

# Driven by Emotion: Engagement through immersive game-based pedagogy

**EDWARD BECKER**

Virginia Tech

**FARAZ KHOJASTEH FAR**

Virginia Tech

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## ABSTRACT

Emotions are a common human language and as such are a powerful tool for a cosmopolitan, inclusive, and socially-conscious architect. If a pedagogy to support the development of a cosmopolitan architect is rooted in public engagement through lived experience, then an emotion-driven approach may be particularly useful as it can create a common communication platform across disciplines, backgrounds, and values. Additionally, an emotion is engendered by a personal investment in lived experience, thus creating a common connection amongst individuals relative to a collective imagination.

Emerging game-based technologies offer new avenues for architects and faculty alike to create emotion-centric communication platforms, or narratives, as we can all relate to the visually stunning cinematic experiences in popular animated film and the thrill of first-person exploration of worlds seemingly beyond our imagination. This scholarship explores an emotion-focused pedagogy via immersive game-based experiences through an explication of the author's 'Biofutures' course. The course's pedagogical structure and strategy demonstrate the power of emotion-centric storytelling through video games. They also demonstrate how such pedagogy is historically and procedurally rooted in architectural history. Both faculty and students alike can engage in immersive game based media, not only to explore new ways to design a better future, but also as a means to engage the public through a common narrative. By speaking through the languages of gaming and emotion, students are empowered to work in an inclusive and cross-disciplinary manner. Course taught Fall 2023.

Videogames are ultimately 'allegories of space' that 'rely on their deviation from reality in order to make the illusion playable.

—Espen Aarseth, 'Allegories of Space. The Question of Spatiality in Computer Games', in 'Architectures of deviation: exploring the spatial protocols of contemporary videogames' by Luke Pearson

## COURSE STRUCTURE

New Course Development - Background: 3 credit required course for Fall 2023; ARCH 5624 - Urbanism and Societal Change; 25 Graduate Students; Hybrid (online asynchronous then in-person live); "Societal Change" - new concepts, new technologies, etc.

Course [Draft] Thesis: Cities can become more livable as they adapt to a changing climate when designed through an emotive-critical or communal-critical lens

## ABBREVIATED BIBLIOGRAPHY OF LITERATURE:

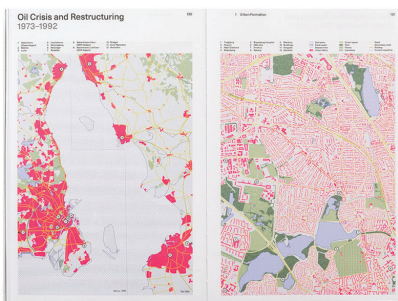
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5. Pearson, L. (2015). Architectures of deviation: Exploring the spatial protocols of contemporary videogames. *Arg: Architectural Research Quarterly*, 19(3), 269-282. doi:10.1017/S1359135515000512

## ABBREVIATED BIBLIOGRAPHY OF RELATED GAMES:

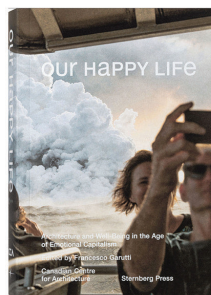
6. Block'hood
7. Common'hood
8. Minecraft
9. Ingress
10. DIY City
11. Procedural Liveability
12. A Slower Speed of Light



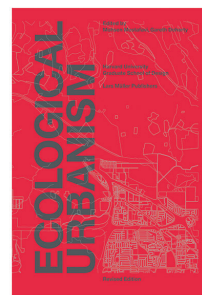
## Course Literature



Atlas of The Copenhagen. Ruby Press. 2018



Our Happy Life. CCA. 2019



Ecological Urbanism. Lars Muller. 2010

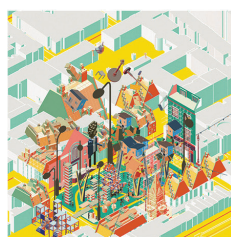


Greenspace Visions. Arvinus+Orfeus. 2021

## Course Precedents and References



Green Urbanism by Kaleidoscope Nordic



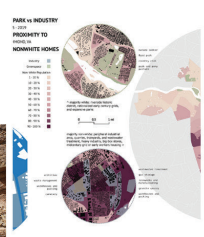
Videogame Urbanism by You+Pea



B001 Housing. Malmo, Sweden



Video game representational technique



Climate and equity mapping. M. Shugars

Figure 1. Urban Design Seminar Poster - Becker, Khojasteh Far

POSTER