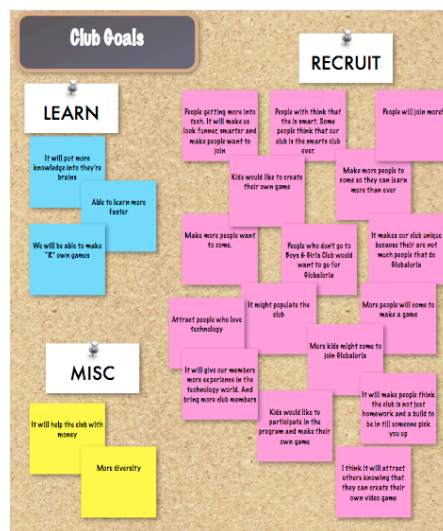


San Jose Evaluation Interim Report

This report summarizes data from San Jose students and facilitators for the first part of the year. Specifically, it presents a summary of participant's goals (generated from the first round of site visits), from the mid-year participant survey addendum designed specifically for participants in San Jose, and highlights from check-in calls with facilitators at each site.

Participants' Goals

During a kick-off session designed to introduce the concept of evaluation and prepare participants to help gather evaluation data over the course of the school-year, participants were asked to jot goals on post-it notes and place them on posters. One poster was provided for participant-level goals, another poster was provided for school or club-level goals, and a third poster was provided for community-level goals. The post-it notes from each poster were coded and transferred to a digital poster (color-coded by theme – see images below). Themes from each site were then summarized.



Participants Goals:

- Creating/Completing Game (BGC, Herman, Christopher), specifically a fun/cool game that people want to play and enjoy playing
- Learn Things, e.g., specific skills/how to create games (BGC, Herman, Christopher)
- Being prepared for the future, e.g., college/careers (BGC, Herman, Christopher)
- Having a positive impact (BGC)
- Having Fun (BGC)

Site (School/Club) Goals:

- Learn Things (BGC)
- Recruit/Attract members/students (BGC, Herman, Christopher)
- Gain Technology Skills (Herman)
- Teachers learn/use more technology (Herman, Christopher)
- Do/create things for others, e.g., wiki's blogs and webpages (Herman, Christopher)
- Get funding/prize money (Herman)

Community Goals:

- Help improve community/Share Knowledge (BGC, Herman, Christopher)
- Positive impact on future of community, including a well-prepared workforce (Herman, Christopher)
- Share skills: Do/create things for community (Christopher)
- Benefits of sharing technology skills and knowledge (Christopher)
- Make connections within community (BGC, Herman)
- Get game feedback from community (Herman)
- Sustain/Spread Globaloria program (Herman, Christopher)
- Parents – use tech (BGC)

Mid-Year Survey San Jose Addendum

In addition to the standard Globaloria mid-year survey, additional questions were developed and administered to students in San Jose. In this section of the report, we summarize results from these additional questions. A copy of the survey instrument is included as an addendum to this report.

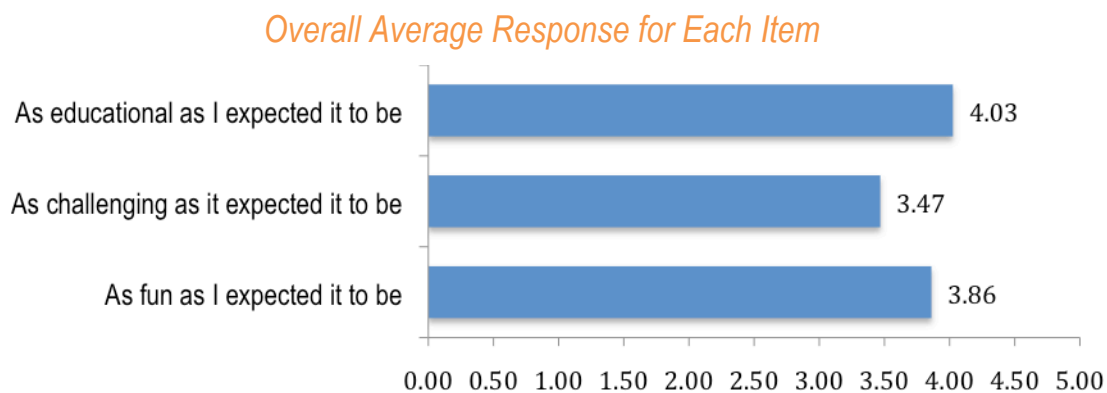
Respondents from each of the four participating sites in San Jose responded to the additional survey questions. The table below summarizes the number of responses from each site – and reflects the diversity in participant numbers in each site.

Number of respondents by Site

Site Name	Number of Respondents
AdVENTURE STEM at Herman Intermediate School	30
Christopher School	29
Boys and Girls Clubs of Silicon Valley – Levin	15
Boys and Girls Clubs of Silicon Valley – Smythe	5
Total	79

Meeting Participants' Expectations

Based on survey responses, the Globaloria program seems to be meeting youth's expectations thus far, and is, in many cases, exceeding them. Participants' responses to a series of questions about how their Globaloria experience has been in relation to their expectations are summarized in the following chart and table.



Note: Average Scores in the previous and following figures are based on the following scale: 1=Much Less, 2=A little less, 3=About the same, 4=A little more, and 5=Much more.

The table below shows a breakdown by site. Here it is possible to see that the students in Christopher School and the Smythe Boys and Girls Club seem to be a bit more reserved than their peers at other sites, though still overwhelmingly positive.

Average Response by Site

Site Name	Fun	Challenging	Educational
AdVENTURE STEM	4.23	3.40	4.27
Christopher School	3.38	3.24	3.83
BGCA - Levin	4.07	4.20	4.07
BGCA – Smythe	3.80	3.00	3.60
Overall	3.86	3.47	4.03

Mid-Year Response to Globaloria

Again, we find participants' thoughts about Globaloria, and its outcomes thus far, to be quite positive. The chart and tables below summarize participants' responses.

Average Agreement with Statements



Note: Average Scores in the previous and following figures are based on the following scale: 1=Strongly disagree 2=Disagree a little 3=Neither agree nor disagree, 4=Agree a little, and 5=Strongly agree.

Average Agreement by Site

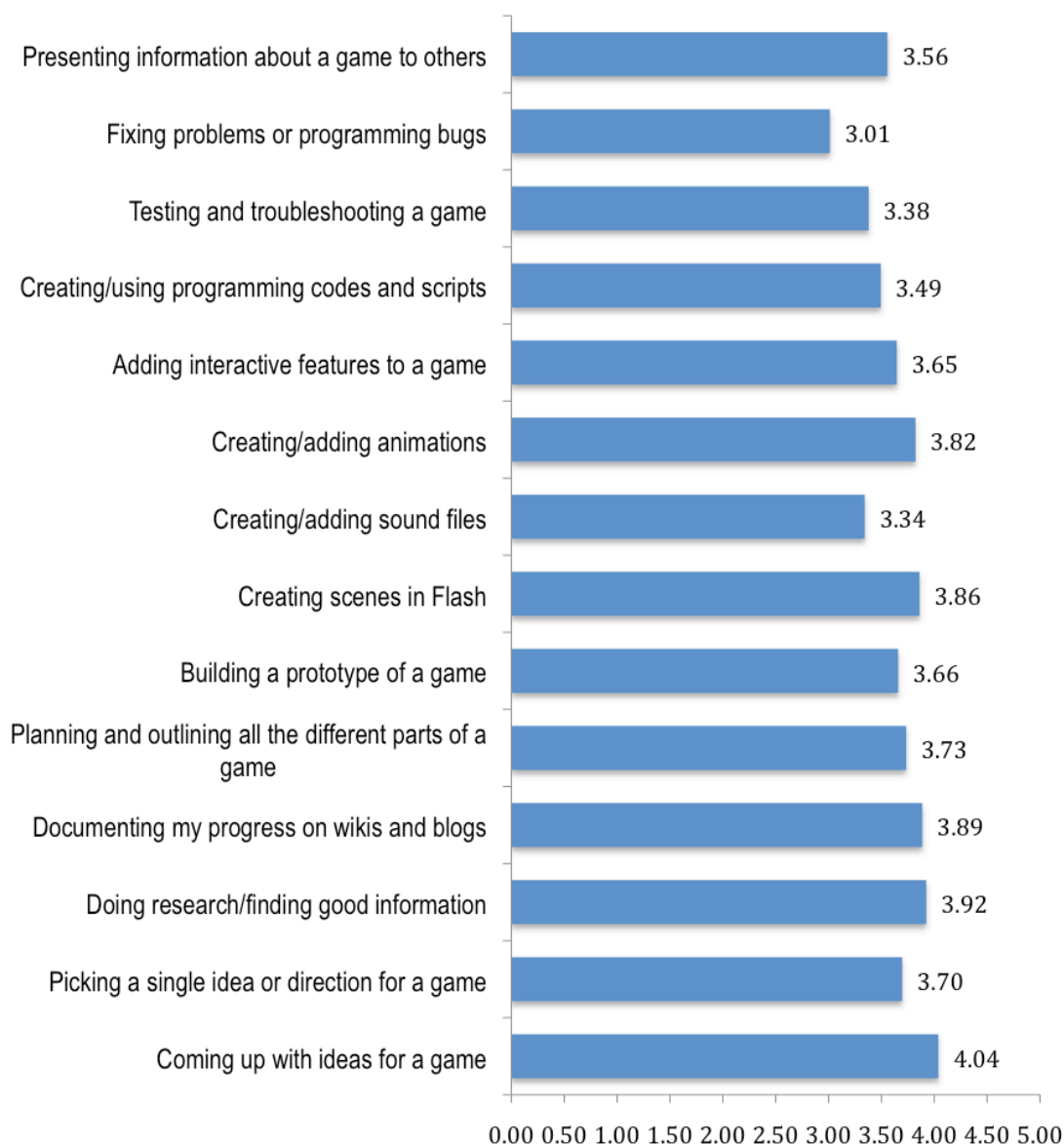
Site Name	care about school	work harder in school	care about community	think about my future/careers
AdVENTURE STEM	3.97	3.90	3.83	4.23
Christopher School	3.24	3.31	3.00	4.00
BGCA - Levin	3.73	3.93	3.67	4.07
BGCA – Smythe	3.80	3.80	3.60	4.40
Overall	3.65	3.68	3.48	4.13

Site Name	feel proud of skills/abilities	fun way to learn about games	I plan to create more games
AdVENTURE STEM	4.37	4.60	3.90
Christopher School	3.93	4.17	3.52
BGCA - Levin	4.33	4.27	3.53
BGCA – Smythe	4.60	4.20	3.80
Overall	4.22	4.35	3.68

Self-Rated Game Design Abilities

We were also interested in learning more about participants' emerging game design abilities – and the emergence or strength of different skills in relation to each other. Participants generally rated themselves to be proficient at most game design skills (ranging from being “Somewhat able” to “Very well” able to do each task). Self-rated ability for coming up with game ideas was highest, followed closely by doing researching, documenting progress on wikis and blogs, creating scenes in flash, and creating or adding animations to their games. It is interesting to note that their ability to generate game ideas is a great deal higher than their ability to select a single idea or direction for their games—perhaps reflecting the challenges faced in some groups to settle on a single game idea.

Self-Rated Game-Design Ability



Note: Average Scores in the previous and following figures are based on the following scale: 1=Not at all 2=Not very well, 3=Somewhat able, 4=Pretty well, and 5=Very well.

The tables below present a breakdown of self-reported skill data by site. Again, participants at Christopher School seem to be a bit more reserved in their self-reported ratings of abilities, while participants in Herman Intermediate's AdVENTURE STEM program are extremely confident in their game design abilities across the board thus far.

Average Self-Rated Ability by Site

Site Name	Generating Ideas	Picking idea	Doing research	Wikis and Blogs
AdVENTURE STEM	4.27	3.73	4.00	4.17
Christopher School	3.66	3.52	3.72	3.69
BGCA - Levin	4.27	3.80	4.13	3.67
BGCA – Smythe	4.20	4.20	4.00	4.00
Overall	4.04	3.70	3.92	3.89

Site Name	Planning parts	Prototype	Scenes Flash	Sound
AdVENTURE STEM	4.00	3.87	4.07	3.90
Christopher School	3.41	3.34	3.72	2.79
BGCA - Levin	3.87	3.80	3.60	3.20
BGCA – Smythe	3.60	3.80	4.20	3.60
Overall	3.73	3.66	3.86	3.34

Site Name	Animations	Interactive features	Codes and Scripts
AdVENTURE STEM	4.07	3.93	3.53
Christopher School	3.86	3.34	3.48
BGCA - Levin	3.33	3.67	3.53
BGCA – Smythe	3.60	3.60	3.20
Overall	3.82	3.65	3.49

Site Name	Troubleshooting	Fixing problems	Presenting information
AdVENTURE STEM	3.77	3.30	3.80
Christopher School	3.03	2.59	2.93
BGCA - Levin	3.33	3.20	4.00
BGCA – Smythe	3.20	3.20	4.40
Overall	3.38	3.01	3.56

What Participants Were Most Proud Of

We asked participants what they were most proud of – specifically, “What have you done so far in Globaloria that you are most proud of so far this year?” There were a wide variety of responses. More than a third (41%) said they were proud of their game, i.e., creating or completing a working game:

Something I'm most proud of this year is getting to make a game! I mean it's not everyday we make a game on Flash. This class is special to me! – female student at Herman Intermediate

What I've done so far in Globaloria this year that I'm most proud of this year is all the progress for my game. – male student at Christopher School

Nearly half of the respondents (49%) indicated specific game design skills they were proud of, including working with Flash, creating animations, working on graphics, incorporating interactivity, and adding sounds.

The thing I done so far that I am most proud of is working on Flash because when I finish a game that I made I feel happy because I finished it and it works. – female student at Christopher School

So far, I am most proud of my current demo game. So far, I have been successful in adding animation and making my game work in general. I am very proud of my programming skills a lot this year. – male student at Herman Intermediate

I think that my design levels and getting stuff to move is what I'm most proud of because I know that I wasn't able to do this last year, but now I am. It is so cool and fun how that I can make a game and looking back on last year saying that wow I've done this much. That is why I am so proud of what I've done. – female student at Herman Intermediate

I am proud of so many things here is a list. 1.Adding Animations 2.Adding a scene 3.Making our game demo 4.Learning about flash a great program that can get you be creative. I wish that I had flash on my computer – female student at Herman Intermediate

I am so proud of making buttons and sounds and things move. I thought that I would NEVER be able to do that. – female student at Herman Intermediate

What I have done in Globaloria that has made me most proud is to make my character move. I have learned to do this a lot and it is a very important part of my game. – male student at Herman Intermediate

I am very proud of some of my files with just simple motion tweens that make it look really good. Also some of the ideas I get and want to make. – female student at Christopher School

So far, in Globaloria I think I'm most proud of my mini game we made in class ,because I understood how to do all the steps and I only needed help in one thing. – female student at Christopher School

I am proud that I did most of the paper prototype by myself and it came out well. – female participant at Smythe Boys and Girls Club

Participants were also proud of their ability to collaborate with their peers and work together as a team:

Well in Globaloria we have learned how to make animations, motion tweens, adding buttons, and adding sounds. I am really proud of learning how to make all the code and plus I am proud of learning how to adapt more with other kids! Like I am a team player so this is helping me with soccer to adapt with the team! I really want to thank all the people that are working in the Globaloria industry for thinking of such a great idea! One last thing! I am proud of learning new stuff other kids cant do! – female student at Herman Intermediate

I am most proud of working effectively in a group, and paper-prototyping was a huge accomplishment . – female participant at Smythe Boys and Girls Club

In some cases, participants shared examples of challenges they had overcome – and the general pride they felt in sticking with the program even when things were tough or frustrating.

I think that the thing that I am most proud of this year is the mini game I made with the help of many people. It was sorta the hardest thing I got through at that time. It was also very frustrating to make it. – male student at Herman Intermediate

What I have done that I am proud of is making my flash file because it was challenging and I'm proud that I finished it. I am also proud of going to Globaloria every single day because for most people its really hard to come every single day because they think Globaloria is way to difficult for them and I like to learn new thing's every day from Romina and Joel!!! – female participant at Levin Boys and Girls Club

And one forward-looking participant indicated that she was proud of learning skills that could be used in the future:

I'm proud that I learned lots of things that will help me in the future – female student at Christopher

Participants' Ideas for Improvement

The vast majority (75%) of respondents didn't have any ideas for improvement and/or stated that they liked the Globaloria program just the way it is.

*I don't have any suggestions for globaloria but I'll just say it's very useful and rather challenging.
– male student at Herman Intermediate*

Well I really think that the people in the Globaloria industry have done everything to make learning more fun! I am really happy to have an opportunity to make games and use special programs! This has been the best learning experience! – female student at Herman Intermediate

I don't think there is anything else to improve on every thing is teachable and fun at the same time. – female student at Christopher School

In terms of specific ideas for improvement, participants suggested having more help and resources (especially more examples or resources to aid them with coding in Flash), and more time.

For improving globaloria, maybe you should give kids a whole page of code for flash and stuff because for us kids it is hard. – female student at Herman Intermediate

One improvement that Globaloria could make is to add a little bit more code to the wiki. A couple more minilessons would help too. – male student at Herman Intermediate

*I think that Globaloria should put more examples of how to make things like real bubbles or how to make a stop and play scene but other than that I think that Globaloria is as awesome as it is.
– female student at Christopher School*

The only thing I wish globaloria could change to improve is to make some auto-code. What I mean by auto-code is when you make a button and it writes the code for you but you have to replace the subject/page to your subject/page name. That would make using flash much more easier, but you would still have to do some code by yourself so flash isn't easy. – male student at Herman Intermediate

I think we should have more time a day to work on our game. This would make me have more time to work on my game so I can make it better. – male student at Herman Intermediate

While not really a suggestion for improvement, the following comment shared by a participant at the Boys and Girls Club of Levin seemed to sum up feelings about the program that were shared by many other Globaloria participants in San Jose:

Keep thinking, don't give up about your ideas in your imagination...your imagination can come to life on this very screen when you join Globaloria – male participant at Levin Boys and Girls Club

Summary of Findings from Facilitator Check-In Calls

Shortly after the school break and the start of the spring semester, members of the Rockman Et Al evaluation team conducted a “check-in” call with Globaloria facilitators at each of the San Jose sites. During the check-in calls, which each lasted about a half-hour, facilitators were asked to respond to the following questions:

How things have been going with Globaloria since our visit in November?

What have been your class’s (group’s) greatest successes so far this year?

Have you faced any challenges? (if so, what steps were taken to overcome them/have they been resolved?)

Can you think of any recent examples or anecdotes that would help someone understand your experiences with Globaloria this year?

Current Status

Most sites were just at the point where participants were working to complete their demos – though facilitators noted the fact that the groups were working at different paces. Each facilitator, being new to the Globaloria program, also expressed concern about keeping up or being where they were supposed to be, but this concern seems to be some as they see participants working at different paces, especially seeing that some participants have discovered resources online that allow them to work ahead. One facilitator rightfully noted that despite the different ability levels and different working paces, “They will all get to the same spot in the end.”

Successes

Facilitators have been pleased by the quality of teamwork they are seeing among participants. The ability to work in groups is clearly an important 21st Century skill and one that teachers are happy that the young participants have a chance to practice in Globaloria. Another 21st Century skill that teachers are pleased to see participants practicing is the ability to reflect on their work and communicate information using blogs and wikis. The facilitator from the Boys and Girls Clubs, echoed these sentiments about the value of 21st Century Skills infused in the Globaloria program:

Program is tremendously valuable for Boys and Girls Clubs especially with 21st Century skills – games are just one component of the program – all the other skills they get make it even more valuable.

Facilitators at Christopher School were pleased to see the level of devotion exhibited by their students – many of whom are coming in on Saturdays to work, even when it is not required. At Christopher there is also a 5th grader voluntarily participating in the program because she was so excited about what her older sister was doing.

Facilitators have been pleased by the steps participants are taking to ensure a high-quality final product. The facilitator at Herman Intermediate shared the following comment:

I am amazed at how creative they are being – and how much they are getting into the research piece...most of them are going deeper with research even if I didn't tell them to do it – I see evidence of it in their work...One group realized they didn't have enough information to plan their game and proactively did more research on their own.

The facilitators are also seeing examples of advanced techniques. A student at Christopher School, for example, discovered that he needed to create different versions of his character to display on-screen based on which direction the character was moving/being moved. The facilitator noted that this wasn't something they'd talked about in class, but rather something that the student had likely seen in other games he'd played.

Challenges

Facilitators also shared comments about the challenges they have faced. In Herman Intermediate there were some challenges getting the computers up and running (and able to stay on the Internet consistently).

Facilitators shared concerns about pacing and wanted assurances that they were on track, and not allowing their participants to fall behind. Mentors were listed as good sources for information about how to monitor and manage workflow – and also manage other classroom logistics such as tracking student progress.

The program also faced unique challenges in the two Boys and Girls Club sites – and unfortunately these challenges led many of the participants who were recruited at the beginning of the school year to ultimately drop out of the program. The Boys and Girls Clubs sites found that fourth and fifth graders were not able to successfully complete tasks without significant assistance and the program was subsequently discontinued for those grade levels. Other participants dropped out because they were initially unaware that this was a year-long commitment (most programs at the Clubs are only 8 weeks), or because the early weeks of the program seemed too school-like (i.e., researching ideas and having to do a lot of writing). The ones who “stuck it out” are now excited because they are getting to create their games (i.e., “the fun stuff”) – the ability to create a game is definitely “big.”

They've done small videos, photos in the past – but creating an entire video game is enormous in their minds. Having the opportunity to do something like that is exciting.

The ability for Boys and Girls Clubs to staff the program effectively was also a challenge because the program requires more time and effort than staff with other programmatic commitments may be able to commit. The Boys and Girls Club facilitator also indicated that there were challenges in adapting a program that seems best-suited for in-school use (i.e., participants coming for set times each day) to one that would work in an afterschool setting where attendance tends to be sporadic. In Boys and Girls Clubs, the motivation to participate is also different. Since participants aren't receiving a grade for their participation, intrinsic motivation is key, but they are also working to identify other incentives that will motivate after-school participants.

The Boys and Girls Club facilitator recommends the inclusion of more game templates that might ultimately reduce the time necessary to produce a game in an afterschool setting. It may also be helpful for the curriculum to be more asynchronous, allowing participants to truly work at their own pace, and pick up where they left off if they are absent for any length of time.

GLOBALORIA Mid-Year Survey

Thank you for taking time to help us learn more about Globaloria and your experiences so far this year.
Please answer all questions honestly - your personal responses will not be shared with anyone.
Click on the arrow at the bottom of each page to continue.

First Name:

Last Name:

At which site do you participate in Globaloria?

- ☐ Herman Intermediate School
- ☐ Christopher School
- ☐ Boys and Girls Club Levin Clubhouse
- ☐ Boys and Girls Club Smythe Clubhouse

1. So far, Globaloria has been:

	Much less	A little less	About the same	A little more	Much more
a. As fun as I expected it to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As challenging as I expected it to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. As educational as I expected it to be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. So far, how would you rate your ability to do the following game-design tasks:

	Not at all	No very well	Somewhat able	Pretty well	Very well
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

a. Coming up with ideas for a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Picking a single idea or direction for a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Doing research/finding good information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Documenting my progress on wikis and blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Planning and outlining all the different parts of a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all	No very well	Somewhat able	Pretty well	Very well
f. Building a prototype of a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Creating scenes in Flash	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Creating/adding sound files	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Creating/adding animations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Adding interactive features to a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all	No very well	Somewhat able	Pretty well	Very well
k. Creating/using programming codes and scripts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Testing and troubleshooting a game	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Fixing problems or programming bugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Presenting information about a game to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How much do you agree with each of the following statements:

	Strongly disagree	Disagree a little	Neither agree nor disagree	Agree a little	Strongly agree
a. Globaloria makes me care more about school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Globaloria makes me work harder in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Globaloria makes me care more about my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Globaloria makes me think more about my future and possible careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Globaloria makes me feel proud of my skills and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Globaloria is a fun way to learn about designing games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. After Globaloria, I plan to create more games.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What have you done so far in Globaloria that you are most proud of so far this year?

5. Do you have any other comments or suggestions for improving Globaloria?