



Street Pirates - a video game for route learning and road safety

Type of Project Ongoing research project

Summary

A route learning game, specifically designed for students with intellectual disability and the ultimate goal is to motivate them in route & map learning

Low-tech, high-tech products, services and contexts for play

A route learning game, specifically designed for students with intellectual disability and the ultimate goal is to motivate them in route and map learning. The game has been used in different special education settings.

game design & research: Maria Saridaki
game visuals: Electra Galani
game development: Vasilis Liaskovitis

The context of use

home, school, training center

Type of play in this play system

Cognitive

Practice

Rule play (including videogames)

Social

Solitary

Parallel

Cooperative

Objectives related to play according to ICF-CY

Play for the sake of play: Major life areas - d880 engagement in play

d8800 solitary play

d8802 parallel play

d8808 engagement in play, other specified

Play-like activities: Therapeutic and educational objectives

b1 Mental functions

b2 Sensory functions and pain

d1 Learning and applying knowledge (learning through symbolic play, learning through pretend play)

d3 Communication

d4 Mobility

d7 Interpersonal interactions and relationships

Number of participants

1-5

Chronological Age

3-6 years

6-12 years

12-18 years

Development Age

3-6 years

6-12 years

12-18 years

LUDI Categories of disabilities

Mental/intellectual impairments::

mild

moderate

Hearing impairments:

Partially hearing impaired

Deaf

Communication disorders (speech and language disorders):
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Physical impairments:

Mild

Autism Spectrum Disorders:

Multiple disabilities:

Explanation on the use of low-tech, high-tech devices, services or contexts

Explanation

No instruction, self-discovery of the participant/subject

Visual instruction with written language
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Guided discovery: therapist/researcher coaches the participant so s/he discovers how to use the assistive technology
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Verbal instruction by peer

Involvement

Adult: therapist/educator/researcher

Parent or significant others

Peer with disabilities

Peer without disabilities

Role

Participatory observer

Evaluation of objectives and outcome measures

Description of outcome measure(s)

Observation by professional/researcher providing the play experience
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Observation by other professional/researcher
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Video analysis

Feedback from client/parents/professionals

Information about availability of outcome measure: publisher, website, contact person

Saridaki, M., Mourlas, C. (2014) Playing in the special education school: from gamers to game designers. European Conference in the Applications of Enabling Technologies, 20-21 November 2014 Glasgow

References to the intervention or research project

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Website

<https://www.facebook.com/5streetpirates/>

Keywords

Digital Games, Map Learning, Route Learning