

# Research Support Games Day #2: Notes

This is the communal notes document for Research Support Games Day #2. All attendees are welcome to contribute to these notes, which will be shared after the event. Each of the planned sessions has a separate section. There are also two additional sections at the end: one for comments not directly related to any single session and another for general feedback about the event.

The organisers additionally recommended the use of [#ResearchSupportGames](https://twitter.com/hashtag/researchsupportgames) (<https://twitter.com/hashtag/researchsupportgames>) on Twitter during the event.

---

## Morning Sessions

### Welcome

- Previous event (RSGD #1) held in-person at Glasgow Caledonian University in 2019 with about thirty attendees.
- This event (RSGD #2) online and therefore glad to be able to invite more people, especially from outside the UK.
- George Bray (Robert Gordon University) introduced himself and Valerie McCutcheon (University of Glasgow) who are the organisers and co-ordinators for this event.
- Purpose of RSGD is to promote the use of games-based education by research support services.
- The event is meant to be fairly informal, but also tight schedule. Questions to be posted in Zoom chat and, if time at the end of a session, presenters may be able to respond to some questions verbally. This notes document will also list some questions to which answers may not have been given, as potential prompts for future discussions.
- There is a poll running over the course of the day: "I want to see more games about...". George and Valerie have selected a range of topics that are currently underrepresented in existing games, and attendees should vote for their favourite idea. At the end of the event, the most popular topic will be announced and the aim is to encourage game developers to work on a game around that topic over the course of next year.
- Reminder about George and Valerie's list of research support games and related resources: <https://bit.ly/3n04jev>

### Questions

1. Does anyone recommend a hub to access many research support games from different creators?

*All of the games that you are hearing about today are also in our big list of resources (<https://bit.ly/3n04jev>), so you can find links to more information about them there.*

2. Is it an extendable list?

*Sort of! People are welcome to e-mail [g.r.bray@rgu.ac.uk](mailto:g.r.bray@rgu.ac.uk) with suggestions for things to add.*

3. Will we get a copy of the slides as well?

*Yes we plan to share everything we have permissions to share.*

4. Sorry, could you remind me what the hashtag is again please?

*#ResearchSupportGames*

---

## Talk: The VALUE Foundation and Games in Academia

Aris Politopoulos - VALUE Foundation

- The Challenge – A lot of people are interested in playing games related to the past. People want to feel connected with the past.
- Value project – started 2015 by 5 individuals who had a passion for gaming and academic knowledge of heritage and archaeology. They began streaming straight away and have been streaming for over 200 hours, including tonight (Tuesday 8th).
- Past as a playground – Video games are big business. Data shows that all ages play video games, 65% players claim to prefer to play with others. Long history in video games. Want to bridge the gap between Ivory Tower and the playground. What kind of past events do people want to play? Strategy, (Hi)story/Adventure, First person shooter
- RoMeinCraft project – Roman Limes setting in the Netherlands. Grew and now includes other provinces in South Holland
- Held public events, where people could build, and others could view.

## Questions

1. How long did it take to create the Roman Limes in Minecraft?

*It took us a couple of months to do all the research and get accustomed with the software. Now it doesn't take us all that long any more as long as we have the available material (e.g. maps, height maps, plans). Generally if the archaeological material is there, it is easier than it seems*

2. What was the programme called again to which you imported the maps in order to edit them?

*The software we used is called World Painter and it works with the Java Version of Minecraft. We are looking on how (and if) we can properly adjust this for the windows version but it's a bit tricky.*

### 3. Do you know of games being used in social sciences?

*There have been people who use games in social sciences and there are some publications about it. In our conferences we had social scientists occasionally, not necessarily always using video games, but play as a concept more broadly.*

## Comments from Zoom chat

- "... not only have I learnt something; I have found something to do with my children"
- "Well articulated and totally agree about academia meeting with the public - and I include use of games for research support in that."

---

## Lightning Talks, Round 1

### Creative Commons Card Game

Claire Sewell - University of Cambridge

- Aim: use the CC elements to build a licence bespoke to what the player wants for their purpose.
- Set of cards – printed on paper, laminated to make them stronger.
- Developed to engage the audience to apply theory and reinforce learning, spark discussion and be adaptable to different audiences.
- Taking the game online- stand-alone resource, now developed card game to a quiz
- Paper version: <https://bit.ly/CreativeCommonsCardGame>
- Online version: <https://bit.ly/CreativeCommonsCardGameOnline>
- We put the paper version online in a rush and didn't realise how popular it would be. It's currently in a PPT format but we are currently working on a new, more accessible version to enable more people to use it. (CS)

## Comments from Zoom chat

- "I have used these in a similar way to this:  
[https://www.elsevier.com/\\_data/assets/pdf\\_file/0004/880357/ACAD\\_LIB\\_ResearchMetricsReference\\_WEB.pdf](https://www.elsevier.com/_data/assets/pdf_file/0004/880357/ACAD_LIB_ResearchMetricsReference_WEB.pdf). It's true that it gets them applying it straight away so they learn more."
- "We have used this in Bangor and it worked extremely well. Great to see there is an online version now. Will definitely be looking into that."
- "Please feel encouraged to provide also [a] more open format for download"

## Research Management: The Game

Rob Johnson - Research Consulting

- Team building exercise for individuals involved in the management of research.
- Small groups (between 5-6) – given budgets and choose which departments get the money. 3 rounds. Set budget. Bonus and Disaster cards. Funding calls and Policy changes. Approx 30-60 mins.
- Downloaded over 1,000 times.
- <http://doi.org/10.5281/zenodo.3584128>

## Researchers, Impact and Publications (R.I.P.)

Kirsty Merrett and Christopher Warren - University of Bristol

- Research Data Management resource based on Cards against Humanity (<https://www.cardsagainsthumanity.com/> )
- A 'card czar' asks a question and players have to 'defend their answers'. Comic questions for light relief and for when you don't know the answer/don't have the correct card.
- Can be developed as a 5-minute ice-breaker/wrap up activity to check understanding and measure improvements.
- <https://data.bris.ac.uk/data/dataset/1nufzjw3m9ho72cwisj1pwc75h> - all game data, published through data.bris, the University of Bristol's own data repository
- <http://biggerblackercards.com/> - the online tool, using GitHub code, through which they produced the card templates. The code itself is at <https://github.com/bbcards/bbcards>

## Questions

1. Do researchers appreciate you being humorous about this? I would love to try this but feel like I'm not taking things seriously!

*They love it. It's the 'cynical' side that appeals*

*(from another attendee): Personally, my experience is that researchers do like some humour in a game.*

*(from another attendee): Humour definitely works in my games! I'm a big fan of making things a bit silly.*

2. If I don't have a bunch of people to play with, do you have any recordings going through this process?

*We are in the process of developing an online version... it's not a quick process!*

3. Do you guys have twitter?

*Yes we do! @databris*

## Comments from Zoom chat

- Links for R.I.P. (Researchers, Impacts and Publications game):
    - <https://data.bris.ac.uk/data/dataset/1nufzjw3m9ho72cwisj1pwc75h> - all game data, published through data.bris, the University of Bristol's own data repository
    - <http://biggerblackercards.com/> - the online tool, using GitHub code, through which we produced the card templates. The code itself is at <https://github.com/bbcards/bbcards>
    - <https://www.quora.com/Whats-the-grammar-structure-of-Cards-Against-humanity> - one of our starting points for understanding the syntax and grammar of building up a deck of suitably worded question and answer cards
    - <https://www.cardsagainsthumanity.com/> - the original, of course.
  - "I've played the game with some colleagues and found it great fun. I like the idea of using it as an ice breaker."
- 

## DANS Data Game

Ellen Leenarts and Ricarda Braukmann - DANS

- All information about the DANS Data Game is available online: (<https://dans.knaw.nl/en/about/organisation-and-policy/dans-dataquartets>)
- Paper version: [downloadable pdf](#) (you can also order a printed version)
- Online: [all](#) 20 quartets or [subset](#) of 10 quartets
- Overview: - Data Archiving and Networked Services (Netherlands).
- 15 years old, as a celebration of a significant anniversary, thought it would be nice to produce a game. Developed Card game: 20 quartets (now subset of 10 quartets, which takes 30 mins).
- Goal: collect sets of 4 cards. Up to 6 people. Ask other players for specific card that you would like to collect. (various similar card game played in different countries e.g. in UK "Happy Families" / "Beggar My Neighbour" ; in France "Seven Families")
- Quiz: Mentimeter quiz, based on content from the cards.

## Questions

1. Is it possible to play the game online at any time? How much does the print version cost?

*Yes, as long as you can find other players. The print version is free -*  
<https://dans.knaw.nl/en/about/organisation-and-policy/dans-dataquartets>

2. If you have acquired a quartet would that quartet be safe from being "snatched" by other players?

*Yes, a quartet is safe*

3. How do you get the participants to engage with the content in the cards?

*(from another attendee) Engaging with the content is key.*

*(from another attendee) I can see it being more engaging if the players are also able to communicate on Zoom - maybe in breakout rooms.*

*(from another attendee) It would be nice if there was a mini chat between the 4 players.*

*(from another attendee) [As a] kind of icebreaker, it would be interesting to add a chat option for each group.*

*[The game is] also about knowledge sharing. We heard many data supporters have used it as a learning resource - a small, pocket-sized give-away.*

4. Is the mechanic of collecting sets connected to the learning outcomes?

*(from another attendee) I would think so as you have to read the options on each card.*

*(from the original attendee) So, every topic is broken down into 4 different aspects - then the game mechanic is to 'specialise' in one aspect. I'm interested to hear more about why this choice was made for the game design. I think it gives a good overview but I'm not sure that the mechanic (collecting 1-4 of each set) explicitly encourages engaging with the content of the cards... do you get people to talk about their sets after the game finishes? A debrief here would really allow people to get to grips with the content.*

5. Who is the target audience? Is it aimed at researchers, data stewards, data curators or Research data managers?

*All of the above!*

## Comments from Zoom chat

- "This must have been a lot of work! wow! And what a great idea to show an explanation video."
  - "I have a printed version and the production is very nice."
  - "This is fun, you really have to pay attention to what's going on/content of the cards."
  - "Cool game!"
  - "Not developing the online version with further improvements (e.g. accessibility improvements, in-game chat, etc.) would be a shame."
  - "I enjoyed this. Definitely a straightforward online game I would be able to roll-out, but I'd want to find a way to increase engagement with the content."
-

# Afternoon Sessions

## Talk: Games and Graduate Skills

Matt Barr - University of Glasgow

- HEIs are under pressure to equip students with skills and competencies (graduate attributes). Important for the workplace, but essential for researchers. Video games exercise many of these skills – resourcefulness, adaptability, communication skills, leadership.
- Civilisation 3 was the inspiration for Uni Glasgow study – not about learning history (i.e. dates), but developing an understanding on how history works and interplays with politics and other subjects. 100 UG students began the study and were tested at beginning and end for three skills (because they were measurable): 1) Communication 2) Adaptability 3) Resourcefulness. Results indicated that, under these circumstances, users improved these skills.

## Comments from Zoom chat

- “I like that idea of using the tension between 'real' history and the way history is presented in a game to provoke discussion about representation etc.”
  - Other games that promote working as a team (some with perhaps too much pressure?):
    - Overcooked
    - Trine 4
    - Among Us
    - Keep Talking and Nobody Explodes
    - Hanabi
  - “That is so interesting about the ‘reputation’ of [getting students to play mainstream computer games for educational purposes]. I guess people would presume you are encouraging ‘in the wild’ games use and those permissions limitations are very telling.”
  - “Love the idea of games to teach transferable skills”
  - “The Mind is a great game to play in person for learning to "read" each other - fantastic as an icebreaker.”
  - If anyone wants to try Hanabi with me one evening hit me up on twitter @DAbbottResearch - so interesting for critical thinking skills.
-

# Data Horror Escape Room

Lena Karvovskaya, Elisa Rodenburg (Vrije Universiteit Amsterdam) and Joanne Yeomans (Leiden University Libraries)

- Game is open to share with all who are interested: <https://sites.google.com/vu.nl/datahorror/home>
- The game can be played alone or in teams (3/4 persons per team works well).
- When played in teams it promotes discussion about data management planning.
- Halloween themed Escape room (Data horror) – launched as part of data horror week 26-30 Oct 2020. Consists of 6 puzzles connected to issues covered in a DMP.
- A blog post introducing the concept can be found at:  
<https://digitalscholarship.leiden.nl/articles/learn-about-data-management-concepts-in-this-online-data-horror-escape-room>
- Other links to virtual escape rooms suggested in chat:
  - <https://www.bespokeclassroom.com/blog/2019/10/4/how-to-build-a-digital-escape-room-using-google-forms>
  - <https://www.google.com/amp/s/www.theverge.com/platform/amp/2020/7/15/21324558/google-forms-virtual-escape-rooms-librarians-games-puzzles-homeschooling>
  - <https://ptlibrary.org/hogwarts-digital-escape-room/>
- Lots of chat about the intended and unintended benefits for playing the games e.g. not hiding errors is important in open research, some players might get quite different benefits from others or from what is intended.

## Questions

1. I see on the edu.nl link it says mainly built using Google Forms. Did it need any other building e.g. Javascript?

*No, just Google Forms.*

2. Is the escape room designed for single player?

*It can be played solo or done in teams using breakout rooms.*

3. Would I be permitted to share this with colleagues in the library?

*Yes - it is open for use and re-use.*

4. Is there a tension between competitiveness and the time pressure and learning/remembering the information do you think? I've been looking at time pressure recently as a game mechanic in terms of encouraging/inhibiting learning.

*[Answered verbally - see recording]*



## Comments from Zoom chat

- “We played this with all of DANS on our virtual day out. The teams consisted of 4 players and we had a separate chat room to talk to each other. It was brilliant!”
  - “I love your Escape Room. I came across it a few weeks ago. Now inspired by you I am working on my own FAIR data Escape Room. I am hoping to use it as a test your knowledge part of some of my online learning resources.”
  - “I think this game more than any other we have seen so far today encourages engagement with the subject matter - it really does require you to think about what constitutes personal data, metadata etc.”
  - “Great fun, my first escape room - very well designed and felt like an achievement to escape!”
  - “Really enjoyed this - we are doing a collaborative project between history and archives and had thought about an escape room idea - something like this would be great.”
  - “Really impressive detail and embedding of the subject matter.”
- 

## Lightning Talks, Round 2

### Copyright: The Card Game

Jane Secker and Chris Morrison - UK Copyright Literacy

- Originally a card game now successfully converted to online:  
<https://copyrightliteracy.org/resources/copyright-the-card-game/copyright-the-card-game-online/>
- Developed 5 years ago, to get users involved. Takes about 3 hours. 4 rounds based on ‘suit’, each team will have a deck of cards, teams must have captain, teams should confer and agree answers.
- Online: online cards replace printed, breakout rooms in zoom, Google forms to submit answers, Screen sharing to look at scenarios, answers and scores.
- Tips for shifting to online
  - Return to learning outcomes and key learning opportunities
  - Low tech is easier to get working but aesthetics matter
  - Play, test, get feedback
  - Embrace new opportunities but don’t reinvent the wheel

## Questions

1. [Requests for translations of the game into e.g. German and French]

*We would love a German version of the game - it's not just a translation issue, but we'd be happy to work with you or anyone who was interested in German, French other versions. We have a German version of our Publishing Trap game already. We had interest in a French and Spanish version. There is also a Lithuanian version of v1 of the Publishing Trap.*

*We are very happy if others want to adapt the game to their language and jurisdiction. It might be worth waiting until copyright laws across the EU are updated following the Digital Single Market Directive. But that change in European copyright law makes it really important for people in the education, research and library world to understand copyright law and risk.*

2. Exactly how can one go about customising the Copyright game specific jurisdiction - in this case South Africa?

*I'd say drop us a line, we can talk through how it works. We can also show you what the Australians, New Zealanders and Canadians have done as they have made versions.*

*That would be great. There have been beneficial changes to South African copyright law recently thanks to advocacy from the library community. Its an excellent time to do it, we made the game in 2015 just after changes to UK law.*

*(from original attendee) Yes there are several pending changes. At the moment these are still in draft form (the Copyright Bill hasn't been promulgated yet). But I would like to see how these can be incorporated into this copyright game - in anticipation that the Bill will eventually be passed into law.*

## Dilemma Game

Mathieu van Kooten - Erasmus University Rotterdam

- Discussing integrity. 75 dilemmas, based on actual cases from researchers. Played in small groups 4-6.
- Last year developed into app and continuous development of new dilemmas (each month). 4 options. Once picked, see percentages of other votes.
- Widely used in integrity classes, almost 4000 downloads.
- App can be used on its own, in class or in a lecture. <http://eur.nl/dilemmagame>

## Comments from Zoom chat

- "The three functions are great!"
- "I'll definitely check out the Dilemma game, looks really good."

## Roll20 Demonstration

George Bray - Robert Gordon University, Aberdeen

- Online virtual tabletop (mostly for roleplaying games). Platform to play and share games: <https://roll20.net>
  - Players create a free account (nothing to download or install).
  - They can build their own game from scratch, buy a ready-to play adventure or join someone's game.
  - Main disadvantage is that it is hard to share a game that is not on the marketplace - need to share the assets so that another person can re-create it themselves.
- 

## Talk: The Challenges of Taking Physical Educational Games Online

Daisy Abbot - Glasgow School of Art

- Short video: How to Fail Your Research Degree: <http://howtofailyourresearchdegree.com/>
- Miro board: [https://miro.com/app/board/o9J\\_ldpS13o=/](https://miro.com/app/board/o9J_ldpS13o=/)
- Research Methods game: <http://www.celt.mmu.ac.uk/games/researchmethods/>
- Platform: <http://playingcards.io/>
- Teams of 4 (up to 16 players). When asked at conferences if there would be an online version of this DA replied "Never", then the pandemic happened!
- Issues with online game were:
  - Pedagogical
    - Observation - if online what happens with observation where players cannot physically see the other players (did a Debrief/follow up both versions).
    - Engagement – DA noticed an online hesitancy.
    - Game mechanics – is it faster/slower.
  - Technical
    - Time- setting up the game
    - Platforms - longevity (some delete game if no one played after 2 weeks), can players edit?
  - Logistical
    - Time – arranging teams, communication (explaining rules etc), players becoming familiar
    - Emergent behaviours – DA found that online players were stealing cards, or playing cards when this should be done by team leader. In the physical game this did not occur.

Was it a case of online users not understanding/unfamiliar with the rules or was it deliberate?

- Social
  - DA found it harder online to get the interaction and humour/fun that was integral with the physical game.

## Questions

1. I was wondering if students are just not used to playing games online and so might adapt to it over time Daisy?

*[Answered verbally - see recording]*

---

## Open Axis: The Open Access Video Game

Salma Abumeeiz, Jennifer Chan, Courtney Hoffner, Simon Lee, Wynn Tranfield (UCLA Library, pBOAT)

- <http://flowlab.io> (free version - able to create 5 games)
- <https://www.library.ucla.edu/open-axis-open-access-video-game>
- Released worldwide Oct 2020 to coincide with Open Access Week 2020
- Gamification can be a useful tool to explain that there are many different paths to success, much like scholarship.
- Players choose a character and make choices throughout the game. Different types of games are contained within the adventure.

## Questions

1. I may have missed this aspect during the presentation but I am interested in finding out how the Open Axis game has been deployed practically speaking? Do you let players play the game by themselves or do you incorporate it into synchronous training sessions?

*[Answered verbally - see recording]*

2. The notion of "difficulty" - is it linked to the character you choose at first?

*[Answered verbally - see recording]*

## Comments from Zoom chat

- “Good consideration of the different needs of different audiences here.”
  - “It’s very interesting, really like the idea of different characters.”
  - “If you need to collaborate on a Twine game, it might be worth looking at Twee, which allows you to use regular source code control tools: [https://twinery.org/cookbook/terms/terms\\_twee.html](https://twinery.org/cookbook/terms/terms_twee.html). We used it for the Research Data Management Adventure, source code is here: <https://gitlab.com/rdm-games/rdm-adventure> (Actual game is here: <https://rdm-games.gitlab.io/rdm-adventure/>).”
- 

## Close

- George and Valerie hope that the day was useful for all attendees and presenters, and that it has encouraged some people to try using games with their researchers for the first time.
  - The most popular option on the poll “I want to see more games about...” was **training researchers on how to create dataset documentation (e.g. README files)**. It would be great for any game developers out there to consider working on a game that focuses on this topic over the course of next year. The full list of poll options were:
    - Educating researchers about the decisions/options involved when archiving their data - (6 votes)
    - Educating researchers about the implications of policies (e.g. Plan S, Wellcome Trust, DORA, etc.) - (3 votes)
    - Training researchers on how to choose a journal for their article - (5 votes)
    - Training researchers on how to create dataset documentation (e.g. README files) - (9 votes)
    - Training researchers on how to create impact case studies - (2 votes)
    - Training researchers on how to improve their conference presentation skills - (2 votes)
    - Training researchers on how to use electronic notebooks (e.g. OneNote or RSpace) - (1 vote)
    - Training support staff on how to communicate with different kinds of researcher - (2 votes)
    - Other - (1 vote: “Literature Searching”)
  - Thanks to all for attending and/or presenting. Not sure what form it will take yet, but we hope to have RSGD #3 next year!
-

# Other Comments

On a **UK repository for all pedagogical material** (taken from the Zoom chat):

- Do the UK libraries have an open access repository of all their pedagogic materials ? For example, in France we have "compétences informationnelles" on Zenodo.  
[https://zenodo.org/communities/adbu\\_competencesinformationnelles/](https://zenodo.org/communities/adbu_competencesinformationnelles/). [Our repository is run by a national association (ADBU) and the deposit is made on a voluntary basis.]
- If there is a general repository I don't know about it but would be pleased to learn. I tend to use Apollo (Cambridge IR) or Humanities Commons to share things: <https://researchsupport.hcommons.org/>
- In the UK the information literacy community used to put all their teaching materials in Forum which was a learning object repository. [It was run by Jisc but closed down a few years ago.] The Information Literacy Group have been wondering about whether we need to bring all these resources together in one place. Chris Morrison and I [Jane Secker] are trying to pull together all the education resources on copyright at the moment, but I think a wider project would be worthwhile. I think the issue at the moment is that there is a lot of content dispersed!
- Yes and meaning also loss of time re doing something already existing!
- I [Jane Secker] will be happy to talk to anyone in the UK about a low effort way of doing this though, as an approach to put everything in one repository won't work in the UK, but a clever way of pulling it all together can't be beyond the library community!

On **forming a group to help test games before people use them with their researchers** (taken from the Zoom chat):

- We might not all have people to practice with before we try a game in our institution. Would anyone be interested in forming a small group to play a couple of games sometime to try them out?
- [George Bray]: Yes, always :)
- I'm also interested in playtesting - but you might also try some game design communities - they are usually welcoming and offer great feedback - available also online, here's an example list  
<https://cardboardedison.com/playtest-groups>

On **finding games designed for solo play** (taken from the Zoom chat):

- Anyone got any favourite research related games that are designed for playing solo?
- I'm rather fond of the one we just released at Bath: <https://rdm-games.gitlab.io/rdm-adventure/> but I might be biased...
- I would like to second the suggestion about the RDM Adventure Game. I too might be biased but I really do believe that it is an interesting game - especially when viewed from a teaching and learning perspective.
- Thanks. I wonder if a solo game would be more appealing to us game phobes.

- It very much depends on whether the intended learning outcomes are delivered solely by the game, or whether the value also lies in the dialogic learning/debrief that surrounds the game itself.
  - Let's use the hybrid word - sole playing with some discussion amongst those who tried it or support it is what I was thinking.
  - There could certainly be some form of appeal in playing a solo game. Although the game design itself would probably be more of a determining factor. But as indicated by [the other attendee], this could be influenced by whether or not the learning outcomes can be delivered solely by the game.
- 

## Event Feedback

- I enjoyed and appreciated the day!
- I am so fired up to get some of these into our sessions!
- It was really inspiring and it'll definitely have an impact on our work.
- Informative, entertaining and very well organised!
- This was a brilliant day, great presentations (and games) and a really well organised and run day
- A really interesting day. Genius idea to hold it just before xmas and perfectly timed for a break from REF!
- A really interesting and thought provoking day.
- Brilliant day, so interesting and really well organised! Well done to all presenters and big congratulations to the organisers.
- Very inspiring day! Great organisation!