**EDLT 728: Games, Simulations, and Virtual Worlds for Learning**

**Mark Chen |** @mcdanger | [markdangerchen@gmail.com](mailto:markdangerchen@gmail.com) | <http://markdangerchen.net>

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**CLASS DAYS AND HOURS:**

This class has a blended format. There is one face-to-face extended session during the Games Learning Society conference June 12-14, regular synchronous sessions Wednesdays at 6am and 6pm, and continual, asynchronous online communication.

**COURSE DESCRIPTION:** (catalogue description)

Students will examine the use of digital games, simulations, and virtual worlds (GSVW) as places where learning occurs. These playful structures allow us to embed activities in more fully realized contexts for learning, provide opportunities for learner-players to think about choices, take action, and see the impact of their decisions. Students will study games from three different perspectives: serious games built to teach; "game mechanics" that can be adapted to educational settings to improve engagement; and the potential of intact popular games as sources of curricular content. Students will prototype, test, and debug a non-digital prototype.

**PROGRAM LEARNING OUTCOMES:**

|  |  |  |
| --- | --- | --- |
| **Knowledge and Scholarship** | **Faith and Heritage** | **Community and Global Understanding** |
| **Purpose** |  |  |
| 1) Understand the relationship among theory, research, and practice; and the mutually adaptive role of each in creating the value of the others  2) Acquire understanding and techniques for analyzing and interpreting a variety of data formats |  | 10) In discussing, planning, and assessing learning and technology, actively employ perspectives on race, ethnicity, gender, age, &/or economic other than your native one.  11) Examine new and shifting cultural and social identities and relationships resulting from enhanced “global connectedness |
| **Service** |  |  |
| 3) Understand the professional guidelines and processes for knowledge construction in the field  4) Use social learning and cognitive learning principles to identify and describe the possibilities and limitations of technology for supporting formal and informal learning  9) Prescribe, plan, implement, monitor, and revise interventions to improvement knowledge co-construction and sharing  in the workplace  21) Become an active member of one or more relevant professional organizations Mediate professional goals and action with personal values | 10) In discussing, planning, and assessing learning and technology, actively employ perspectives on race, ethnicity, gender, age, &/or economic other than your native one.  13) Recognize and engage in ethical and moral issues and problems in professional practice  22) Value *pro bono* work as a way to share with the community what you have learned and become |  |
| **Leadership** |  |  |
| 20) Envision, articulate, and justify possible learning futures | 19) Understand what you know and how to represent it to others  26) Identify and question assumptions in yourself and others | 17) Find and network with a variety of sectors whose knowledge or work is relevant to your own |

**COURSE OBJECTIVES:**

* Understand the history of games, simulations, and virtual worlds in education and educational research
* Acquire up-to-date knowledge of theory and research on games, simulations, and virtual worlds for learning
* Know elements of games, simulations, and virtual worlds and how they can be borrowed and adapted in the service of learning
* Acquire principles for designing, selecting, adapting, or using games, simulations, and virtual worlds for learning
* Acquire principles for assessing student/player learning arising in games, simulations, and virtual worlds
* Acquire criteria for assessing and improving the effectiveness of games, simulations, and virtual worlds in the service of learning
* Recognize the value of game studies for improving learning
* Know and be responsive to the issues and concerns surrounding the use of games, simulations, and virtual worlds for learning

**COURSE REQUIREMENTS:**

(Major assignments and grading. All due dates are on Mon except when *italicized.*)

**Tabletop Game Design 20pts**

After pitching game ideas to each other, work in development teams of 4 to 5 people to construct a board or card game that accomplishes an identified learning outcome. The game must be playable through to the end. All parts and pieces must be included in the final submission. Accompanying the game will be a manual, video, or webpage explaining how to play and a formal report of no more than 10 pages explaining the design and providing user test data and evidence of revisions to the product.

* Individual 1-paragraph pitches due Week 1, May 6.
* Form into teams of 4 or 5 by Week 2, *May 10*.
* Team 2-page descriptions due Week 2, May 13.
* Team Game Design Documents due Week 3, May 20.
* Feedback to 2 others due Week 4, May 27.
* Team game prototypes along with manual due Week 6, June 10
* Run playtesting sessions during GLS, Week 7, June 12-14.
* Revisions due Week 8, June 24

**Academic Game Review 20pts**

To appreciate games as designed experiences meant to convey particular emotions, ideas, or content, it helps to have to explain, critique, and analyze them through writing a review intended for an academic audience. Pick a game and review it as it relates to issues in education. We’ll read at least one sample review so you have an idea of what this looks like. No more than 10 pages long, regular APA formatting.

* Abstract due Week 3, May 20.
* Draft review due Week 8, June 24.
* Feedback to 2 others due Week 9, July 1.
* Final review due Week 11, July 15.

**Game Mod or Digital Game 20pts**

This project requires a new team to repurpose an existing digital game or to design a new digital game to accomplish a particular learning outcome. How big the teams are is flexible since part of it depends on the nature of the mod/game and interest, but, ideally, teams will be 3 or 4 cadre mates. Additionally, if the team decides on a digital game, the final deliverable could be a polished design document with a non-functional mockup rather than a full-on game unless it’s a text adventure, etc. IE, we’ll scope the work appropriately. Mods should be complete and playable. Accompanying the game will be a readme file, video, or webpage explaining how to play and a formal report of no more than 10 pages explaining the design and providing user test data and evidence of revisions to the product.

* Pitches done and teams formed during GLS, Week 7, June 12-14.
* Alpha version of mod or digital game or draft game design document and mockup due Week 10, July 8.
* Feedback to 2 others due Week 11, *July 12*.
* Revised mod or digital game or game design document and mockups due Week 12, July 22.

**Weekly Reflections and Responses to Readings and Games 20pts**

There are a lot of readings and games lined up for this course. For readings, each week we’ll divvy them up. Half of the readers for a particular article will post reflections and summaries on the course site. The other half for that same article will post responses to these reflections and summaries, providing clarifications and reinterpretations. Everyone is expected to read each other’s posts, and, ideally, everyone will come to know the content of each reading. How well this works depends on the quality of summaries and responses. If this turns out to take longer than actually reading each article, we’ll adjust and restructure.

**Participation 20pts**

Participation means helping others, as well as being open to assistance from people who can help you. Participation means interactions with the entire range of “stuff” in our class not just me, but also peers, relevant outsiders, texts (from many sources), tools, places, and objects used in class. Your participation in forums is mandatory. You are expected to read and post several times a week. Your posts should contribute to the discussion. Here are some ways of constructing meaningful postings.

* extend an idea that is already in play
* offer an illustration of an idea, e.g., from the workplace or hypothetical
* make a counter-proposal (argue)
* share a relevant resource, with comment; don’t just post links
* connect ideas within or across courses or sources

When posting, make explicit reference to readings and offer page numbers where relevant. This helps us keep the postings more scholarly in content despite their conversational voice.

**CONTENT OUTLINE:**

(Weeks are from Wed to Tue. All assignments due on Mon except when *italicized.*)

***Session 1, May 1: Intros, description of assignments and readings, intro to games and learning***

**Week 1, May 1-7: Why Games for Learning**

**Learning content vs. systems, projected identity, learning by/through design, theory of fun**

*Readings:*

* Chen. [*Leet noobs*](http://www.amazon.com/Leet-Noobs-Literacies-Digital-Epistemologies/dp/1433116103)(pp. 1-10).
* Chen. [A statement on games and expert gaming](http://markdangerchen.net/2013/01/25/a-statement-on-games-and-expert-gaming/) and the [tl;dr version](http://markdangerchen.net/2013/01/25/a-statement-on-games-and-expert-gaming-the-tldr-version/). [blog posts]
* Floyd. [Video games and learning](http://www.youtube.com/watch?v=rN0qRKjfX3s). [video]
* Resnick. [Computer as paint brush](http://www.exploratorium.edu/pie/downloads/KC/comppaint.pdf).
* Squire. From content to context.

*Optional Readings:*

* Gee. Learning and identity: What does it mean to be a half-elf? *What video games have to teach us about learning and literacy* (pp. 51-71).
* Koster. [*A theory of fun for game design*](http://www.amazon.com/A-Theory-Fun-Game-Design/dp/1932111972/).

*Games:*

* Set up *World of Warcraft* account and join guild (see Game Notes below).
* Create a Steam account.
* Select and play a tabletop game with family or friends. Pay attention to social dynamics, game mechanics and balance, etc.

*Activities:*

* Browse The Hotness on [Board Game Geek](http://boardgamegeek.com/). Read reviews.
* Introduce yourself, gaming history, and which tabletop game you played in the class forums.
* Half the class writes reviews or synopses of readings and/or games. The other half responds.

*Activities Related to Major Assignments:*

* **Tabletop game design:** Think of a tabletop game idea that addresses an area of interest related to learning for you and write a **one-paragraph pitch**. Post this to the course site by **May 6**.

***Session 2, May 8: Tabletop game design pitches***

**Week 2, May 8-14: Genres and Mechanics and Survey of Games and Learning**

**Definitions, categories, narrative**

*Readings:*

* Kirriermuir and McFarlane. [*Literature review in games and learning*](http://archive.futurelab.org.uk/resources/documents/lit_reviews/Games_Review.pdf).
* Hung. Serious games and education. *The work of play* (pp. 10-30).
* MIT Education Arcade. [*Moving learning games forward*](http://education.mit.edu/papers/MovingLearningGamesForward_EdArcade.pdf) and [*Using the technology of today, in the classroom today*](http://education.mit.edu/papers/GamesSimsSocNets_EdArcade.pdf)*.*
* Salen and Zimmerman. *Rules of play: Game design fundamentals* (pp. 1-27, 71-83).

*Games:*

* Meet up with someone else in WoW and get to level 10.
* Explore Steam’s library. Install *Terraria* with Steam (see Game Notes below).
* OR install the demos for [*The Walking Dead*](http://www.telltalegames.com/walkingdead) and [*Sam & Max*](http://www.telltalegames.com/samandmax).
* Check out the ways to categorize games on [Board Game Geek](http://boardgamegeek.com/) using Adv. Search. Also, browse the top 100 list.
* Select and play a tabletop game with family or friends. Pay attention to social dynamics, game mechanics and balance, etc.

*Activities:*

* Half the class writes reviews or synopses of readings and/or games. The other half responds.

*Activities Related to Major Assignments:*

* **Tabletop game design:** Using the course site to organize, by ***May 10***, **form into groups** of 4 or 5 to work on one of the tabletop game ideas for the rest of the course. Scope out theme, genre, mechanics, number of players, details, etc. for a max **two-page document**. Post this document on site for approval due **May 13**.

***Session 3, May 15: Overview of game design, Joe Wasserman***

**Week 3, May 15-21: Game design process**

*Readings:*

* Chen. Moral ambiguity in *The Witcher.*
* Chen. The player matters: A review of *Ninja Gaiden Dragon Sword.*
* Dunnigan. Simulation game design. [*Tabletop*](http://www.etc.cmu.edu/etcpress/content/tabletop-analog-game-design).
* Kuittinen and Holopainen. [Some notes on the nature of game design](http://www.digra.org/dl/db/09287.49313.pdf).
* Rogers. Level 4. [*Level up!*](http://www.amazon.com/Level-Up-Guide-Great-Design/dp/047068867X)(pp. 57-82).

*Optional Readings:*

* Kultima. IDE cards.
* Selinker. [*Kobold guide to board game design*](http://www.koboldpress.com/k/front-page10553.php#.UV3gHpPzuA1).

*Games:*

* Try crafting and browse the auction house in WoW.
* Play *Terraria* with others and/or TWD or S&M. Take notes.
* Take a look at [*Pocket Civ*](http://boardgamegeek.com/boardgame/28044/pocket-civ) and [*Zombie in my Pocket*](http://boardgamegeek.com/boardgame/33468/zombie-in-my-pocket), free print n play games.

*Activities:*

* Half the class writes reviews or synopses of readings and/or games. The other half responds.

*Activities Related to Major Assignments:*

* **Tabletop game design:** Write a **Game Design Document**, work out mechanics and flow. Post this to the course site by **May 20** for feedback.
* **Game review:** Go to [Games for Change](http://www.gamesforchange.org/play/) and select one of the games to review **or** pick a different game (either tabletop or digital) that you’re interested in. Write up an **abstract** for approval also due **May 20**.

***Session 4, May 22: Checking game design***

**Week 4, May 22-28: Game design process, cont.**

*Readings:*

* Aldrich. [Using serious games and simulations](http://www.clarkaldrichdesigns.com/2009/12/using-serious-games-and-simulations.html).
* Barab, Gresalfi, Dodge, and Ingram-Goble. [Narratizing disciplines and disciplinizing narratives](http://sashabarab.com/research/onlinemanu/papers/ijgcmsbarab.pdf).
* Crawford. Chapter 5: The game design sequence. [*The art of computer game design*](http://www.stanford.edu/class/sts145/Library/Crawford%20on%20Game%20Design.pdf).

*Optional Readings:*

* Schell. [The art of game design: A deck of lenses](http://artofgamedesign.com/cards/).

*Games:*

* Try PvP or a dungeon in WoW.
* Play *Terraria* with others and/or TWD or S&M. Take notes.
* Play [*Refraction*](http://www.centerforgamescience.org/site/games/refraction).

*Activities:*

* Half the class writes reviews or synopses of readings and/or games. The other half responds.
* Check out [*Pox: Save the People*](http://www.tiltfactor.org/pox), [PhET](http://phet.colorado.edu/), and [BrainPOP](http://www.brainpop.com/).

*Activities Related to Major Assignments:*

* **Tabletop game design:** Give **feedback** on other groups’ design documents before next class session by **May 27**.
* Work on game review.

***Session 5, May 29: New game plus***

**Week 5, May 29-June 4: More Topics**

**Computational thinking, civics, virtual worlds, the market, mods**

*Readings:*

* Duncan and Berland. [Uncovering play through collaboration and computation in tabletop gaming](http://meaningfulplay.msu.edu/proceedings2012/mp2012_submission_155.pdf).
* Kahne, Middaugh, and Evans. [*The civic potential of video games*](https://mitpress.mit.edu/sites/default/files/titles/free_download/9780262513609_Civic_Potential_of_Games.pdf).
* Nolan and Weiss. Learning cyberspace.
* Richards, Stebbins, and Moellering. [*Games for a digital age: K-12 market map and investment analysis*](http://www.joanganzcooneycenter.org/publication/games-for-a-digital-age/).
* Squire, DeVane, and Durga. Designing centers of expertise for academic learning through video games.

*Games:*

* Play more WoW and/or *Terraria* with others and/or TWD or S&M.
* Play [Moneyville games](http://www.omsi.edu/exhibits/moneyville/activities.php).
* Check out [InkleWriter](http://www.inklestudios.com/inklewriter), a tool for making choose-your-own adventure games.

*Activities:*

* Half the class writes reviews or synopses of readings and/or games. The other half responds.
* Check out the modding scene: [ModDB](http://www.moddb.com/), [*Skyrim* Nexus](http://skyrim.nexusmods.com/), and the Steam Workshop. If you want to do a game mod for the course’s final project (see next week’s assignments), pick a game on the Steam Workshop (suggested games: *Dungeons of Dredmor*, *Portal 2*, or *Torchlight 2*).

*Activities Related to Major Assignments:*

* Work on tabletop game.
* Work on game review.

***Session 6, June 5: No online session this week due to CGSA and CCA***

**Week 6, June 5-11: Playtesting**

**Game user research, usability, user experience, engagement, flow, etc.**

*Readings:*

* Chen, Kolko, Cuddihy, and Medina. [Modeling but \*not\* measuring engagement in games](http://www.academia.edu/2992999/Modeling_but_NOT_Measuring_Engagement_in_Computer_Games).
* Falstein. [Evolution of storytelling](http://www.slideshare.net/KreativeAsia/evolution-of-storytelling-noah-falstein). (last few slides on flow)
* Fullteron. Chapter 9: Playtesting. [*Game design workshop*](http://www.amazon.com/Game-Design-Workshop-Second-Playcentric/dp/0240809742) (pp. 248-276).
* Leone. [Data entry, risk management, and tacos: Inside Halo 4’s playtest labs](http://www.polygon.com/2012/10/24/3538296/data-entry-risk-management-and-tacos-inside-halo-4s-playtest-labs).

*Games:*

* Play [*Lost Pig*](http://ifdb.tads.org/viewgame?id=mohwfk47yjzii14w).
* Play games on [*Kongregate*](http://www.kongregate.com/).

*Activities:*

* Half the class writes reviews or synopses of readings and/or games. The other half responds.

*Activities Related to Major Assignments:*

* **Tabletop game: Prototype** due on **June 10.** Publish prototypes to class site and write a manual. In the manual, include a “designers’ notes” write-up, providing background and design intent.
* **Mod or digital game:** Write a **one-paragraph pitch** for a game mod or a digital game to be given during GLS.
* Work on game review.

***Week-long Session, OMG!***

**Week 7, June 12-18: Games Learning Society conference**

*Activities:*

* As prep, check out [what’s happened at GLS before](http://glsconference.org/preceedings-and-old-sites/), especially with the Hall of Failure sessions.
* Divide and conquer, maintain a backchannel, and take group notes during GLS.

*Activities Related to Major Assignments:*

* **Tabletop game:** Playtest each other’s tabletop games and scope out work to finish them. **Revised tabletop game** plus a write-up of playtest due **June 24**.
* **Mod or digital game:** Pitch mod or game ideas. Form teams to work on one of the mod or digital game ideas for the remainder of the course, **alpha versions** due **July 8**.

***Session 8, June 19: GLS (and CSCL) debrief, Cathy Tran***

**Week 8, June 19-25: Assessment, Gamification, and Connected Learning, Oh My!**

*Readings:*

* Chen. [The mangle of gaming to socially create meaningful experiences](http://markdangerchen.net/2011/05/21/presenting-at-keywords-for-video-games-run-by-the-critical-gaming-project/).
* Consalvo. Cheating can be good for you.
* DML’s [Connected Learning](http://connectedlearning.tv/) movement and Mozilla’s [Open Badges](http://openbadges.org/)
* Deterding. [9.5 theses on gamification](http://codingconduct.cc/9-5-Theses-on-Gamification).
* Malone. Toward a theory of intrinsically motivating instruction.
* Nicholson. [Meaningful gamification](http://events.mediasite.com/Mediasite/Play/dbebeb451f3a4332ab0f92a77189832a1d?catalog=4fc740c3-f691-4b2d-824f-6d7df99fee1e).
* Reynolds and Chiu. Formal and informal context factors as contributors to student engagement in a guided discovery-based program of game design learning.

*Games:*

* Play [*Chore Wars*](http://www.chorewars.com/).
* Play a Facebook game.

*Activities:*

* Half the class writes reviews or synopses of readings and/or games. The other half responds.

*Activities Related to Major Assignments:*

* **Tabletop game: Revised version** due **June 24** to the course website, along with a write-up of playtest and reasoning for changes.
* **Game review: First draft** also due **June 24.**
* Work on game mod or digital game.

***Session 9, June 26: Current trends in games and learning***

**Week 9, June 26-July 2: Innovative Games and Learning Projects**

**Gaming for/as science, alternate reality games, games in schools and business**

*Readings:*

* Chen, Horstman, and Bell. Playing science with *Foldit*. [draft]
* Kim et al. [Storytelling in new media](http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2484/2199).
* McGonigal. [Gaming can make a better world](http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world.html). [TED Talk]
* Steinkuehler and Duncan. [Scientific habits of mind in VWs](http://website.education.wisc.edu/steinkuehler/papers/SteinkuehlerDuncan2008.pdf).
* Check out [Quest to Learn](http://q2l.org/), [WoW in Schools](http://wowinschool.pbworks.com/), [MinecraftEdu](http://minecraftedu.com/), [Teach with Portals](http://www.teachwithportals.com/).
* Check out info about [*Total Engagement*](http://www.totalengagement.org/).

*Games:*

* Play stuff! Find cool games and share! Try a new tabletop game!
* Play [*Foldit*](http://fold.it/).
* Optional: Mark’s favorite digital game of 2012: [*FTL: Faster Than Light*](http://www.ftlgame.com/).

*Activities:*

* Half the class writes reviews or synopses of readings and/or games. The other half responds.

*Activities Related to Major Assignments:*

* Work on game mod or digital game.
* **Game review:** Read at least two and post **feedback** by **July 1**.

***Session 10, July 3: Game review review***

**Week 10, July 3-9: Intro to Game Studies and New Games Journalism**

**Ludology vs. narratology, the magic circle, etc.**

*Readings:*

* always\_black. [Bow nigger](http://www.alwaysblack.com/blackbox/bownigger.html).
* Castronova. [The Horde is evil](http://terranova.blogs.com/terra_nova/2005/12/the_horde_is_ev.html).
* Flood. [Playing Assassin’s Creed 3 on the Pine Ridge Rez](http://killscreendaily.com/articles/playing-assassins-creed-lakota/).
* Murray. The last word on ludology vs. narratology in game studies.
* Rodriguez. [The playful and the serious](http://gamestudies.org/0601/articles/rodriges).
* Simons. [Narrative, games, and theory](http://gamestudies.org/0701/articles/simons).
* Sutton-Smith. Play and ambiguity.
* Zimmerman. [Jerked around by the magic circle](http://www.gamasutra.com/view/feature/6696/jerked_around_by_the_magic_circle_.php).
* Browse [*Game Studies*](http://gamestudies.org/).
* Check out [*Rock Paper Shotgun*](http://www.rockpapershotgun.com/)*,* [*Killscreen*](http://killscreendaily.com/), and [*Quarter to Three*](http://www.quartertothree.com/fp/).

*Games:*

* Play stuff! Find cool games and share!
* [*Digital: A Love Story*](http://scoutshonour.com/digital/).

*Activities:*

* Half the class writes reviews or synopses of readings and/or games. The other half responds.

*Activities Related to Major Assignments:*

* **Mod or digital game:** **Alpha version or Game Design Document** due on **July 8** including a write-up with install and designer notes. How you submit this depends on the nature of the mod or game.
* Work on game review revisions.

***Session 11, July 10: Ethnography in education, mods and digital game debrief and feedback***

**Week 11, July 10-16: Gaming Culture and Research**

**Qualitative vs. quantitative research, ecology of games, cultural production**

*Readings:*

* Chen. [*Leet noobs*](http://www.amazon.com/Leet-Noobs-Literacies-Digital-Epistemologies/dp/1433116103/).
* Fields and Kafai. “Stealing from grandma” or generating cultural knowledge?
* Morningstar and Farmer. [The lessons of Lucasfilm’s *Habitat*](http://www.fudco.com/chip/lessons.html).
* Stevens, Satwicz, and McCarthy. [In-game, in-room, in-world](http://www.life-slc.org/nsf/linkd/files/Stevens-Satwicz-McCarthy-game-room-world.pdf).
* Check out [The Daedalus Project](http://www.nickyee.com/daedalus/).
* Browse [*Games and Culture*](http://gac.sagepub.com/).
* Also, [Elitist Jerks](http://elitistjerks.com/), [Machinima](http://www.machinima.com/), [WoWWiki](http://www.wowwiki.com/Portal:Main), [Game Rankings](http://www.gamerankings.com/), [*Tabletop*](http://tabletop.geekandsundry.com/).

*Games:*

* Play stuff! Try games that were reviewed.

*Activities:*

* Half the class writes reviews or synopses of readings and/or games. The other half responds.

*Activities Related to Major Assignments:*

* **Mod or digital game:** Playtest or read at least 2. Provide **feedback** by ***July 12***.
* Work on mod or digital game revisions after receiving feedback.
* **Game review:** **Final version** due **July 15** to course site.

***Session 12, July 17: Class wrap-up***

**Week 12, July 17-July 23: Outstanding Issues**

**Violence, addiction, gender, sexuality, future of learning**

*Readings:*

* JSB. [Play and innovation](http://www.youtube.com/watch?v=Ds-U1FPi784&).
* Cover. [Gaming (ad)diction: Discourse, identity, time and play in the production of the gamer addiction myth](http://gamestudies.org/0601/articles/cover).
* Shaffer, Squire, Halverson, and Gee. [*Videogames and the future of learning*](http://www.academiccolab.org/resources/gappspaper1.pdf)*.*
* Sarkeesian. Tropes vs Women. [*Feminist Frequency*](http://www.feministfrequency.com/).

*Games:*

* [*A Closed World*](http://gambit.mit.edu/loadgame/aclosedworld.php), [*Dys4ia*](http://www.auntiepixelante.com/?p=1515), [*Depression Quest*](http://www.depressionquest.com/), [*Lim*](http://mkopas.net/files/Lim/), etc.

*Activities:*

* Half the class writes reviews or synopses of readings and/or games. The other half responds.

*Activities Related to Major Assignments:*

* **Mod or digital game:** **Final mods, digital games, and Game Design Documents** due on **July 22**. Play them.

**Game Notes:**

* *World of Warcraft* is free for the first 20 levels. We’ll pick a server to join and all meet up after the first class session. WoW is relatively easy to navigate around and learn the fundamentals of MMOs. If after trying it out for at least a couple of hours, however, you find it’s too difficult to manage, great alternative games that also covers the basics of the RPG genre are *Torchlight 2* and *Dungeons of Dredmor*, both available on Steam.
* *Terraria* is a great 2D construction game, similar to *Minecraft* but much easier to get into. Unfortunately, it’s Windows only and requires simultaneous keyboard and mouse control.
* *The Walking Dead* and *Sam & Max* are great examples of point-n-click adventure games with interesting choices (TWD) and humorous dialog (S&M). TWD is on the mature side, being a horror game, so is entirely optional.

**COURSE RESOURCES AND MATERIALS:**

**Required books**

Chen, M. (2012). [*Leet noobs: The life and death of an expert player group in* World of Warcraft](http://www.amazon.com/Leet-Noobs-Literacies-Digital-Epistemologies/dp/1433116103/). Peter Lang.

Rogers, S. (2010). [*Level up! The guide to great video game design*](http://www.amazon.com/Level-Up-Guide-Great-Design/dp/047068867X). John Wiley & Sons, Ltd.

**Suggested books that we’ll be reading parts of that will be provided**

Crawford, C. (2000). [*The art of computer game design*](http://www.stanford.edu/class/sts145/Library/Crawford%20on%20Game%20Design.pdf). [electronic version]

Davidson, D. (Ed.). (2008). [*Beyond fun: Serious games and media*](http://www.etc.cmu.edu/etcpress/beyondfun)*.* ETC Press.

Fullerton, T. (2008). *Game design workshop: A playcentric approach.* Elsevier.

Gee, J.P. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.

Hung, A.C.Y. (2011). *The work of play: Meaning-making in videogames*. Peter Lang.

Koster, R. (2004). [*A theory of fun for game design*](http://www.amazon.com/A-Theory-Fun-Game-Design/dp/1932111972/). Paraglyph Press.

Salen, K., and Zimmerman, E. (2003). *Rules of play: Game design fundamentals*. The MIT Press.

Selinker, M. (2011). [*Kobold guide to board game design*](http://www.koboldpress.com/k/front-page10553.php#.UV3gHpPzuA1)*.* Open Design LLC.

**Other books that are great but not part of the syllabus**

Hayes, E.R., and Duncan, S.C. (Eds.). (2012). *Learning in video game affinity spaces.* Peter Lang.

Selfe, C.L., and Hawisher, G.E. (2007). *Gaming lives in the twenty-first century.* Palgrave Macmillan.

**Articles that will be provided**

Barab, S. A., Gresalfi, M., Dodge, T., and Ingram-Goble, A. (2010). [Narratizing disciplines and disciplinizing narratives: Games as 21st century curriculum](http://sashabarab.com/research/onlinemanu/papers/ijgcmsbarab.pdf). *International Journal of Gaming and Computer-Mediated Simulations, 2*(1), 17-30.

Castronova, E. (2005). [The Horde is evil](http://terranova.blogs.com/terra_nova/2005/12/the_horde_is_ev.html). *Terra Nova blog.*

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Chen, M. (2011). [The mangle of gaming to socially create meaningful experiences](http://markdangerchen.net/2011/05/21/presenting-at-keywords-for-video-games-run-by-the-critical-gaming-project/). Keywords for Video Game Studies Colloquium. Critical Gaming Project.

Chen, M. (2013). [A statement on games and expert gaming](http://markdangerchen.net/2013/01/25/a-statement-on-games-and-expert-gaming/) and the [tl;dr version](http://markdangerchen.net/2013/01/25/a-statement-on-games-and-expert-gaming-the-tldr-version/). *Mark Danger Chen: Sporadic ramblings of a gamer in academia.*

Chen, M., Horstman, T., and Bell, P. (in progress). Playing science with *Foldit*.

Chen, M., Kolko, B.E., Cuddihy, E., and Medina, E. (2011). [Modeling but NOT measuring engagement in computer games](http://www.academia.edu/2992999/Modeling_but_NOT_Measuring_Engagement_in_Computer_Games). *Proceedings from the Games Learning Society (GLS) conference 2011* (pp. 63-71). ETC Press.

Consalvo, M. (2008). Cheating can be good for you: Educational games and multiple play styles. In D. Davidson (Ed.), *Beyond fun: Serious games and media* (pp. 72-29). ETC Press.

Cover, R. (2006). [Gaming (ad)diction: Discourse, identity, time and play in the production of the gamer addiction myth](http://www.academiccolab.org/resources/gappspaper1.pdf). *Game Studies, 6*(1).

Duncan, S.C., and Berland, M. (2012). [Uncovering play through collaboration and computation in tabletop gaming](http://meaningfulplay.msu.edu/proceedings2012/mp2012_submission_155.pdf) [extended abstract]. Meaningful Play conference.

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Fields, D.A., and Kafai, Y.B. (2010). “Stealing from Grandma” or generating knowledge? Contestations and effects of cheating in Whyville. *Games and Culture*, *5*(1), 64-87.

Flood, J. (2012). [Playing *Assassin’s Creed 3* on the Pine Ridge Rez](http://killscreendaily.com/articles/playing-assassins-creed-lakota/). *Killscreen* (Nov. 28, 2012).

Kahne, J., Middaugh, E., and Evans, C. (2008). [*The civic potential of video games*](https://mitpress.mit.edu/sites/default/files/titles/free_download/9780262513609_Civic_Potential_of_Games.pdf). Civic Engagement Research Group, Mills College.

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**Videos**

Brown, J.S. (2011). [Play and innovation](http://www.youtube.com/watch?v=Ds-U1FPi784&). *YouTube*.

Deterding, S. (2012). [9.5 theses on gamification](http://codingconduct.cc/9-5-Theses-on-Gamification). Presentation at Microsoft Research.

Falstein, N. (2012). [Evolution of storytelling](http://www.slideshare.net/KreativeAsia/evolution-of-storytelling-noah-falstein). [slides]

Floyd, D. (2008). [Video games and learning](http://www.youtube.com/watch?v=rN0qRKjfX3s). *YouTube.*

Nicholson, S. (2012). [A user-centered theoretical framework for meaningful gamification](http://events.mediasite.com/Mediasite/Play/dbebeb451f3a4332ab0f92a77189832a1d?catalog=4fc740c3-f691-4b2d-824f-6d7df99fee1e). Presentation at Games Learning Society 2012.

Sarkeesian, A. (2013). Tropes vs Women. [*Feminist Frequency*](http://www.feministfrequency.com/)*.*

**Paid digital games**

* [*Terraria*](http://www.terraria.org/)*.* Re-Logic.

**Free digital games**

* [*A Closed World*](http://gambit.mit.edu/loadgame/aclosedworld.php)*.* MIT Gamebit.
* [BrainPOP](http://www.brainpop.com/).
* [*Chore Wars*](http://www.chorewars.com/)*.* Kevan Davis.
* [*Depression Quest*](http://www.depressionquest.com/)*.* Zoe Quinn.
* [*Digital: A Love Story*](http://scoutshonour.com/digital/) Christine Love.
* [*Dys4ia*](http://www.auntiepixelante.com/?p=1515)*.* Auntie Pixelante.
* [*Foldit*](http://fold.it/)*.* Center for Game Science.
* [*Lim*](http://mkopas.net/files/Lim/)*.* Merrit Kopas.
* [*Lost Pig*](http://ifdb.tads.org/viewgame?id=mohwfk47yjzii14w)*.* Admiral Jota.
* [PhET](http://phet.colorado.edu/).
* [*Pox: Save the People*](http://www.tiltfactor.org/pox). Tiltfactor.
* [*Refraction*](http://www.centerforgamescience.org/site/games/refraction)*.* Center for Game Science.
* [*Sam & Max*](http://www.telltalegames.com/samandmax)(first episode is free). Telltale Games.
* [*The Walking Dead*](http://www.telltalegames.com/walkingdead) (first episode is free). Telltale Games.
* [*World of Warcraft*](http://us.battle.net/wow/en/) (first 20 levels free). Blizzard Entertainment.

**Cheap fun tabletop games**

* [*Citadels*](http://boardgamegeek.com/boardgame/478/citadels)*.* Bruno Faidutti.
* [*Death Angel*](http://boardgamegeek.com/boardgame/71721/space-hulk-death-angel-the-card-game)*.* Corey Konieczka.
* [*Forbidden Island*](http://boardgamegeek.com/boardgame/65244/forbidden-island). Matt Leacock.
* [*Lost Cities*](http://boardgamegeek.com/boardgame/50/lost-cities)*.* Reiner Knizia.
* [*Love Letter*](http://boardgamegeek.com/boardgame/129622/love-letter)*.* Seiji Kanai.
* [*Pocket Civ*](http://boardgamegeek.com/boardgame/28044/pocket-civ)*.* Scott Slomiany. Print n play!
* [*Saboteur*](http://boardgamegeek.com/boardgame/9220/saboteur). Frederic Moyersoen.
* [*Zombie in my Pocket*](http://boardgamegeek.com/boardgame/33468/zombie-in-my-pocket). Jeremiah Lee. Print n play!

**STANDARD DISCLAIMERS AND CONDITIONS:**

**Attendance:** Your PARTICIPATION in all face-to-face meetings is mandatory. Failure to appear at any of the scheduled meetings without a valid excuse will result in an “F” for that part of the course.

**Writing proficiency:**

When you submit a formal paper for this class you are expected to

a. write at a graduate level.

b. use APA format.

c. check spelling, grammar, and punctuation.

d. work within the assignment parameters

e. construct logical, organized, cohesive propositions.

f.  reference all quoted material.

g. eschew paraphrasing other people’s work.

**Maintaining copies of assigned course work for program evaluation:**The Graduate School of Education and Psychology evaluates its programs on an ongoing basis. The data from such evaluations provide us with information to help improve the quality of the educational experience we provide our students. In addition, the data are used by our accrediting bodies, such as the Western Association of Schools and Colleges (WASC). California Council on Teacher Credentials, and the American Psychological Association (APA), to make decisions as to whether we can maintain our accredited status with these respective associations. To this end, we may archive copies of the papers, examinations, exercises, etc. that students complete as part of their required course work so that we can track if students appear to be meeting the objectives of the program in which they are enrolled. Names will be removed from the assignments we opt to archive for evaluation purposes. **If you prefer that your course work not be archived for evaluation purposes, please let me know immediately so that I can make such a notation in the files I keep for each student who enrolls in my courses.**

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