**Theory: Information Design**

**Contiguity:** In order to reduce cognitive load, Rollovers with additional information are placed throughout the game so that there is limited opportunities to cause extraneous cognitive load. Furthermore, Icons have been used in place of text to minimize extraneous information as well.

**Split Attention:** In order to limit split attention, video help files are automatically not set with subtitles. Subtitles are available for the hearing impaired and can be selected on an individual basis. Video screens that are accessed by the players take over the entire game screen so that split attention is limited.

**Cueing:** visual cues are used in attracting the player to certain job postings is based on their current level of experience with the game. Using warm yellow highlights around job postings, we draw the player to certain postings per their skill set. Thus, a new player to Interview Docent will be “guided” aesthetically to select the highlighted, or most basic level job posting to start the game. However, the player has the opportunity to choose any level they desire. As they proceed to other levels in the game, Interview Docent will recommend, via highlighted job postings, appropriate job postings that match to the player’s performance is past levels.

**Representations/Icons:** Since we will be using 3D-elements, the goal is to leverage iconic representations of people and content. Thus, Interview Docent will avoid “cute” or no-iconic representations to limit cognitive load and enable the player to clearly identify the representations found in the game.
Theory: Interaction Design

- **Segmenting**: Thus *Interview Docent* was designed to enable each player to move at his or her own pace at all levels of the game. For example, players can pause, replay, stop, and forward each video help file, simulation, or game component. This enables the player to move at their own pace. Since *Interview Docent* is an online game with tracking capabilities, the game will track when they have paused and bring them back to their last position/level at a later time.

- **Pacing**: Since the players will have the ability to move at their own pace, they will be able to reduce cognitive load and acquire knowledge constructs at their desired rate. Advance players can move from level to level so that they do not get bored, while novice players can choose their own pace and timing. The ability to stay in a level to learn more, even after they have met the requirements to move on, is an example of the way *Interview Docent* addresses pacing. Ultimately, the design of the Interview Docent allows flexible usage and game play.
Guidance & Feedback: As noted, the overall design of the Interview Docent includes guided cueing of actions to take during the game that will enable the players to move forward to the next appropriate game level. This is conducted through visual and auditory cues as noted earlier in the mechanics section. From a feedback perspective, players are not only able to see the consequences of their actions, but will receive text/audio feedback from the game on correct and incorrect answers. This enables the player to emotionally connect to the game and further their desire and pleasure in playing the game.

Reflection: Players are able to reflect on acquired knowledge from previous levels and apply them to situations faced at the player’s current level. Players can leave Interview Docent at any time and re-enter where they left. This allows for the player to discuss, practice, and reflect on material that they were presented with in a prior session of Interview Docent. Furthermore, many of the skills are transferrable to other job types and in many cases are complimentary to other skill sets in other jobs. Thus reflection of prior knowledge is prompted through out each phase of the game.

Coherence: Therefore, from a design perspective, players will only see the game and relevant buttons to pause, play, or forward the game. Outside of this, they will see their current score. Outside of that, no other levels of extraneous information are made available. Again, the goal here is to reduce cognitive load that will enable the player to have greater focus on the relevant components of game play.

Task Appropriateness: The overall design of this game is based on task appropriateness – job listings, company research reports, resumes, SEC filings are all appropriate resources for a job seeker. Videos showing different work settings, communications pointers, and interviewer types are all directed towards achieving the desired outcome. Each task is based on reinforcing and building upon the relevant skill sets for each job. Thus the simulations and game scenarios are contextually informed by the game and job description selected.
Interview Docent creates the world of a job interview – it is a game that draws the player in and represents the interactivity created in an actual job interview by creating depictions of an interview and creates an environment that is representative of the whole job interview experience. This includes resume preparation and presentation, job search, attire, communication, and interactivity of a simulated question and answer.

Interview Docent is a game that is driven primarily as an emergent experience but relies upon embedded narrative of prototypical interview questions to bring the experience to life for the player (Salen and Zimmerman, 2006a, p. 383; Salen and Zimmerman, 2006, p. 681-686). From the perspective of an emergent experience, the branching logic that supports a player’s referred mode of play (e.g., a player can sit for an interview “cold” or can prepare before sitting for an interview) allows the learning experience to unfold in a manner that is best suited for the player’s learning style and comfort. Embedded media and knowledge assets bring Interview Docent alive for the player. Video clips, job descriptions, interviewing concepts and other learning support items exist prior to a player’s interaction with the game and are used to help support learning.

Whereas there is an uncertainty for the player as to the results of her/his actions and answers to questions that affect the larger trajectory of the game’s narrative arc, the core mechanics – the moment-to-moment activity of the player – of responding to the prompts provided within Interview Docent acts as a metaphor for the actual give and take of conversation flow that occurs in an actual job interview.
Interview Docent is equipped with a number of narrative descriptors throughout the software interface. Instructional text, in game cinematics, interface elements, game objects, other visual and audio elements (Salen and Zimmerman, 2006a, p. 399) all play a vital role in navigating the player through the learning experience. Cut scenes, such as videos depicting simulated workplace interactions, play a vital role in not only immersing the player in a simulated interviewing experience, but also in helping the player to develop and manage her/his expectations around behaviors necessary to be successful in an interviewing situation.

Interview Docent attempts to create the four layers of psychological experience of the player-character seeking a job (Isbister, 2004).

1. From a visceral perspective, the feedback and flow of the simulated experience provided by Interview Docent tries to create for the player how, from a sensory perspective, it feels to be in an interviewing situation. For example, the three interviewer archetypes emulates the experience of being exposed to different kinds of interviewers.

2. From a cognitive perspective, the interaction in the play puts the player in a problem solving space that forces her/him to take actions – successful action that will take the player to the next level or unsuccessful actions that will take the player to content already discussed to help her/him develop more thorough internalization a better understanding - and taking action.

3. From a social perspective, the player has the opportunity to not only interact with the interviewer, but also the different non-player characters in the roles of ally and informant/traders (Isbister, 229).
Enter User Name: Jan Plass
Password: **************

Login
Player: Jan Plass
Score: 0
Level 1

Pick a job
**New York Torch Times Classifieds**

**Programmer**
Looking for a klja djask dasd jaskjd asj dasdj asdjasldjlas djj dasdj lasdj asjdjak laskdj asdklj asdkj asdjasldjlas dj jaskjd lasdj asjdjak laskdj asdklj asdjak

**Manager**
Looking for a klja djask dasd jaskjd asj dasdj

**Designer**
Looking for a klja djask dasd jaskjd asj dasdj

**STORE MANAGER**
Looking for a klja djask dasd jaskjd asj dasdj asdjasldjlas djj dasdj lasdj asjdjak laskdj asdklj asdjak

**Admin**
Looking for a klja djask dasd jaskjd asj dasdj asdjasldjlas djj dasdj lasdj asjdjak laskdj asdklj asdjak

**Director wanted!**
Looking for a klja djask dasd jaskjd asj dasdj asdjasldjlas djj dasdj lasdj asjdjak laskdj asdklj asdjak

**Graphics Artist!**
Looking for a klja djask dasd jaskjd asj dasdj asdjasldjlas djj dasdj lasdj asjdjak laskdj asdklj asdjak

**Web Designer**
Looking for a klja djask dasd

**Accountant**
Looking for a klja djask dasd jaskjd asj dasdj asdjasldjlas djj dasdj lasdj asjdjak laskdj asdklj asdjak

**Counselor**
Looking for a klja djask dasd jaskjd asj dasdj asdjasldjlas djj dasdj lasdj asjdjak laskdj asdklj asdjak

**Manager**
Looking for a klja djask dasd jaskjd asj dasdj

**Sales person wanted!**
Looking for a klja djask dasd jaskjd asj dasdj asdjasldjlas djj dasdj lasdj asjdjak laskdj asdklj asdjak
New York Torch Times Classifieds

<table>
<thead>
<tr>
<th>Job Title</th>
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</tbody>
</table>

Please choose:

- Play/Explore
- Choose Clothes
- Video Mentor
- Go to Interview
- Exit
Hi Jan! Could you help us solve this problem?
Situation:

Problem Statement here............

Please click on your answer:

Answer 1  Answer 2  Answer 3
Player: Jan Plass
Score: 5 points
Level 1

Job: Accountant
Skill Level: Flexible
Interview 1 of 3

Great! Answer! + 5 points
Player: Jan Plass
Score: 7
Level 1

Job: Accountant
Skill Level: Flexible
Interview 1 of 3

+ 2 points, for picking supplies to prepare for interview
Player: Jan Plass
Score: 0
Level 1

Job: Accountant
Skill Level: Flexible
Interview 1 of 3

Goal: Getting to the meeting first to earn 4 points
Congratulations! You have earned 4 points for getting to the meeting first.