

2009

Foodforce2 Team's School Visit



Deepank Gupta, Mohit Taneja, Peeyush
Kumar, Vijit Singh
4/28/2009

School Profile



School Picture 1



School Picture 2



School Picture 3



School Picture 4

School Name	Delhi Police Public School	Type	Municipal / Private
Establishment year	1989	Govt. / Private	
Located at	New Delhi	Safdarjung Enclave	
Address	B-4, Safdarjung Enclave, New Delhi-110029		

School In Charge	Mrs. M. Sree Lakshmi
Telephone Number	26177094,26187275 ,26856037
	STD code: 011
Email id	dpps47@hotmail.com
Affiliation	CBSE, AISSCE Delhi
Timings	
<ul style="list-style-type: none"> Monday-Friday Saturday Lunch Weekly off day Holiday Calendar 	<ul style="list-style-type: none"> 8:00AM - 1:40 PM 8:00 AM - 1:40 PM(only for 11th and 12th standards) 10:50 - 11:20 AM Sunday As per Delhi State Education Department.
• No. of Teachers Administration staff	90
How many teachers teach computers?	2
How many Computers available at location?	20 Computers
<u>Class</u> <ul style="list-style-type: none"> Sections per each class? Subjects taught at each class? Is Common Teacher for each subject/ Subject wise teacher? Class room capacity? Locker facility for each student? Laboratory /Library? Books other then educational? Newspaper read by student? Drawing painting is past of 	<p>4 sections</p> <p>According to CBSE Syllabus</p> <p>Subject-wise teachers</p> <p>Around 40 students</p> <p>Not available</p> <p>Yes Laboratories and libraries present.</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>

education?	Yes
• Any outing (Educational Tour)?	Yes
<u>Teacher</u>	
• No of Teachers in schools.	Around 90
• Residence of teacher?	Outside School in nearby residence colonies
• Teacher qualifications?	B.E. and higher qualified.
• Teacher selection from Education Department?	Yes
<u>Students</u>	
• Ages	3-17
• Attendance at school	Good
• Do they attend the school in time?	Yes
• Students complete homework regularly?	Yes
• What is % absenteeism of student due to illness?	5-10%
• Text Books and Notebooks are maintained well by student?	Yes
<u>School</u>	
• How many times Parent and teacher meeting happen in a year?	Twice a year
• Is School having complete data of past students?	Yes
• Any past student has shown excellent growth?	Yes, many of them have got admission into top engineering, medical and art colleges.
• Does school own land and other	Yes

infrastructure?	
-----------------	--

Purpose of the visit

The purpose of this visit was to study the children's response to the foodforce game deployed on XO laptops. The children were given talk about the Foodforce game and they played on the laptops and computer-lab computers the Foodforce game. The response of children and teachers is documented in this report.

The Visit in Pictures



Figure 1: Children playing Foodforce2 in Groups



Figure 2: Boy playing Foodforce2 on XO



Figure 3: Two girls playing Foodforce2 on Windows based PCs



Figure 4: Children filling questionnaire

Reactions and Comments

Deepank Gupta, Visit Co-ordinator

This visit was our first attempt to reach out to children and teachers and deploy the game in a live setting. The experience was very fulfilling and enlightening. The feedback received has not only made us confident that the game can make a positive impact in the curriculum, but we also collected data which proves the above fact. Apart from this, the positive reactions from the teacher and willingness to experiment with this novel method of teaching along with constructive feedback received from both teachers and students has helped us realize the potential and the work required going further with this project.

Mohit Taneja, Workshop presenter

The workshop in Delhi Police Public School was a great experience. It was our first live interaction with the target audience of the project, which helped us in realising the potential of the project. At the same time it also helped us in realising a few loopholes in the game. It was great to see the young children learn and get inspired from the game. The best thing was that they were able to connect with the game. One could realise this thing with a very simple statement of theirs, one of them questioned "Sir, How can I increase the money in my village" the feeling of belongingness that the children were able to get with the game really made me feel that we have done something which can lead to the betterment of a child's future.

Vijit Singh, Visit Facilitator

Working on the development of FoodForce2 has always been a great experience. We always face a lot of challenges during its development and we always find a roundabout way to overcome them. This time however, the challenge was not regarding the development of the game but about its deployment. We wanted to test our game with the targeted audience and the arrangements were to be made really fast. And so the first idea which came to us was to try it at our schools and so I contacted my school for its deployment. Well, my school principal and the school authorities were really very co-operative on this issue and they gave us the nearest possible time-slot. And finally, we were able to have our first live interaction with the targeted audience of the game. The feedback given by the students as well as the teachers is really very elating and has given us a lot of enthusiasm as well as ideas to improve the game to much better level in the future.

Ravi Chandran, Teacher at DPPS

Saw your game. Firstly, the game interface is looking good. The game involves strategic and planning of available resources. I personally feel that inclusion of a HELP menu in the game will greatly assist anybody who plays for the first time. Hint Pop-up may also be considered. Overall, a decent game for those who love to play strategic games.

Yashika Budhraja, Teacher at DPSS

The game was excellent. The children enjoyed the overall experience. Do forward me the web site where you will finally upload the pictures so that we can show the same to our children.

Children Performance

To analyze the impact of FOODFORCE on children we did comparative studies of children, who had played the game and ones who didn't. To collect this comparable data we went to different schools to demonstrate and get feedback from children and teachers. FoodForce2 is meant for children of age group 9 to 14 years. So we focused our testing on the students of class 8th and 9th. All the students were divided into three groups A, B and C.

Group A students played FOODFORCE. It was observed that they were actively engaged in quick and varied activity. Students also shared tips and trading skills while gaming.

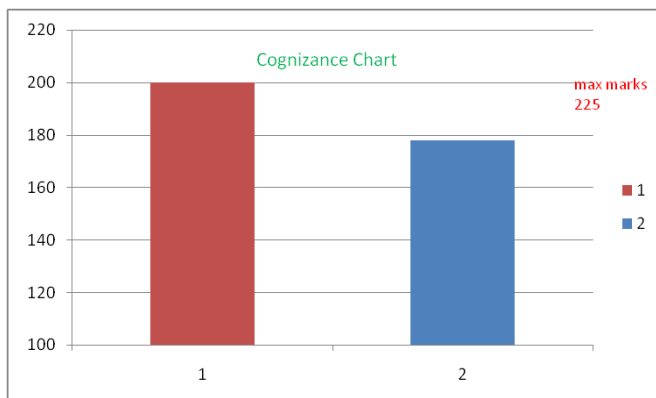
Group B students were given a lecture about the urban issues. They absorbed this information in a routine passive manner. They regurgitated this knowledge on pencil and paper tests rather than applying it in any dynamic context.

Group C students were given the books to read and understand about urban issues. Group C students learned at rather slow pace in comparison to the students of other two groups. They were given very little freedom to manage the content and pacing of their learning. It was observed that these students performed in isolation and couldn't use one another as resources.

In the end of this innovative learning session each and every student was given a Questionnaire that he had to fill based upon the knowledge that he had received in his respective group. We tried to prepare Questionnaire based upon cognizance and logical reasoning.

Questions based upon logical reasoning were for testing the ability of children to engage them in reasoning about various things learned in game play like trading, collaboration etc. Questions based upon cognizance were for testing the ability of children to perceive, or to be conscious of events, objects or patterns and cognitive reaction to a condition or event.

Data Collected from questionnaire is plotted in the bar graphs.



Graph 3: Group A: 1 Group B&C: 2



Graph 2: Group A: 1 Group B&C: 2