Raman, Sneha and French, Tara, Digital Health & Care Institute (DHI)
Crooks, George, ed. (2015) Game Jam : Co-designing a Game-based
Learning Tool on Internet and Social Media Safety with Young People
with Learning Disabilities. Digital Health & Care Institute, Glasgow.

This version is available at https://strathprints.strath.ac.uk/65083/

Strathprints is designed to allow users to access the research output of the University of Strathclyde. Unless otherwise explicitly stated on the manuscript, Copyright © and Moral Rights for the papers on this site are retained by the individual authors and/or other copyright owners. Please check the manuscript for details of any other licences that may have been applied. You may not engage in further distribution of the material for any profitmaking activities or any commercial gain. You may freely distribute both the url (https://strathprints.strath.ac.uk/) and the content of this paper for research or private study, educational, or not-for-profit purposes without prior permission or charge.

Any correspondence concerning this service should be sent to the Strathprints administrator: strathprints@strath.ac.uk

The Strathprints institutional repository (https://strathprints.strath.ac.uk) is a digital archive of University of Strathclyde research outputs. It has been developed to disseminate open access research outputs, expose data about those outputs, and enable the management and persistent access to Strathclyde's intellectual output.
Game Jam – Executive Summary

Sneha Raman, Tara French – Glasgow School of Art
[Digital Health & Care Institute (DHI) Collaboration, University of Strathclyde]

Game Jam employed a user-driven design approach to identify opportunities and develop an interactive game-based learning tool for educating young people with learning disabilities on internet and social media safety, and identify appropriate technologies for trainers to be able to upload tailored content to the training platform.

Experience Labs provided a platform to identify key user needs, validate content developed by Midlothian Council for training, and co-create and test ideas for a game-based learning tool with individuals with learning difficulties and trainers. The project involved a sequential series of Labs, spanning a period of five months.

Using an iterative design approach, four game concepts were co-created by participants and shared in the form of low fidelity prototypes. The final game concept was based on a consolidation of ideas from the four concepts to align with the participants’ preferences, and incorporated training themes.

Game developers at the University of West of Scotland developed a proof of concept, which was reviewed with the young people and trainers. This ensured that the game met the learning needs of young people with learning disabilities, and the requirements of the trainers.

Overall, based on findings from the Labs, a game-based learning tool has the potential to support young people in learning about internet and social media safety, and may have application in wider health and social care contexts.