

Co-Creativity Assessment in the Process of Game Creation

Margarida Romero¹, Sylvester Arnab², Cindy De Smet¹, Fitri Mohamad³, Sarra Abdelouma³, Jacey-Lynn Minoi³ and Luca Morini

¹Laboratoire d'Innovation et Numérique pour l'Éducation, Université Côte d'Azur, Nice, France

²Coventry University, Coventry, UK

³Social Informatics and Technological Innovations, University Malaysia Sarawak, Malaysia

Abstract. We consider game design as a sociocultural and knowledge modelling activity, engaging the participation in the design of a scenario and a game universe based on a real or imaginary socio-historical context, where characters can introduce life narratives and interaction that display either known social realities or entirely new ones. In this research, participants of the co-creation activity are Malaysian students who are working in groups to design educational games for rural school children. After the co-creativity activity, learners were invited to answer the co-creativity scale, an adapted version of the Assessment Scale of Creative Collaboration (ASCC), combining both the co-creativity factors and learners' experiences on their interests, and the difficulties during the co-creativity process. The preliminary results showed a high diversity on the participants' attitudes towards collaboration, especially related to their preferences towards individual or collaborative work.

Keywords: game-based learning, game design, creativity, co-creativity process, collaboration

Pirate Plunder: Game-Based Computational Thinking Using Scratch Blocks

Simon Rose, Jacob Habgood and Tim Jay

Sheffield Hallam University, UK

Abstract: Policy makers worldwide argue that children should be taught how technology works, and that the 'computational thinking' skills developed through programming are useful in a wider context. This is causing an increased focus on computer science in primary and secondary education. Block-based programming tools, like Scratch, have become ubiquitous in primary education (5 to 11-years-old) throughout the UK. However, Scratch users often struggle to detect and