success dependent on the ability to read maps, players will derive enjoyment from the game through the act of managing a circus, students will explore the world map because of diminishing returns in their current location, and players can keep track of the different types of views (world map, local map, circus, etc.). While the first concept cannot be reasonably tested until after the product has been used, we can estimate the reasonableness of the other concepts and assumptions.

We can get feedback on the assumption that players will enjoy the game because of the circus management aspect by giving out a small survey. The questions in the survey would be:

- “How interesting does running a circus sound like?” (Answers: numbers from 1-5 with 1 being “Very Uninterested” and 5 being “Very Interested”).
- “Have you played any tycoon/simulation games (i.e. Rollercoaster Tycoon)?” (Answers: No, Yes).
 - “If yes, how enjoyable was the game.” (Answers: numbers from 1-5 with 1 being “Very Unenjoyable” and 5 being “Very Enjoyable”).

This will allow us to see how interesting the game concept will be. If the students think that our concept is boring, then it would be a waste of time to develop the game.

Another assumption that needs testing is the belief that students will naturally move to other areas of the map once their ticket prices start decreasing. We can test this assumption by asking the students the following question: if your circus stays in the same city for a long time, will more, less, or the same number of people attend? If few or none of the students mentioned the possibility of performing at a different city, then we would need to add another gameplay mechanic that would encourage players to move around the world and explore different areas.

The final concept we need to test is the management of the different types of views. There needs to be an easy and logical way to navigate through the different types of maps and other screens (i.e. the circus screen). The interactive prototype can help test this. The students can be asked to get to specific screens, and any difficulty in doing so can be recorded. From this data we can refine the user interface.

Thus, to test our key design concepts and assumptions, we can hand out a survey with the four questions mentioned the preceding paragraphs and have the testers go through the prototype and complete some specified tasks. The questionnaire we provided already asks for the first three, and we can tack on the final question during the prototype walkthrough. Therefore, we expect these assumptions to be validated during our gathering process.