



BACKGROUND: IPRO 329: Edutainment is an IPRO that invests its efforts into the education and entertainment of today's youth. This mission gives us our name with the combination of "Educate" and "Entertainment." The realization of these goals has come in the form of computer games. IPRO 329 had humble beginnings in 2001 but has quickly become a leader in the IPRO program by completing two award-winning games, *Credit Safe* and *College Pursuit*.

CURRENT GAME: This semester, we continued work on *Scholars of the Lost Exhibit*. Started back in Fall 2004, this game is a supplemental learning tool for fourth graders. It introduces children to different topics in such subjects as math and science as well as developing hand-eye coordination and reading skills. We not only developed upon previous designs of the game, we also user tested it within local elementary schools. This user testing keeps us connected to our key demographic, fourth grade children. In addition, this semester we were able to submit our game to two different competitions, the Society for Technical Communications (STC) Chicago Section and the Independent Games Festival (IGF) Student Showcase. The deadlines for these competitions were in late October and early November. In order to complete the needed deliverables by these deadlines, we created a comprehensive project plan that we have maintained to stay on track.

TASKS: The organization of our group was such that individual teams within the IPRO are assigned specific tasks in order to more effectively reach the goal of the IPRO. These teams are Design/User Experience, Development, and Management. Each team had focused roles interdependent on each other:

DESIGN/USER EXPERIENCE:

Members were responsible for research of content and design the games. The first half of this semester the team focused on improving the storyline of the game, designing the final pieces of the software title, as well as marketing. In the second half, they are responsible for conducting usability testing of the game. This includes documenting design improvements and then reporting these to the Development team to implement within the game. In order to conduct the tests, contacts and research must be made to find appropriate schools and schedule times for testing.

DEVELOPMENT:

Members were in charge of the programming. This semester they focused on completing the game for the competitions. They implemented designs given by Design/User Experience team and improved the developing process by updating the work environment of the software. This improvement was instrumental in our being able to complete the development in the needed time frame.

MANAGEMENT:

Members were responsible for ensuring deadlines were met by the entire IPRO, complete all IPRO deliverables, ensure that all files are properly documented and filed in an organized and predetermined matter on iGroups and iKnow respectively, record progress through status reports, and finally, they need to market the IPRO properly.

ACHIEVEMENTS: The following is what each sub-team in IPRO 329 was completed this semester.

DESIGN/USER EXPERIENCE:

Completed a full introduction storyboard, provided the Development team with images and sound effects. As part of the User Experience portion of the project, they successfully tested the game with children and adults as well. With their findings, they were able to come up with suggestions for the Development team on how they can fix some of the problems that were encountered during testing.

DEVELOPMENT:

Completed the production of the whole game this semester. Came up with a plan to improve two games, create three new games, and improve the environment of the game in a strict and time-limited schedule. Because of their efforts, the software title was completed before the deadlines for submission to the competitions.

MANAGEMENT:

This team successfully managed the IPRO deliverables throughout the semester by tracking each team's progress. Also, they devised a new grading scale that would be easier to decide how well a student is contributing to IPRO. In addition, they organized iGroups to the best of their ability so that all of our files would be well organized and easily accessible to all students and faculty. The management team was able to gain sponsorship from a local casing company, which allowed the title to look professional from a marketing standpoint. Finally, they ordered T-shirts to help promote our IPRO.

OUTCOME: Every sub-team and every member of IPRO 329 worked extremely hard to complete our game this semester. It is apparent how much work each team has put in by our documentation, but of course, the most evident progress is seen in the actual computer game as it has changed significantly from last semester. *Scholars of the Lost Exhibit* is the culmination of the teamwork and dedication of our students this semester.

NEXT STEPS: Next semester, IPRO 329 will begin working on a new educational software title on health care simulation for an adult audience rather than children. Future members of IPRO 329 will be expected to contribute the same dedication and teamwork that is now present in the group, using the same methodologies and project management that has allowed this IPRO to succeed. *Scholars of the Lost Exhibit* will continue to be improved and submitted to more competitions.



GAME OVERVIEW: Scholars of the Lost Exhibit is an interactive and exciting game acting as a supplement to fourth & fifth grade math and science curriculum. Coded in Macromedia Flash, it is comprised of individual mini-games that engage the player, making it a fun and entertaining learning aid in the classroom.

GAME CHARACTERS:



Professor

This intelligent (but sometimes absentminded) professor has been working on the final exhibit, R.O.B.O.T., at the museum for years. He finally completes it but it gets stolen while he is away. You are his only hope!



Boy

This young and adventurous spirit is on a field trip at a local museum when he is asked by Professor to help find R.O.B.O.T.'s parts. Will he accept?



R.O.B.O.T.

(Robotic Object Built for Oral Teaching)

This mechanical exhibit was just completed when he was dismantled and his parts were stolen. His head guides the player through the museum



Girl

This young and adventurous spirit is on a field trip at a local museum when she is asked by Professor to help find R.O.B.O.T.'s parts. Will she accept?

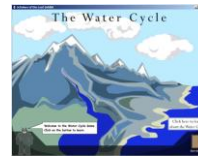


Professor's Evil Twin

This hooded, nefarious villain has stolen R.O.B.O.T.'s parts just after Professor had completed it. He has hidden the parts in the museum and it is up to you to find them back!

STORYLINE: Professor is working in his museum lab on the final exhibit, R.O.B.O.T., when he leaves for a moment. Someone enters from the rear door, dismantles the robot, and steals the parts. When Professor returns to find R.O.B.O.T.'s parts stolen, he becomes frantic (he spent years on that exhibit!) Professor takes the head (the only piece left) outside, but does not know what to do, but just then, a school bus arrives with children on a field trip and he asks one of the children to help him find his robot's stolen parts. Professor gives the robot's head to the child as a guide as they search through the museum for the stolen parts.

SCREENSHOTS:



USABILITY TESTING PICTURES:



TEAM:

Faculty Advisor:
Dr. Susan Feinberg

Kimnach, Deborah

Management Team:
Konrad, Branicki

Design/User Experience Team:
Loh, Almond - Leader
Olsen, Keith
Olson, Kurt F.

Project Manager:



Pierce, James

Development Team:

Abdi, Shabihul

Ephraim, Matthew

Kinnach, Deborah - Leader

Lloyd, Joseph A.

Merkley, Michael

Slone, Michael

Tan, Yun