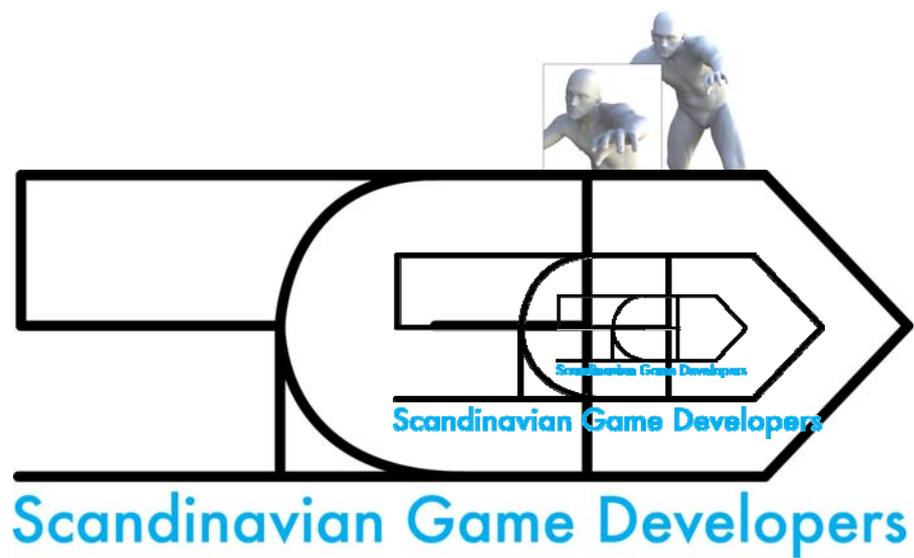


Scandinavian Game Developers
sosuMedia / blue team

June 2011



LEARNING GAMES IN DENMARK 2000 →

TRAINING REVIEWS

By teachers and media designer at
Aarhus Social and Healthcare College



Title	3rd World Farmer
Producer/developer	Frederik Hermund, Jakob Elias Nielsen, Ole Fabricius Kindt Toubro, Benjamin Salqvist og Roman Spycher
Genre and media	
Produced for	
End users	
Educational sector	
Form of interaction	
Brief description	
Evaluation reference, if possible	
Link to game	http://3rdworldfarmer.com/index.html
Link to producer	
Link to user	

Game description	You try to get a family in some 3rd world country to make a living. You buy crops, animals, tools and so on once a year, and the you press play and sees what happens. Some times it turns out well, but often you run into some kind of disaster. No water for the crops, the National Bank is bankrupt and so on.
Game qualities	The game gives you a sense of just how tough the life of the 3rd world farmers must be. It is like a lottery; no matter how hard you work there is no guarantee for a bearable life. It's so unfair.
Interactive qualities	The game is not great for its graphics, fancy details and plenty of action but fore other reasons.
Collaboration qualities	You can work together and discuss the next moves, but you can not play 2-player
Learning potential	Great in terms of insights and the ability to familiarize themselves with the 3rd world farmer, and to learn about their living conditions.
User evaluations	I really had a great time playing it with my family, and we talked about it for several days afterwards.
Innovation	
Lessons learned 1	
Lessons learned 2	
Lessons learned 3	
The SGD value of the game?	

Title	Arbejdsarenaen
Producer/developer	Serious Games Interactive
Genre and media	Point and click adventure
Produced for	Det frie forskningsråd / Kultur & Kommunikation
End users	People working in the knowledge industries
Educational sector	Yes
Form of interaction	Clicking signs
Brief description	<p>The online game Work Arena is centered on the bigger research projects about modern working conditions: Knowledge work and Stress - between excitement and strain; Welfare, productivity and self-management; and management of self-management. Furthermore, DI, DJØF, IDA and KL contributed to the development of the game.</p> <p>The Challenge They wanted to create an interactive online game, where people could experiment with and challenge their understanding of modern working conditions such as stress, balance between family and work, well-being and self-management. There are no simple solutions to the challenges we face in modern working life. These are challenges, which we must learn to deal with.</p>
Evaluation reference, if possible	http://www.seriousgames.dk/node/617
Link to game	http://www.arbejdsarenaen.dk/
Link to producer	http://www.seriousgames.dk
Link to user	http://www.seriousgames.dk

Game description	See above
Game qualities	Finding your own barriers and strengths by clicking signs
Interactive qualities	Poor
Collaboration qualities	None
Learning potential	Kind of stale, but the parts where you test your stress levels and your challenges could be useful
User evaluations	Cumbersome, and a little confusing to be in, gamified surroundings doesnt help much and there not much actual gameplay taking place
Innovation	Minimal
Lessons learned 1	<i>Experimental learning:</i> The player of the Work Arena game has the opportunity to experiment with different forms of knowledge and problems, that all relate to modern working conditions.
Lessons learned 2	Communicate differences: The game does not convey any one way of tackling the challenges of modern work. Instead it demonstrates the differences and nuances to give the player a deeper understanding of the situations.
Lessons learned 3	Experience the message: The Work Arena game gives the players an emotional experience. The players are challenged to react, experience and play through concrete situations. Instead of communicating the message to the players, they

	get the opportunity to experience it and make up their own minds. Call to action: The players' experiences in the Work Arena game lays the foundation for behavioral change outside of the game environment.
The SGD value of the game?	Maybe a good starting point for non-experienced gamers?

Title	Drabssag Melved
Producer/developer	MallingBeck/LearningLabDenmark
Genre and media	ICT supported role play
Produced for	(7th -9th grade - 13-15 years old)
End users	(7th -9th grade - 13-15 years old)
Educational sector	Primary school
Form of interaction	ICT supported role play - problem based material where media plays a large role.
Brief description	<p>Homicide/Melved is an interactive material for teaching Danish/Math/Natural Science/Social studies.</p> <p>The students play the roles of a police unit who are sent to Melved - a smaller town somewhere in Denmark - to solve several murder cases.</p> <p>They are presented to the cases through media. Objects found on the scene of the crime, finger prints, blood traces, wheel tracks etc. With the help of a forensic manual and a "forensic lab" the students try to get all information possible about their case to be able to draw an indictment.</p> <p>The communication skills of the students are challenged in this role play. They have to share ALL the information they receive, they have to evaluate on the things they are told and the things they read. What is true and what is not - and why.</p> <p>Approx. 20 lessons</p>
Evaluation reference, if possible	<p>Dette link er et speciale om flow og læringsspil. Fra s.42 er SagenMelved brugt som case.</p> <p>http://projekter.aau.dk/projekter/files/6141821/FlowOgLaeringsspil.pdf</p>
Link to game	http://drabssag.elevunivers.dk/
Link to producer	http://www.alinea.dk/ Learning Lab Denmark
Link to user	

Game description	<p>To play this you have to read quite a lot. You work in groups of 4-5 persons and need a lot of competences, so no matter your strength I think it is useful in this work.</p> <p>I am not really sure if I would actually call this a game. What I like about this is the professionalism. It looks good and the material looks real. It is not too smooth or patronizing or childish in its expression.</p>
Game qualities	<p>This is "just" an ICT supported role play, but I think the balance seems good. I think it's possible to participate no matter if you are a girl or a boy. The stories in the murder cases are credible.</p>



	You use the computer as a tool
Interactive qualities	Not that amazing.. but then: it isn't an aim of this material
Collaboration qualities	High
Learning potential	Good - I think
User evaluations	
Innovation	
Lessons learned 1	
Lessons learned 2	
Lessons learned 3	
The SGD value of the game?	They use a popular theme to excite students' desire to science. They do it professionally and that's very good. The design an entire expression means incredibly much in my world.

Title	Global conflicts
Producer/developer	<p>Serious Games Interactive Ravnsborggade 2-4, 2nd floor. 2200 Copenhagen N Denmark</p> <p>Phone number: Danish landline +45 48 44 51 92</p>
Genre and media	Global Conflicts "Global Conflicts" is an award-winning educational game series used for teaching citizenship, geography, and media courses.
Produced for	students
End users	students
Educational sector	Teaching citizenship, geography, and media courses.
Form of interaction	
Brief description	The series allows students to explore and learn about different conflicts throughout the world and the underlying themes of democracy, human rights, globalization, terrorism, climate and poverty. The game series is easy to use for teachers and is developed with close attention to curriculum requirements and ease of use in classroom teaching.
Evaluation reference, if possible	"My experience in using the games with school students has been most encouraging - the students perceive the games as an enjoyable way to learn. As they engage with and explore the unfamiliar context and characters, they have intense, animated conversations discussing possible actions and outcomes. Students collaborate to help each other make meaning out of and relate to all that in new in the games"

Link to game	http://www.globalconflicts.eu/
Link to producer	E-mail : support@seriousgames.dk
Link to user	

Game description	- the games come with a teacher package that includes a presentation (PowerPoint) of the episode and the related topic, which minimizes teachers' preparation time, so you can dive right into the conflict by presenting the different historical, religious, social, economic and political reason behind it.
Game qualities	"The students jump into the game. I am not sure how much of this is due to the new media, but when they play they are extremely engaged.
Interactive qualities	"My experience in using the games with school students has been most encouraging. The students perceive the games as an enjoyable way to learn. As they engage with and explore the unfamiliar context and characters, they have intense, animated conversations discussing possible actions and outcomes. Students collaborate to help each other make meaning out of and relate to all that is new in the games"
Collaboration qualities	<ul style="list-style-type: none"> * Your students will get robust understanding of social science curriculum * Your students will be engaged in immersive real-world simulations * You can follow your students progress through the material
Learning potential	- the series allows students to explore and learn about different conflicts throughout the world and the underlying themes of democracy, human rights, globalization, terrorism, climate and poverty. The game series is easy to use for teachers and is developed with close attention to curriculum requirements and ease of use in classroom teaching.
User evaluations	<p>"Compared to reading for an hour I have learned much more from playing this game." Anne Sofie 17 years, Rysensteen Gymnasium</p> <p>"Here you can walk around and see what is happening. In some way you actually experience it. I think you learn a lot from this." Rasmus 14 years, Rosenlundskolen</p> <p>"It is a smart idea to let us see the issue from different perspectives. This makes us much more interested in the topics." Theresa 18 years, Nærum Gymnasium</p> <p>"When you are playing the game, you remember things better than if you are only being taught by the teacher." Niels 14 years, Hastrupskolen</p> <p>"It is a cool way of learning." Sofie 17 years, Rysensteen Gymnasium</p>
Innovation	"They (the students) get to see the inside of the conflict... They are confronted with moral dilemmas and have to decide what to write about. I can say what is right and wrong, but I can't make it so alive
Lessons learned 1	BORDER CROSSING A Girl was shot at the Mexican-American border. How was she killed? What future is waiting for her baby?
Lessons learned 2	AFGANISTAN In a small village in Afghanistan, a school has been attacked. Who is behind in



	the attacks? Can a peace be negotiated? Can you balance the dangers, the idealism and the needs for education, and reach a valuable solution?
Lessons learned 3	CHECKPOINTS - there have been reports of increased problems along the Jerusalem border which has contributed to an increase in security at checkpoints. What goes on at these checkpoints, and what kinds of stories are told there?
Lessons learned 4	MILITARY OPERATION The Israeli Defensive Force is preparing a military operation to go to find a Palestinian terrorist suspect. How are the suspect terrorists treated, and are their rights upheld?
Lessons learned 5	SWEATSHOPS Around 4,9 million children in the age 5-14 years are working in Bangladesh. Why are these children working and what are their alternatives?
Lessons learned 6	CHILD SOLDIERS More than 25.000 children have been abducted to serve as child soldiers in the local armies in Uganda. Why is this happening and how can justice best be ensured?
Lessons learned 7	MASQUILADORAS Close to the Mexican-American border a Masquiladora has closed recently. Why does the union fight against the workers and who will be held responsible for the polluted river?
Lessons learned 8	YEAR ONE The recent riots in Cochabamba have cost the lives of two people. Research the tensions between the ethnic groups. Who is organizing the riots?
Lessons learned 9	ELECTION DAY Investigate an assassination attempt on a political candidate in Guatemala. What has the candidate done during the civil war?
Lessons learned 10	EL PATRON A native girl has vanished from a farm in the Bolivian countryside. Searching her it dawns on you that something on this farm is terrible wrong?
The SGD value of the game?	Students collaborate to help each other make meaning out of and relate to all new in the games"

Title	Hitman (Codename 47, Silent Assassin, Contracts, Blood Money and Absolution)
Producer/developer	Developed by the Danish game company IO Interactive and published by the English publisher Eidos Interactive
Genre and media	This is not a dedicated learning game but an entertainment game - with learning potentials. The genre is a mix of first person shooter, adventure and action game.
Produced for	Eidos Interactive
End users	Adults - you have to been 18 years of age in Denmark to buy it
Educational sector	Solving problems in general and being creative
Form of interaction	One of the unique things in Hitman is the response from the surroundings. If your avatar (i.e. Agent 47) is in disguise and is walking, he can go around the enemies



	but if he run or shoot the surrounding will react - he will get problems.
Brief description	The gamer play Agent 47 who is a hitman on varies contract or assignments. The mission in the game is to kill as few as possible and offend only the target. The missions are located around the world in very different environments e.g. mental hospital and high society palaces. To complete each level or mission you have to solve several goals.
Evaluation reference, if possible	
Link to game	www.hitman.com
Link to producer	www.eidos.com
Link to user	

Game description	<p>The avatar Agent 47 is a very important component in the game because the gamer identifies with the avatar. The agent is characterized by wearing black suit, always have shaved head and by having a bar code tattooed on his neck. A big issue in the game is to move around unnoticed. In a traditional first person shooter game the gamer have to shoot and kill unrestrained and without thinking a lot. In Hitman you have to sneak close a guard, anesthetizing or beat him unconscious, take his clothes and walk among enemies until you get so close to the target that you can kill it.</p> <p>In some missions the agent has no weapons from a start and has to either to operate without or find some in hidden places. However the agent has as default a fiberwire which he characteristic for the game can pass through metal detectors and strangulate silent.</p> <p>The targets are namely very criminal persons such as drug kingpins and dictators but if it is necessary Agent 47 don't hesitate to kill innocent people. It is possible to play the game in a traditional mode where you kill anything that moves but then the guards are much more alert, you will get a bad reputation in the next level and you won't earn a lot of money/points.</p>
Game qualities	<p>The avatar is sublime and very easy to identify with. When you are playing you ARE the agent and think and acts like him.</p> <p>The soundtrack is unique and was awarded the title of Best Original Music at the 2005 BAFTA Game Award. It is composed by Jesper Kyd. The complex and well composed music gives the game a special atmosphere.</p>
Interactive qualities	<p>The game intelligence is very high and results in great immersion in the game. When you are playing the game you experience the opponents almost as living people and you sneak very nervous close to them as you concentrated monitories them.</p>
Collaboration qualities	<p>The game can be played alone but it is best done in a small group. Controlling the game is not the most important aspect in playing but more to come up with creative problem solving suggestions. Play the game in a group feels like watching a movie together with gamers starring in the key role.</p>
Learning potential	<p>The major problem is the predicate "Blood and gore intense violence". I find it too violent for an educational institute. However there are a great learning potential in the game. The gamer has to solve many problems and in a creative way.</p>
User evaluations	<p>I find it very appealing that the gamer have to think and experiment a lot to play the game. The game universe absorbs the gamer and loose time and location orientation - for a while. The violence is the main problem in using it in educations.</p>
Innovation	<p>The first games of Hitman created a new way of developing intelligent games</p>
Lessons learned 1	<p>It would be perfect to create a serious game with the same elements that makes</p>



	Hitman a unique game. In developing a serious game it is important to have a cool avatar the gamer wants to identify with. The game intelligence is important for the game experience. In making an unique atmosphere the soundtrack cannot be emphasized enough.
Lessons learned 2	
Lessons learned 3	
The SGD value of the game?	

Title	Klimaspillet / Klima i historien
Producer/developer	Serious Games Interactive
Genre and media	SG
Produced for	Nationalmuseet
End users	Students between 13-16
Educational sector	History
Form of interaction	Timeline and "God" game .. You control the various means of progress and survival in your age.. As time passes. By setting persons to hunt, sow, gather etc.
Brief description	The solution consists of a time-line based webpage that allows the player to zoom in on interesting articles for 10 specific time-periods ranging from the ice age to a glimpse of what might happen in the future. We also developed games for three of the most significant periods, which lets the player experience how the dynamic between climate and people have affected the way we live. From the time of hunting and gathering where people had to adapt to natures changes to the way we live today, where people are in-fact changing nature.
Evaluation reference, if possible	http://www.seriousgames.dk/climateintheiceage
Link to game	http://klimaihistorien.skoletjenesten.dk/spil
Link to producer	http://www.seriousgames.dk/
Link to user	? http://www.seriousgames.dk/node/460

Game description	See above
Game qualities	Historic placement of what an age is "about" .. Breakthroughs come as improvements to the game
Interactive qualities	A little shady in terms of interaction
Collaboration qualities	none
Learning potential	Yes some
User evaluations	Ok, but not great
Innovation	Very little



Lessons learned 1	Some breakthroughs that are nice to know
Lessons learned 2	
Lessons learned 3	
The SGD value of the game?	Its a simple learning game

Title	Magtens segl
Producer/developer	Developed by the University of Aarhus
Genre and media	Historically, learning games about Aarhus In the Middle Ages. It is an online PC games
Produced for	For high school students
End users	
Educational sector	Secondary level
Form of interaction	You ask and get answers. You must consider things before you can move forward. For example, you must at certain place swap clothes with someone in order to look like one from the Middle Ages (you have modern clothes in the beginning). Otherwise you cannot move forward.
Brief description	Magtens Segl is about Bea - a girl from the present, who is accidentally sent back to the year 1458. In the medieval town people are struggling to have power. You must help Bea to swerve between the warring partners and find the Seal of power, so she can come back home. You need to familiarize yourself with the inhabitants living and thinking. Otherwise, Bea stay in the past the rest of her life. And then she is getting mad, and it is not fun for those she is compromising!
Evaluation reference, if possible	
Link to game	http://static.magtenssegl.dk/static/index.html
Link to producer	http://danmarkshistorien.dk/leksikon-og-kilder/vis/materiale/magtens-segl-1/
Link to user	

Game description	
Game qualities	I like the design and the characters. It look very nice when you enter the game. There was youth-language into the interactions. If you chose some of the more flippant answer, you usually were told to go away. It was okay fun. But you are not getting anywhere You actually got some knowledge about Århus in the Middle Age. It was visualized very well, for example, you could see how small the harbor was at that time, and you could also se that the cathedral was not quite finished. There were lots of times when you were about to fall asleep because there simply didn't happen anything. It also took a long time before you got into the flow. It is a game you have to force yourself to play. The game is probably fun in a very academic instruction.

Interactive qualities	
Collaboration qualities	You can use each other to solve problems. E.g. the thing about swapping clothes. Also about how to get started with the game in the beginning.
Learning potential	If you up to it, you can learn a lot about Aarhus in the Middle Age. You'd probably learn it faster by reading history books or Goggled it online. Well maybe you wouldn't get around as much in different parts of Aarhus and be aware of the issues which were at that time, by using Google, but the game was simply too boring.
User evaluations	
Innovation	
Lessons learned 1	
Lessons learned 2	
Lessons learned 3	
The SGD value of the game?	

Title	Moviestar
Producer/developer	MovieStarPlanet var oprindeligt udviklet i samarbejde med Danmarks Pædagogiske Universitetsskole, samt et antal folkeskolelærere.
Genre and media	Social website
Produced for	Children between 8 and 15 years
End users	
Educational sector	
Form of interaction	
Brief description	
Evaluation reference, if possible	
Link to game	http://info.moviestarplanet.dk/om-moviestarplanet.aspx
Link to producer	
Link to user	

Game description	<p>About MovieStarPlanet</p> <p>MovieStarPlanet is a fun and safe place on the Internet, where children can have fun while they learn English. MovieStarPlanet challenge children to be creative while they use the English language, so that they improve their written English skills in a fun and innovative way.</p> <p>MovieStarPlanet is a social website, where children and youngsters can cooperate white their friends about create small animated films. The dialogs in the films are written in English so that the children can improve their English skills in writing. MovieStarPlanet is a mix of Face book and YouTube with an</p>
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	<p>associated learning dimension.</p> <p>You can also participate in quizzes activities, where you can collect money in order to raise your level.</p> <p>A large part of the game is also about how you dress and how cool you look. In addition, the children also talk about their fictional characters characteristics. And here it gets fun because the talks they have they mix up the characteristics of their fictional characters together with their own characteristics, as well as their wishes for how they would want to be. This gives them the opportunity to test their own characteristics in a safe forum.</p> <p>On MovieStarPlanet each child create its own virtual MovieStar-character, which is used in films together with their friends characters. The children can share their films with each other and recommend each other's films.</p> <p>Depending on how popular the films are, the virtual MovieStar will be awarded with virtual Fame and virtual money, and will be offered new possibilities in future films. The virtual continuous progress of the MovieStars gives MovieStarPlanet an important element of play and competition that appeals to children and young people.</p> <p>MovieStarPlanet is a social online world with a MovieStar theme. It's about having fun, but MovieStarPlanet is also developed for the purpose of learning the English language. MovieStarPlanet has been developed in close collaboration with Danmarks Pædagogiske Universitetsskole and a number of teachers.</p> <p>Have fun while learning English. Each child receives a personalized MovieStar character, which can be used in films, chat rooms and games, and to make new friends worldwide. MovieStar characters will earn fame points og StarCoins when making films, and these can be used to buy new cloths, new animations and a lot more which will make it easier and more fun to make new and better films.</p> <p>MovieStarPlanet can be used by everyone, but aimed at children ages 8-15. MovieStarPlanet is a safe place to spend time with friends and meet new friends from around the world.</p> <p>When you create films on MovieStarPlanet, the children will through self-expression, improve their written English skills. Through that, that MovieStarPlanet is web based, children can communicate and connect with other children throughout the world, and thereby improve their English skills.</p>
Game qualities	The social part of the MovieStar is very large. There will be networking between the sexes.
Interactive qualities	The social dimension encourages real communication between children who play, where there is formed a network across real relationships or relationships in reality. The large interactive challenge is in communication with sexual, comradely and friendship issues - when these matters are discussed between peers, children and parents, girls and boys.
Collaboration qualities	Look - social interaktion
Learning potential	Children learn about, in a distanced way, sexuality and the difficulties which are related to puberty. The game is a safe base where you can wonder and you get answers without being confronted.
User evaluations	The game itself is not an asset but the ideas behind is useful. Many PC games appeal to the users to handle difficult issues without being directly involved.
Innovation	
Lessons learned 1	I have not played the game myself, but I have been sitting next to my kids(7 -10 year old boys) while they have been gaming. I have observed all of interactive parts of the game at close quarters. I have also talked a lot with the boys about the game.
Lessons learned 2	

Lessons learned 3	
The SGD value of the game?	

Title	Ordjagt
Producer/developer	Wizkids A/S (LingApps)
Genre and media	Learning game APP
Produced for	All ages - but from 4 years and up ..
End users	
Educational sector	
Form of interaction	Individual
Brief description	It's about finding as many long words as possible and as quickly as possible. You get a "board" with letters on, and every time you create a word, the letters you used disappears. You can compete against yourself or against other and see who can score most points and words in the shortest time - if you want!
Evaluation reference, if possible	
Link to game	http://itunes.apple.com/dk/app/ordjagt/id467588307?l=da&mt=8&affid=1794437
Link to producer	
Link to user	

Game description	see above
Game qualities	You can practice alone without having others watching you. There is a strong element of competition because you have short time to find as many long words as possible! You will not be bored! Each round takes 90 sec.
Interactive qualities	It is possible to share your high score and challenge your friends on facebook or via mail, and thereby compared to others high score.
Collaboration qualities	
Learning potential	Concentration, tactics, word formation
User evaluations	Fun game that requires that you are focused and concentrated. It is possible to improve and become more tactical. The game will though in the long term be a boring because it is very monotonous and you don't have the ability to choose difficulty level.
Innovation	
Lessons learned 1	
Lessons learned 2	
Lessons learned 3	

The SGD value of the game?	

Title	Erling the lærling
Producer/developer	Videncenter for Arbejdsmiljø
Genre and media	Facebook Game and related forum
Produced for	Videncenter for Arbejdsmiljø
End users	It is intended as an offer for young people in education in the construction industry and those involved with the young people, either as teachers or employers.
Educational sector	The construction industry
Form of interaction	Arrow keys left / right
Brief description	Erling the Lærling is really having a hard day on the construction site. Things fall head on top, he is close to getting his arms sawed and is constantly bulldozed by the boss. Help Erling to survive his job - preferably for longer than your friends can keep him alive.
Evaluation reference, if possible	http://www.arbejdsmiljoviden.dk/Aktuelt/Nyheder/2011/01/25012011-Danmarksmesterskaber-i-Erling-the-Laerling
Link to game	http://www.facebook.com/erlingthelaerling
Link to producer	http://www.arbejdsmiljoviden.dk
Link to user	http://sjaksnak.dk

Game description	One must (with the arrow keys) control Erling through a straight-out-track, so he avoids injury. In addition to steer round construction mess and other hazards of the site, you must steer him to pick the good safety stuff up and use make him use them along the way - it prolongs his life. At the same time it is important to get him walk / keep going as far as possible. The number of meters he walks is the number of your score.
Game qualities	Very simple game, uncluttered and you can get a bit of a grip to do well and beat your own High score - or others. So the element of competition works well. A nice little easy and simple game - if you play the game many times, I guess it's because of the competitive factor - to beat your own or others' records - rather than the game itself. The idea of combining the game with a forum concerning work environment, I think, is a great idea, but in practice, it unfortunately does not really seem to work - there is a large gap between the contributions (http://sjaksnak.dk/)
Interactive qualities	Very little interactivity: right / left key to move right / left + key 1, 2, 3 to use the health and safety thing.
Collaboration qualities	The idea of the forum could provide the basis for cooperation / discussion
Learning potential	Focus on working environment
User evaluations	

Innovation	
Lessons learned 1	Sharpens the awareness of why one should use different safety equipment. I think it is a good way to remember it. The game can also help you to remember that you have certain rights - in a fun way.
Lessons learned 2	Forums do not run by itself.
Lessons learned 3	Discovered that I personally could be seized by beating my own high score - to a certain limit, then it became monotonously
The SGD value of the game?	Inspiration

Title	Hjernelounge
Producer/developer	Serious Games International
Genre and media	Webbaseret/Flash
Produced for	Nordic Brain -in collaboration with the Sundheds-og Omsorgsforvaltningen in Københavns Kommune
End users	Elderly people 65+
Educational sector	Training within the elderly sector Training different areas of the brain
Form of interaction	Drag and drop - click
Brief description	A series of brain-training games. The games allow you to exercise language, memory, visualization, concentration and analytical capabilities. The games are designed specifically for Elderly people. The games are available on-line.
Evaluation reference, if possible	http://www.nordicbrain.com/metoden/dokumentation.html
Link to game	http://hjernelounge.dk/
Link to producer	http://www.seriousgames.dk
Link to user	http://www.nordicbrain.com/hjerneloungen/

Game description	Hjernelounge consists of 5 small games that target senior citizens and uses entertaining games in five categories to train the brain function. The games are independent of each other, Linguistic awareness (Kludder Ord), where you must form a word from given letters - also inspired by a picture Memory (Huskespillet), common memory game Visual and spatial abilities (Tangram Lounge), form shapes with geometric pieces on top of existing shapes. Concentration (Farvejagt), you have to repeat a sequence consisting a sound and a color (each color has a particular sound) Analytic functions (Regnespillet), here you have to figure out calculations quickly and they become harder and harder.
Game qualities	Together the 5 small games cover the broad and provides variations. And the

	<p>way everything is screwed together is consistent with the way it is intended to be used - training the brain in elderly, who may not be as experienced in using computers: you start when you're ready, you get just a brief hint of what the game is about / can help you with, you can easily study the rules of the game which is quite manageable, you can select different difficulty levels, it doesn't say "you are good / bad", but your score is shown in a neutral way. And you can just try again if you want.</p> <p>TANGRAM LOUNGE: the way the pieces fit in one of the shapes (the soft ones) seems to me very illogical.</p> <p>HUSKESPIL: it is good that one can choose different difficulty levels</p> <p>REGNESPILLET: somewhat prolonged - perhaps because you do not know when it ends or if you have to end it yourself. Good that it gets more and more difficult</p> <p>KLUDDER ORD: good to think the combination of word and image - though the connection between the two can be a little tricky. Good that you can help yourself along by just trying (each letter can only be used in a certain place), but it makes it also very easy then.</p> <p>FARVEJAGT: interesting to remember the combination of sounds and colors / the order</p>
Interactive qualities	<p>The fact that you are competing against time makes you smarten up / concentrate and try things you might not have tried if you had more time, but on the other hand, it can also stress you - especially if you're not that used to using the computer.</p> <p>You act (e.g., moving a piece or keys some numbers) - and something happens - it is clear and transparent. It works and the games are comprehensive and accessible and very well guided. It's also nice that you can choose to receive tips along the way - there's nothing dangerous, but still a little excitement - and you can just try again. I think the design is a little childish for the audience.</p>
Collaboration qualities	You can compete against yourself or others (indirect) - it would be nice though if you could see other participants results on-line
Learning potential	Training of the brain in different disciplines, training in using the computer
User evaluations	
Innovation	
Lessons learned 1	Clarity is good. The importance of the user to know where you are in the process and how to influence it.
Lessons learned 2	The games and the whole set-up and consistency (apart from the design) fits well to the target group, I think.
Lessons learned 3	Competition element and time pressure is good in some situations
The SGD value of the game?	Inspiration

Title	Limbo
Producer/developer	Playdead team, Arnt Jensen
Genre and media	Film Noir 2D Level Puzzler
Produced for	Entertainment
End users	Gamers with a knack for puzzle solving, and a heart for aesthetics, storytelling and art.

Educational sector	If you say so
Form of interaction	Jumping, running, climbing, moving, combining objects to get further into the game.
Brief description	Haunting dark and atmospheric game, where your main character travels through horror wastelands to save a sister... Solving level puzzles and dying a lot on the way.
Evaluation reference, if possible	http://www.dr.dk/Nyheder/Kultur/2010/08/18/141750.htm
Link to game	http://limbogame.org/presspage/
Link to producer	
Link to user	

Game description	See above
Game qualities	Excellent storyline, atmospheric, challenges, sounds, graphics and plot...
Interactive qualities	Speed, eye-hand coordination, foresight, creative solution making, consequence apprehension, empathetic and immersion based game play
Collaboration qualities	Haven't tried multiplayer
Learning potential	Vast... Emotional, empathetic and cognitive affectives, as well as obstacle and puzzle-grinding capabilities
User evaluations	My favorite game ever. Because of the unique ambience created by stunning visuals and atmospheric sounds..and creative thinking puzzles that really challenges your prerequisites. Using gore in understating aesthetically rewarding ways. A game you just want to BE in, all the time! Winning is just a side-effect, albeit, an agreeable one.
Innovation	Inventing a new genre while leaning on cinematic classics..and often allowing for more than one solution.
Lessons learned 1	Many
Lessons learned 2	More
Lessons learned 3	And then some
The SGD value of the game?	Excellent value for reference vis-à-vis game play, plot drive, imagination and innovation!

