

# EDUC/DIGITAL 333: Video Games & Learning

## 2020 COURSE SCHEDULE\*

### **Week 1 – What is this Course? How are we allowed to study video games?**

#### **Readings for Week**

There are no readings for the first week of class. Get started on the Week 2 readings!

#### **Thursday, January 9<sup>th</sup>**

- Make sure to sign in to class (both registered and wait list students).
- Introduction to class and overview of syllabus, assignments, and grading scheme.
- Instructions for quick online team survey (necessary for team formation).

#### ***DUE by Friday, January 10<sup>th</sup> at 4pm***

Complete the survey for team assignments – look for the survey in your email (check your spam folders and the promotions tab in Gmail). It'll take 3 minutes or less to complete. Just do it!

### **Week 2 – Gee, I never realized video games were so involved...**

#### **Readings for Week**

Gee, J. P. (2005). Learning by design: Good video games as learning machines. *E-Learning*, 2(1), 5–16.

Read Gee's 36 learning principles at <http://edurate.wikidot.com/the-36-learning-principles>

(These are taken from Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.)

Groff, J., Clarke-Midura, J., Owen, V. E., Rosenheck, L., & Beall, M. (2015). *Better learning in games: A balanced design lens for a new generation of learning games*. Cambridge, MA: Learning Games Network and MIT Education Arcade. Retrieved from <http://education.mit.edu/wp-content/uploads/2015/07/BalancedDesignGuide2015.pdf>

Fishman, et al. (in progress). *Guide to Being Scholarly in EDUC 333*.

#### ***DUE on Monday, January 13<sup>th</sup> at 11:59pm***

Your first reading quiz, about the Gee and Groff et al. readings and the *Guide to Being Scholarly in EDUC 333*. Be on the lookout for an email from Qualtrics on Sunday evening – we use Qualtrics surveys for reading quizzes. The survey quiz will open on Sundays at 8pm and close at 11:59 pm on Monday nights.

#### **Tuesday, January 14<sup>th</sup>**

- Lecture: What are games and what makes games good learning environments?

#### **Thursday, January 16<sup>th</sup>**

- Lecture: The balanced design model and its roots.
- Meet your team. Come up with a team name and start designing a banner.
- Explore and critique games for balanced design.

#### ***DUE on Thursday, January 16<sup>th</sup>***

Game play selection paper. Submit to GradeCraft by 4pm.

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**\*Schedule and readings are subject to change.  
Pay attention and always check GradeCraft for the latest!**

## **Week 3 – What is Learning? I Have a Theory About That.**

### **Readings for Week**

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school* (Expanded ed.). Washington, D.C.: National Academy Press.

Read Chapter 1 – “Learning: From Speculation to Science”

Read Chapter 2 – “How Experts Differ from Novices”

Read Chapter 3 – “Learning and Transfer”

Selwyn, N. (2011). *Education and technology: Key issues and debates*. London: Continuum.

Read Chapter 4.

### ***DUE on Monday, January 20<sup>th</sup> at 11:59pm***

Reading quiz – watch for the email from Qualtrics on Sunday evening.

### **Tuesday, January 21<sup>st</sup>**

- Sit with your team starting today!
- Lecture: Learning theories.

### ***DUE on Wednesday, January 22<sup>nd</sup> at 4pm***

Quiz on the Grading System. Distributed via Qualtrics. Must be completed by 4pm.

### **Thursday, January 23<sup>rd</sup>**

- Reminder: Sit with your team!
- Lecture: Expertise and Transfer.
- Scavenger Hunt launches.

## **Week 4 – What is Engagement and Motivation? Why should you care?**

### **Readings for Week**

Csikszentmihalyi, M. (2008). *Flow: The psychology of optimal experience* (P.S. Edition). New York: Harper Perennial. Read pp. 1-5 and 71-77.

Malone, T. W., & Lepper, M. R. (1987). Making learning fun: A taxonomy of intrinsic motivations for learning. In R. E. Snow & M. J. Farr (Eds.), *Aptitude, learning, and instruction: Cognitive and affective process analysis* (Vol. 3, pp. 223-253). Hillsdale, NJ: Erlbaum.

### ***DUE on Monday, January 27<sup>th</sup> at 11:59pm***

Reading quiz.

### **Tuesday, January 28<sup>th</sup>**

- First poster session.
- Get psyched up for a lecture on motivation!

### **Thursday, January 30<sup>th</sup>**

- No formal class meeting today (but attendance points are still given).
- Your team will meet in a pre-arranged location.
- Use this time to finish up your team’s Scavenger Hunt Activities
- The Scavenger Hunt closes at 12 noon TODAY!

## **Week 5 – More Motivation! More Engagement!**

### **Readings for Week**

Rigby, S., & Ryan, R. M. (2011). *Glued to games: How video games draw us in and hold us spellbound*. Santa Barbara, CA: Praeger. (Read Chapters 2-4)

Roy, R. van, & Zaman, B. (2017). Why Gamification Fails in Education and How to Make It Successful: Introducing Nine Gamification Heuristics Based on Self-Determination Theory. In M. Ma & A. Oikonomou (Eds.), *Serious Games and Edutainment Applications* (pp. 485–509).  
[https://doi.org/10.1007/978-3-319-51645-5\\_22](https://doi.org/10.1007/978-3-319-51645-5_22)

### ***DUE on Monday, February 3<sup>rd</sup> at 11:59pm***

Reading quiz.

### **Tuesday, February 4<sup>th</sup>**

- Second poster session.
- Lecture: Self-Determination Theory (the key).

### **Thursday, February 6<sup>th</sup>**

- Team Time: Discussion of motivation, exploration of games for motivation design(s)

### ***DUE on Friday, February 7<sup>th</sup> at 4pm – First Learning Game Review paper***

The first “learning game review” paper is due today by 4pm on GradeCraft, if you choose this assignment option. Remember, you can choose to write one of these up to 3 times, but you can only do all three if they are spaced according to the posted due dates.

## **Week 6 – School is a Terrible Game... Could we make it a better one?**

### **Readings for Week**

Salen, K., Torres, R., Wolozin, L., Rufo-Tepper, R., & Shapiro, A. (2011). *Quest to Learn: Developing the school for digital kids*. Cambridge, MA: MIT Press. (Excerpts posted on Canvas – please read all.)

Toppo, G. (2015). *The game believes in you: How digital play can make our kids smarter*. New York: St. Martin’s Press. (Read Chapters 4, 6, and 7)

Darvasi, P. (2016). The Ward Game: How McMurphy, McLuhan, and MacGyver might free us from McEducation. In C. Williams-Pierce (Ed.), *Teacher pioneers: Visions from the edge of the map* (pp. 70–105). Pittsburgh, PA.

### ***DUE on Monday, February 10<sup>th</sup> at 11:59pm***

Reading quiz.

### **Tuesday, February 11<sup>th</sup>**

- Guest Speaker: Paul Darvasi, Royal St. George’s College, Toronto.

### **Thursday, February 13<sup>th</sup>**

- Third poster session.
- Lecture: Some thoughts on school.
- Team Time: Redesign something from your school experience.

## **Week 7 – Serious Games: This Class May Save A Life. Or A Job.**

### **Readings for Week**

BioMojo. (2019). *Virtual Patient Experience*. NIH SBIR Phase 1 Grant Proposal. Morrisville, NC.

Kelly, H., Howell, K., Glinert, E., Holdin, L., Swain, C., Burrowbridge, A., & Roper, M. (2007). How to build serious games. *Communications of the ACM*, 50(7), 45-49.

Annetta, L. A. (2010). The “I’s” have it: A framework for serious educational game design. *Review of General Psychology*, 14(2), 105–112.

### ***DUE on Monday, February 17<sup>th</sup> at 11:59pm***

Reading quiz.

### **Tuesday, February 18<sup>th</sup>**

- Fourth poster session.
- Team time.
- First Round of Jeopardy! Tournament

### **Thursday, February 20<sup>th</sup>**

- Guest Speaker: Jerry Heneghan, BioMojo and UNC School of Pharmacy

### ***DUE on Thursday, February 20<sup>th</sup> at 4pm – First Individual Project Proposals***

First Individual Project Proposal Forms – get the form from Canvas, fill it out, and upload the form to GradeCraft.

## **Week 8 – Research, Evaluation, & Assessment – How Do You Know?**

### **Readings for Week**

Clark, R. E. (2007, May-June). Learning from serious games? Arguments, evidence, and research suggestions. *Educational Technology*, 56-59.

Fishman, B., Riconscente, M., Snider, R., Tsai, T., & Plass, J. (2015). *Empowering Educators: Supporting Student Progress in the Classroom with Digital Games (Part 2: Case Studies of Game Features Used to Support Formative Assessment Practices)*. Ann Arbor: University of Michigan.  
<http://gamesandlearning.umich.edu/agames>

Shute, V., Kim, Y.J., & Razzouk, R. (n.d.) Evidence Centered Design (ECD) for Dummies. Retrieved from <http://myweb.fsu.edu/vshute/ECD.pdf>.

### ***DUE on Monday, February 24<sup>th</sup> at 11:59pm***

Reading quiz.

### **Tuesday, February 25<sup>th</sup>**

- Fifth poster session. (LAST poster session of round 1!)
- Guest Speaker: Seyedahmad Rahimi, Florida State University

### **Thursday, February 27<sup>th</sup>**

- Lecture: How to know what you know (Social Science research methods).
- Jeopardy! Tournament Finals.

### ***DUE on Thursday, February 27<sup>th</sup> at 4pm – Second Learning Game Review Paper***

Another “learning game review paper” is due today by 4pm on GradeCraft, if you choose this assignment option. This is the second of three due dates for a “learning game review” paper. Remember, you can choose to write one of these up to 3 times, but you can only do all three if they are spaced according to the posted due dates.

## **Week 9 – “Spring” Break (No Class Meetings)**

Take a break! (Why not play a game to relax?)

You might also want to get a head start on reading *Ender’s Game* while you’re on the “beach.”

## **Week 10 – Ender’s Game**

### **Readings for Week**

Card, O. S. (1977). *Ender’s Game*. New York: Starscape.

#### ***DUE on Monday, March 9<sup>th</sup> at 11:59pm***

Reading quiz.

#### **Tuesday, March 10<sup>th</sup>**

- Review of the first half of the term.
- Overview of the rest of the term.
- Team time – Models of Education in *Ender’s Game*.

#### **Thursday, March 12<sup>th</sup>**

- Guest Speaker: Kelly Yuen, Nearpod.
- Team time – What do you know? What do you want to know?
- Team time – Start working on Augmented Reality Games

#### ***DUE on Thursday, March 12<sup>th</sup> at 4pm – First Individual Project***

First individual paper/project (if you are doing one), by 4pm on GradeCraft.

## **Week 11 – Gender, Identity, & Gaming**

### **Readings for Week**

Subrahmanyam, K., & Greenfield, P. M. (1998). Computer games for girls: What makes them play? In From Barbie to Mortal Kombat: gender and computer games (pp. 46–71). Cambridge: MIT Press.

Lien, T. (2013, December 2). No girls allowed. *Polygon*. Retrieved December 8, 2013, from <http://www.polygon.com/features/2013/12/2/5143856/no-girls-allowed>

#### ***DUE on Monday, March 16<sup>th</sup> at 11:59pm***

Reading quiz.

#### **Tuesday, March 17<sup>th</sup>**

- Sixth poster session (Start of second round poster sessions – but only if you have done a first poster!)
- Lecture on gender and games. The Bechdel Test for games.

#### **Thursday, March 19<sup>th</sup>**

- Team time.

## **Week 12 – Computational Thinking and the Culture of Learning**

### **Readings for Week**

Brennan, K., & Resnick, M. (2013). Imagining, creating, playing, sharing, reflecting: How online community supports young people as designers of interactive media. In C. Mouza & N. Lavigne (Eds.), *Emerging Technologies for the Classroom* (pp. 253–268). New York: Springer.

Resnick, M. (2017). *Lifelong Kindergarten*. Cambridge, MA: MIT Press. (Read Chapters 1, 5, & 6)

Ito, M., Gutierrez, K., Livingstone, S., Penuel, W. R., Rhodes, J., Salen, K., ... Watkins, S. C. (2013). *Connected learning: An agenda for research and design*. Irvine, CA: Digital Media and Learning Research Hub.

### ***DUE on Monday, March 23<sup>rd</sup> at 11:59pm***

Reading quiz.

### **Tuesday, March 24<sup>th</sup>**

- Seventh poster session.
- Lecture on Badges and other forms of credentials for learning.

### **Thursday, March 26<sup>th</sup>**

- Guest Speaker: Dr. Karen Brennan, Harvard University.
- Team time - Scratch.

### ***DUE on Thursday, March 26<sup>th</sup> at 4pm – Declare ALL Final Projects!*** **(BOTH group and individual)**

If you are planning to do a group game design project, form your team and topic for approval on GradeCraft! If you haven't formed a team and named a topic by this date, you're going to have a bad time!

If you are planning to do a second individual project, please also submit a proposal for approval by your team leader by today!

## **Week 13 – Extended Reality: MMOs, ARGs, & Minecraft**

### **Readings for Week**

Barnett, J., & Coulson, M. (2010). Virtually real: A psychological perspective on massively multiplayer online games. *Review of General Psychology, 14*(2), 167-179.

Brown, J. S., & Thomas, D. (2006). You play *World of Warcraft*? You're hired! *Wired, 14*.

Schifter, C. C., Cipollone, M., & Moffat, F. (2013). Piaget, Inhelder and “*Minecraft*.” *International Association for the Development of the Information Society*. Fort Worth, TX. Retrieved from <https://eric.ed.gov/?id=ED562248>

Checa-Romero, M., & Gómez, I. P. (2018). *Minecraft* and machinima in action: Development of creativity in the classroom. *Technology, Pedagogy and Education, 27*(5), 625–637. <https://doi.org/10.1080/1475939X.2018.1537933>

### **DUE on Monday, March 30<sup>th</sup> at 11:59pm**

Reading quiz.

### **Tuesday, March 31<sup>st</sup>**

- Team time – ARG design and testing.

### **Thursday, April 2<sup>nd</sup>**

- Eighth poster session.
- Lecture: Virtual Worlds, Augmented Reality, and Virtual Realities.
- Team Time – Continued ARG design and testing

### **DUE on Thursday, April 2<sup>nd</sup> at 4pm – Group Game Design Learning Goals & Overview**

If you are working on a Group Game Design project, submit a brief overview of your game and its learning goals. Describe the *learning goals* for your game. What will players learn? Describe the setting, gameplay, mechanics, content area, etc. Tell us what your game is about. (This is *optional* but strongly encouraged)



## **Week 14 – Hulk Angry! (Violence & Cheating in Video Games)**

### **Readings for Week**

Gee, J. P. (2007). *Good video games + good learning*. New York: Peter Lang. (Read Chapter 2: Video games, violence, and effects: Good and bad, pp.13-17)

Ferguson, C. J. (2010). Blazing Angels or Resident Evil? Can violent video games be a force for good? *Review of General Psychology, 14*(2), 68-81.

Consalvo, M. (2005). Cheating can be good for you: Educational games and multiple play styles. *On the horizon, 13*(2).

### ***DUE on Monday, April 6<sup>th</sup> at 11:59pm***

Reading quiz.

### **Tuesday, April 7<sup>th</sup>**

- Lecture on violence, cheating, and video games
- Team Time for discussion, violence, and cheating.

### **Thursday, April 9<sup>th</sup>**

- Ninth poster session. Last chance dance – make sure you are signed up!
- TaleBlazer Competition on the Diag! (Weather permitting, fingers crossed.)

### ***DUE on Thursday, April 9<sup>th</sup> at 4pm – Group Game Design Assessment & Logic Model***

If you are working on a Group Game Design project, tell us how you plan to assess player learning in your game. Present a draft *logic model* depicting how interaction with your game leads to desired outcomes. See the Research Methods lecture for examples. (This is *optional* but strongly encouraged.)

### ***DUE on Friday, April 10<sup>th</sup> at 4pm – Learning Game Review Paper (Third and Final Chance)***

A final “learning game review paper” is due today by 4pm on GradeCraft, if you choose this assignment option. This is the *last* opportunity to write a “learning game review” paper.

## **Week 15 – The End?**

### **No Readings for Week**

#### **Tuesday, April 14<sup>th</sup>**

- This date is held for topics that interest us as a group, but which we haven't gotten to yet!
- Consultations with professor and team leaders about final projects.
- (Rain date for TaleBlazer competition.)

#### **Thursday, April 16<sup>th</sup> – Last class Meeting**

- Poster presentations for Group Game Design Projects.
- Wrap-up lecture (one for the road).

#### ***DUE on Friday, April 17<sup>th</sup> at 4pm – Final Game Play Reflection Paper***

Final game play reflection paper due! See GradeCraft for rubric. Must be posted to GradeCraft by 4 pm.

## **Week 16 – Post-Credits Scene**

#### **Tuesday, April 21<sup>st</sup> — No Class Meeting**

#### ***DUE on Tuesday, April 21<sup>st</sup> at 4pm – Final Group & Individual Projects***

All final group and second individual projects are due! Must be posted to GradeCraft by 4 pm.

*Don't forget to provide course feedback with your online evaluation!  
Your feedback is crucial to improve this class for future players.*

