

**CANADIAN
POLICE
KNOWLEDGE
NETWORK**



**RÉSEAU
CANADIEN DU
SAVOIR
POLICIER**

TELOS

GAMING AND SIMULATION

NEW APPROACHES TO SKILLS DEVELOPMENT

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GAMES LUBRICATE THE BODY AND THE MIND

— BENJAMIN FRANKLIN





MOTIVATION

Some People Need More Than Others

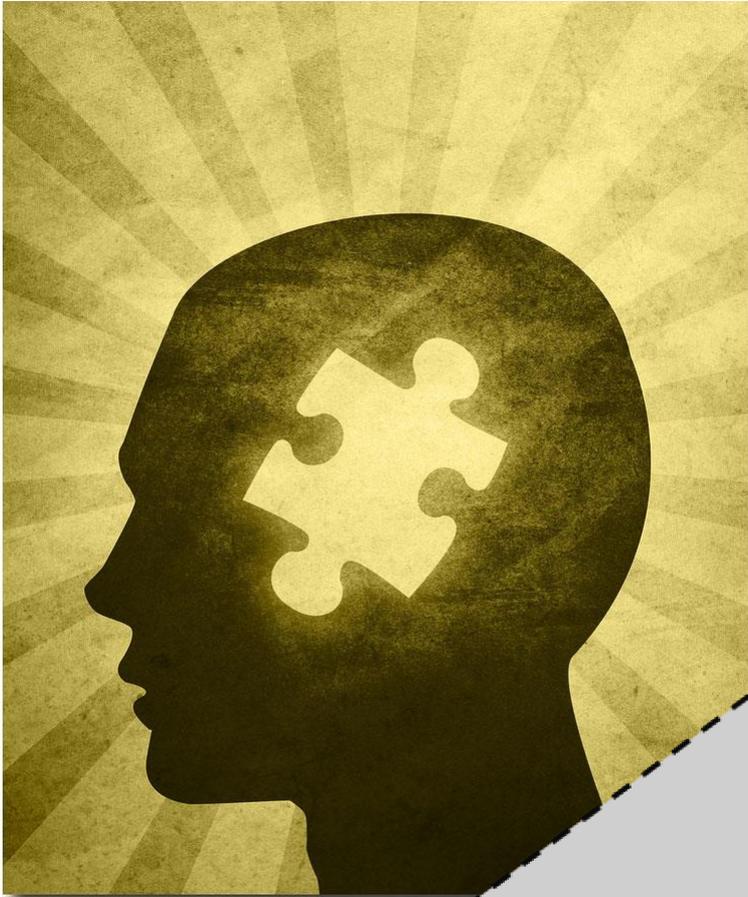


**CLINICAL
PSYCHOLOGY**

**EMPIRICAL
PSYCHOLOGY**



APPLICATION



THEORY



APPLICATION

OUTLINE

VALUE OF PLAY

GAME PRINCIPLES AND TRAINING

NEAR FUTURE TOOLS AND TECHNOLOGIES

VALUE OF PLAY

THE OPPOSITE OF PLAY ISN'T WORK, IT'S DEPRESSION

– STUART BROWN M.D.











BENEFITS OF PLAY

PERSONAL HEALTH

RELATIONSHIPS

EDUCATION

WORK



Mental Health

Physical Health

PERSONAL HEALTH



Normative Development

Skill Mastery



Intimacy

Interpersonal Communication



RELATIONSHIPS

Empathy

Norms & Mores

Task
Completion

Satisfaction

Motivation

Team Work

Problem
Solving

Curiosity

Critical
Thinking

Performance

Retention



EDUCATION

Task
Completion

Satisfaction

Motivation

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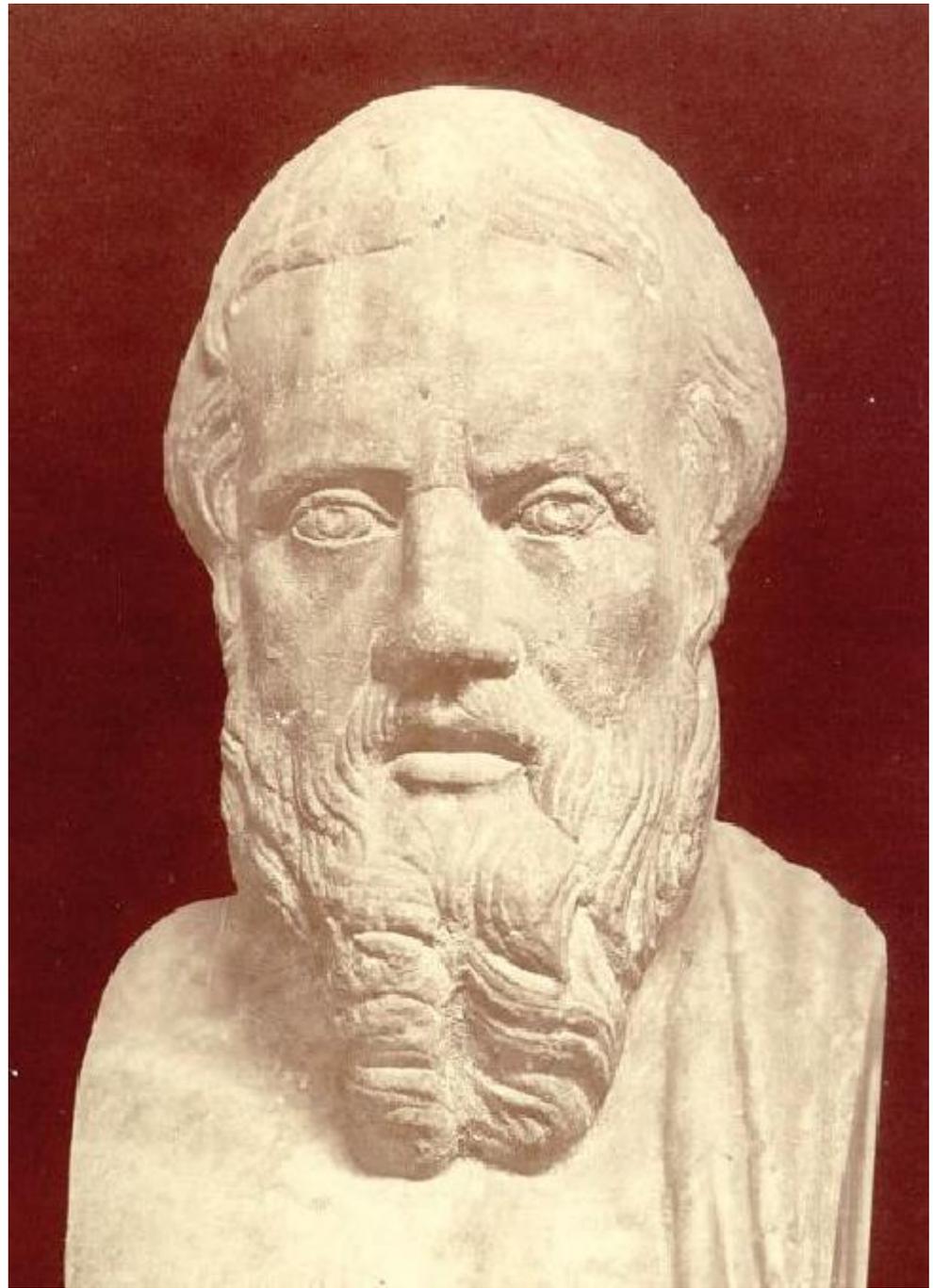
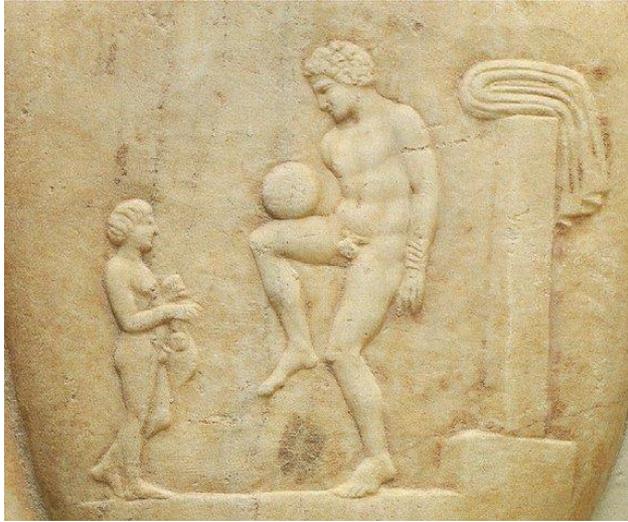
SUMMARY

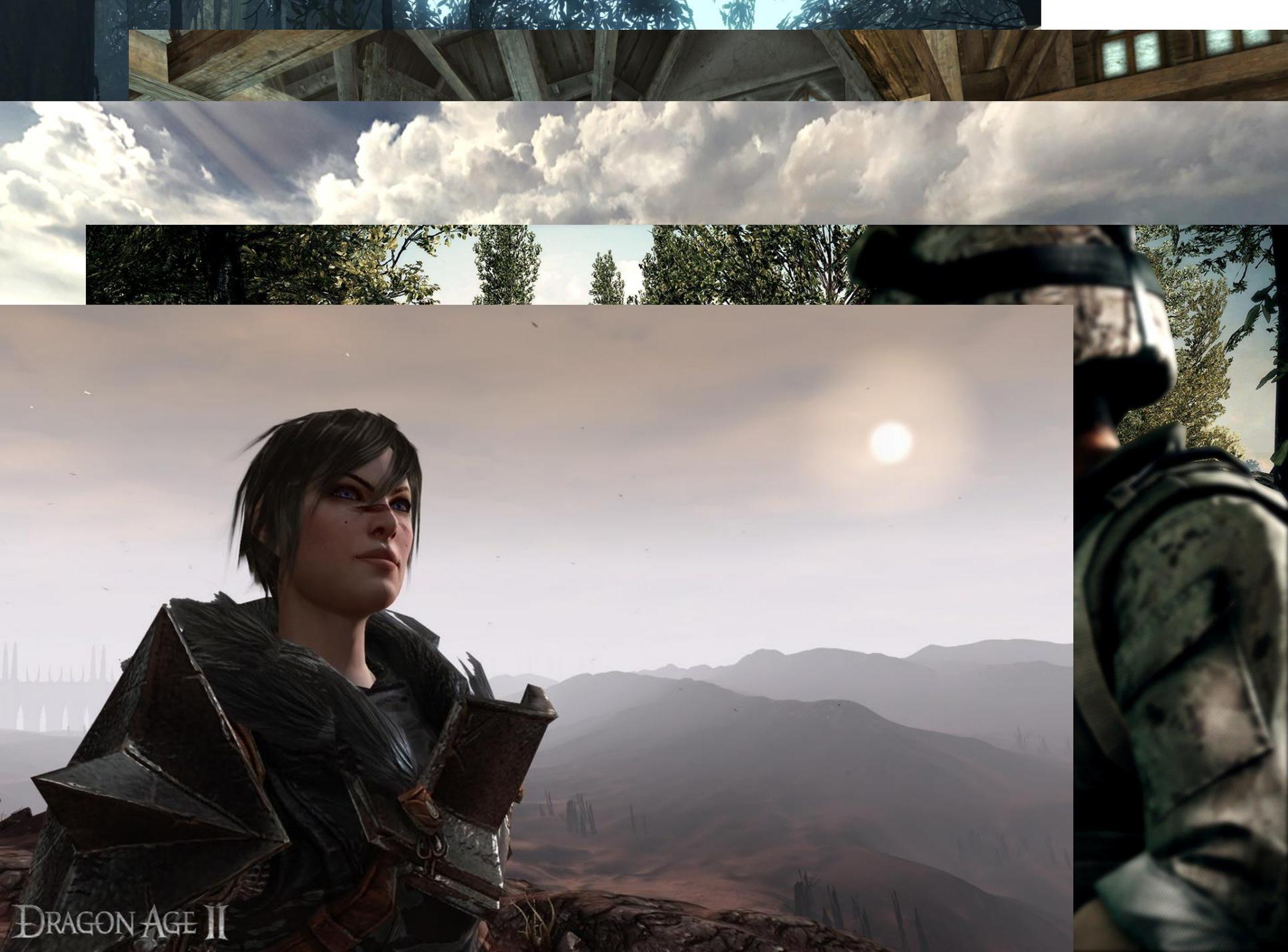
- ❑ OPPOSITE OF PLAY IS DEPRESSION
- ❑ PLAY IS RARELY USED IN TRAINING
- ❑ STRUCTURE OF TRAINING CAN FAIL TO PROVIDE MOTIVATION
- ❑ USE OF MECHANISMS OF PLAY CAN GENERATE MOTIVATION TO LEARN

PRINCIPLES OF GAMING & TRAINING

GAMIFICATION

VIDEO GAMES AS TRAINING PLATFORMS

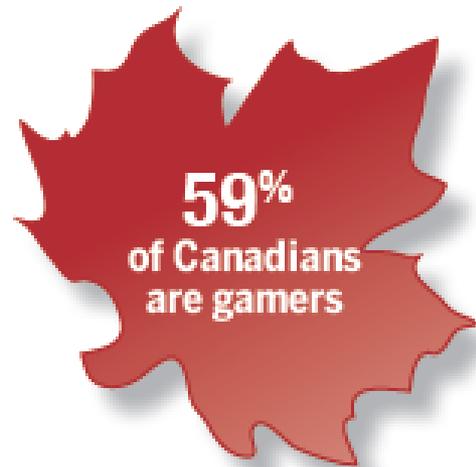




DRAGON AGE II

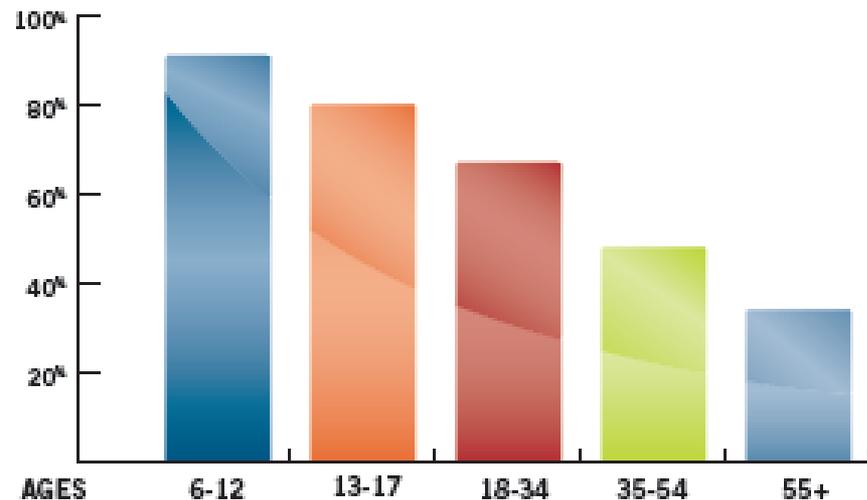


WHO IS PLAYING COMPUTER AND VIDEO GAMES?



gamer: a person who has played co

CANADIANS, BY AGE, WHO HAVE PLAYED A VIDEO GAME IN THE PAST 4 WEEKS



NOVICE → VIRTUOSO

10,000 HOURS

AVERAGE NUMBER OF HOURS
SPENT VIDEO GAMING BY AGE 21

~ 10,000 HOURS

GAMIFICATION

~ THE USE GAMING PRINCIPLES AND
MECHANICS TO ENHANCE NON-GAME
CONTEXTS ~

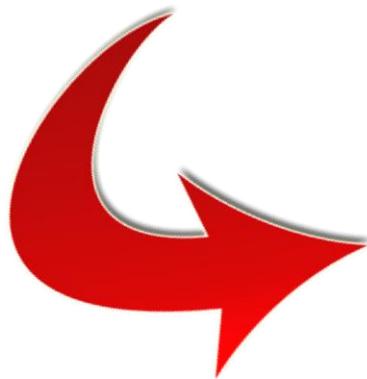
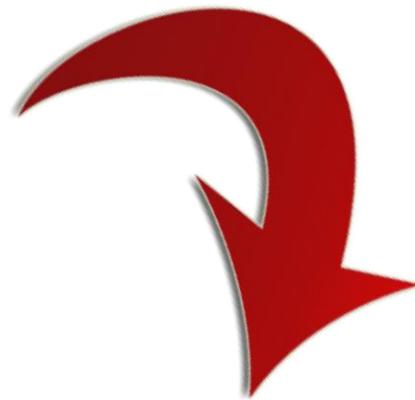


LOW MOTIVATION
TASK



GAME MECHANIC(S)

PROFIT



GAMIFICATION TECHNIQUES

- ❑ ACHIEVEMENTS / BADGES
- ❑ LEVELS
- ❑ LEADERBOARDS
- ❑ PROGRESS BARS
- ❑ UPGRADEABLE AVATARS
- ❑ VIRTUAL CURRENCY
- ❑ POINTS
- ❑ GIFTING
- ❑ TROPHIES

POINTIFICATION TECHNIQUES

- ❑ ACHIEVEMENTS / BADGES
- ❑ LEVELS
- ❑ LEADERBOARDS
- ❑ PROGRESS BARS
- ❑ UPGRADEABLE AVATARS
- ❑ VIRTUAL CURRENCY
- ❑ POINTS
- ❑ GIFTING
- ❑ TROPHIES

EXTRINSIC
REWARDS

EXTRINSIC REWARDS

MOTIVATORS THAT ARE EXTERNAL TO THE INDIVIDUAL
(MONEY, GRADES, POINTS)

INTRINSIC REWARDS

MOTIVATORS THAT ARE INTERNAL TO THE INDIVIDUAL
(COMPETENCE, AUTONOMY, RELATEDNESS,)

INTRINSIC REWARDS > EXTRINSIC REWARDS

Competence

- Sense of Efficacy
- Progressive Challenge

Autonomy

- Volition (power to choose)
- Personal Agency

Relatedness

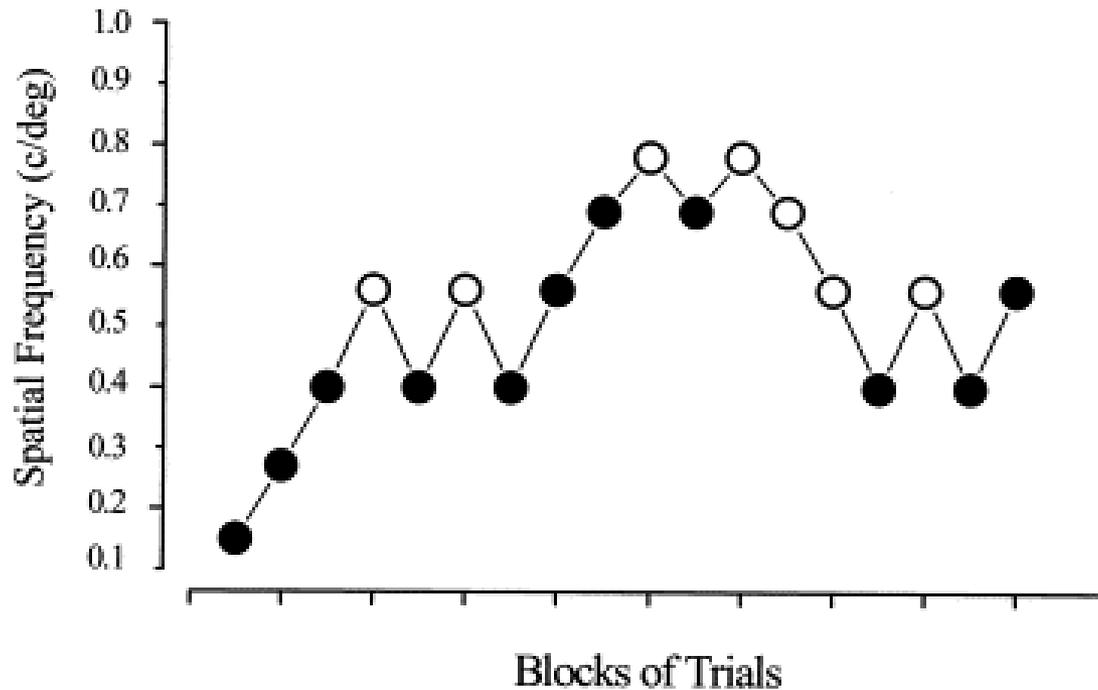
- Social Connectedness
- Interpersonal Bonding



BLISSFUL PRODUCTIVITY

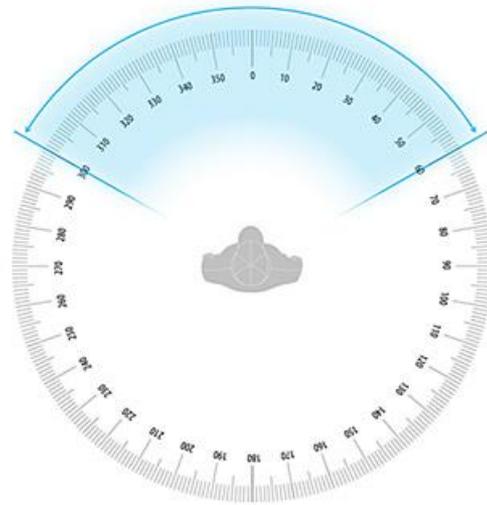
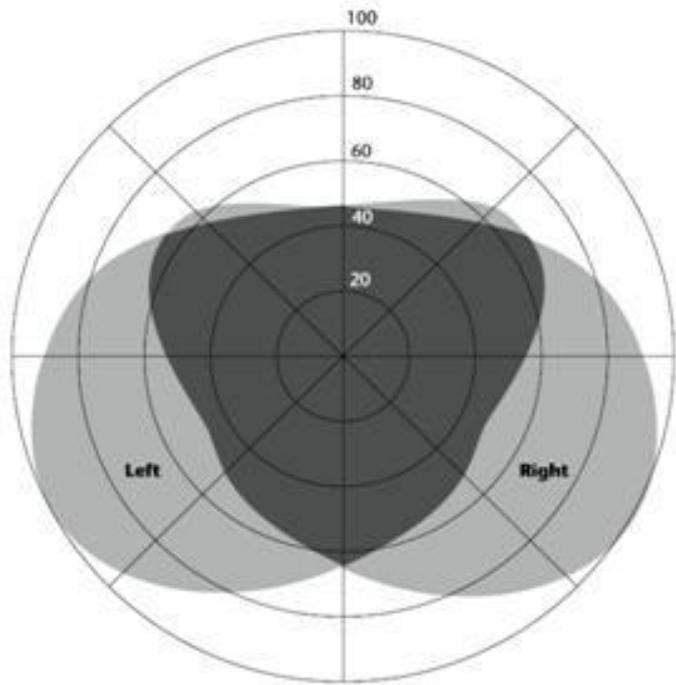
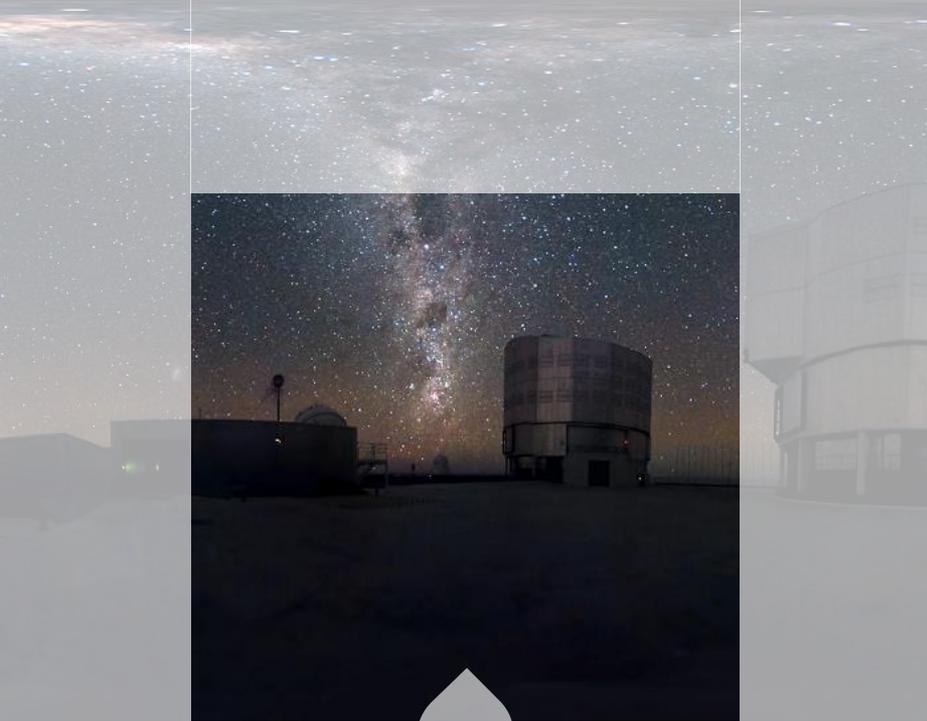
WE ARE NEVER SO HAPPY AS WHEN WE ARE
DOING HARD BUT MEANINGFUL WORK

- ❑ QUESTS / MISSIONS
- ❑ ONLINE FEED BACK
- ❑ DYNAMIC DIFFICULTIES

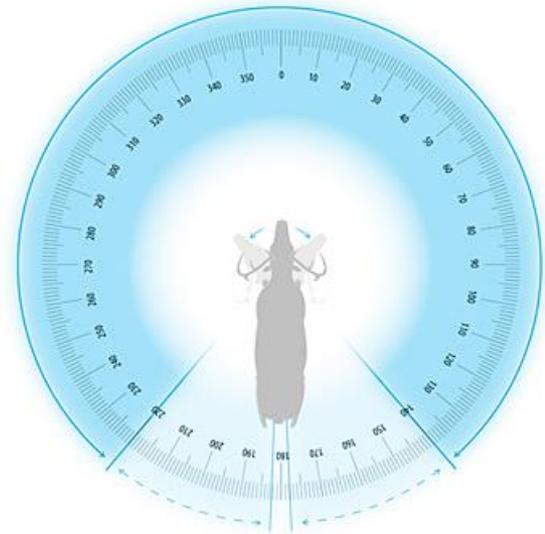




VIDEO GAMES AS TRAINING PLATFORMS



120°

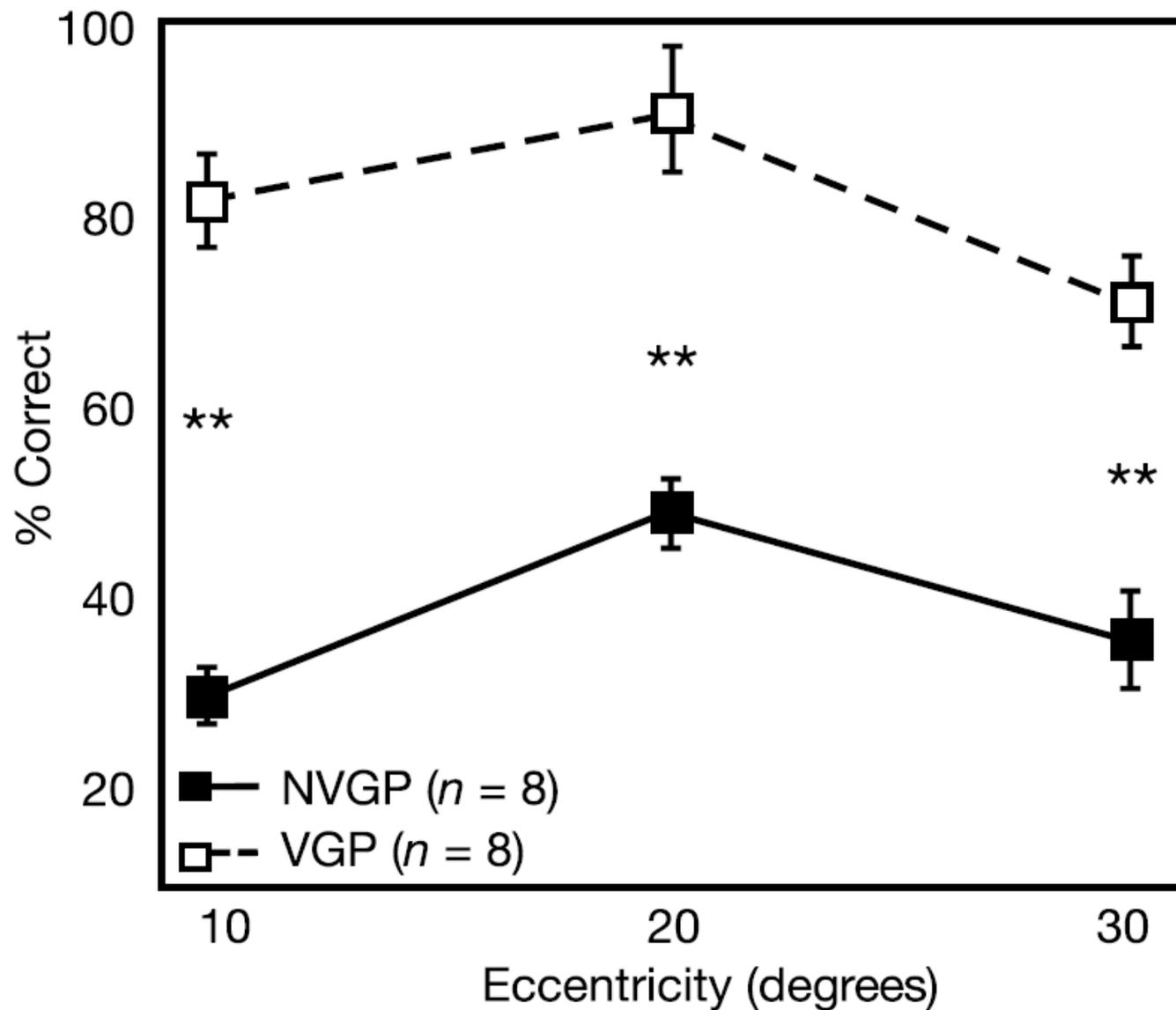


280°

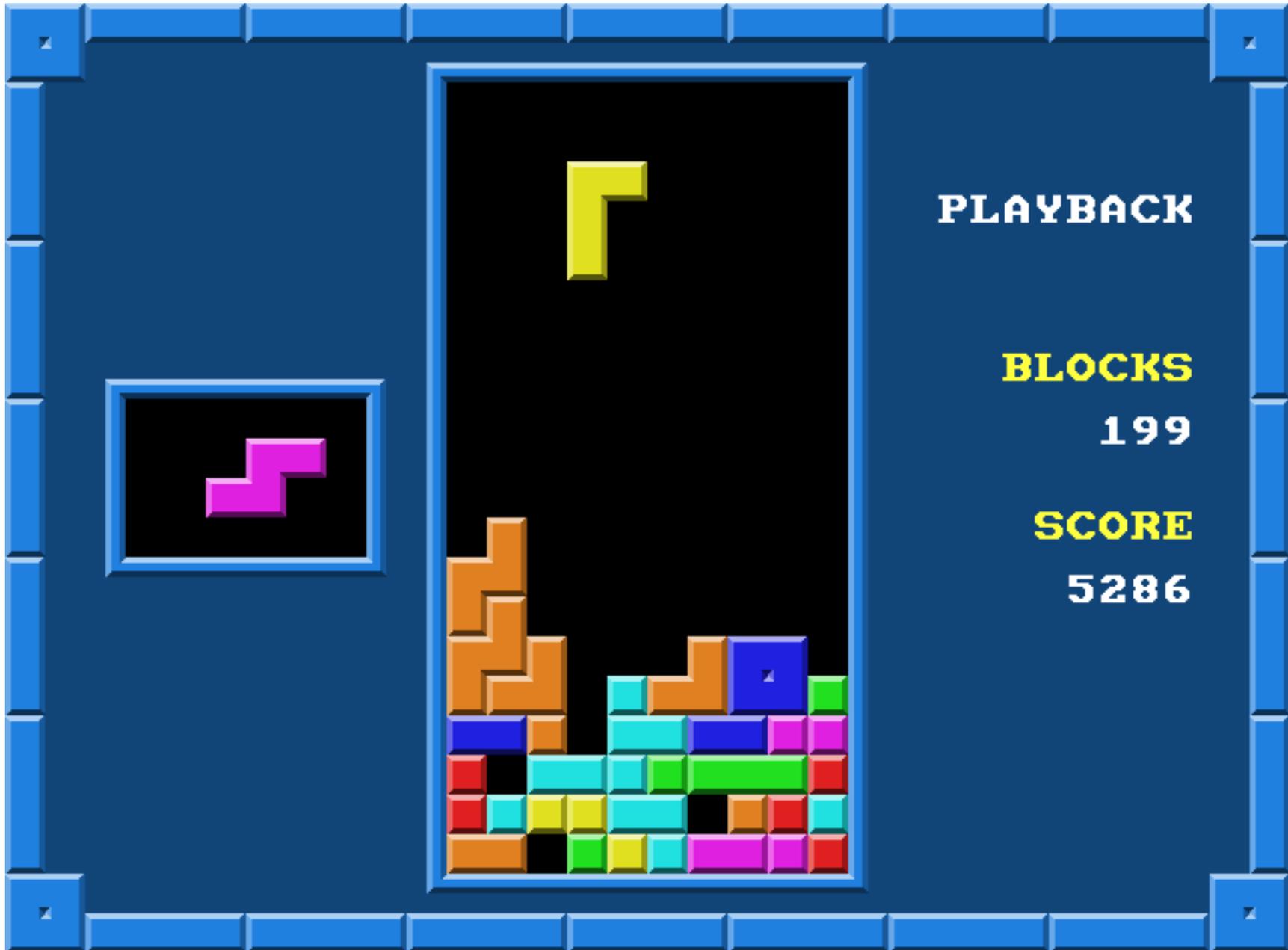


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&v=vJG698U2Mvo](http://www.youtube.com/watch?feature=player_embedded&v=vJG698U2Mvo)

[HTTP://WWW2.PSYCH.UBC.CA/~RENSINK/FLICKER/DOWNLOAD/INDEX.HTML](http://www2.psych.ubc.ca/~rensink/flicker/download/index.html)



VIDEO GAME PLAYERS OUT PERFORM NON-PLAYERS ON MEASURES OF VISUAL PROCESSING



PLAYBACK

BLOCKS

199

SCORE

5286



((◇))
NE

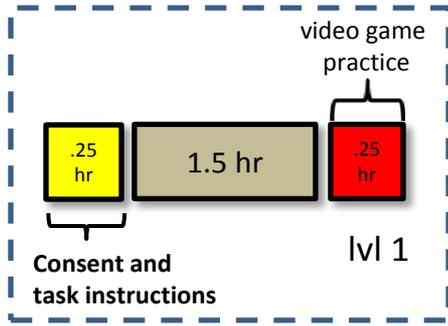
31 / 372
Gx6

PRE-TEST

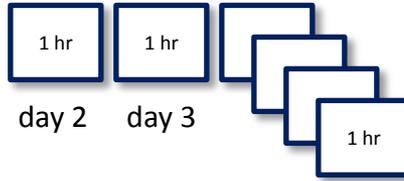
POST-TEST

TRAINING PERIOD

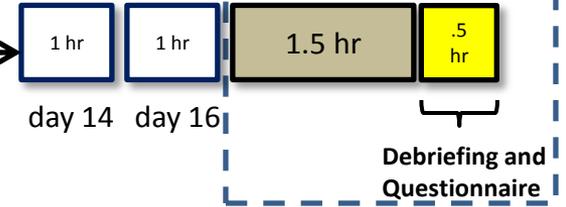
GROUP 1
TETRIS



day 1

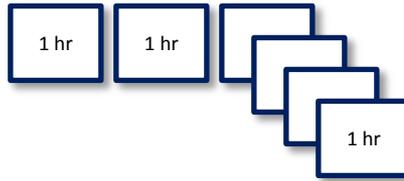
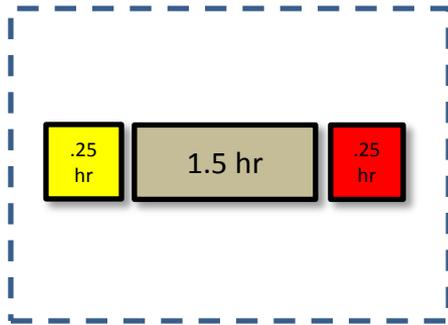


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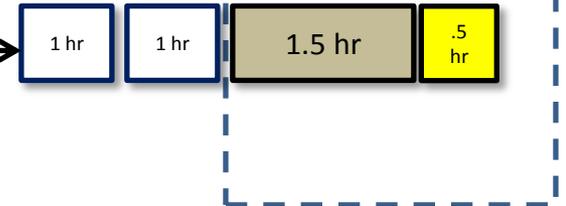


day 17

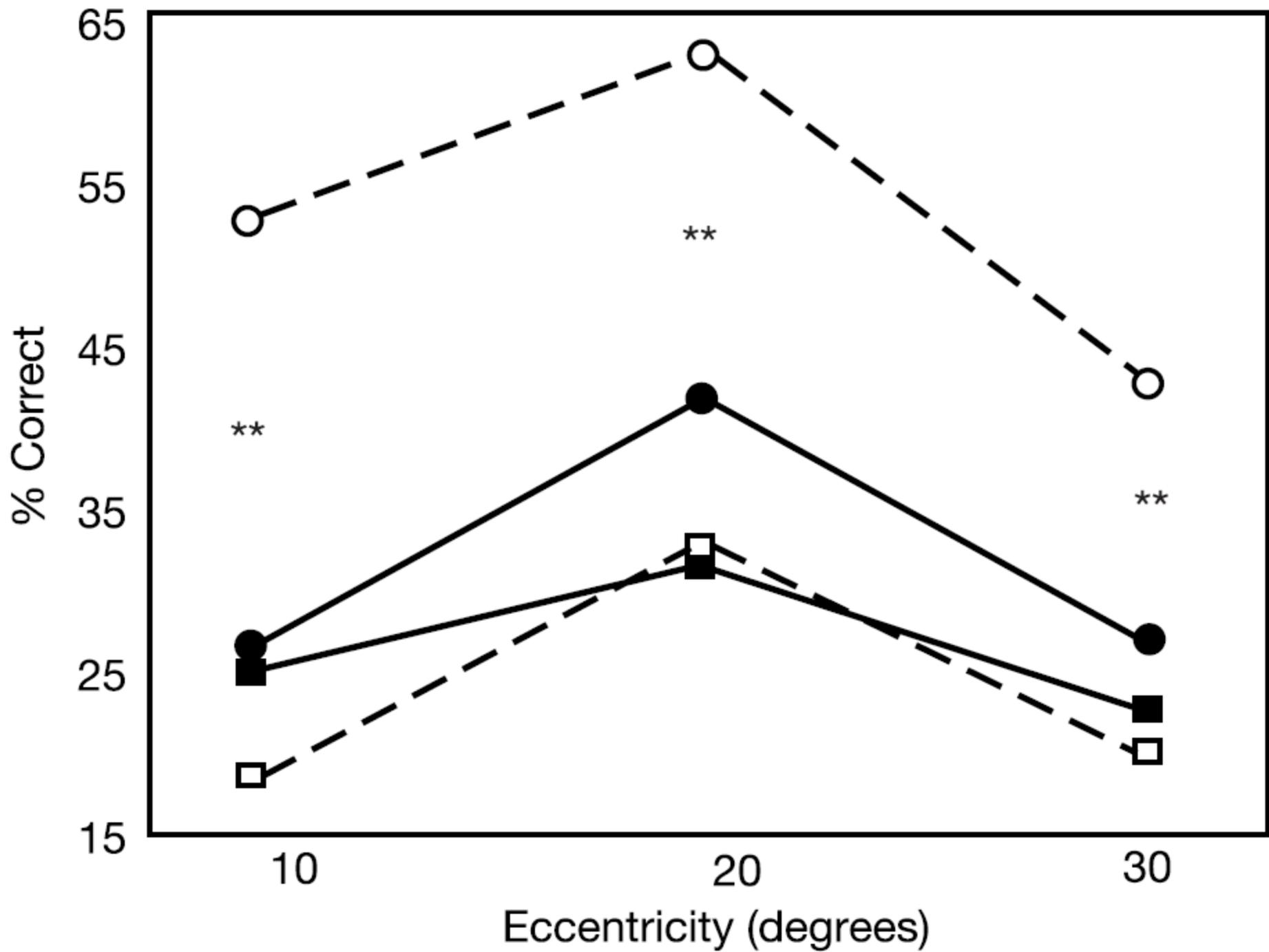
GROUP 2
FIRST PERSON
SHOOTER



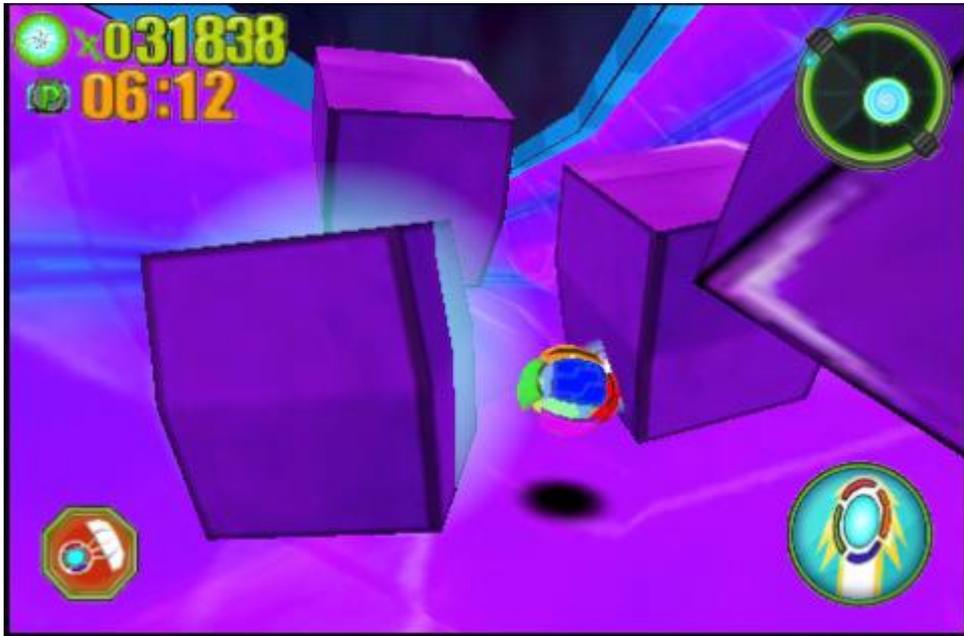
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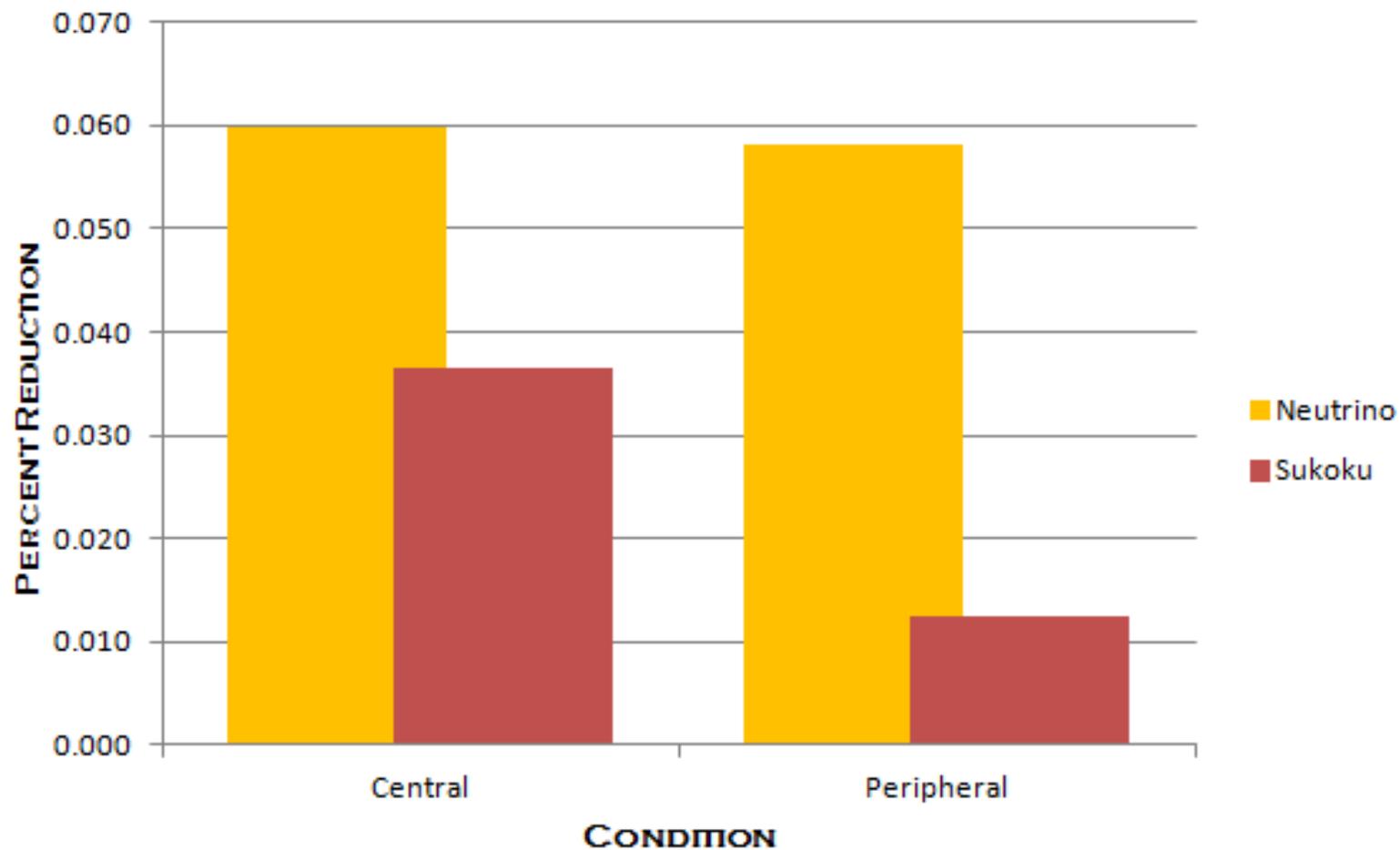
Time

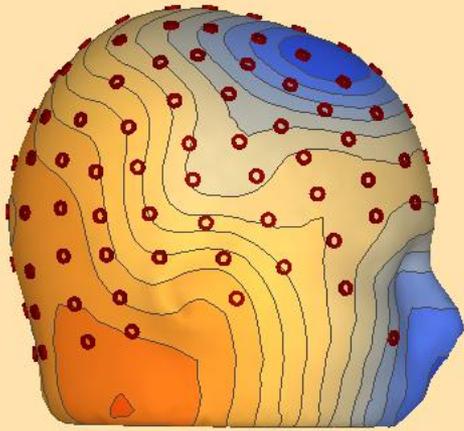






REDUCTION IN ATTENTIONAL COST BETWEEN PRE AND POSTTEST

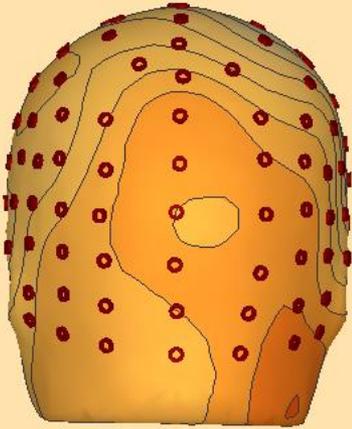




405.0 ms
EEG - Voltage

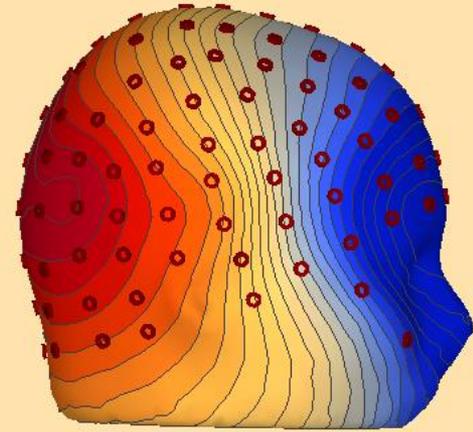
reference free
0.20 μV / step

NON-GAMER



405.0 ms
EEG - Voltage

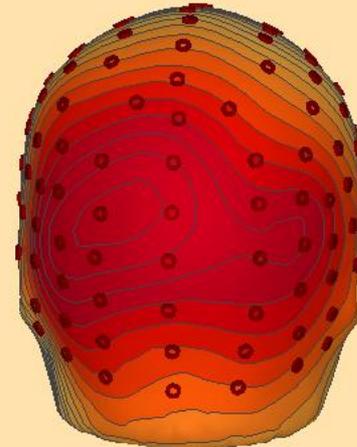
reference free
0.20 μV / step



405.0 ms
EEG - Voltage

reference free
0.20 μV / step

GAMER



405.0 ms
EEG - Voltage

reference free
0.20 μV / step

VIDEO GAMES DEVELOP

1. VISUAL ATTENTION
2. SPATIAL REASONING
3. MOTOR CONTROL
4. EXECUTIVE CONTROL
5. PROBLEM SOLVING
6. MEMORY ???

ACCELERATION
BREAKING
SHIFTING
ETC

SKILL A
SKILL B
SKILL C
...
SKILL X

DRIVING



ROUTE
PREDICTION



TARGET
DETECTION



FINE &
GROSS
MOTOR

EXECUTIVE
CONTROL

ATTENTION

SPATIAL
REASONING

WORKING
MEMORY

LONG-TERM
MEMORY

TASK SPECIFIC TRAINING



GENERAL COGNITIVE DEVELOPMENT

NOT ALL GAMES ARE CREATED EQUAL

- ❑ ACTION GAMES WORK WELL FOR VISUAL PROCESSING
- ❑ INTERACTIVE PUZZLES BUILD SPATIAL REASONING
- ❑ WORKING ON DEFINING WHAT GAMES FEATURES INFLUENCE VARIOUS FORMS OF DEVELOPMENT

ON THE HORIZON



AFFORDABLE
VIRTUAL REALTY AND
SIMULATORS

ONLINE BIOMETRIC
PERFORMANCE
ASSESSMENT AND
FEEDBACK



TAKE HOME MESSAGES

- ❑ PRINCIPLES OF PLAY CAN BE A VALUABLE RESOURCES WHEN LOOKING TO MOTIVATE LEARNERS
- ❑ GAME MECHANICS AND GAMES CAN BE USED TO INCREASE THE SIZE OF YOUR TRAINING TOOLBOX
- ❑ OFF-THE-SHELF VIDEO GAMES ARE EFFECTIVE AT TEACHING SPECIFIC SKILLS AND DEVELOPING BROAD COGNITIVE ABILITIES

THANK YOU

TELOS