**EDUC 222: Video Games & Learning**  
Course Assignments & Policies – 2015*

**Professor:** Barry J. Fishman (fishman@umich.edu)  
**Class Location:** The Prechter Lab, Room 2202 School of Education Building  
**Meeting Times:** Tuesdays and Thursdays, 10:30 am – 12:00 noon

**Office Hours:** 4435 North Quad, times vary. Sign up at http://bit.ly/16Ws5fm

**Teaching Team:** Terrance Buck (buckter), Anne Grady (gradyae), Taylor Kessner (kessnert), Purva Kulkarni (purvak), Adam Lott (lottadam), Nicolás Olguín (nolguin), Kristen Sheppard (shepp), Jim Stanhope (jimstan)

**Teaching Team Email** (including Prof. Fishman): staff-educ222@umich.edu

**Class Blog:** We are using Canvas Discussions for “blogging.”

**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 skills as presenters, discussion leaders, and writers.

**Course Overview:**
Why are video games fun? The answer isn’t as obvious as you might think. Good games draw you in, teach you how to succeed, and keep you engaged with a “just right” level of challenge. Most importantly, players learn while playing a well-designed game. Why isn’t school like that? This class takes a close look at video games, a close look at education, and considers ways that each can be improved to maximize learning and performance.

This course is designed to be a unique and (hopefully) engaging learning experience. You may think you know how to “play the game of school,” but the rules in this course may not be what you’re expecting. Please read this syllabus carefully! The assignments and grading system may seem confusing at first, but if you take a little time to read the syllabus and pay attention in class, everything will be explained. Almost everything you need to know is explained in these pages. Did I mention that you should read this syllabus?

**Required Texts:**
- A video game selected by you (and approved by the professor; see below for details).
- Other readings are distributed through Canvas 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.
- *Ender’s Game* and other related books are also available at Shapiro Reserves.

*Course assignments are subject to change! Always check GradeCraft for the latest.*
Grading Policy

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 points; you will earn badges as well. Your point total will determine your final grade in the class. In most courses, there is no choice in assignments or exams, and your grade is based on your percentage correct. (Don’t make any mistakes!) In this course, you get to choose your pathway, and can do as many assignments as you would like to earn the grade you choose. Take some risks. Use GradeCraft (http://gradecraft.com or through Canvas) to plot your path through the course.

See below for possible points, how assignments will be graded, and how points are translated into grades.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due</th>
<th>Possible Points</th>
<th>Unlock Requirements</th>
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<tbody>
<tr>
<td>Class Attendance</td>
<td>ongoing</td>
<td>5,000/class session (max 125,000)</td>
<td>n/a</td>
</tr>
<tr>
<td>Quiz on Grading System</td>
<td>taken on 1/21</td>
<td>Up to 5,000</td>
<td>n/a</td>
</tr>
<tr>
<td>Readings: Online Quiz*</td>
<td>ongoing check syllabus</td>
<td>up to 5,000 points each</td>
<td>n/a</td>
</tr>
<tr>
<td>Blog Posts (optional)</td>
<td>ongoing 1x/week from 1/15</td>
<td>500 (basic post)</td>
<td>n/a</td>
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<tr>
<td></td>
<td>through 4/16</td>
<td>1,000 (teach us something)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2,500 (be scholarly)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>total/course=32,500</td>
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</tr>
<tr>
<td>Learning Game Review</td>
<td>up to 3x: 2/6, 3/20 &amp; 4/10</td>
<td>60,000/80,000*</td>
<td>permission of team leader (can be done multiple times)</td>
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<td></td>
<td>@ 4pm</td>
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<tr>
<td>Team Points</td>
<td>ongoing</td>
<td>1st=100,000, 2nd=90,000, 3rd=80,000, 4th=70,000…</td>
<td>n/a</td>
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All late work will be docked 10% of the points earned each day it is late, starting at the time it is due. If an assignment is 2 days late, it will be docked 20%, 3 days, 30%, and so on.

You may discuss any grade with Professor Fishman, but you must wait at least 24 hours after the work is returned to you to contact the professor. You may revise and resubmit any assignment ONCE for re-evaluation. You have 1 week from the time a grade is released to talk with the professor and make any re-submission. Any resubmission MUST be accompanied by a cover note specifying all changes made in order
to redress the problems noted in the original evaluation. No assignment will be re-graded after 1 week. NOTE that posters are not eligible for re-submission.

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

As you complete assignments, come to class, do your reading reactions, and so forth, your points will quickly accumulate. As you earn points, you will “level up.” At the end of the term, your final level corresponds to the grade you will receive for the course. Be sure to use the Grade Predictor tool in *GradeCraft* to help determine what assignments you should do to earn the grade you want!

<table>
<thead>
<tr>
<th>Points</th>
<th>Levels</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Baer’s Brown Box</td>
<td></td>
</tr>
<tr>
<td>10,000</td>
<td>Magnavox Odyssey</td>
<td>F</td>
</tr>
<tr>
<td>50,000</td>
<td>Coleco Telstar</td>
<td>D-</td>
</tr>
<tr>
<td>75,000</td>
<td>Mattel Intellivision</td>
<td>D</td>
</tr>
<tr>
<td>100,000</td>
<td>Atari 5200</td>
<td>D+</td>
</tr>
<tr>
<td>125,000</td>
<td>NES</td>
<td></td>
</tr>
<tr>
<td>150,000</td>
<td>Game Boy</td>
<td>C-</td>
</tr>
<tr>
<td>200,000</td>
<td>Neo Geo</td>
<td>C</td>
</tr>
<tr>
<td>225,000</td>
<td>Super NES</td>
<td>C+</td>
</tr>
<tr>
<td>250,000</td>
<td>Sega Saturn</td>
<td>B-</td>
</tr>
<tr>
<td>300,000</td>
<td>Sony PlayStation</td>
<td>B</td>
</tr>
<tr>
<td>350,000</td>
<td>Nintendo 64</td>
<td>B+</td>
</tr>
<tr>
<td>400,000</td>
<td>Sega Dreamcast</td>
<td>A-</td>
</tr>
<tr>
<td>475,000</td>
<td>PlayStation 2</td>
<td>A</td>
</tr>
<tr>
<td>550,000</td>
<td>Game Boy Advance</td>
<td>A+</td>
</tr>
<tr>
<td>625,000</td>
<td>Microsoft Xbox</td>
<td></td>
</tr>
<tr>
<td>725,000</td>
<td>Nintendo GameCube</td>
<td></td>
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<tr>
<td>825,000</td>
<td>Nintendo DS</td>
<td></td>
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<tr>
<td>925,000</td>
<td>PlayStation 3</td>
<td></td>
</tr>
<tr>
<td>1,000,000</td>
<td>Nintendo Wii</td>
<td></td>
</tr>
<tr>
<td>1,225,000</td>
<td>PS4/Xbox One</td>
<td></td>
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</tbody>
</table>
Assignments (You’ve Got Options)

The main assignments in this class fall into three categories: (1) Class participation; (2) Learning from playing a game; and (3) a “boss battle” that can either be two individual projects or one group game-design project (you can also choose to do more than one kind of “boss battle,” for instance, an individual paper/project AND a group project, if you want to hedge your bets or shoot for a really high grade).

I. Class Participation

Attendance and Active Participation
We will work to build a learning community in EDUC 222, and I want this to be a great learning experience for all. To do this requires that you commit to the class and participate. If you must miss a class, be sure to let your team leader and professor know. You will receive 5,000 points 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.)

Please note: under no circumstances will “double registrations” be tolerated. I do recognize that students sometimes register for multiple overlapping courses prior to the start of the term as you consider your options, but this must be resolved by the end of the first week. I won’t share you with another professor.

Also: It is possible to only earn partial attendance points for a class, if you arrive very late or leave early, or are tragically off-task during class. Be present!

Team Activities and Competition
You will be assigned to a team, and each team will work with an individual member of the teaching team throughout the semester on many in-class assignments and challenges. Be a good teammate and participate. That’s right… this is a massively multiplayer course.

Your team activities count! Your team will compete against other teams all semester long, and members of the winning team will each receive an extra 100,000 points towards their course grade! The second place team will receive 90,000 points, third 80,000, and so on down to the last place team. It pays to participate! Ties are possible (e.g., more than one team can be ranked “1st” and receive all 100,000 points). And there are some nefarious ways to steal points from other teams.

Weekly Reading Quiz (offered each Monday, check syllabus)
Each week, there will be a multiple-choice quiz online to check your understanding of the readings. This quiz will be made available online for a limited window of time each week – from Sunday at 8pm until Monday at 11:59 pm. If you get all of the answers on this quiz correct, you will receive 5,000 points.

Blog Posts (ongoing, limited to once/week starting 1/15 and ending 4/16)
The course blog allows you to reflect on your learning, or to report on and/or critique ideas and reports about games and learning that you encounter in your daily travels online and offline. To keep things simple(r), we are using Canvas Discussions instead of a “real” blogging platform. Please post in the specific blog assigned to your team (though you may feel free to read and comment in any discussion).

Your posts are viewable by the whole class. This makes the assignment more meaningful, and should encourage you to do your best work. Note that posts cannot be "revised" like other assignments. So if you submit a basic post, you can’t revise it to earn “teach us something” points. (See below for more on the levels).

There are three “levels” of blog post. For a typical post where you link to something interesting or make some interesting observation about the world, you will earn 500 points (this is a “basic” post). For a post
where you “teach us something” that enhances our understanding of topics in the class you will earn 1,000 points. For a post where you are “scholarly”, e.g., reference/cite readings from the class as discussed in the “How to Be a Scholar in EDUC 222” document, you will earn 2,500 points. You can earn points for only one post each week of the semester, starting after class on Thursday 1/15, and ending before class on Thursday 4/16.

**Learning Game Review (can be completed up to 3 times, due by 2/6, 3/20 & 4/10 @ 4pm)**

This class is about games that teach, but we don’t have time to explore all of them. So I invite you to explore, play, and write a critique of games that are explicitly designed for education. Where to find these games? Start by looking at places like https://www.brainpop.com/games/, http://www.glasslabgames.org/, http://www.funbrain.com/, or any one of hundreds of other sites. Choose one game to focus on for each paper, and examine it thoroughly.

Your critique should be between 3 and 5 pages long, and analyze the game from the perspectives of learning, motivation, and assessment. Cite readings from class directly. Your focus should be on how the game supports learning of core or 21st century skills… things that school wants to teach. (This is different from learning from playing your game for the entire term (see below), where the focus does not have to be on “academic” learning.) You should also comment on how the game is or might be integrated with classroom or school-based learning.

You can do this assignment up to three times, **but you must get each paper topic/game approved by your team leader in advance.** This is to make sure that you have chosen an appropriate game, and that you have a good focus for your paper. Refer to the assignment overview on Canvas and the rubric in GradeCraft for more details.
II. Learning from Playing a Game

Required Game “Text” and Game Selection Paper (due on Wed., 1/14, @ 4 pm)

For your first assignment, you will choose the game you’ll play this semester. It can be a Mac, PC, console or mobile game (e.g., DS, Wii, XBOX, PS3 or PS4), but it must be a contemporary video game, the kind you could buy at a game store or online today. Don’t pick an explicitly “educational” game.

Before you choose your game, you must 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. This report should be between 2 and 3 double-spaced pages. For your research, you are required to consult and cite in APA style the following sources. At minimum:

- TWO human beings (should be cited as “personal interviews”)
- TWO online or print sources (such as gamer magazines, online reviews or enthusiast web sites)

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. If you play sports games (e.g., Madden), you can’t just pick a different edition or another sports game. If you are an athlete, you cannot play a game related to your sport (e.g., soccer players cannot play FIFA). Think also about whether you suspect that the game will hold your interest for the entire term.

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 Computer & Video Games Archive at the Duderstadt Center. The Computer & Video Games Archive (CVGA) is in the basement of The Dude, which is located on North Campus. Their web site: http://www.lib.umich.edu/computer-video-game-archive

Your game selection paper is worth up to 20,000 points. See the rubric on GradeCraft for more details about the elements of this assignment and how each element will be evaluated.

“Show and Tell” Critique Poster Sessions (you must sign up on Canvas)

Throughout the term you will present a report and analysis of your ongoing game play from your “game text.” These presentations will be “walk around” poster sessions. This means that you will create a poster and display it on the wall of the classroom. Each week we’ll have about 18 people present posters. The rest of the class will be able to wander around the room and visit the posters. If you wish, you may present a second poster later in the term for extra points, so long as you presented a first poster.

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 speakers and readings 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.

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 poster presenter, you are responsible for the following logistics:*

- Posters should reference and connect to readings in the course (and cite them properly).
- Posters should be constructed and displayed individually, but you may consult others in your preparation and collaborate with others who are playing the same game.
- Posters 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.
- Posters should have two or three 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.
- You must bring the materials needed to display your poster with you to class, and hang the poster up before class begins.

The first poster session must be presented before 2/24 (that’s the week before “Spring” Break). You must do the first poster in order to unlock the ability to do a second poster. If you choose to do an (optional) second poster, it must be presented before 4/14 (the second-to-last class session). Each poster session is worth up to 120,000 points, for a total of up to 240,000 points if you opt to do both.

Note: The second poster session will have different grading criteria than the first. Please see the poster rubrics and overviews on GradeCraft and in Canvas for complete information on the required elements.

**Game Play Reflection Paper (due on Thursday, 4/23, @ 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. You must complete at least one poster session to unlock the Game Play Reflection Paper assignment. If you’ve done a good job on your poster session(s), then you’ve already done most of the hard work. Now all you have to do is write a paper to tie the whole experience together. See the rubric on GradeCraft for details on required elements of this paper and how each element will be assessed.

*A full rubric is posted on GradeCraft, but here are some of the requirements for this paper:*

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

In a game, a boss battle is when you take what you’ve learned, and re-combine it in inventive ways to defeat foes stronger than any you’ve faced before. You should have all the necessary knowledge to win the fight from the levels you’ve already completed; but you might need to apply that knowledge in ways you hadn’t previously considered if you are to prevail… And sometimes, you have to earn the right to take on a challenge.

We will have two options for your boss battle assignments. You can choose to either complete two (2) small individual projects worth up to 200,000 each, or one (1) group game-design project worth up to 350,000 points. Note that you may “hedge your bets” by combining these. For instance, you may choose to do one individual project, plus a group game design project. Or if you’re totally nuts, you could do both individual projects and the group project… but are you totally nuts?

**Individual Projects/Papers**

*(First is due by Thurs. 3/12, @ 4pm; Second is due by Wed. 4/22 @ 4pm)*

This is actually two different projects that will be due at two different points during the semester. The first due date is right after “spring” break, and the second is at the end of the term. (Note that you may of course submit any work in this course before the official due date.) Your projects may be completely independent of each other, or they may build upon each other. The topic is completely of your choosing, but by your team leader and by the professor to make sure it is going to be a fruitful and worthwhile investigation before you begin your work. *NOTA BENE:* You may only do the second individual project if you successfully complete (unlock) the first individual project.

This project may take the form of a paper, or you can feel free to be creative (but scholarly) in other media. Short film? Podcast? Really impressive diorama? In terms of scope, if you were to write a more traditional academic paper, I would expect it to be 5 pages, single-spaced. And it must be a work of scholarship in that it should draw from and cite class readings, references you identify on your own from the library or other sources, and be analytical and critical. In short, it should make some form of argument about games and learning, and that argument should be well-supported.

A list of criteria to guide your work will be posted on GradeCraft/Canvas. The first individual project is worth up to 200,000 points. The second project (which can only be done if you complete the first project) is worth up to another 200,000 points.

**Group Game Design Project (due on Wednesday, 4/22, @ 4 pm)**

In this project, you will work together with a group of your classmates on the design of a game that has well-defined learning objectives of the type that would be useful in K-12 education. You are not responsible for the actual development or prototyping of the game, though if you wish to do some development, knock yourself out.

You are responsible for forming your own group. A group must have at least 3 students and not more than 4 students (this will be strictly enforced). All group projects and teams must be approved by your team leader(s) and the professor.

This will be a group project, and you will be graded as a group. We will provide some group process support to help you structure this task.

Your final project will be submitted to GradeCraft as a group. Only one team member needs to submit the final report online. In addition to the written paper, you will also prepare a group poster that will be shared in the final class meeting. Part of your grade will be a reflection of the quality of this poster.
The following are the core required components of your report (with some initial thoughts on each):

- **Game Description**: Of course, you have to describe the game! You should focus on gameplay and a full description of the learning goals. Storyboards or screen mock-ups are a great idea.

- **Motivation and Learning Theory**: You must separately address both learning theory and motivational theory in your project. 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 make 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.

There is no minimum page length for your final report, but there is a maximum of 15 pages of text (1.5 line spacing, please). Figures, graphics, and instruments are not included in this count. Please make sure that you are properly addressing each of the required grading criteria (see GradeCraft/Canvas for rubric).

### IV. Badges

There are many for your efforts in class to be recognized. In most classes, your final grade is all you have to show for your efforts. But does that number really represent your true effort? Does a single number (89%) capture what you learned? Are you an “A−”, or a “B+”? Of course not! You’re much more than that.

Badges are part of a movement to find ways to recognize accomplishments that go beyond grades. Badges aren’t a new idea (see: Scouting), but they are experiencing a resurgence in informal learning (clubs, museums), and increasingly in formal school settings. Badges can be used to record the mastery of specific skills or dispositions. In EDUC 222, you can earn badges for skills such as demonstrating creative thinking, being an excellent presenter, showing leadership in your team, and so forth (see GradeCraft for a list of all of the badges).

In addition, we are using badges for a special purpose related to one of the Boss Battles – the first Individual Project/Paper. We have established a series of optional milestones that will help you create a successful individual project. These milestones are: (1) getting a project proposal approved, (2) identifying good references/citations for your project, (3) creating an outline for your project, and (4) creating a rough draft. You will receive feedback from your team leader on each of these stages, and you can also “lock in” your final score on various aspects of the project. See GradeCraft and the assignment description on Canvas for more details!
V. The Fine Print

General Comments on Assignments and Course Requirements

• 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 at all?
• 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 (like Zotero). If you start building a reference collection now, it will serve you for a long time.
• Late assignments will be marked down half a grade for each day that they are late, effective immediately at the time established as the deadline. Students should contact the instructor and their team leader immediately upon realizing that your assignment will be late.
• 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 change 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.”

Acknowledgements

Special thanks to Caitlin Holman, who leads the design of GradeCraft and the grading system for this class, plus many other graduate students who have helped support this class through the years. Thanks also to Joe Blatt and Chris Dede (Harvard), Eric Klopfer (MIT), Alice Robison (ASU) and Mika Lavaque-Manty (Michigan) for their feedback on the design of this course. Special thanks to the many students who have taken previous versions of this course and offered invaluable feedback to guide my continual efforts to improve it.
## EDUC 222: Video Games & Learning  
### 2015 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 next week’s reading!

#### Thursday, January 8th

1. Introduction to class and overview of syllabus and assignments.
2. Instructions for quick online team survey (necessary for team formation).

#### DUE by Sunday, January 11th at 4pm

Please complete your survey for team assignments – look for the survey in your email (check your spam folders and the promotions tab in Gmail). It’ll take 5 minutes or less to complete.

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

#### Readings for Week


Also explore Gee’s 36 learning principles at [http://edurate.wikidot.com/the-36-learning-principles](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.)


#### DUE on Monday, January 12th at 11:59pm

Your first reading quiz, about the Gee and McGonigal readings and the *Guide to Being Scholarly in EDUC 222*. Be on the lookout for an email from Qualtrics – 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 13th

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

#### DUE on Wednesday, January 14th

Game selection paper. Submit to GradeCraft by 4pm.

#### Thursday, January 15th

1. Survey on motivation (in-class – please bring a laptop or tablet).
2. Our first game together - *The Lure of the Labyrinth*
3. Meet your teams and explore *Labyrinth*! Come up with a team name and start designing a banner.

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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


Read Chapter 1 – “Learning: From Speculation to Science”
Read Chapter 2 – “How Experts Differ from Novices”
Read Chapter 3 – “Learning and Transfer”

DUE on Monday, January 20th at 11:59pm
Reading quiz – watch for the email on Sunday evening.

Tuesday, January 20th
1. Lecture: Learning theories.

DUE on Wednesday, January 21st at 4pm
Quiz on the Grading System. Distributed via Qualtrics. Must be completed by 4pm.

Thursday, January 22nd
2. Team time.

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

Readings for Week


DUE on Monday, January 26th at 11:59pm
Reading quiz.

Tuesday, January 27th
1. First poster session.
2. Team Time.

Thursday, January 29th
1. Get psyched up for a lecture on motivation!
Week 5 – Did you go to school? Me too. Let’s Compare Notes.

Readings for Week


DUE on Monday, February 2nd at 11:59pm

Reading quiz.

Tuesday, February 3rd
1. Lecture: School and education. How are they connected?

DUE on Thursday, February 5th at 10am

Proposal for the first Individual Project, uploaded to GradeCraft.
(This is an optional assignment. See details in Canvas and on GradeCraft.)

Thursday, February 5th
1. Second poster session.

DUE on Friday, February 6th at 4pm

The first “learning game review” paper is due today by 4pm on GradeCraft, if you choose this assignment option. Remember, you can choose do 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 – Serious Games: This Class May Save A Life. Or A Job.

Readings for Week


DUE on Monday, February 9th at 11:59pm

Reading quiz.

Tuesday, February 10th
1. Guest Speaker: Jerry Heneghan, HumanSim, Inc.

DUE on Thursday, February 12th at 10am

Reference Check for the first Individual Project, uploaded to GradeCraft.
(This is an optional assignment. See details in Canvas and on GradeCraft.)

Thursday, February 12th
1. Third poster session.
2. Team time.
Week 7 – Hulk Angry! (Violence & Cheating in Video Games)

Readings for Week


DUE on Monday, February 16th at 11:59pm
Reading quiz.

DUE on Tuesday, February 17th at 10am
Outline for the first Individual Project, uploaded to GradeCraft.
(This is an optional assignment. See details in Canvas and on GradeCraft.)

Tuesday, February 17th
1. Lecture on violence, cheating, and video games.

Thursday, February 19th
1. Fourth poster session.
2. Team time.

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

Readings for Week


Shute, V. J., & Ke, F. (2012). Games, Learning, and Assessment. In D. Ifenthaler, D. Eseryel, & X. Ge (Eds.), *Assessment in Game-Based Learning* (pp. 43–58). Springer New York.

Mislevy, R. J., Oranje, A., Bauer, M. I., von Davier, A., Hoa, J., Corrigan, S., … John, M. (2014). *Psychometric considerations in game-based assessment*. New York: GlassLab. (Read pages 18-38; read more if you are curious and/or ambitious.)

DUE on Monday, February 23rd at 11:59pm
Reading quiz.

DUE on Tuesday, February 24th at 10am
Rough Draft for the first Individual Project, uploaded to GradeCraft.
(This is an optional assignment. See details in Canvas and on GradeCraft.)

Tuesday, February 24th
1. Fifth poster session. (LAST poster session of round 1!!)
2. Lecture: How to know what you know (Social Science research methods).

Thursday, February 26th – No Class Meeting
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


DUE on Monday, March 9th at 11:59pm
Reading quiz.

Tuesday, March 10th
1. Review of the first half of the term.
2. Overview of the rest of the term.
3. Team time – Models of Education in *Ender’s Game*.

Thursday, March 12th
1. Continuing with *Ender’s Game*.
2. Team time.

DUE on Thursday, March 12th at 4pm
First individual paper/project (if you are doing one), by 4pm on GradeCraft.
Week 11 – Gender (and Other Differences Between Learners)

Readings for Week


DUE on Monday, March 16th at 11:59pm

Reading quiz.

Tuesday, March 17th
1. Sixth poster session (Start of 2nd poster sessions – but only if you have done a first poster!)
2. Team time.

Thursday, March 19th
1. Lecture on gender and Universal Design for Learning (UDL).

DUE on Friday, March 20th at 4pm

Another “learning games 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 do 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 12 – Beyond Reality: MMOs, ARGs, & Minecraft

Readings for Week


DUE on Monday, March 23rd at 11:59pm

Reading quiz.

Tuesday, March 24th
1. Seventh poster session.
2. Team time.

Thursday, March 26th
1. Guest Speaker: Eric Klopfer of the MIT Education Arcade
**Week 13 – Do It Yourself. Or Do It Together. Making Your Own Game(s)**

**Readings for Week**


**DUE on Monday, March 30th at 11:59pm**

Reading quiz.

**Tuesday, March 31st**

1. Guest speaker: Natalie Rusk, MIT Media Lab
2. Team time.

**Thursday, April 2nd**

1. Eighth poster session.
2. Team time.

**Week 14 – Badges. I don’t need no stinking badges. (Or do I?)**

**Readings for Week**

Read 4 blog posts by Dan Hickey and colleagues:


**DUE on Monday, April 6th at 11:59pm**

Reading quiz.

**Tuesday, April 7th**

1. Ninth poster session.
2. Lecture on Badges, Gamification, and Learning Analytics.

**Thursday, April 9th – No Class Meeting**

**DUE on Friday, April 10th at 4pm**

A final “learning games 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 – School for Games. Really.

Readings for Week

DUE on Monday, April 13th at 11:59pm
Reading quiz.

Tuesday, April 14th
1. Tenth poster session - Last chance dance – make sure you are signed up!
2. Guest Speaker: Brendon Trombley, Institute of Play and Quest 2 Learn.

Thursday, April 16th – No Class Meeting

Week 16 – The End?

Tuesday, April 21st (last class meeting)
Poster presentations for final game design projects plus wrap-up lecture (one for the road).

DUE on Wednesday, April 22nd at 4pm
All final group and individual projects are due! Must be posted to GradeCraft by 4 pm.

DUE on Thursday, April 23rd at 4pm
Final game play reflection paper due! Must be posted to GradeCraft by 4 pm.

Don’t forget to provide course feedback via CTools (not Canvas)!
Your feedback is crucial to improve this class for future players.