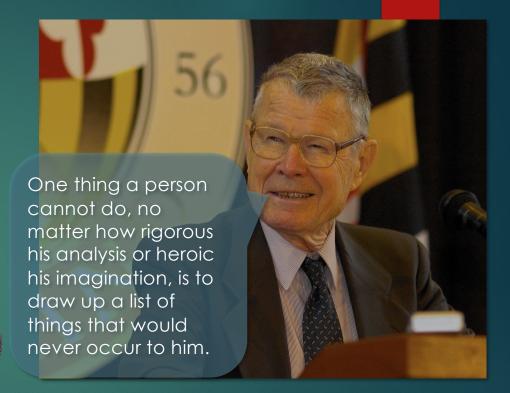


Why Serious Games?

...in the whole range of human activities, war most closely resembles a game of cards.



Carl von Clausewitz

- Prussian military theorist.
- Author of On War.

with Marie Sophie Gräfin von Brühl

Thomas Schelling

- Nobel Prize (Economics) for work on game theory.
- Pioneer of POL-MIL gaming at RAND.

Structured form of play.

Adversarial or competitive interaction.

What are serious games?

- ▶ **Serious games** are those that have as their primary purpose a serious objective other than entertainment.
 - education and capacity-building
 - analysis
 - ▶ information, influence and advocacy

Serious games can also be engaging and even "enjoyable".

What is gamification?

- ▶ **Gamification** is the application of typical elements of game playing to other areas of activity.
 - ▶ tasks
 - ▶ points scoring
 - competition
 - badges



What is wargaming?

Wargaming was perhaps the first form of professional "serious gaming."

Wargaming is the application of serious games to issues of armed conflict.

In critical security and strategic studies, this might be expanded beyond military security and armed conflict to many other forms of (human) security and (political, social, economic) conflict.

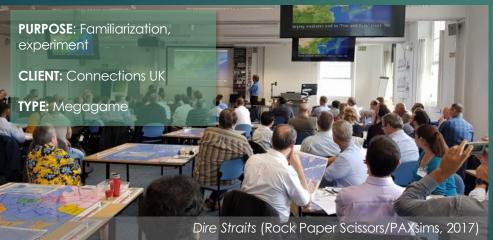




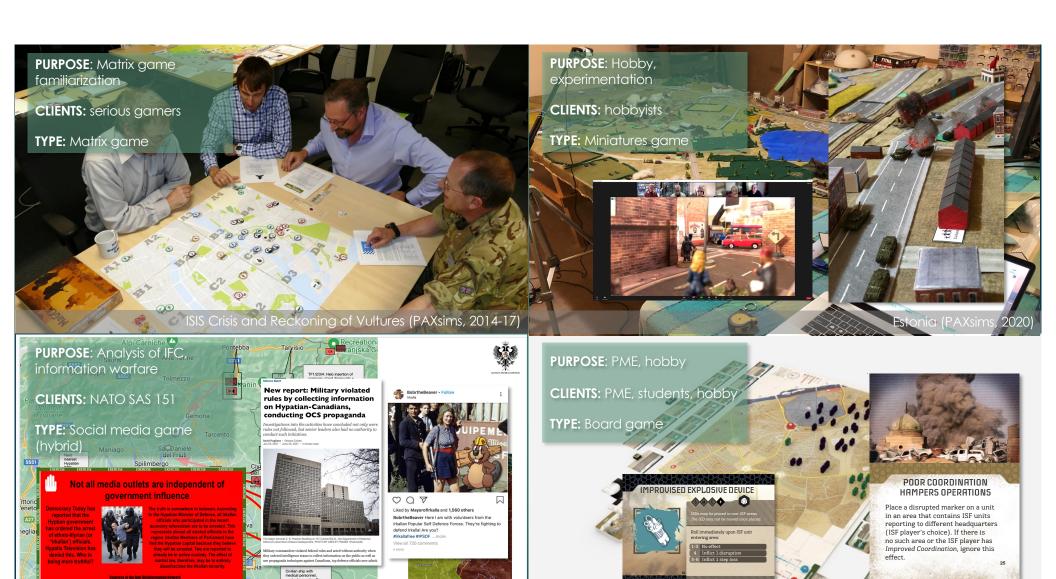
Some serious game examples...











VATO SAS 151 (2021/2)

We Are Coming, Nineveh! (Nuts! Publishing, 2023)



Day 5 of Intro to #wargaming at @FortLeavenworth — "Aftershock" by @RexBrynen. Pretty simple game mechanics but the decisions were HARD, often brutal in determining priorities for disaster relief:





A thought provoking and challenging humanitarian desktop exercise hosted by @SSI_Exeter. Allocating scarce resources (water, medical, shelter, etc.) after a disaster while reacting to unforseen incidents. An added complexity was justifying our actions in mock press conferences.



Security

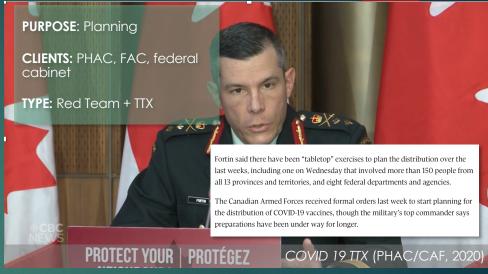


AFTERSHOCK: A Humanitarian Crisis Game (PAXsims, 2015)

RFA Argus 📀

1





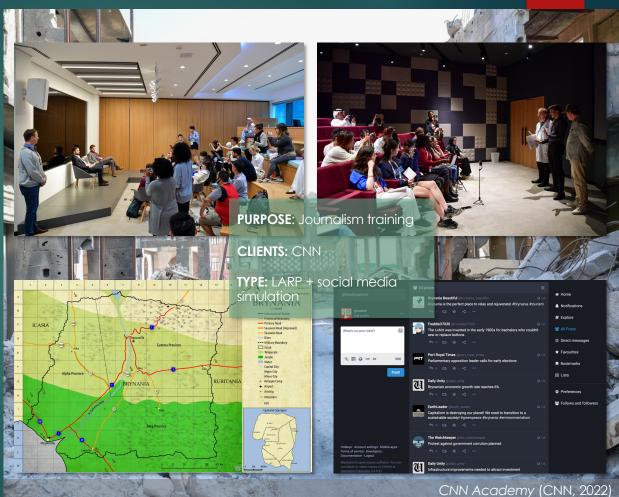


GOARN Outbreak Response (WHO, 2022)





UNRWA funding (University of Exeter, 2013)



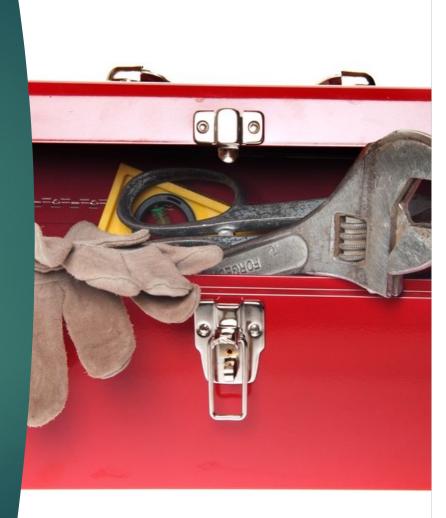
Serious gaming is not a magic wand

- ▶ The question questions
 - Is gaming the right tool? Are we gaming the right thing?
- ▶ The modelling problem
 - Does our game appropriately and adequately represent what it needs to represent?
- ▶ Challenge of idiosyncrasy
 - How is the value of the game affected by those who play it?
- ▶ The curse of a small-n.
 - ▶ Few iterations make it hard to generalize.



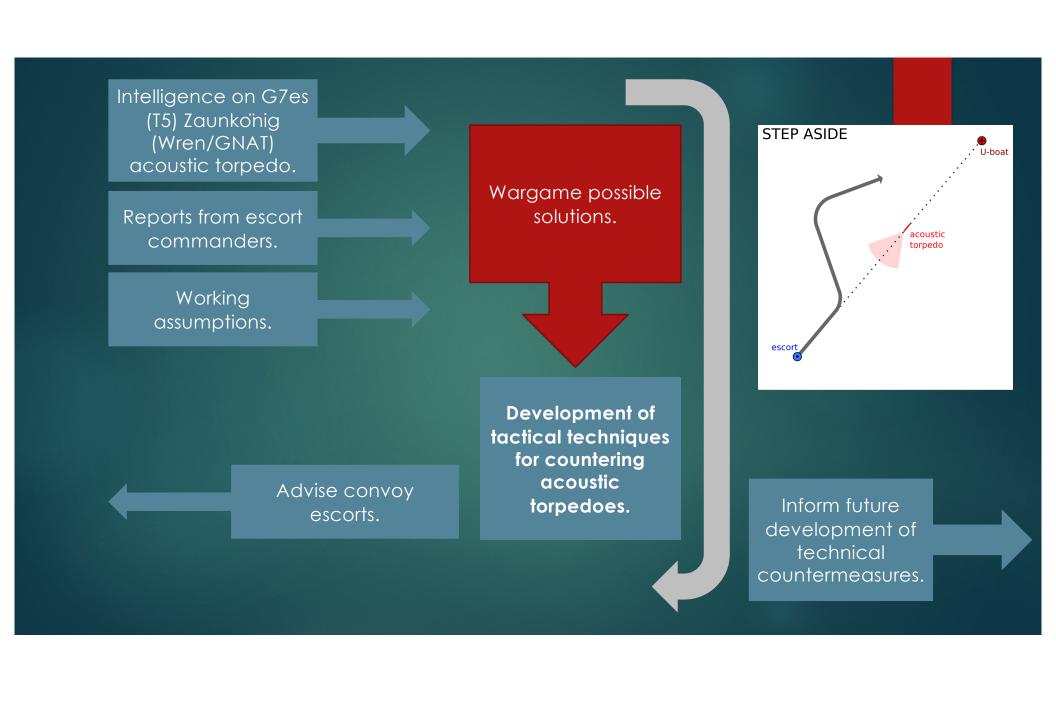
Serious gaming IS a useful tool in the analytic toolbox

- Serious gaming offers a (possibly) unique perspective on how capability, context, and human decision-making interact.
- Serious gaming (might) generate new insights into old problems.
- Serious gaming (done well) crowdsources ideas from diverse participants.
- Serious games can be part of an experimental methodology.
- Serious games complement other analytical methodologies.









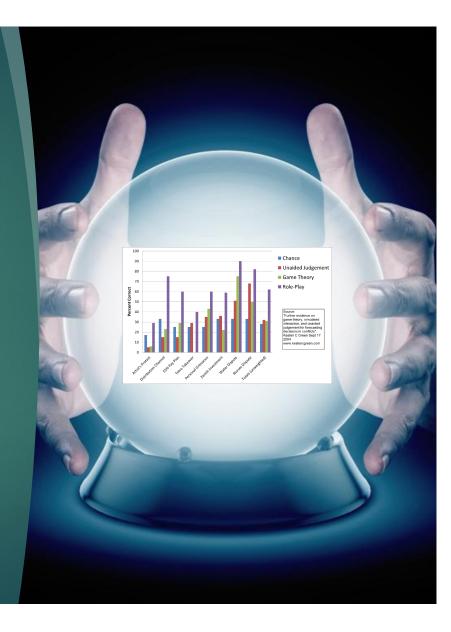


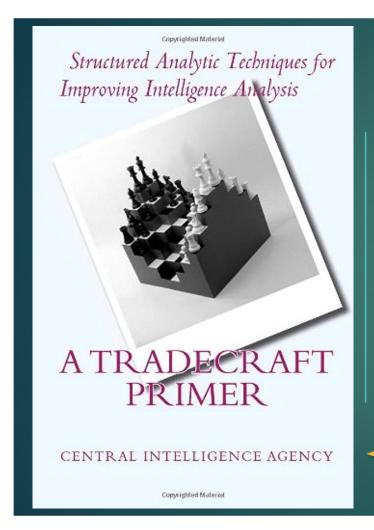
Policy analysis and planning

- considering responses
 - adversaries
 - allies, partners, other stakeholders
- contingency planning
 - identifying and exploring "what-ifs?
 - thinking about second and third-order effects
 - ▶ immunization against risks
- fostering innovation
- cheaper than policy or planning mistakes (and no one gets hurt)

Stimulating foresight

- Research suggests that "gaming" a situation produces a superior forecast compared to simply "thinking about it."
 - ▶ This is not to say that a single game reveals the future—it remains a highly imperfect technique of prediction (and prediction is hard in any case).
 - ► However, a (well-designed and well-facilitated) game aids in understanding stakeholder perspectives and anticipating responses.
 - Gaming encourages players to "show their work" when thinking about future trends
- It thus explores a possible future, while stimulating a much broader discussion of how a future might come to be.



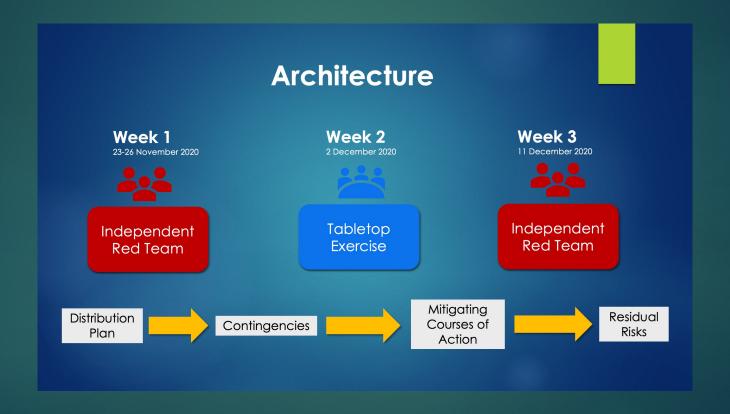


Most of these require less time/resources to organize than a substantial or complex game.

- ▶ Alternative analysis comprises a range of structured analytical techniques, many of which are "game adjacent"
 - brainstorming
 - ▶ Team A / Team B
 - red teaming
 - scenario discussions
 - ▶ alternative futures analysis

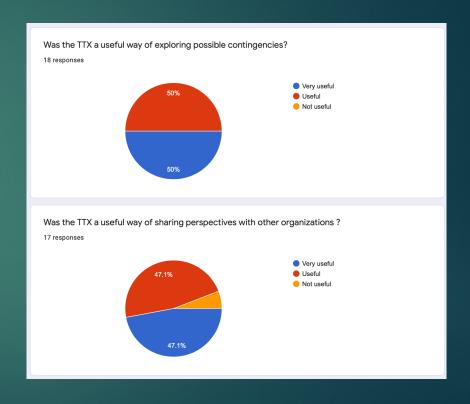
Most of these do not incorporate iterative adversarial adaptation (a dynamic, thinking, adapting foe or other stakeholders).

Available at www.cia.gov

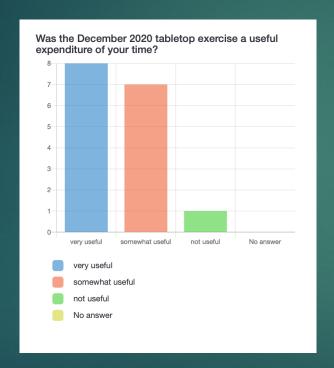


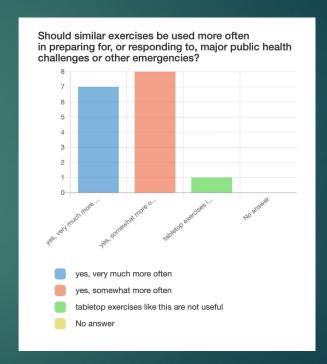












So, when people were saying "OK but what is this risk analysis based on?" I said, "Here, in the wargame." When people anchored that to the wargame they said "OK, that's good, that means this has been discussed, there's been a lot of eyes on this."

Everyone liked that, not because of any specific revelation... but because it seemed a good vector check by outside agents.... This is a good way to assure we're not falling for some sort of confirmation bias.... That was appreciated by a lot of the seniors.

Had we not done it in a really controlled fashion before the doses hit the ground, when it all got really muddy... I think we would have been in a much more challenging space.





Serious gaming IS ALSO useful tool in the pedagogical toolbox

- ▶ Stimulate engagement and motivation.
- ▶ Provide a "safe to fail" environment.
- ► Form of "intellectual cross-training."
 - ▶ Learning styles?
 - ▶ Provide a break from the monotony of readings and lectures.
- Offer insight into issues of process, coordination, interaction that lectures and readings often convey poorly.



Education and capacity-building



research on educational games

...suggests moderately positive effects on learning (compared to conventional methods), but considerable variability.



much depends on simulation design and implementation

A poor simulation implemented well may have superior learning outcomes over a good simulation implemented poorly.

Simulations do not teach themselves.

Education and capacity-building

Play

Game **play** generates more effective learning than "role thinking" (Green and Armstrong 2011).

Transform

Games can **transform** classroom dynamics in positive ways: ice-breaking; team-building; motivation.

Design

Game **design** can generate more effective and structured learning than game play (Druckman and Ebner 2007).

Diversity and inclusion in serious games

- Diversity and inclusion generally enhances the value and outputs of serious gaming
 - demographic (gender, ethnicity, class, etc.)
 - professional (expertise, seniority, etc.)
- Consideration of a broader range of ideas and perspectives
- ► Innovation and synergy

The **Derby House Principles**have been adopted by
many of the leading
professional wargaming
organizations, conferences,
and think-tanks.



Some caveats

- ▶ Do you really need a game?
- Serious gaming is part of a "cycle of research" (Perla) or a pedagogical process.
- ▶ Educational games and negative learning.
- "The three witches of wargaming" (Downes-Martin).
- ► Technology and gaming.
- ▶ Don't lose sight of the objective.