

# EDUC 602: Videogames, Learning, & School Design

**Professor:** Barry J. Fishman (fishman@umich.edu)

**Class Location:** 4212 School of Education Building

**Meeting Times:** Mondays 9:00 am – 12:00 noon

**Office Hours:** Tuesdays, 1:30-pm – 3:30 pm, Room 4121 School of Education Building

(Reserve a time slot at: <http://tinyurl.com/3ff8ocm>)

**Class Blog:** <http://gameslearningschool.wordpress.com/>

**Class Email:** ed602@umich.edu

**Twitter:** @BarryFishman

**Course Hashtag:** #EDUC602

**Shared Google Doc:** <http://tinyurl.com/3uh5d6j>

## Course Objectives:

- Students will develop critical perspectives on learning, interactive media, and games.
- Students will develop an understanding of basic theories of learning and motivation.
- Students will learn how empirical research/evaluation can be used to assess the relationship between games and learning.
- Students will develop their skills as presenters, discussion leaders, and writers.

## Course Assignments:

| Task/Assignment  | Due Date        |
|--|-----------------|
| <b>I. Grinding (Class Participation)</b>   |                 |
| <i>Attendance and active participation</i> in class discussion is mandatory. Please contact the instructor <i>in advance</i> if you must miss a class. | Ongoing         |
| <i>Reading Reactions</i> (posted to the class Blog)  | Sundays at noon |
| <b>II. Learning From (and Playing) a Videogame</b>   |                 |
| <i>Game selection paper</i> (posted to CTools)   | 9/16 @ 4 pm     |
| <i>In-class game show and tell session</i>   | Varies          |
| <i>Final game play reflection paper</i> (posted to CTools)   | 12/16 @ 4 pm    |
| <b>III. The Major Assignment (You Pick)</b>  |                 |
| <i>Assignment Proposal</i> (posted to CTools)  | 10/14 @ 4pm     |
| <i>Rough Draft</i> (optional – posted to CTools)   | 11/30 @ 4 pm    |
| <i>Class Presentations</i>   | 12/12 in class  |
| <i>Final Products due</i> (posted to CTools)   | 12/15 @ 4 pm    |

## Required Texts:

- Gee, J. P. (2007). *What videogames have to teach us about learning and literacy* (2<sup>nd</sup> Edition). New York: Palgrave Macmillan.
- Card, O. S. (1977). *Ender's Game*. New York: Starscape.
- Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York: Teachers College Press.
- A videogame selected by you (and approved by the professor; see below for details).

Other readings are distributed through CTools or available online. Be sure to check prior to completing each week's reading reaction to make sure you're reading the most recent set.

## Grading System: S.C.O.R.E.\*

### School is a Game. Your Grade is Your Score.

This is a games class, and so we will take a game-like approach to grading. All assignments and class activities are worth a certain number of *experience points*, and the quality of your work will result in *skill points*. There is no “A for effort” in grad school, but there is a “B for effort” in this course. That is to say, if you make a good faith effort to complete the minimum number of assignments, you will receive at least a “B.” If you work beyond the minimum requirements, you can of course earn a higher grade! And if you don’t make an effort, it is easy to receive a lower grade. Don’t do that. Also, no assignment can earn experience *or* skill points if it receives a grade lower than a C+. You’ll have to re-submit that assignment to get credit for it.

See below for the possible points, how assignments will be graded, and how grades are translated into skill points. Finally, there is a table translating your point totals into course grades. The assignment options are explained in the *next* section of the syllabus. Note that you don’t have to do *all* of the assignments to earn an “A,” you’ve got options. It might be necessary to do “extra” assignments if you want an “A+” grade.

|   | Due               | Experience Points  | Skill Points                                 |
|---|-------------------|--|--|
| <b>Grinding (a mix of required and optional activities)</b> |                   |  |  |
| Class Participation   | Ongoing           | 5,000/class (max65,000)  | n/a  |
| Reading Reactions   | Sundays @<br>noon | 5,000/post (max 50,000)  | +3000 for “winning” the<br>weekly class vote |
| Blog Posts  | Ongoing           | 5,000 for a substantial post<br>(max 50,000)<br>You may only submit 2<br>posts for points in any<br>1-week period. | n/a  |
| <b>Training Missions (required for everyone)</b>            |                   |  |  |
| Game Selection Paper  | 9/17 @ 4pm        | 20,000   | up to 20,000                                 |
| Final Project Proposal                                      | 10/11 @ 4pm       | 20,000   | up to 20,000                                 |
| Rough Draft of Final Project                                | 12/1 @ 4pm        | 5,000  | n/a  |
| Final Presentation  | 12/13 in class    | 20,000   | up to 20,000                                 |
| <b>Boss Battles (required for everyone)</b>                 |                   |  |  |
| Game Show & Tell  | Varies            | 80,000   | up to 40,000                                 |
| Final Project Product                                       | 12/15 @ 4pm       | 80,000   | up to 40,000                                 |
| Final Game Play Reflection                                  | 12/16 @ 4pm       | 80,000   | up to 40,000                                 |

**\*Systematic. Cumulative. Ongoing. Rating. Evaluation.**

## Translating Skill Points into Grades

All assignments will skill points will be assigned a letter grade using the following scale (please refer to individual assignment rubrics on CTools for details about the required elements of each assignment).

| Letter | What it Means...  |
|--------|---|
| A      | Meets all expectations as specified in the rubric and is of extremely good quality across all elements. Work worth sharing with future classes, or at least posting on your professor's refrigerator. |
| A-     | Meets all of the expectations as specified in the rubric, with two elements exceeding expectations.   |
| B+     | Meets all of the expectations as specified in the rubric, with one element exceeding expectations.  |
| B      | Meets all of the expectations as specified in the rubric. (This is the default grade.)  |
| B-     | Assignment contains all the elements as specified in the rubric, but one aspect is poorly executed.   |
| C+     | One required element of the assignment is missing or so poorly executed that it might as well be missing, or multiple elements are poorly executed.   |
| Doom   | The assignment is riddled with problems, and appeared not to follow the rubric. Why did you turn this in again? No skill or experience points will be awarded.  |

Note: Lateness will be penalized by a deduction of XP for *each* 24 hour period your assignment is late, starting immediately at the deadline. 80,000 XP assignments will be docked 5000 points, and 20,000 XP assignments will be docked 12,500 points per 24 hour period.

The letter grades you receive are translated into *skill points* as follows:

|      | Training Missions | Boss Battles |
|------|-------------------|--------------|
| A    | 20,000            | 40,000       |
| A-   | 18,000            | 34,000       |
| B+   | 16,000            | 28,000       |
| B    | 14,000            | 22,000       |
| B-   | 12,000            | 17,000       |
| C+   | 10,000            | 11,000       |
| Doom | 0                 | 0            |

Finally, your point total for the course is translated into a *course grade* as follows:

| How Points Translate to your Course Grade |         |
|---|---------|
| A+  | 540,000 |
| A   | 520,000 |
| A-  | 513,000 |
| B+  | 506,000 |
| B   | 500,000 |
| B-  | 480,000 |
| C+  | 470,000 |
| C   | 460,000 |
| C-  | 440,000 |
| D+  | 420,000 |

You may discuss any assignment grade with me, *but you must wait at least 24 hours after I return the work to you*. You may revise and resubmit any assignment ONCE for re-evaluation. You have 1 week from the time I release/return the graded assignment to you to talk with me and make any re-submission. Any resubmission MUST be accompanied by a cover note specifying the changes that were made in order to redress the problems noted in the original evaluation. No assignment will be re-graded after 1 week.

## Information About Assignments

Think about the assignments in this course as falling into three categories: (1) Class participation; (2) Learning from playing a game; and (3) A scholarly research/design endeavor.

### I. Class Participation

#### Attendance and Active Participation

We will work to build a *learning community*, to enhance the learning experience for all. To do this requires that you commit to the class and participate. I expect attendance at all class meetings. Please communicate with me if you must be absent for any reason. You will receive 5,000 experience points (XP) towards your course “score” for each class you attend. There is no such thing as an “excused” absence... if you aren’t in class, you don’t get the points, period. (But there are other ways to earn points).

You are also encouraged to post your thoughts or discoveries to the class blog, at <http://gameslearningschool.wordpress.com/> (you will be instructed in how to sign up for a WordPress account and be given access as a contributor to this blog). *Substantive* blog posts will be awarded XP. A substantive post is one that presents thoughtful review, critique or analysis (this can include responses to posts initiated by others). Links or re-posts from other sources are always appreciated, but will not earn XP. Note also that there are limits on the amount of XP you can earn from blogging across the term.

#### Weekly Reading Reactions

Each week, you must write a concise summary or analysis of the reading for that week of *no more than 200 words!* Your reading reactions are worth experience points, and can earn skill points.

Your 200 words should summarize, analyze, or critique the week’s readings to the best of your ability given the space limit and format requirements. Each week, we will vote on the “very best reaction” of the week. Those voted as the “very best” will earn skill points. Each week, we will employ a different set of “rules.” Perhaps no verbs one week, no adjectives another. Or haiku. Or...

You will be reading multiple texts each week. For your reaction, you may elect to focus on a single text, or seek a unifying theme across a group of texts. Creativity, comprehensibility, and correctness (with respect to the readings) will be rewarded. Mind the limit! Your 201<sup>st</sup> word will disqualify your entry.

Reading reactions must be posted to the appropriate CTools Forum no later than 12:00 noon on Sunday (to give us time to read, comment, rate, etc. them before class on Monday). You may post a reaction after the deadline, but it *will not be eligible for voting* and *will not be worth any XP*.

### II. Learning from Playing a Game

#### Required Game “Text” and Game Selection Paper (Due on Fri, Sep. 16 at 4 pm)

For your first assignment, I’d like you to choose the game you’ll play this semester. It can be a Mac, PC or console game (think DS, Wii, Xbox, PS2 or PS3), but it must be a contemporary commercial videogame, the kind you could buy at a game store or online today.

Before you choose your game, I’d like you to do a little research and then write a brief report of what your research told you, why you valued the sources you chose, and why you chose the game you did. Your report must also state what you hope to learn, accomplish, or achieve by playing your game, and most importantly... what you believe the potential learning or educational value of the game might be. I would expect this report to be between 2 and 3 double-spaced pages.

You are encouraged to choose a game that you think will be satisfying and motivating, but it **MUST** be a game that's **NEW** to you. In other words, if you're already a *World of Warcraft* player, you can't just re-roll. You need to choose a new game or a different genre of game altogether. Think also about whether you suspect that the game will hold your interest for the entire term. Peggle or Tetris might get dull around November.

For your research, you are required to consult the following sources. At minimum:

- TWO human beings (can be cited as "personal interviews")
- TWO online or print sources (such as a gamer magazine, review or enthusiast web sites)

*Just in case* your choice is not a good fit for the class, hold off on any purchases until you get feedback on this assignment!

*Looking for some game ideas? Check out the Video Game Archive at the Duderstadt Center.*

### **"Show and Tell" Critique Sessions**

Throughout the term you will present a report and analysis of your ongoing game play from your "game text." Everyone will present at least once during the term, and the dates of your presentations will be determined by the professor (I may try, for instance, to group people who are playing the same or similar games to enhance comparisons across presentations). You will need to prepare a brief (10-15 minute MAX) presentation, which will be followed by a question-and-answer period with the whole class.

This assignment is meant to give you practice and experience with presenting your theories, analyses, and ideas to a friendly audience. I expect that as you read and consider the materials we discuss during the week, you *will* connect those ideas to your experiences with your game. If there are particularly interesting moments, ideas, concepts, happenings, etc. with your game that you think are relevant to class discussions, readings, and course materials, you are encouraged to explore those ideas more deeply in this presentation. You should find a way to bring your game (or recorded moment in the game) in order to *show* people what your poster is talking about.

This assignment will also help broaden the number of games we are exposed to in class. Because our readings and speakers are mostly K-12 focused, your show and tell is a great opportunity to bring in more commercial and off-the-shelf games. It also gives you a chance to work with the ideas from the readings in a concrete way, and for the class to sharpen its talons... I mean thinking.

Analyses can be either a close reading of a particular moment in a game or else a broader (but focused) discussion of a particular game rule, narrative structure, character model, social phenomenon, etc. that you consider relevant and meaningful. For example, you may wish to present the *World of Warcraft* community's reactions and dealings with Chinese farmers or the way that a game's tutorial level elegantly teaches players the game's "design grammar." Or maybe you want to present the elements of a game that are meant to promote "learning" and suggest ways you might evaluate that learning. Whatever your choice, you must directly connect your game to the readings and discussions from class.

*As a presenter, you are responsible for the following logistics:*

- You are responsible for recording and preparing the moment in your game that you are analyzing, AND for figuring out how you will share it with us in class. In most cases, this will consist of screen recordings that you will place on a laptop. Or maybe YouTube videos that you find to illustrate your points. Or as a last resort, screen shots. For help, ask friends, colleagues, and classmates.
- Presentations should reference and connect to readings in the course.

- Presentations are not necessarily arguments for your particular approach to your game; instead, they should take the form of analyses, connecting theory to the text or experience you're examining. Tell us what you notice, what you observe, what's interesting to you and for what reasons.
- Presentations should have one or two main points. Structure is important! Tell us at the start what you will be discussing, and be sure to connect the examples you use in a way that helps us clearly see what you see.

### **Game Play Reflection Paper (Due on Friday, 12/16, at 4 pm)**

This paper, due at the end of the semester, is a summation of your experiences with your game play text throughout the entire semester. To help you keep track of your thoughts during the term, keeping some kind of diary or journal (or maybe a blog... hint, hint) would be a great idea. Note that if you do set up a blog, be sure to help me link it to the class blog as a "blogroll." It would be entertaining for your classmates (and instructor) to follow your progress throughout the term.

*A full rubric will be posted on CTools, but here are some of the requirements for this paper:*

- The length is 10 pages maximum (1.5 line spacing, images not included in page count).
- The paper will be a complete analysis of your game play, with a focus on *what you learned*.
- You must include ideas from across the entire term, with proper citations.
- The paper should address your experiences both within and around the game, e.g., with fan communities.

## **III. The Major Assignment (You Pick)**

I want you to engage deeply with the subject matter of the course, and in addition to our ongoing discussion of the readings and the game(s) you are playing, you will also complete one of the following projects during the semester. Which project you choose is up to you, and there are deadlines and milestones associated with each of them. Note that each project also has special constraints.

Here are some common deadlines and components of each of these projects:

1. You must prepare a proposal to the professor detailing what you want to do and why. This proposal is **due on Friday, October 14<sup>th</sup> at 4 pm**.
2. All students will present their final work at the end of class in a poster session.
3. A final product will be due at the end of the term, on **Thursday, December 15<sup>th</sup> at 4 pm**.

Here are the project possibilities:

### **A. Preparing an Evaluation/Analysis of Learning from a Game or Simulation**

This assignment involves selecting a particular type of or instance of a game or simulation (e.g., online multi-player war-gaming, virtual pets, simulation of real life roles, virtual communities for knowledge creation and sharing, games(s)) for evaluative analysis. This will include scanning the research literature and related materials for studies about engagement, motivation, and learning for this type of experience; familiarizing yourself with the context, and interviewing typical users. The product is a scholarly paper synthesizing what is known about engagement, motivation, and learning for the selected context, framing the experience within major conceptual models of motivation, and assessing the potential educational strengths and limits of this experience.

**SPECIAL REQUIREMENTS:** (1) This assignment can only be done individually. (2) You cannot choose the same game you are playing for the semester.

### **B. Crafting a Research Agenda for Game-Based Learning**

For this assignment, you will develop a research question (or multiple questions) along with a suggested plan for conducting valid research about game-based learning. Think of this as a dry run at your first proposal to a

funding agency. Or maybe your dissertation. In order to succeed at this assignment, you will need to identify an area of focus, broadly review what the current state of knowledge in that area is (though with much less detail than in Assignment A), propose a researchable question or questions and make a case that an answer to this question or questions would be valuable, and finally propose a workable research design that would enable you to find your answers. Note that you don't actually have to do this research. However, if you come up with a solid plan, I might just help you figure out a way to pursue it.

**SPECIAL REQUIREMENT:** This assignment can be done individually or in a team.

### **C. Designing a Sophisticated Game-based Learning Experience**

This assignment involves designing an educational experience that is sophisticated in its use of engagement and motivation to enhance learning. Designing at the storyboard level is sufficient for this assignment. In other words: you're going to design a game!

**SPECIAL REQUIREMENT:** This assignment can only be done in teams of 2 or more.

The following are the core components that must accompany this assignment (with some initial thoughts on each):

- **Game Description:** Of course, you have to describe the game! You should focus on game play and a full description of the learning goals.
- **Motivation and Learning Theory:** Go back to the readings and presentations on these topics. What theory underlies the design of your game? How is our understanding of motivation and engagement leveraged to help promote learning? Citations are a requirement in this section! This is one of the most important parts of the report.
- **Logic Model:** Logic models made an appearance in the lecture on research design. This is the "bridge" between what your learning goals and motivational elements are and how they manifest themselves in the game. A graphic is a requirement here (think flow chart), but text to explain yourself is also important.
- **Research Evaluation Plan:** This is the other most important section of the report. You need to fully describe how you plan to investigate whether players of your game actually achieve the desired learning goals. The methods should be appropriate to the questions you frame. NOTE that you don't actually have to conduct this research. I just want to see that, given a set of claims about learning, you know what you would look for to evaluate those claims.

This will be a *team* project, and all team members will receive the same grade on the project.

### **D. Something else. You tell me.**

I hope it goes without saying that if you choose "something else," the proposal phase is *especially* critical, to make sure you're not heading up a creek without a paddle.

## IV. The Fine Print

### General Comments on Assignments and Course Requirements

- Grading criteria will either be posted to CTools or negotiated with students in advance of due date.
- As the semester continues, the instructor may alter or add to the assignments. Pay attention!
- For all assignments, you are expected to draw heavily on readings from the entire course in justifying your design choices, research rationale, etc. If all you can offer is your own opinion, why bother taking the class?
- Professionalism is important. Grammar, style, organization, and clarity count.
- Cite all your sources in APA format—points will be deducted for failing to do this. If you don't know APA format, get yourself a copy of the APA "Manual of Style" in any bookstore and become familiar with its major points. This isn't just narrow-mindedness; common formats help reduce uncertainty and facilitate the sharing of work and ideas, a critical component of a healthy intellectual community. To make life easier, acquire some form of computer-based reference and citation manager and use it. If you start building a reference collection now, it will serve you for a long time.
- Late assignments will lose experience points for each day that they are late, effective immediately at the time established as the deadline. Students should contact the instructor immediately upon realizing that an assignment will be late.
- Course incompletes are given only under unusual extenuating circumstances.

### Policy on Original Work

Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. An exception is group work, which is assumed to be a collaboration by all group members. See both the University policy on Academic Integrity (<http://spg.umich.edu/pdf/303.03.pdf>) and the LSA Office of the Assistant Dean for Academic Affairs (<http://www.lsa.umich.edu/academicintegrity/examples.html>) for definitions of plagiarism, and associated consequences. Any violation of standards for academic integrity will result in severe penalties, which might range from failing an assignment to failing the course.

### Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help determine appropriate accommodations. SSD (734-763-3000; <http://ssd.umich.edu/>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information you provide as private and confidential.

### Pay Attention!

I reserve the right to change this syllabus at any time, and will notify the class of changes when they occur. These changes may include additions or changes to the readings or assignments. Please pay attention to class announcements, both in class and on-line, to learn about changes!

### Rules of the Class

- You get *out* of class what you put *in* to class.
- *All* ideas are worth consideration.
- Everyone is responsible for *their own* learning.
- Everyone is responsible for *everyone else's* learning.
- Only *YOU* are responsible for the quality of your work.
- There is no such thing as "Fight Club."

## Course Schedule

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### Week 1 – Monday 9/12 – What Are Games? What are Educational Games?

Salen, K., & Zimmerman, E. (2005). Game design and meaningful play. In J. Raessens & J. Goldstein (Eds.), *Handbook of computer game studies* (pp. 59-79). Cambridge, MA: MIT Press.

**Hands-On:** The Google Doc shared note-taking space. <http://tinyurl.com/3uh5d6j>

**Sign up for Show and Tell:** <http://tinyurl.com/4236mdh>

**DUE at the end of the week:** Game selection paper. Submit to CTools by 4 pm on *Friday* 9/16.

**DUE on Sunday (and most Sundays) at 12 noon:** Reading Reactions posted to CTools Forum.

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### Week 2 – Monday 9/19 – Learning Theory and The Business of Games

Gee, J. P. (2003). *What videogames have to teach us about learning and literacy*. New York: Palgrave Macmillan. (Chapters 1-4)

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. (Chapter 3 – “Learning and Transfer”)

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. (Chapter 2 – “How Experts Differ from Novices”)

**Guest Speaker:** Scott Traylor, 360Kid

**Hands-On:** TBD

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### Week 3 – Monday 9/26 – Motivation, the key to learning

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.

Stoll, C. (2000). *High-tech heretic: Reflections of a computer contrarian*. New York: Anchor. (“Makes Learning Fun,” pp. 11-22)

Ryan, R. M., & Deci, E. L. (2000). When rewards compete with nature: The undermining of intrinsic motivation and self-regulation. In C. Sansone & J. M. Harackiewicz (Eds.), *Intrinsic and extrinsic motivation: The search for optimal motivation and performance* (pp. 13-54). New York: Academic Press.

**Hands On:** <http://www.willyoujoinus.com/energyville/> ( <http://tinyurl.com/6fb326> ) and <http://costoflife.ning.com/> ( <http://tinyurl.com/lpffvc> )

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## **Week 4 – Monday 10/3 – Games in Mathematics and Science**

Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York: Teachers College Press. (Chapters 1-5.)

Jenkins, H., Squire, K., & Tan, P. (2003). "You can't bring that game to school!" Designing Supercharged! In B. Laurel (Ed.), *Design research: Methods and perspectives* (pp. 244-252). Cambridge, MA: MIT Press.

Hancock, C., & Osterweil, S. (1996). Zoombinis and the art of mathematical play [Electronic Version].

Hu, W. (2008, October 8th). Video game helps math students vanquish an archfiend: Algebra. *The New York Times*. from <http://tinyurl.com/68rh2v>

**Hands-On:** The Lure of the Labyrinth

**Guest Speaker:** Scot Osterweil

**Show and Tell** begins today. Be sure you know when your show and tell date is!

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## **Week 5 – Monday 10/10 – Field Trip!**

Gee, J. P. (2003). *What videogames have to teach us about learning and literacy*. New York: Palgrave Macmillan. (Chapters 5-8)

Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. New York: Teachers College Press. (Chapters 6-10)

**Hands On:** Visit to Digital Ops for Collaborative Game Play  
525 East Liberty Street, Ann Arbor (it's downstairs)

**NOTE:** No reading reactions due this week due to field trip.

**DUE by Friday:** Your final assignment proposal – post to CTools by 4pm Friday, 10/14.

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## **Week 6 – Monday 10/17 – No Class Meeting (Fall Study Break)**

Card, O. S. (1977). *Ender's Game*. New York: Starscape. (Read Chapters 1-9, or what the heck, read the whole thing... we'll be finishing it up next week in any case.)

*Note:* You don't have to do a reading reaction this week.

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## **Week 7 – Monday 10/24 – Research on and Evaluation of Learning from Games**

Card, O. S. (1977). *Ender's Game*. New York: Starscape. (Read Chapters 10-15.)

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

Federation of American Scientists. (2006). R&D Challenges in Games for Learning [Electronic Version]. Retrieved November 30, 2007, from [http://www.fas.org/gamesummit/Resources/R&D\\_Challenges.pdf](http://www.fas.org/gamesummit/Resources/R&D_Challenges.pdf)

**Hands-On:** Gamestar Mechanic (<http://gamestarmechanic.com/>)

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## **Week 8 – Monday 10/31 – Augmented Reality and Mobile Games**

Squire, K., Jan, M., Matthews, J., Wagler, M., Martin, J., Devane, B., et al. (2007). Wherever you go, there you are: Place-based augmented reality games for learning. In B. E. Shelton & D. A. Wiley (Eds.), *Educational design & use of computer simulation games* (pp. 265-294). The Netherlands: Sense Publishers.

Klopfer, E. (2008). *Augmented learning: Research and design of mobile educational games*. Cambridge, MA: MIT Press. (Read Chapters 1, 3, 4, and 5.)

**Guest Speaker:** Eric Klopfer, Associate Professor and Director of the Education Arcade @ MIT

**Hands On:** UbiqBio mobile games

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## **Week 9 – Monday 11/7 – Gender and Cheating (Don't Mix)**

Cassell, J., & Jenkins, H. (1998). Chess for girls? Feminism and computer games. In J. Cassell & H. Jenkins (Eds.), *From Barbie to Mortal Kombat: gender and computer games* (pp. 2-45). Cambridge, MA: MIT Press.

Subrahmanyam, K., & Greenfield, P. M. (1998). Computer games for girls: What makes them play? In J. Cassell & H. Jenkins (Eds.), *From Barbie to Mortal Kombat: Gender and computer games* (pp. 46-71). Cambridge, MA: MIT Press.

Heeter, C., Egidio, R., Mishra, P., Winn, B., & Winn, J. (2009). Alien games: Do girls prefer games designed by girls? *Games and Culture*, 4(1), 74-100.

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

**Hands-On:** Check-in with each others' Gamestar Mechanic games.

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## **Week 10 – Monday 11/14 – Virtual Reality and Online Communities**

- Barnett, J., & Coulson, M. (2010). Virtually real: A psychological perspective on massively multiplayer online games. *Review of General Psychology, 14*(2), 167-179.
- Nelson, B., Ketelhut, D. J., Clarke, J., Dieterle, E., Dede, C., & Erlandson, B. (2007). Robust design strategies for scaling educational innovations. In B. E. Shelton & D. A. Wiley (Eds.), *Educational design & use of computer simulation games* (pp. 209-231). The Netherlands: Sense Publishers.
- Kafai, Y. B., Quintero, M., & Feldon, D. (2010). Investigating the "why" in WhyPox: Casual and systematic explorations of a virtual epidemic. *Games and Culture, 5*(1), 116-135.
- Brown, J. S., & Thomas, D. (2006). You play World of Warcraft? You're hired! *Wired, 14*.

**Hands-On:** Second Life

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## **Week 11 – Monday 11/21 – Hulk Angry! (Violence & Social Development)**

- Durkin, K. (2006). Game playing and adolescents' development. In P. Vorderer & J. Bryant (Eds.), *Playing video games: Motives, responses, and consequences* (pp. 415-428). Mahwah, NJ: Erlbaum.
- Lee, K. M., & Peng, W. (2006). What do we know about social and psychological effects of computer games? A comprehensive review of the literature. In P. Vorderer & J. Bryant (Eds.), *Playing video games: Motives, responses, and consequences* (pp. 327-345). Mahwah, NJ: Erlbaum.
- Przybylski, A. K., Rigby, C. S., & Ryan, R. M. (2010). A motivational model of video game engagement. *Review of General Psychology, 14*(2), 154-166.
- 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.
- 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)

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## **Week 12 – Monday 11/28 – Kids as Game Designers**

- Kafai, Y. B. (2006). Playing and making games for learning: Instructionist and constructionist perspectives for game studies. *Games and Culture, 1*(2), 36-40.
- Resnick, M., Maloney, J., Monroy-Hernández, A., Rusk, N., Eastmond, E., Brennan, K., . . . Kafai, Y. B. (2009). Scratch: Programming for all. *Communications of the ACM, 52*(11), 60-67.
- Resnick, M. (2007). *All I really need to know (about creative thinking) I learned (by studying how children learn) in kindergarten*. Paper presented at the Conference on Creativity and Cognition.

**Guest Speaker:** Karen Brennan, MIT Media Lab

**Hands-On:** Scratch and StarLogo TNG

**Optional Due Date:** Submit rough drafts of final project papers to CTools by 4 pm on Wed., 11/30.

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**Week 13 – Monday 12/5 – School for Games. Really.**

Sandford, R., Ulicsak, M., Facer, K., & Rudd, T. (2007). Teaching with games: Using off-the-shelf computer games in formal education. Retrieved November 30, 2007, from [http://www.futurelab.org.uk/resources/documents/project\\_reports/teaching\\_with\\_games/TWG\\_report.pdf](http://www.futurelab.org.uk/resources/documents/project_reports/teaching_with_games/TWG_report.pdf)

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. (Excepts posted on CTools – please read all.)

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**Week 14 – Monday 12/12 – Wrap It Up**

We'll celebrate our final class meeting of the term with presentations of your final projects and some wrapping-up thoughts.

**Thursday, December 16<sup>th</sup> – Final project Products DUE**

Please submit your final game play reflection paper to CTools by 4 pm on 12/15.

**Friday, December 17<sup>th</sup> – Final game play reflection paper DUE**

Please submit your final game play reflection paper to CTools by 4 pm on 12/16.

*Don't forget to provide course feedback on CTools!  
Your feedback is crucial to improve this class for future players.*

