

PROFESSOR LAYTON AND THE CURIOUS VILLAGE

1. Basic game info

- Number of players

Single player

- Time to play

Unlimited (game can be saved; new puzzles can be downloaded via wi-fi connection)

- Suggested ages

10 and up

- Description (goal and core mechanic in first line)

Professor Layton and the Curious Village is a game in which the player helps to solve the mystery of St Mystere, by walking around the village and solving puzzles.

The puzzles take the form of brainteasers ranging from math to spatial and visual logic. By solving puzzles players progress through the adventure and acquire items.

- Genre/ Platform

Puzzle/ Nintendo DS

- Links to forums, reviews, pictures

<http://professorlaytonds.com/>

2. What is the core learning activity of the game?

Players learn logical reasoning via puzzles.

3. What integrated domains does this game align with? What pedagogy does it suggest?

Integrated domain - 'Sports for the mind'

Pedagogy - 'Systems-Thinking'

4. Does this game have a level editor?

You can add your own puzzles on the Professor Layton website.

5. What kinds of social interaction does this game create? What are the qualities of that interaction?

Players may help each other solve puzzles.

6. What are the 6th grade math curriculum standards that this game aligns with? (include full path)

➤ Problem Solving

- Students will apply and adapt a variety of appropriate strategies to solve problems.
 - Students translate from a picture/diagram to a number or symbolic expression.
 - Students use trial and error and the process of elimination to solve problems.
 - Students analyze problems by observing patterns.
- Students will monitor and reflect on the process of mathematical problem solving.
 - Students discuss with peers to understand a problem situation.
 - Students determine what information is needed to solve a problem.
 - Students differentiate between valid and invalid approaches.
 - Students explain the methods and reasoning behind the problem solving strategies used.
 - Students verify results of a problem.

(e.g. This game is all about solving puzzles that are visual, numeric, pattern based etc)

➤ Reasoning and Proof

➤ Communications

- Representations
(e.g. *Students may need to sketch their problems to be able to visualize and solve them effectively.*)
- Geometry
(e.g. *Puzzles may be geometry based.*)

7. Is the game simulating or modeling something? (real scenario, imagined scenario, predictive scenario, system)

Not specifically. However, the narrative holds cues to various scenarios e.g. while entering the village, a puzzle on bridge engineering needs to be solved for the player to be able to cross the bridge.

8. What are the data sets that can be gathered through play of this game?

- Puzzles solved
- Characters encountered and their professions
- Type of architecture/ elements that make a village

9. How can these data sets be analyzed and manipulated?

- **Design quest:** goal is to make [x] to be used in the quest.
(e.g. *players can make their own puzzles and upload online*)
- **Puzzle quest:** goal is to solve a problem. [could be called a Code Cracker Quest]
(e.g. *teams play game against each other. Goal is who can discover and crack all puzzles the fastest*)
- **Story quest:** goal is to create a story.
(e.g. *players use characters to create their own encounters with puzzles/ or encounters fir new puzzles. They may also illustrate their stories.*)
- **Research quest:** Research [x] and return with the answer.
This could take any number of forms, from questioning

friends and teachers for viewpoints, to reading books in a virtual library, to deciphering runes and hieroglyphs.

(e.g. players may research of architecture or professions to know "who works where" and "why our homes look the way they do".

Other topics from the puzzles can be included)

10.Tags

math, puzzle, narrative, illustration, adventure