

Studium by Nazaret Sarkissian and Alexandre Ter-Martirosian

Social sciences

Design

Senior I Age 17 and 18

École secondaire St-Maxime

North Shore of Montreal

Presented at the Science Fair in 2002

Project summary

This new educational and entertaining parlour game enables players to improve their general and academic knowledge. It is also intended to help people who are unsure about what career path to pursue.

Project report

Introduction

Issue Students are finding it increasingly difficult to make a career choice.

Aim By creating a parlour game named Studium, we wanted to help students make a judicious career choice, while enabling them to learn and have fun.

Hypothesis We believe that this game will enable players to increase their general knowledge and help them choose a career path. We think that our new parlour game, which is both fun and educational, is a good way to motivate people and help them learn without even realizing it.

Protocol – Part A:

1. Writing detailed game rules.
2. Designing the game board using Photoshop software.
3. Designing the money using Word.
4. Designing the money holder and card holders by hand.
5. Making the board, the card holders, the money holder and the money.
6. Writing 540 educational questions on a variety of subjects and 75 general questions based on information from reliable sources.
7. Creating a Studium results chart on the basis of answers provided.

Data:

Designing a game that simulates the everyday life of a student and having players play the game to validate our hypotheses.

Materials:

- computer (with Photoshop and Word software)
- three 33-cm x 51-cm pieces of wood
- electric saw
- Plexiglas
- aerosol glue
- wallpaper
- ruler

- adhesive paper
- professional tape

Protocol – Part B:

1. Choose 30 students at random with different intellectual abilities, ambitions and tastes.
2. Ask each player about his or her career choice before starting the game and record each person's answer.
3. Have five players at a time play the game and observe their reaction.
4. Once the game is over, ask each player about his or her career choice again and record each person's answer.
5. Verify and record each player's results.
6. Compare all the results obtained.

Results chart

Players' career choices

| Player | Before the game | After the game | Studium result |
|--------|-----------------|------------------------|------------------------|
| 1 | Psychology | Marketing | Marketing |
| 2 | Engineering | Engineering | Engineering-sciences |
| 3 | Aeronautics | Aeronautics | Aeronautics |
| 4 | Airline pilot | Airline pilot | Sports |
| 5 | Automobile | Automobile | Marketing |
| 6 | Actuary | Actuary | Accounting |
| 7 | Medicine | Medicine | Medicine |
| 8 | Music | Music | Arts and entertainment |
| 9 | Sports | Medicine | Medicine |
| 10 | Teaching | Teaching | Languages |
| 11 | Fighter pilot | Aeronautics | Engineering-sciences |
| 12 | Engineering | Medicine | Engineering-sciences |
| 13 | Sports | Arts and entertainment | Arts and entertainment |
| 14 | Teaching | Psychology | Psychology |
| 15 | Engineering | Engineering | Teaching |
| 16 | Accounting | Accounting | Accounting |
| 17 | Accounting | Accounting | Accounting |
| 18 | Sports | Marketing | Marketing |
| 19 | Languages | Languages | History |
| 20 | History | History | History |
| 21 | Marketing | Marketing | Sports |
| 22 | Auto mechanics | Auto mechanics | Engineering-sciences |
| 23 | Marketing | Marketing | Marketing |
| 24 | Computers | Computers | Sciences |
| 25 | Teaching | Teaching | Teaching |
| 26 | Construction | Marketing | Sports |
| 27 | Marketing | Marketing | Accounting |
| 28 | Medicine | Psychology | Marketing |
| 29 | Computers | Computers | Computers |
| 30 | Computers | Sciences | Sciences |

Compilation of results:

- **33%** of participants changed their career choice by the end of the game.
- For **47%** of participants, the Studium result was the same as their career choice at the end of the game.

- For **27%** of participants, the Studium result was the same as their career choice at the beginning and the end of the game.
- For **40%** of participants, the Studium result did not correspond to their career choice either at the beginning or the end of the game.

Interpretation of results:

- In 33% of cases, simply playing Studium caused players to change or call into question their career choice.
- In 47% of cases, we observed that playing Studium enabled participants to realize that they had chosen to study and performed well in subjects that they liked.
- In 27% of cases, we deduced that participants were convinced of their career choices and playing Studium strengthened their conviction.
- In 40% of cases, we noticed that players were convinced that they liked certain subjects more than others, but did not perform well in those subjects.

Sources of error:

- Small number of participants
- Validity of participants' answers

Conclusion:

We were able to verify our hypothesis. Playing Studium enabled participants to either reaffirm or reorient their career choice.