

OnSite and Engaged

Hybrid reality gaming in pre-professional disciplinary contexts



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Questions:

In what way is the communication across the curriculum (CXC) setting a potentially relevant and fruitful site for HRGs in education?

How might a particular HRG (*OnSite*) be applied to a preprofessional discipline in a way that opens possibilities for new ways of communication, collaboration, and learning in the classroom?

How might HRGs such as *OnSite* solve some of the inherent problems that emerge when trying to teach students content and communication (CXC) within settings that are both preprofessional and academic?

What future research is necessarily to explore the potential of HRGs as tools for CXC practitioners?

Hybrid reality games in education



Can You See Me Now?, 2001-2006
Uncle Roy All Around You, 2003
I Like Frank, 2004
Blast Theory (UK)

Hybrid reality games in education



Frequency 1550 (2005)
Waag Society (Netherlands)

CXC Background




Architecture

CXC

Psychology

Problems with CXC in Preprofessional Settings

Work ≠ School



HRGs and CXC

Collaboration
Active Learning
Situated Learning



The On Site application

Context: Landscape Architecture

On site: topology, geology, hydrology, soil, vegetation, cultural features, people's movement



The On Site application

Context: Landscape Architecture

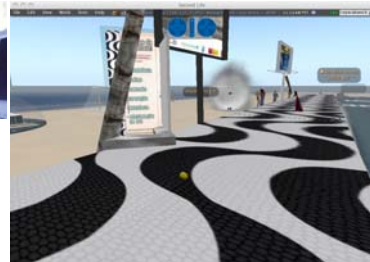
Back to the office/classroom: City planning materials, GIS maps, conversations



The On Site application

Context: Landscape Architecture

Back to the office/classroom: remote students can "see" and communicate with students at the physical location



The On Site application

Context: Landscape Architecture

OnSite: students can "see" and communicate with remote students via mobile technologies



The On Site potential

- Disruption of professional/academic bind
- Creation of infrastructure for improvisation

