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Design for Transfer

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Propositions

DESIGN FOR TRANSFER

Figural Transfer through Metaphorical Recontextualization in Games for Health

1. Studies on games or game-like interventions for Health that have proven effective should explicate their design rationale, so generalizable design knowledge becomes usable for future G4H. Successful game-like interventions are the result of a well-executed design research process, from which lessons must be learned to advance the field of Health Innovation (this thesis).
2. The one-sided transfer approach in the design of G4H, as substantiated in this dissertation can be regarded as an obstacle in the endeavor to embed serious content into a game, consequently maintaining the notorious serious gaming oxymoron (this thesis).
3. The design-for-transfer rationale expands and advances the possibilities of G4H design in accordance with the innate properties of video games and thus opens up a hitherto unexplored plethora of possibilities for the design and application of game-like interventions (this thesis).
4. The intentional application of second class transfer does not occur in the design of serious games or gamelike artifacts in Health, which excludes the most immersive and successful game types (this thesis).
5. Psychological fidelity should be considered a key moderator for triggering learning experiences e.g. wishful identification, parasocial interaction, narrative transportation, immersion and presence, flow experience, mastery of challenges, and suspension of disbelief. These aspects are particularly suited to be enhanced through abstract, second class transfer game types (this thesis).

6. The DIS/DIL perspective should be an integral part of a design research process that focuses on digital health innovation and provides a novel understanding of the concept of implementation by merging artifact appropriation and social system development (this thesis).
The LiSMD-framework presented in this dissertation functions as a boundary object with the aim of identifying, interpreting and structuring the differences in language and values of Health research and design research and is prerequisite for the advancement of digital innovation (this thesis).
7. With a single poetic detail, the imagination confronts us with a new world. From then on, the detail takes precedence over the panorama, and a simple image, if it is new, will open up an entire world (Bachelard).
8. What is your conceptual continuity? Well, I told him right then (Fido said), it should be easy to see, the crux of the biscuit is the apostrophe (Zappa).
9. The greatest thing by far is to be a master of metaphor; it is the one thing that cannot be learnt from others; and it is also a sign of genius, since a good metaphor implies an intuitive perception of the similarity in the dissimilar (Aristotle).
10. Real science studies and makes accessible that knowledge which people at that period of history think important, and real art transfers this truth from the domain of knowledge to the domain of feelings (Tolstoy).