

Design of an Interactive Board Game Based on College Students' Social Lifestyle

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Abstract: *The university period is a critical phase in the development of young adult. Students usually face many new life puzzles, an important aspect of which is communication, friendship and other social problems. In order to explore the social status of college students and design effective solutions to meet their social needs, this paper formulates a questionnaire regarding the social lifestyle of college students and categorizes four types of social life groups, along with their corresponding social needs and expectations, through various analytical approaches. Taking Zimel's social theory as the starting point, this paper starts from the popular board games among contemporary college students, and designs a board game product to promote different social types of college students to improve their social skills, so as to help eliminate the social communication barrier.*

Keywords: *Interpersonal Communication; Social Interaction; Lifestyle; Board Games*

1. Introduction

Studying alone without companions can lead to a narrow and limited understanding of the world. For college students in their formative years, establishing positive social relationships is of great significance to their personal growth. Current research on college students' interpersonal interactions largely focuses on the analysis of psychological issues such as social anxiety, social emotions, and feelings of loneliness and depression, with a lack of comprehensive analysis on the current state of social interactions and the expectations of college students. Therefore, this article adopts the perspective of social life patterns to explore individual differences and group characteristics in social life from the perspective of individual college students. This approach holds certain significance for promoting social interactions among college students and fostering a positive attitude towards interpersonal relationships.

2. An Analysis of College Students' Social Lifestyle

This study investigates the social lifestyle of Chinese college students through an online questionnaire survey. The questionnaire was distributed primarily on social platforms such as WeChat, with the survey running from October 13, 2024, to November 13, 2024. A total of 129 questionnaires were collected, and after manual screening, 102 valid questionnaires were obtained. The response rate and efficiency of this survey meet the needs for analysis and research.

2.1. Design of Research Questionnaire

The subjects of this study are college students. The questionnaire design includes five categories of information about the social lifestyle of the research subjects. Firstly, it includes basic user information, comprising three questions about gender, age, and whether they are college students. Responses from non-college students will be considered invalid. Secondly, the study examines the social status of college students by understanding the daily social status of the respondents to construct a framework of social lifestyles for different user groups. The third part involves studying social scenarios using a Likert five-point scale, providing 12 social scenarios that include passively receiving information, non-active participation in group social activities, being noticed, and losing direction. The aim is to explore users' self-assessment of anxiety in specific social scenarios, which will help focus on specific social anxiety situations during later analysis and design phases. The fourth part includes users' self-assessment of their social skills and satisfaction with their current social status. The former uses a Likert five-point scale, where users will self-assess 10 types of social skills to understand the differences in social skills and

social needs among college students with different social lifestyles. The latter asks users to rate their satisfaction with their current social status on a scale of 0 to 10 to explore the value and significance of the research direction. The final part focuses on studying the users' ideal social status. It uses multiple-choice questions to provide various options for the ideal social status for users to select from, helping to further determine users' social needs and expectations, and providing direction for subsequent research and design.

2.2. Social Lifestyle Typology Division

Descriptive analysis, cross-tabulation, K-means clustering analysis, and other statistical methods can provide us with various information about the social life patterns of college students. The specific analysis is as follows:

Firstly, there is a statistical analysis of social status content. It was found that the majority of people do not exhibit significant fear or aversion to social interactions, with a large proportion of the population falling somewhere between "social anxiety" and "social confidence." However, in scenarios involving expression and conversation, most people tend to be introverted and passive. Then, regarding the self-assessment of current social life satisfaction and expectations for social interaction, generally speaking, most people are quite satisfied with their social status, although over a quarter of college students have a lower satisfaction with their social status. The higher priority social expectations include: not feeling awkward in social situations, expressing oneself freely, and expanding one's social circle, which implies enhancing the experience in social interactions, demonstrating proactivity in social settings, and expectations for new interpersonal relationships.

To differentiate the surveyed population based on various social life patterns, K-Means clustering analysis (also known as cluster analysis) was employed. College students participating in the survey were categorized based on variables such as social status, social ability, and social expectations, resulting in four clusters of college student social life patterns. The centroids and distribution of each cluster are detailed in Table 1.

Table 1: Social Lifestyle Cluster Analysis.

		Cluster Analysis of Social Lifestyle			
		Cluster1	Cluster2	Cluster3	Cluster4
Social Status	Social Proactivity	Proactive	Neutral	Passive	
	Social Range	Having a wide social circle and being able to meet people from different schools.	Social circle is generally limited to the class, dormitory, and clubs.		
	Social activity frequency	Frequently	Occasionally		
	Social Situation	Acting as the protagonist and being able to guide the conversation.	Passively following others' conversations.		
	Social Expression	Very good at expressing oneself	Inability to accurately express oneself		
	Social Attitude	Enjoying socializing		Avoiding socializing	
Social Skills	I am good at making friends proactively	4	2	3	2
	I am able to express my thoughts freely in public places	4	2	3	2
	In social activities, I often feel relaxed and at ease	4	2	3	2
	When communicating with others, I always find interesting topics to talk about	4	2	3	2
	I have strong communication and expression skills	4	2	3	2
	I am willing to step into public places with relatively more people	4	2	3	3
	I do not avoid dialogue and communication	4	4	4	3
	I don't avoid making eye contact with others	5	3	3	2
Social Expectations	I hope to make new friends	5	5	4	3
	I hope to stay in touch with friends	5	5	3	3
	Current level of satisfaction with social life	7	4	7	6
Number of people in the cluster		18 (17.6%)	18 (17.6%)	39 (38.2%)	27 (26.6%)

Cluster 1, the Proactive Type, comprises 18 individuals, representing 17.6% of the total sample. This group is characterized by an actively positive social status, strong social skills, frequent engagement in social activities, and adeptness at expression. They often initiate conversations, feel no anxiety when encountering new friends or environments, and are highly satisfied with their current social life status.

Cluster 2, known as the Conservative Dilemma Type, includes 18 individuals, accounting for 17.6% of the total sample. This group demonstrates a relatively conservative social scope and tends to be more passive in conversations. They possess average social skills, are not adept at communication but desire to improve, have a strong desire to expand their social circle, feel nervous and anxious when encountering new friends or environments, and are less satisfied with their current social life status, longing for new

interpersonal relationships.

Cluster 3, the Stable Self-consistent Type, includes 39 individuals, representing 38.2% of the total. This group's social status is also relatively conservative, with passive participation in conversations and occasional engagement in social activities. They have average social abilities but feel less anxious when facing new friends or environments and are fairly satisfied with their current social life status.

Cluster 4, the Introverted Passive Type, has 27 individuals, constituting 26.6% of the total. Their social status is conservative, often engaging in passive social interactions. This group has poor social abilities, is not good at socializing, and is often passive in conversations. They experience higher levels of anxiety when facing new friends or environments but are barely satisfied with their current social life status and have low expectations for new interpersonal relationships.

After distinguishing these four clusters, we conducted a cross-analysis between the clusters and social expectations, yielding the following results: The Proactive Type has a relatively even distribution of various social expectations, with higher expectations being the ability to express oneself freely, not feeling awkward in social situations, and the ability to reject others without burden; The Conservative Dilemma Type has a high willingness for several different social expectations, with higher expectations being the expansion of the social circle, the ability to express oneself freely, and participation in interesting social activities; 3. The Stable Self-consistent Type has a certain level of self-consistency, thus having lower expectations, with higher expectations being not feeling awkward in social situations and expanding the social circle; 4. The Introverted Passive Type shows a clear preference when facing social expectations, strongly desiring not to feel awkward in social situations and the ability to express themselves freely.

To assist students with diverse lifestyles in expressing and communicating comfortably, this study employs board games as a social bond to achieve a sense of presence and satisfaction in social interactions. Board games offer young people a novel way to communicate and understand each other, enabling a certain degree of "zero distance" in emotional terms. Guo Li (2010) also suggests that the strong social needs of college students have created a fertile ground for the popularity of board game culture, which can be reasonably utilized as an effective vehicle for organizing and educating college students, as well as enriching campus culture.^[1]

3. Social Patterns in Board Games

Board games have emerged as one of the most popular game genres in recent years, presenting a new form of social gaming to the public. Essentially, they play a significant role as a medium for social interaction.

3.1. Board games serve as a social medium

Broadly speaking, board games include any game played on a tabletop or flat surface, such as Mahjong, chess, and card games. Narrowly defined, board games involve placing markers or objects on a specific game board and conducting the game by placing, removing, or moving these items.^[2] German sociologist Georg Simmel's theory of social games posits that society is the interaction between individuals, that is, the connection between people, and socializing itself is a play-form of social interaction. Any era's social activities also contain a variety of games.^[3] Reflecting on social interactions in reality, people usually engage with specific intentions, but only in games does socializing have its unique appeal because the spirit of play gives social forms their own life. Just as people initially hunted for food, hunting gradually became a sport unrelated to food. Today, activities like archery and fishing with friends have become a form of social entertainment. Throughout this transformation, the form of the activity gradually becomes independent of its content. The form of play diminishes the seriousness of the original hunting activity, turning it into a joyful social event.

Yan Jie (2010), through the analysis of Simmel's theory, concludes that socializing is essentially a form of play. The rich spiritual forms within games determine the content of social interaction, meaning that socializing itself only emphasizes form and does not have specific content.^[4] As a social medium that emphasizes face-to-face communication, the interactive and entertaining nature of board games presents a rich spiritual form. It is precisely because of this form that social relationships can be strengthened and consolidated in real-life game interactions. Furthermore, Yan Jie's interview study on board game players mentions: "A group of players who regularly play board games in reality can quickly become friends and rapidly extend this social relationship to other areas of social life." It can be seen that

board games, as a medium, can help break down social barriers between strangers, establish good interpersonal relationships, and provide more genuine social opportunities as a social medium, creating deeper interpersonal relationships.

3.2. Board games enhance social adaptation

Board games, as a form of social media, facilitate the process of social adaptation through participation. The types of board games are diverse, but they share a common trait: they all contain rich social elements. Participants can exercise their expressive abilities, communication skills, imagination, abstract thinking, and persuasiveness within board games. These abilities are constantly needed in our daily interpersonal interactions, and through the virtual training of board games, one can learn basic social skills to some extent. This also illustrates that board games can effectively promote the social adaptation of participants.

According to previous questionnaire analyses, nearly half of college students exhibit a more lively social state in online interactions. A prominent feature of interpersonal relationships in today's university campuses is the diminishing emotional component and the gradual alienation and indifference among people. More and more people engage in virtual social interactions through online media. However, an excessive focus on virtual online interpersonal relationships may affect real-life social interactions, leading to a certain phenomenon of "social anxiety." He Chengyin et al. (1992) found in their survey of 620 college students' sensitivity to interpersonal relationships that nearly half of the students had varying degrees of psychological barriers in interpersonal interactions; Tang Weimin's (2001) research indicated that the overall situation of college students' interpersonal relationships is very unsatisfactory, with nearly half of the students experiencing interpersonal obstacles.^[5] Therefore, in this environment, board games that allow face-to-face interpersonal communication play a very important role in the social learning and socialization process. They can promote the formation of individual personality and enable individuals to better integrate into society. The real-life interpersonal communication of board games can to some extent prevent the emergence of "social anxiety" and become an important tool for promoting social adaptation.

3.3. Board games bridge social distances

Board games can quickly bridge the interpersonal distance between players, providing opportunities to break down social barriers and integrate into social environments rapidly. Dr. Hall, an anthropology professor, divides the distances in interactions into four types: intimate distance, personal distance, social distance, and public distance. These distances increase sequentially from front to back, with the constraints of interaction gradually diminishing.^[6] Among them, personal distance refers to the space between 46cm and 122cm during the interaction process, where physical contact between parties is minimal, often found in interactions among friends. Social distance, on the other hand, refers to the space between 1.2m and 3.7m, which is commonly seen in acquaintances who do not feel overly constrained by this spatial distance.

Playing board games as a social activity reveals unique characteristics of interaction spaces due to their reliance on the "tabletop" as a medium. This enables the flexible establishment of social distances to personal distances between different participants. Participants can engage in social distance with others through the relaxing nature of board games and maintain personal distance with adjacent players around the table. By reducing social barriers through interpersonal spatial distance, long-term interactive relationships can be established, and the threshold for socializing with strangers can be lowered. The process of playing board games further provides more opportunities for communication. Moreover, players initiate dialogues based on game rules, allowing jokes, humorous discussions, and words that are hard to say in daily life to be spoken out loud through the game. These can even be enjoyed and talked about long after the game ends, deeply bridging the psychological distance between participants.

4. Research on Board Games Related to Interpersonal Communication

Based on the synthesis of preliminary research, it has been concluded that board games with distinct interactive and social attributes are more capable of meeting the social expectations of college student groups with diverse social lifestyles. Consequently, a case study was conducted on two popular board games currently on the market to analyze the role of their game formats in social interaction, identify existing issues, and provide reference for subsequent design practices.

4.1. Strategy Board Game – Werewolf Kill

Werewolf Kill is a role-playing board game that combines reasoning and strategy, and it is quite popular among young people today. The overall game setting revolves around the struggle between evil forces that turn into werewolves and kind villagers during the medieval period, a legend of urban deception. Players need to discern and eliminate good and evil through role-statement, strategic choices, and reasoning debates to advance the game. This oral communication-based board game can greatly promote discussion and interaction among players. Additionally, it is widely used in social settings with few restrictions on scenarios or props, which has led to its increasing popularity among young people. It has also evolved from an offline social board game to an online platform game format. However, there are still certain limitations in promoting social interaction and communication among players.

Firstly, in terms of game rules, players need to understand specific vocabulary and semantics within the game to help comprehend the rules and the dialogue between players during the game, in order to complete the tasks of their respective roles. At the same time, the game rules of Werewolf vary according to different player groups, reaching different consensuses on rules. This instability of rules creates a certain barrier for participants to integrate into the game; that is, each player who wants to join needs to have a similar level of cultural understanding, capable of mastering and applying this consensus-based set of rules to have a more complete experience and interaction. The complexity of these game rules often makes it difficult for some new or less communicative players to integrate into the game, causing disconnection during the game and even hindering the progress of the game, which is not conducive to the overall gaming experience and social interaction.

Secondly, during the game, players need to perform role-based statements to showcase their game identities and corresponding behavioral characteristics to advance the game. As a highly performative board game, Werewolf can make it difficult for introverted and passive social groups to comfortably integrate into this aspect, often leading to awkward atmospheres among players, which is not conducive to advancing the game and presenting a sense of overall story. Additionally, some users may feel excluded in social gatherings due to their inability to immerse themselves in role-playing, and they may refuse to participate in the game, thus limiting the player base in the game to some extent.^[7]

Through the above analysis, it is not difficult to find that Werewolf board games have implicit requirements for players' personalities and social skills, which creates a certain barrier for conservative, introverted, and passive user groups in social types, and there is a lack of satisfaction in meeting the comfortable social needs of users with different social lifestyles.

4.2. Emotional Board Games - A Hundred Thousand Times of Blind Dates

"A Hundred Thousand Times of Blind Dates" is a social board game adapted from a comic of the same name. A significant difference from other board games is that the game incorporates two major social functions, "accepting love" and "rejecting confessions," focusing on the expression of emotional affection. Players can confess and accept or reject others' confessions through multiple rounds of drawing and playing cards, and can also draw special event cards to add fun. The international version of this board game participated in the German Essen Fair in 2016, and achieved the remarkable result of selling out within an hour. This indicates that the game's social and emotional expression functions have gained a certain degree of public recognition.^[2] However, although the game helps players indirectly solve the social problem of "having love in their hearts but difficulty in expressing it," there is still room for optimization in terms of overall game settings and player experience.

On the theme level, the term "Blind Dates" in the game's title has a clear romantic connotation, which easily leads users to subjectively associate it with strong related situations before participating in the game, and they may not clearly understand the overall concept of the game, leading to some misunderstandings. At the same time, if the participants are strangers to each other, they are more likely to be wary of this kind of game with intimate and romantic relationship characteristics. This not only has a negative impact on the players' level of engagement but also easily leads to an awkward atmosphere in the game process, greatly reducing the experience of comfort and relaxation.

On the game setting level, the overall game rules are relatively complex and variable, so most players need to constantly consult the rule instructions during the game to ensure the accuracy of their actions. This disadvantage has a significant negative impact on players' immersive experience and the continuity of the game.

On the role identity level, due to the product's setting, the identities and corresponding character traits

of players in the game are fixed, requiring players to immerse themselves in the corresponding role drawn at the beginning of the game. This rule setting forces participants to bind with the identity of the game character, and to some extent, their personal characteristics are hindered, resulting in a lack of freedom in players' actions during the game process. At the same time, the lack of personal display and viewpoint expression also affects the effectiveness of social communication between users in the board game and the depth of interpersonal relationships established.

It can be seen that although the "Love at First Sight, Ten Thousand Times" board game has prominent social functions in emotional expression, its game settings and experience process still have limitations and cannot meet the expectations of participants who have the needs of expanding their social circle and comfortable socializing.

5. Board Game Design

To better promote different social life types of user groups to obtain satisfaction of corresponding social needs in the board game and achieve a comfortable, relaxed, and pleasant social experience, it is necessary to pay more attention to the social characteristics, social expectations, and social abilities of different user groups in the board game product design. In the design practice, the game concept, rule setting, and player interaction forms can be used as entry points to better meet user social needs.

For the four categories of social lifestyle groups identified in this study: For the proactive and active cluster, board games can serve as an appropriate social medium for them to expand their social circle, and their ability to actively guide conversations can also drive the game to proceed more smoothly; For the conservative and indecisive cluster, they need certain conditions to promote their social interactions. Compared to ordinary conversations, board games can help them quickly shorten the distance between them and others, and can also provide conversation materials in the game, promoting the progress of social interactions; For the stable and self-sufficient cluster, participating in tabletop games can become an opportunity for them to initiate social interactions, triggering the possibility of expanding their social circle. Board games are also a good social medium for them to interact with acquaintances; For the introverted and passive cluster, they need specific types of board games to give them the opportunity to freely choose a certain degree of interpersonal distance, allowing them to comfortably engage in social interactions, and during the process of playing board games, they can also adapt to a certain degree of social interaction by improving their social skills. Therefore, through the rational design of tabletop games, the four categories of social lifestyle clusters can achieve their respective social expectations in the game and obtain a more comfortable social experience.

5.1. Design Positioning of Board Game

In order to cater to the needs of college students with diverse social lifestyles and meet the varying communication, friendship, and activity-based social expectations of different types of individuals, this study aims to help users engage in stress-free communication, break down communication barriers between different social groups in a more comfortable manner, and provide participants with a more enjoyable social experience. The practical approach of this research adopts the design of board games.

In social activities and communication, a word of recognition often enables people to discover commonalities between themselves and others, and experience the joy of finding like-minded friends. Such expressions of recognition also play a positive role in further deepening social relationships. Based on this joy of social interaction, the designed board game product is named "I THINK SO". This concise and clear name encapsulates the empathetic elements within the game process and conveys the hope that users will experience the pleasure of social interaction through this board game product. "I THINK SO" is a board game product designed to help college student groups with different social lifestyles achieve relaxed and comfortable social interactions. It integrates social interactivity and entertainment in an offline, physical format. The game duration is approximately 45 minutes to one hour and can accommodate up to 4 players simultaneously..

5.2. Game Rules Design

"I THINK SO" Board Game Rules and Game Components, Winning Objectives, and Detailed Game Process are as follows: In each round, four players need to complete a process of "Player Matching - Situation Selection - Empathy Action - Round Settlement". The result of the settlement will be displayed by the movement of the player's pieces until a player meets the winning objective, at which point the

game ends (see Figure 1).

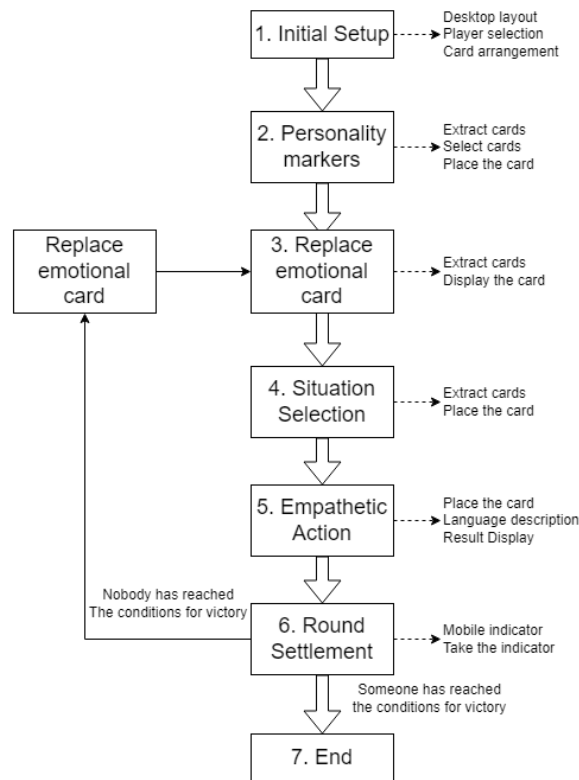


Figure 1: “I THINK SO” Game flowchart.

(1) Initial Setup Phase

a. Players choose their starting positions and corresponding piece colors, and shuffle all types of cards evenly.

b. Arrange the game board, pieces, cards, and other components according to the Figure 2, and each player gets 3 pieces of their corresponding color, 5 Empathy Letter Cards, and 1 Player Attribute Card.

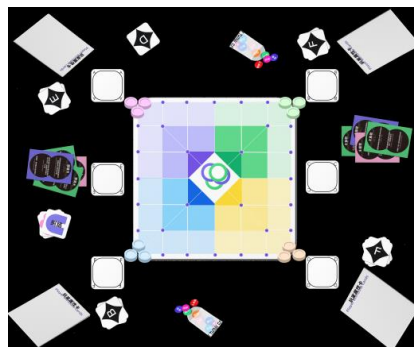


Figure 2: “I THINK SO” Board Game Setup Guide Diagram.

(2) Personality Marking Phase

a. Players create their own Player Attribute Cards through personalized stickers and place the completed attribute cards on the table.

b. Initial understanding of each other’s personalities can be achieved through standing up, exchanging, passing, and other methods.

(3) Player Matching Phase

a. Four players draw matching cards in turn, and after all cards are drawn, they are displayed uniformly.

b. The two players who draw the same color matching cards determine each other as emotional guessing objects for that round.

(4) Situation Selection Phase

a. Randomly designate a player as the first player to draw a situation card from the emotional card stack and choose one of the three situations described on the card.

b. The player who draws the situation card introduces the round's situation to the other players through reading or other performance methods to ensure that all players understand the current round's limited situation.

c. The player who draws the situation card needs to draw 6 emotional cards from the emotional card stack that correspond to the emotions that people are likely to have in the selected situation, and place the emotional cards in the emotional card base card positions on the outer circle of the game map. At this time, the names of the emotional cards correspond to the letters of the base cards.

(5) Empathy Action Phase

a. Emotional Assessment: Four players simultaneously enter the limited situation of the round and conduct self-emotional assessment and matching object emotional guessing. Players can use auxiliary questions attached to the situation card for simple dialogue exchanges that do not involve emotional answers to help deepen understanding and improve the accuracy of guesses.

b. Card Placement: Each player needs to draw a letter card that matches their own emotions from their 5 emotional letter cards and place the reverse side of the card in front of themselves, and place the letter card corresponding to the emotional guess of the matching player in front of the matching object. If a player thinks that the matching player's emotions are the same as their own, they can place the "Empathy" emotional letter card in reverse in front of the matching player.

c. Idea Explanation: Randomly designate a player to start taking turns to reveal the results of their emotional letter card placement, and explain their thoughts during the "Empathy Action" phase, such as personal experiences and reasons, that is, "Why choose this emotion in this situation." After one player finishes explaining, the matching player for that round continues to explain, and so on, until both groups of matching objects reveal the card placement results and complete the idea explanation. During this period, players can join appropriate free discussions to help each other solve doubts and questions.

(6) Round Settlement Phase

a. The four players, in matching groups, settle the "Empathy Action" phase. If both players in the matching group have their self-assessment and the emotional letter cards guessed for each other match one by one, it is considered that they have achieved "Empathy", and each player's piece moves one space forward on the other's route. If only one player in the group guesses correctly, only the player whose "Empathy is successful" moves their piece forward on the other's route, and the other matching player's piece loses the opportunity to move in that round.

b. If no player meets the conditions for the game's winning objective after one round, the next round continues from the "Situation Selection" phase.

(7) Game Winning Objective

Any player who collects the pieces of the other players wins; or if any player's starting point has the pieces of the other players, the player who reaches the other player's starting point wins.

5.3. *Presentation of Board Game*

Finally, the product and packaging design of the board game "I THINK SO" mainly consists of a map, pieces, various cards, stickers, and an outer packaging box (see Figure 3). Here is a detailed introduction to the specific content:

Packaging box: 25 x 25 x 8 cm;

Game map: Defines the movement routes of pieces and positions for card placement, 24 x 24 cm;

Emotion cards: Include 10 different types of emotions such as happiness, fear, anxiety, anger, sadness, etc. 5 x 5 cm;

Matching cards: There are 3 different patterns, with 2 of each pattern, resulting in a total of 6 cards,

2.5 x 2.5 cm;

Scenario cards: There are 3 types of scenarios including life scenarios, friend scenarios, and family scenarios, 8 x 10 cm;

Choice cards: There are 7 different choices (numbers 1-6, empathy), with 4 of each for a total of 28 cards, 5 x 5 cm;

Trait cards: 50 different trait stickers with blank cards, 10.5 x 14.8 cm;

Markers/Pieces: 4 types of pieces, with a total of 5 pieces for each type (including 2 spares);



Figure 3: "I THINK SO" Board Game Product.

From the detailed content design of the board game, it can be seen that this product focuses on mutual communication between players, can promote mutual understanding among participants, and players with different social types can share empathy or differences in the same scenario to start social topics.

6. Conclusions

Drawing on previous related research, this paper designs a board game to promote social interaction among college students under the guidance of lifestyle theory, social theory, and board game design principles. Unlike popular board games on the market that explicitly promote social interaction, the "I THINK SO" board game focuses more on participants paying attention to the personal tags of other players and the pattern of interaction within the game to deepen the process of mutual understanding. The overall difficulty of the game tasks is not high, which can allow college student users with different social types to comfortably start social topics in the same context. Through the method of emotion guessing, mutual empathy is achieved. At the same time, the game advocates that players participate in the game with their own identities rather than "specific roles". During the game, players will express their personal true opinions, which is conducive to helping players focus on the content and quality of communication in the game. Although the form of board games inherently has strong social characteristics, how to let players with different social abilities and expectations to start the game in a more comfortable way and establish a positive social attitude is the highlight of the "I THINK SO" board game.

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