

A data-rich, multiplayer virtual world can support social, identity-aligned data science learning experiences for middle school-aged girls.

**New Challenges & Next Steps**

*In the coming year, we will conduct co-design workshops with underrepresented girls, and will navigate a design balance between co-design of the game narrative and activities with affordances for authentic data science learning. We will then conduct research in multiple “Guilds” and investigate the extent to which players will engage with data-- and in data science practices-- as part of casual gameplay.*

**Equity**

*Our game design aims to broaden ways of working with data, and to position data as a resource for girls to pursue meaningful personal and social goals. The project will recruit underrepresented girls to participate as co-designers and playtesters to ensure that the game and materials are effective at supporting underserved girls in aspiring to data-rich futures.*

**Lessons Learned & Insights Gained**

*As a collaboration between educational researchers and game developers, our early-stage game design work has gained most traction through a process of exchange and iterative alignment of concrete design artifacts: narrative concepts, gameplay walkthroughs, world system models, data views and tools, and operationalized definitions of data and data science learning.*

**Data Science Learning Experiences for Middle School-aged Girls in Informal Gaming Clubs**

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Project type:​ Innovations in Development

Project URL: https://concord.org/ilkmaar

Project Overview: Our project is developing informal data science learning experiences for middle school-aged girls, using an online, multiplayer game (“The Isles of Ilkmaar”) designed to support girls’ identity-aligned work with data and promote their interest in data-rich futures.