NEW PALTZ AS CLASSROOM: USING AN AUGMENTED REALITY GAME (ARG) FOR SITE-BASED LEARNING

DOUG MAYNARD · PSYCHOLOGY DEPARTMENT · SUNY NEW PALTZ

maynardd@newpaltz.edu
WHY DID I USE AN AUGMENTED REALITY GAME?

• Provide a shared experience to fuel discussion of concepts
• Challenge assumptions through unfamiliar game environment
• Foster excitement through cooperation and competition
• Allow gameplay to continue outside of class time
CHOOSE A FACTION

ENLIGHTENED

RESISTANCE
FIND AND INTERACT WITH PORTALS
Weds., Sept. 9th
“What was your overall experience playing Ingress for this course?” – M = 5.9/7 pt. scale

- “I know more about various buildings and locations on campus…” – 94% A/SA
  - “It was also a fun way to learn about the different monuments & statues on campus.”
  - I liked that it “interacted with the ‘real world’ and that it forced me to walk around.”

- Shared game experience to fuel class discussions
  - “Helped the class have a common gameplay experience to draw on” – 88% A/SA
  - “Helped provide examples for discussion in class or online” – 81% A/SA

- Choosing one’s own faction, factions secret at first, followed by reveal and cooperation
  - “I liked that... we weren’t told who was on the same faction. It made the game suspenseful & engaging.”
  - “I liked connecting with my faction to work together as a team.”
STUDENT REACTIONS – THE NEGATIVE

• “Had enough depth to keep me interested in playing throughout the semester” – 19% A/SA
  • “If we were not awarded XP… I probably wouldn’t have played Ingress much” – 19% D/SD
  • “I will probably keep playing Ingress at least once in a while after the course is over” – 31% A/SA

• Too hard to level up
• No portals near me
• Wanted more faction quests
OTHER CLASSROOM POSSIBILITIES

• Physical exploration of artifacts of artistic or historical significance
• The human experience of public space (“ownership”, access, etc.)
• Gameplay as a metaphor (e.g., market share, two-party political system)
• Interactive design and reward structures of the game
• Emergent geometric properties and art resulting from player behavior
• Social dynamics and group behavior
• Instructors/students can create missions
CONSIDERATIONS

• Does everyone have a device they can play on?
• Will students be playing in class or on their own time?
• What is the duration of the project?
• What time of year will you be playing?
• How will the project be affected by outside players?