EDUC 222: Videogames & Learning
Course Assignments & Policies

Professor: Barry J. Fishman (fishman@umich.edu)
Class Location: Whitney Auditorium, Room 1309 School of Education Building
Meeting Times: Mondays and Wednesdays, 10:30 am – 12:00 noon

Office Hours: Tuesdays, 1:30 pm – 3:30 pm, Room 4121 SEB
Sign up here: http://bit.ly/vx7oY9

Teaching Team: Alissa Ampezzan (aampezz), Tiffany Fee (tfee), Florencia Gomez (fgomezz),
Grace Han (gracean), Joanna Price (jprice), Zuowei Wang (zwwang),
Caitlin Wolfe (wcaitlin),

Email for the Entire Team (including Prof. Fishman): staff-educ222@umich.edu

Class Wiki: http://fishman.wikispaces.com/ (invitation is required)
Class Blog: http://learningames.wordpress.com/ (invitation required to post)

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 Overview:
Why are videogames 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
videogames, 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 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.
• The books are also available at Shapiro Reserves in the UGLI.
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, and you will also earn badges for quality work. Your points total up to equal your final grade in the class. In most college 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.

Some assignments must be unlocked through successfully completing earlier challenges. See below for the possible points, how assignments will be graded, how grades are translated into points, and how to unlock later assignments. Finally, there is a table translating your point totals into course grades. The assignment options are explained in the next section of the syllabus.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due</th>
<th>Points</th>
<th>Unlock Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grinding (a mix of required and optional activities)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Attendance</td>
<td>ongoing</td>
<td>5,000/class session (max 120,000)</td>
<td>n/a</td>
</tr>
<tr>
<td>Reading Reactions</td>
<td>ongoing check syllabus</td>
<td>5,000/post (max 60,000) +2,000 for making semis +3,000 for being a finalist</td>
<td>n/a</td>
</tr>
<tr>
<td>Blog Posts (optional)</td>
<td>ongoing</td>
<td>5,000 for a substantial post/comment 1,000 for a short post (max 5/month) total/month=20,000 total/course=60,000</td>
<td>n/a</td>
</tr>
<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>
</tr>
<tr>
<td><strong>Learning from Playing a Game (required for everyone)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Game Selection Paper</td>
<td>1/13 @ 4pm</td>
<td>80,000/80,000*</td>
<td>n/a</td>
</tr>
<tr>
<td>Game Play Update Poster 1</td>
<td>in class before 2/22</td>
<td>97,000/120,000*</td>
<td>n/a</td>
</tr>
<tr>
<td>Game Play Update Poster 2 (optional – must be unlocked)</td>
<td>in class before 4/11</td>
<td>97,000/120,000*</td>
<td>Complete Game Play Update Poster 1</td>
</tr>
<tr>
<td>Game Play Reflection Paper (must be unlocked)</td>
<td>4/20 @ 4pm</td>
<td>128,000/160,000*</td>
<td>Complete Game Play Update Poster 1</td>
</tr>
<tr>
<td><strong>Boss Battles (everyone must do either two individual papers or one group design project)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Paper/Project 1</td>
<td>by 3/5 @ 10:30 am</td>
<td>160,000/200,000*</td>
<td>–</td>
</tr>
<tr>
<td>Individual Paper/Project 2 (must be unlocked)</td>
<td>by 4/18 @ 4pm</td>
<td>240,000/300,000*</td>
<td>Complete Individual Paper/Project 1</td>
</tr>
<tr>
<td>Group Game Design Project (must be unlocked)</td>
<td>by 4/18 @ 4pm</td>
<td>320,000/400,000*</td>
<td>Create a group with the four required badges: APA Citation Master, Writer, Presenter, and Scholar</td>
</tr>
</tbody>
</table>

*mastery points/maximum points
Translating Points into Grades
All assignments will be assigned a letter grade using the following scale:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>What it Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genius!</td>
<td>Meets or exceeds all expectations as specified in the rubric and is generally awesome or extra-creative. Work worth sharing with future classes, or at least posting on your prof’s fridge.</td>
</tr>
<tr>
<td>Most Excellent!</td>
<td>Meets all expectations as specified in the rubric, and has more than two excellent elements.</td>
</tr>
<tr>
<td>Way Beyond</td>
<td>Meets all expectations as specified in the rubric and has two excellent elements.</td>
</tr>
<tr>
<td>Beyond</td>
<td>Meets all expectations as specified in the rubric, and has one excellent element.</td>
</tr>
<tr>
<td>Mastered</td>
<td>Meets all of the expectations as specified in the rubric. Good work!</td>
</tr>
<tr>
<td>Close but Not Quite</td>
<td>Meets the majority of expectations as specified in the rubric, but one aspect of rubric is inadequately executed.</td>
</tr>
<tr>
<td>Squeaking By</td>
<td>Assignment contains all the elements as specified in the rubric, but more than one aspect of rubric is inadequate.</td>
</tr>
<tr>
<td>Doom</td>
<td>The assignment is riddled with problems, and appeared not to follow the rubric. Why did you turn this in again? You will receive no points for any assignment in this category.</td>
</tr>
</tbody>
</table>

All late work will be docked 1 category for each day it is late, starting at the time it is due.

You may discuss any grade with Professor Fishman, but you must wait at least 24 hours after the work is returned 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.

The letter grades you receive on each assignment are translated into points as follows:

<table>
<thead>
<tr>
<th></th>
<th>Poster(s)</th>
<th>Independent Project 1</th>
<th>Independent Project 2</th>
<th>Group Project</th>
<th>Game Play Reflection Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genius!</td>
<td>120,000</td>
<td>200,000</td>
<td>300,000</td>
<td>400,000</td>
<td>160,000</td>
</tr>
<tr>
<td>Most Excellent!</td>
<td>114,000</td>
<td>190,000</td>
<td>285,000</td>
<td>380,000</td>
<td>152,000</td>
</tr>
<tr>
<td>Way Beyond</td>
<td>108,000</td>
<td>180,000</td>
<td>270,000</td>
<td>360,000</td>
<td>144,000</td>
</tr>
<tr>
<td>Beyond</td>
<td>102,000</td>
<td>170,000</td>
<td>255,000</td>
<td>340,000</td>
<td>136,000</td>
</tr>
<tr>
<td>Mastered</td>
<td>97,000</td>
<td>160,000</td>
<td>240,000</td>
<td>320,000</td>
<td>128,000</td>
</tr>
<tr>
<td>Close but Not Quite</td>
<td>91,000</td>
<td>150,000</td>
<td>225,000</td>
<td>300,000</td>
<td>120,000</td>
</tr>
<tr>
<td>Squeaking By</td>
<td>85,000</td>
<td>140,000</td>
<td>210,000</td>
<td>280,000</td>
<td>112,000</td>
</tr>
<tr>
<td>Doom</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>How Points Translate to your Course Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>1,245,000</td>
</tr>
<tr>
<td>A</td>
<td>1,000,000</td>
</tr>
<tr>
<td>A-</td>
<td>950,000</td>
</tr>
<tr>
<td>B+</td>
<td>900,000</td>
</tr>
<tr>
<td>B</td>
<td>850,000</td>
</tr>
<tr>
<td>B-</td>
<td>800,000</td>
</tr>
<tr>
<td>C+</td>
<td>750,000</td>
</tr>
<tr>
<td>C</td>
<td>700,000</td>
</tr>
<tr>
<td>C-</td>
<td>650,000</td>
</tr>
<tr>
<td>D+</td>
<td>600,000</td>
</tr>
</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. You are required to register your attendance at each class meeting using LectureTools, and your team leaders will also be checking for your presence. 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.

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. An early required team activity will be a visit to the Digital Ops Game Center in Ann Arbor for some team-building and team-fragging. (More details will be provided on this in class.)

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!

Weekly Reading Reactions (usually due each Tuesday at noon, check syllabus)
Each week, you must write a concise summary or analysis of the reading for that week of no more than 200 words! (200 words is roughly equivalent to one-half page, double-spaced.) Your 201st word will suffer a terrible fate… your entire entry will be disqualified from that week’s competition (though it will still count for class participation). You will receive 5,000 points for each reaction you post (one 1 per week), for a maximum of 60,000 points over the entire term. You receive full credit for submitting a reaction on time, and zero points for a late or missing reaction. Thus each reaction adds up towards your semester grade, and missed or late reactions will quickly reduce your total.

Your 200 words should summarize, analyze, or critique the week’s readings. Each week, we will employ a different set of “rules.” Perhaps no verbs one week, no adjectives another. Or haiku. Or…

Each week, the instructional team will select 10 or so of the “best” of the reactions, and the class will vote on the three “very best.” Those selected as semi-finalists will receive an additional 2,000 points and 500 points for their team. Those voted as the “very best” will receive an additional 3,000 points (for a total of 5,000 additional points, but no additional team points awarded for being voted a finalist or “very best”).

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. At the end of your post, please put the following: (1) a word count, and (2) a note about which text(s) your reaction is based on. Neither of these will count against your 200 words. Please post each reading reaction to the appropriate Forum in CTools.
Blog Posts
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. Your posts are public (beyond the class). This makes the assignment more meaningful, encourages you to do your best work. You might choose to share something about your game play, something relevant you’ve seen in the news or on another blog, and so forth.

You can either write substantive posts and comments (about 200-500 words) or brief entries or comments on existing posts. You get 5,000 points for each substantive post or comment on an existing post and 1,000 points for each brief entry. Merely re-posting content from another blog or news source will not count as a substantive entry. To encourage you to participate throughout the term, we have divided the semester into three periods, the first ending January 31st, the second February 29th, and the third April 15th. In each period, you can receive no more than 5,000 points for brief posts, and a maximum of 20,000 points total for each period. The total points you can receive for blogging during the entire term is 60,000.

II. Learning from Playing a Game

Required Game “Text” and Game Selection Paper (Due on Friday, 1/13, at 4 pm)
For your first assignment, you will choose the game you’ll play this semester. It can be a Mac, PC or console game (e.g., DS, Wii, XBOX, PS2 or PS3), but it must be a contemporary videogame, 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.

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. Tic-tac-toe might get dull by March.

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)

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 80,000 points.

“Show and Tell” Critique Poster 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. 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 20 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.
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 2/22 (that’s right 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 4/11 (the second-to-last week of class). 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 on CTools for complete information on the required elements.

Game Play Reflection Paper (Due on Friday, 4/20, 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. 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. You will receive up to 160,000 points for this paper.

A full rubric is 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 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 and 300,000 points respectively, or one (1) group game-design project worth up to 400,000 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 Monday, 3/5, at 10:30 am; Second is due by Wed., 4/18 at 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 in the CTools assignment section. 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 300,000 points. Note that if you are not opting for a group game design project (see below), you must do both of these individual papers or it will not be possible to pass the course.

Group Game Design Project (Due on Wednesday, 4/18, at 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. Each group must have the Writer, APA Citation Master, Presenter, and Scholar badges between all of their group members. One student might have all four (and select any teammates they like), or each teammate might bring one crucial badge. In the event that your team does not have these badges, you may opt to earn them in the Group Game Design Project. If you choose this option, your team must make sure they have done the necessary work to earn their missing badge (an especially good presentation of your game design to earn you the Presenter badge), or else face losing half a grade off the top of their project!
This will be a group project, and you will be graded as a group. We will assign students to groups after Spring Break. Project groups will be formed from within the larger teams. We will also provide some group process support to help you structure this task.

Your final project will be submitted to CTools 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 game play 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 CTools for rubric).
IV. 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

Thanks to Chris Gerben for his help with the design of the syllabus and activities, and also to all the graduate students who have helped to support this class through their suggestions and help in conducting the class, especially Caitlin Holman and Scott Tsuchiyama for help re-designing the grading system. 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: Videogames & Learning  
2012 COURSE SCHEDULE

Week 1 – What Are Games? What are Educational Games? What is this Course?

“Readings” for Week
Watch this: http://www.youtube.com/watch?v=rN0qRKjfX3s (or http://tinyurl.com/6jo69y )
A good alternative take on some of the content from the opening lecture.

Monday, January 9th
1. Introduction to class and overview of syllabus and assignments.
2. Instructions for online survey (important for team assignments).

Wednesday, January 11th
1. Lecture: What makes games good learning environments?
2. Hands-On: Lure of the Labyrinth

DUE on Thursday, January 12th
Please complete your survey for team assignments.

DUE on Friday, January 13th
Game selection paper. Submit to CTools by 4pm.

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

Readings for Week

Monday, January 16th – No class (MLK Day)

DUE on Tuesday, January 17th
Your first reading reaction, about the Gee book, posted to CTools Forum by 12:00 noon.

Wednesday, January 18th
1. Quick survey on the grading system
2. Lecture: What Jim Gee has to teach us about learning and video games
3. Reading reaction vote
4. Form into teams
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 Sunday, January 22\(^{nd}\)
Reading reactions, posted to CTools Forum by 12:00 noon.

Monday, January 23\(^{rd}\)
1. Lecture: Learning theories
2. Reading reaction vote
3. Introduce Gamestar Mechanic

Wednesday, January 25\(^{th}\)
1. MEET IN TEAM BREAKOUT ROOMS
2. Teams make up names and flags
3. Teams begin Gamestar Mechanic Work

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

Readings for Week


Monday, January 30\(^{th}\)
1. First poster session
2. Teams continue Gamestar work – start to select one game to focus on

DUE on Tuesday, January 31\(^{st}\)
Reading reactions, posted to CTools Forum by 12:00 noon.

Wednesday, February 1\(^{st}\)
1. Get psyched up for a lecture on motivation!
2. Reading reaction vote
Week 5 – Did you go to school? Me too. Let’s Compare Notes.

Readings for Week

Monday, February 6th – No Class Meeting

DUE on Tuesday, February 7th
Reading reactions, posted to CTools Forum by 12:00 noon.
AND submit your final project intentions to CTools by 4pm.

Wednesday, February 8th
1. Poster session
2. Reading reaction vote
3. Lecture: Schools and education. How are they connected?

Week 6 – Serious Games: This Class May Save A Life. Or A Job.

Readings for Week


America’s Army (n.d.). Read the “Parents Info” section of the game FAQ. From: http://www.americasarmy.com/support/faqs.php?t=9


Monday, February 13th
1. Poster session
2. CHALLENGE: Gamestar Mechanic Game-Off

DUE on Tuesday, February 14th
Reading reactions, posted to CTools Forum by 12:00 noon.

Wednesday, February 15th
1. Reading reaction vote
2. Guest Speaker: Jerry Heneghan, CEO, Virtual Heroes, Inc.
**Week 7 – Badges. I don’t need no stinking badges. (Or do I?)**

**Readings for Week**

(http://bit.ly/vi5DJf)

Rogers, Tim (2011). who killed videogames? (a ghost story). Available online in six parts:  

Watch the Seth Priebatsch TED Talk:  
(http://bit.ly/ux29bq)

Listen to the “Cow Clicker” interview with Ian Bogost from On The Media:  
http://www.onthemedia.org/2011/nov/18/cow-clicker/ ( http://bit.ly/s15H0O ) and/or read the article in Wired:  

**Monday, February 20th**  
1. Poster session  
2. DevFacToe design and preliminary rounds

**DUE on Tuesday, February 21st**  
Reading reactions, posted to CTools Forum by 12:00 noon.

**Wednesday, February 22nd**  
1. Reading Reaction vote  
2. Lecture on “Gamification”  
3. DevFacToe finals

**Note**  
By this date, everyone should have presented their first game play poster. If you wish to present a second (optional) poster, it must be presented before the end of Week 14.

**Week 8 – “Spring” Break (No Class Meetings)**

Take a break! (Why not play a videogame to relax?)  
You might also want to get a head start on reading Ender’s Game while you’re on the “beach.”
Week 9 – The Four Images of School in Ender’s Game

DUE on Monday, March 5th by 10:30 am

For those doing individual papers/projects, your FIRST one is due right after “Spring” Break. Please post to CTools by 10:30 am before you come to class on Monday.

Readings for Week

Monday, March 5th
1. Lecture: Where have we been so far? What’s next?
2. Team activity TBD

DUE on Tuesday, March 6th
Reading reactions, posted to CTools Forum by 12:00 noon.

Wednesday, March 7th
1. Reading Reaction vote
2. Discussion of Ender’s Game

Week 10 – Research on and Evaluation of Learning from Games

Readings for Week


Monday, March 12th
1. Poster session (Start of 2nd poster sessions – but only if you have completed your first poster)
2. Challenge: Mini-learning game design

DUE on Tuesday, March 13th
Reading reactions, posted to CTools Forum by 12:00 noon.

Wednesday, March 14th
1. Reading reaction vote
2. Lecture: How to know what you know (Social Science research methods)
Week 11 – A World of One’s Own: Virtual Reality Games

Readings for Week (These aren’t virtual – You really have to read them.)


DUE on Sunday, March 18th

Reading reactions, posted to CTools Forum by 12:00 noon.

Monday, March 19th (Virtual Class Meeting)
1. Lecture on Virtual Worlds (in Second Life on Wolverine Island)
2. Reading reaction vote (also virtual)

Wednesday, March 21st (REAL Class Meeting – Come back to class!)
1. Challenge: Skits (write them)
2. Challenge (continued into the real world): Second Life scavenger hunt

Week 12 – Hulk Angry! (Violence & Cheating in Video Games)

Readings for Week


Monday, March 26th
1. Poster session
2. Challenge: Skits (perform them)

DUE on Tuesday, March 27th

Reading reactions, posted to CTools Forum by 12:00 noon.

Wednesday, March 28th
1. Reading reaction vote
2. Violence lecture
Week 13 – School for Games. Really.

Readings for Week


Monday, April 2nd
1. Poster Session
2. Team meetings to prepare questions for Quest2Learn teachers and/or students.

DUE on Tuesday, April 3rd
Reading reactions, posted to CTools Forum by 12:00 noon.

Wednesday, April 4th
1. Reading reaction vote.
2. Guest Speaker(s): Quest2Learn Students and Teachers.

Week 14 – Do It Yourself. Or Do It Together. Making Your Own Game(s)

Readings for Week


Monday, April 9th
1. FINAL poster session (Last chance – make sure you are signed up!)

DUE on April 10th
Reading reactions, posted to CTools Forum by 12:00 noon.

Wednesday, April 11th
1. Reading reaction vote
2. Guest Speaker: Karen Brennan, MIT Media Lab
3. Hands on with Scratch
**Week 15 – The End?**

**Monday, April 16th (last class meeting)**
Poster presentations for final game design projects plus wrap-up lecture (one for the road).

**DUE on Wednesday, April 18th**
All final projects are due! Must be posted to CTools by 4 pm.

**DUE on Friday, April 20th**
Final game play reflection paper due! Must be posted to CTools by 4 pm.

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