
ResearchSPAce

[http://researchspace.bathspa.ac.uk/](http://researchspace.bathspa.ac.uk/)

Your access and use of this document is based on your acceptance of the ResearchSPAce Metadata and Data Policies, as well as applicable law: [https://researchspace.bathspa.ac.uk/policies.html](https://researchspace.bathspa.ac.uk/policies.html)

Unless you accept the terms of these Policies in full, you do not have permission to download this document.

This cover sheet may not be removed from the document.

Please scroll down to view the document.
Museum Games as a Vehicle for Sociocultural Reflection

Dr Daniela De Angeli  Lee Scott

@HORIZON2020_UNREST
Daniela is postdoctoral researcher in human computer interaction, cultural heritage, games and memory studies at the University of Bath. She is investigating game play and game making as a research method and as a tool to stimulate social reflection in museums and heritage sites.

www.danieladeangeli.com

Lee is the subject leader of Creative Computing at Bath Spa University and a creative technologist specialising in web experiences. His current research investigates games as a tool for learning and reflection on social and cultural issues.

https://www.bathspa.ac.uk/our-people/lee-scott/
Game with a purpose

Games with a purpose move beyond entertainment *per se* [Holm Sørensen and Meyer, 2007; Stone, 2008]

How can games can benefit players and inform other contexts?

E.g. Persuasive games, games for change, educational games, meaningful play, knowledge games
Games for a socio-cultural purpose

- Encourage players to engage with content beyond media consumption

- Stimulate reflection on socio-cultural topics

- Define their own personal relationship with the narrative. Narrative is what gives games ‘meaning’ [Holm Sørensen and Meyer, 2007]
A collaborative project between University of Bath and Bath Spa University

**Community impact**: to develop games for a socio-cultural impact, i.e. to educate players but also to stimulate reflection and action

**Talent development**: to provide professional creative project delivery experience to undergraduate students from both institutions. We involve students in the entire design process, from concept to development and installation.
We are developing **games** for a temporary exhibition at the **Ruhr Museum** in Essen, Germany.

A history museum housed at the site of a former coal-mine and UNESCO world heritage site.

The exhibition wishes to present different perspectives, compare past and present wars and ultimately reinforce social cohesion.

Part of EU funded UNREST project

[http://www.unrest.eu/](http://www.unrest.eu/)
- Introducing broader **historical, socio-political context** (ideology, conflict of real social/ political interests)
- **Multi-perspectivist** (victims-perpetrators, different national/political groups, different historical experiences)
- **Reflexive** towards own national/European history
- **Open-ended dialogue** not aiming at definite conclusions – acknowledging the irreconcilability of different historical perspectives
- Contrasts antagonistic and cosmopolitan views
Agonistic Games

The tenets of agonistic games:

T1 Frame narratives as decisions and consequences that are **unsettling** for the player.

T2 **Stimulate reflection** by presenting **multiple perspectives** on a scenario. This should be achieved through gameplay that encourages the player to engage with multiple socio-political perspectives.

T3 Establish a **resonating context**. The games need to be relevant for the people playing them to help them connect with the memories and experiences on an empathetic level.

Two games for the Ruhr Museum in Germany: *Endless Blitz* and *Umschlag ‘43*. 
Endless Blitz

Blitz over a rural region. Fictional but inspired by a 5 month campaign led by the allied forces to bomb the Ruhr Area.

2 players against one another: a bomber and an evacuation officer. Mechanical, less narrative driven.

Gameplay takes place across 4 phases:

(1) Learn bombs, civilians;
(2) Understand targets and location shelters;
(3) Select payload and civilians to save
(4) Drop bombs and evacuate civilians
A narrative driven game.

4 characters are waiting in line at Umschlagplatz. Each player assumes the role of one character. Mission: save yourself/your dependant.

An NPC (Non-Player Character) named Marek tells characters that he can save one person only. Players exchange information (TRUE, FALSE or DIRT on others) to maximise their chances of survival.

Each piece of information has 2 attributes: trustworthiness and personal value.
“Taking part in the PLAI project helped me develop my design skills and gain industry experience”
Michał Fluder (3D artist)

“It's been a rewarding experience to speak with people who went through times of war and regime and be able to share their stories with next generations through our game”
Karolina Latka (2D Artist and narrative designer)

“The experience of working in PLAI has given me tremendous insight into industry standard production levels and the overall process, as well as learning git, a quintessential version control system”
Adam Clark (Programmer)
PLAI moving forward

October
- CHI Play (Ruhr)
- Recruitment (STEAM)

November
- Installation (Ruhr)
- Ideation (STEAM)

December
- Journal paper (Ruhr)
- Establish CIC
Dr Daniela De Angeli

D.de.Angeli@bath.ac.uk

Twitter: @danieladeangeli

www.danieladeangeli.com

Lee Scott

l.scott@bathspa.ac.uk

Search ‘Lee Scott Bath Spa’ for project/publications

@HORIZON2020_UNREST