User guide for *Storybook Brawl:*

https://store.steampowered.com/app/1367020/Storybook_Brawl/

UPSKILLS Domain Cluster:
• Research-oriented
• Transversal

Target Audience:
Undergraduate students taking linguistics & language-related courses

Requirements:
No specific requirements

Gaming Experience:
Low-Intermediate

Skills Targeted:
• Ability to review a problem, identify a solution and foresee opportunities
• Planning & strategy skills
• Problem-solving skills

Learning Outcomes:
Upon completion of game play, the students are expected to:
• Use strategic thinking to come up with best play, even when there are random circumstances that might make it difficult to plan ahead
• Show more advanced adaptation skills as they continuously aim to master the game
• Learn play strategies and tactics against an AI driven agent

Introduction (for academics & lecturers):
     This game is promoted as an autobattler game where the player is going to battle against an AI component using cards. There is no fighting but there is a lot of strategy involved in this game so it encourages and supports higher level thinking, problem solving but also adaptation

to randomness as the game unfolds. The randomness ensures that the players do not get too comfortable with routine play but are constantly thinking about ways in which to beat the AI agent. This game is suggested more as a home activity rather than a class-based activity because skills need to evolve over time and players, especially newcomers to these sort of card battling games, need time to familiarize themselves and sharpen their skills. Even though one game may take 1-2 hours of play, it is suggested that students are advised to play this game for 2-3 weeks, to possibly refine their game play and strategy. One question that can be asked during the discussion is about the development of strategy skills to raise more awareness of the students' problem solving abilities.

Pre-Game Briefing:

This game is an auto battler card game. You will play individually, though you can always choose to play socially in groups of two. In this game you are playing against an AI that is randomly choosing different cards in order to win. You have to choose the first initial hero card that you will be playing with but beyond that you have to strategically plan your moves around the random cards that you will be getting. The main goal is to have your character as the last person standing out of the 8 characters who are initially in the game. You will have different characters come up as you traverse the game, and you will have spells that help your hero get stronger. The more opponents you fell down the stronger your hero gets.

This is a game of strategy and tactics. It might be that at first you will need to learn the ropes, so you might lose a few battles. But the aim is that the more you play, the more you sharpen your strategic skills and problem solving abilities in the face of randomness.

Game de-Briefing (post-play):
• What word would you say best describes this game?
• Can you identify the sort of strategies which you were using to win against different opponents?
• Would you say that your gameplay changed throughout the game?
• Did you find that the more you played it the stronger your game play turned out?
• Would you say that strategy-wise this game helped you improve your skills?
• Do you think that randomness was a crucial and determining factor in the game play?
• Did randomness help or hinder your play?
• Do you think the outlook of the characters reflected your decision-making during the game?
• What challenges do you attribute to this game?

Conclusion (for academics & lecturers):
The following are a list of questions which you can make use of to evaluate the use of this game as part of your UPSKILLS course curriculum. You can use a journal to keep track of your answers.

- It is recommended that this game is played at home over a number of sessions/hours and that discussion follows in class after. Do you agree with this strategy? Why or why not?
- This game is not strictly tied to a fixed curriculum and it helps the students acquire more general skills in terms of strategy and problem solving. What do you think of this? Do you think this is useful?
- How important do you think that strategy and problem-solving are for your course but also for the profession of the language data specialist?