

Minutes from Simfish workshop 25. of January.

Participants: Petter Holm, Ingrid Hovda Lien, Margrethe Esaiassen, Bjørn-Petter Finstad, Jørn Weines, Remy Eilertsen, Natja Røine Østebø, Rafal Hryniewicz, Melania Borit, Ørjan Garfjell, Michaela Aschan and Thomas De Groot.

Presentation of the “world” we have created and the infrastructure/Interface by Melania

- see powerpoint presentation.

Key comments and topics during the presentation:

- We need to find a name for the whole structure, for example: Simfish – introduction to a sustainable Seafood industry.
- We also need to develop Learnings goals for each episode
- Michaela: The role game on “Laukøy laks” – is it possible to make a set menu on what can be decided on?
- Simnesia: reminds on other games. Important to think about the timeframe; is this happening today or in a different historical period? From 1950 up until today (is what have been the key focus of the course). We need to have some kind of historical introductions:
 - The map is the Wessel/ visualization , the framework of the world – but not necessary a strategy
- 1 semester: History of the country ---- political ---- economical --- environmental development throughout the semester.
- How to introduce Simnesia?
 - Say something about the geography, but this really say much. Important that we to fast define the frames to narrowly.
 - We need a new workshop on developing the world/map (How much and how little information is needed?)
 - Keep open the possibility to put in for example boats, oil rigs etc.

Simfish: the Green grouper game by Petter

- see powerpoint presentation.

Key comments and topics during the presentation:

- There is a need to rewrite the learning outcome of the introduction course, were the sustainability element is taken in.
- There is a management problem with the Green grouper in 2017- and there is a need to develop a solution, it is however not ONE solution
- It is hard to get all element in the sustainability value chain solved with the ONE solution. Show the complexity of management.
- Social: Overcapacity
 - How to reduce the overcapacity and someone will as a consequence loose their jobs
- First scene: Headquarter of the IMS
 - Information: several sources
 - The contract:

- Environmental sustainability
 - Economic sustainability
 - Social sustainability
 - Good governance
- Impossible to achieve full sustainability
- Is it possible to get feedback on the choices you make after taking a decision?
- Perhaps that also could be solved by having a hearing before you submit your plan- so that you also can take the hearings into considerations.
- Second scene; Assembling info
 - Open sources
 - Buy resources
 - Advisors
 - Field trip
- Third scene: Field trips
- Fourth scene: Making a plan
 - We need to make a biological structure for the Green grouper
 - The students do not know about this measures – so they will have to play around
- Planning procedure: Send it on a hearing round – and get response
 - Get feedback on how well the sustainability of the plan is adopted.
 - The main challenge is to balance the sustainability issues.
- The good thing with gaming/simulation is the possibility to mess things up
- This is thought of as the first game, and that this could lead over to aqua culture, tourism etc
- Bjørn-Petter and Jørn have been working on a follow up game
- Natja: it is perhaps enough complex as it is, only focusing on fisheries, at least for first year students.
- Rafal: Combination of solutions is a major part of the game – play with the variation of combinations of solutions.
- How can we construct this game? This is where we need Txchange to lead us.
 - How to make this interesting both for the gamer and the no-gamer
 - Important to define how you might find a solution and which ways you can combine them
 - We need models on quotas adjustments and a biological model.
 - The game must be a competition, playable, a one issue and concrete
 - Technical this is possible, but very fast you come into an unstoppable variation of possibilities.
 - Limit the possibilities through steps in the game; starting with the biological – to the economical and to the social.
 - Have some numbers of interventions possible, but making a loop – where it opens for revised decision-making.
 - Underlying models - makes it difficult to develop/construct a game
- Important to present ONE goal- make it simpler
- Kathrine: make it simpler – use the three sustainability values, and not focus on mesh size etc.,
- Thomas: It is not impossible to make such a game, but it is important that the game is feasible for the students --- important the system is not made into a black box
- We MUST define the learning outcome

How to proceed with the development of the game? led by Rafal and Thomas

- start with building the game in paper.
- This will limit us immediately
- test first on the table, before develop in a computer.

Who are the gamers?/students?

- Exploration
- puzzle/Play
- the game need to speak to different groups

Cooperative game – combine this game with group work afterwards

“framework of the game”

- Individual players
- timeframe 1 hour
- in groups (if possible)
- with the curriculum

Brainstorming on what are the learning outcome

- Understand the complexity of management
- be able to make concrete decisions concerning the stock- which limitations are possible/used
- what are the consequences; Biological, economic and social
- get an overview to detect the different values that are interacting and in some cases work in contrast to each other.

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Game development: division in two groups

Test of the card game made: some observations:

- Intro about the current situation before starting
- Short introduction to the resources available.
- Present a plot
- The resources
 - Money – can buy all kind of things
 - Management tools (more options)
 - Network
 - Info/expertise
 - Time (why?)
 - Coffee
- Starts with a discussion around three options
- Time: important the decide whether it is going to be a long-term plan, and that you have a certain amount of time to develop your plan
- Both time and the management tools must be added into the excel file
- Effectiveness – both in quantity but also in quality
- The student wanted to win the game, therefor they nearly didn't use any money
- They did not use any expert knowledge either.
- Should the different management measures be sorted according to sustainability or not?
- Trick the game – no interaction between the measures you use.

- Important to play in team, where the player for example can get certain roles.- gives room for good discussions.
- Need to rethink the measures – make them more relevant
- Timeframe was difficult. One possibility is to open for 10 minutes to solve the economy etc
- Buy “unknown management tools – better to have a list of choices
- For first year students there is a need for more expert report/knowledge- not only one graph

The way forward:

- Petter is going to play this game in February, there is therefore a need to refine the game
- Division of labor:
 - Txchange: make it better for us: the excel file and the cards,
 - Write down the rules
 - Make a prototype
 - Tromsø: make the minutes from the meeting/workshop
 - Revise the documents from txchange

When we have all this we will have a skype-meeting

Timeframe: 24. February the game will be played in Tromsø

Marked, value, production and quality

- see note in dropbox from Rafal with drawing,

End of May: revisit the Netherlands.