

An Immersive Approach to Evaluating Role Play

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1 Evaluation Context: ORIENT

Games and Virtual Environments populated with virtual agents are usually tested and evaluated assessing the player's experience and flow outside the game experience. However, with player enjoyment related to their sense of immersion, there is clear potential for immersing evaluation into game play. We have developed an immersive in-role evaluation approach and applied it to ORIENT (*Overcoming Refugee Integration with Empathic Novel Technology*), a role-playing game designed for intercultural training for 13-14 year olds.

ORIENT is a synthetic character-based role play arising from work in developing models within which narrative engagement and empathy can be used to understand social, cognitive and emotional learning processes through role-play [1]. ORIENT is a 3D world projected onto a large screen with users interacting as a group of 3 Space Command personnel and is aimed at enhancing intercultural sensitivity. The ORIENT inhabitants (Sprytes) are driven by a modified version of the FATiMA affective agent architecture [2] with these autonomous affective characters, designed to be able to carry out culturally-specific behaviour. Interacting with ORIENT should lead the learners to change their attitudes towards (cognition), their negative feelings about (emotion), and indifferent or pejorative behaviour towards members of other cultures.

2 Evaluation Approach: In-Role

In the in-role evaluation of ORIENT all participants (including the evaluation / technical team), artifacts, instruments, interactions and measurements were in-role. The ORIENT evaluation experience was designed to: be congruent with the narrative and context of ORIENT (a space command adventure); meet participant expectations and enhance role play; and provide the development team with essential information. 3 pre- and 5 post- interaction questionnaires (see figure 1) were developed through transforming well established data gathering instruments into "in role" counterparts and then embedding and reinforcing these with supporting artifacts. Pre-interaction instruments focused on participant information and cultural profile, providing the participant's base level of cultural intelligence. Post-interaction instruments focused on psychological measures related to cultural view; and on the user experience, with