

PLAYING TO LEARN: GAMES IN EDUCATION, MANAGEMENT, AND SOCIAL CHANGE

CRN: 10028

Credits: 8 credits, in education, game-based learning, educational game design (additional options for naming credits depend on the subject focus and depth of an individual's program work)

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Class Days & Times: every Mon and Wed, 6 pm to 10 pm; SEM 2 C-1107

1) PROGRAM DESCRIPTION

Games, simulations for experience, small information and ideas, two-quarter academic the design and activities in education, social change and civic



and conceptual workshops are scripts worlds of meaningful engagement with and with problems and solutions. This program will introduce participants to effective use of interactive learning in management, and in efforts toward engagement.

Topics of study during of play, research

based learning, and analysis of published learning activities. We will play and assess games used in classrooms, management and social change work and participate in workshops and simulations, as we learn about participant/design interaction. One goal will be the application of research and theory to the design decisions of others. Program members also will form teams to complete several small interactive projects before developing designs for their own educational game or simulation based in specific learning goals. Development of a written prospectus that relates this activity's design to theory and research will accompany this work.

fall quarter will include the psychology related to cognition and to inquiry-

Winter quarter will continue our engagement with research, theory, and activity assessment and design, through reading and participation in collaborative learning activities. One focus will be introduction to selected basics of instructional design. Design teams will complete their own prototyping, and then playtest other teams' projects, offering rigorous, theoretically-informed feedback. During this process, teams will complete and present one major revision to their game. By the end of winter quarter, participants will have had opportunity to acquire a broadly-based literacy in basic planning, design and evaluation of educational games, and will have been introduced to the qualities of simulations and conceptual workshops that make these activities effective.

Please note that our design focus throughout the program will be on non-digital games, simulations and workshops, although we will play and assess several digital games. Students with relevant software expertise may propose design of a digital activity as their two-quarter project.

Shuster, A. J. *Red Road*. 2005. Flickr. Web. 3 Mar. 2012.

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2) LINES OF INQUIRY/RESEARCH QUESTIONS

- How do people change and learn? In particular, what role does hands-on experience play in knowledge-making and change?
- What evidence confirms learning and change, and how can that evidence be gotten and understood?
- How do play, competition and collaboration function to shape individual – and communal/cultural – learning and change?
- What are the elements or characteristics of a “good” learning game/simulation/workshop?
- In what ways do collaborative design techniques contribute to the crafting of effective learning activities?

3) REQUIRED READING, VIEWING, PROTOTYPING MATERIALS



- Salen, Katie and Eric Zimmerman. *Rules of Play: Game Design Fundamentals*. Cambridge, MA: The MIT Press, 2004. ISBN-13: 978-0262240451
 - *We will read the first half of the book during fall quarter, the second half in winter.*
 - Dewey, John. *Experience and Education*. New York: Touchstone, 1997 (1938). ISBN-13: 978-0684838281
 - Gee, James. *What Video Games Have to Teach about Learning and Literacy*, rev. ed. St. Martin's Griffin, 2008. ISBN-13: 978-1403984531
 - Prototyping Kit: A packet of materials for making rough prototypes of games will be available in the Greener Bookstore ten days or so before the first class. Cost should be roughly \$22-25.
- *Other: We also will read articles and perhaps watch assigned films. Some of these materials will be available online. They are as important as the books!*

4) ASSIGNMENTS (Additional information is provided in the Assignment Overview handout.)

- Design log
- Taxonomy contribution
- Playtesting forms for the games you designed
- Game design project: documents, assessment of design team members (include self), prototype/s
- First-class and end-of-quarter questionnaires
- Five-minute paper from the end of each class, addressing that day's key learning
- Fall quarter portfolio, due at the beginning of Week 9 class with self eval AND eval of faculty (in hard copy)
- Self eval and eval of faculty posted online

Steve Vilnit. "Board" Games. 28 Jun 2008. Flickr Creative Commons. Used under a Creative Commons license: Attribution-NonCommercial-NoDerivs 2.0 Generic (CC BY-NC-ND 2.0). <https://creativecommons.org/licenses/by-nc-nd/2.0/>

**Assignments will be accepted ONLY if posted on Canvas (or other designated web site).
(Exceptions: game prototypes, design log, portfolio)**
It's your responsibility to keep copies of your work somewhere other than Canvas. Faculty sometimes do lose papers and portfolios, and any program website can crash. The amount of credit you earn in this program will depend in part on the completeness and timeliness of your portfolio.

RESPONSE TO ASSIGNMENTS

Faculty will respond in writing to your work at least twice during the quarter, and will write an eval of your performance for your transcript based in your class session and Canvas participation, and your learning from our readings and class activities as documented in your portfolio. Peers will respond to work you post on Canvas. You will also be asked to meet with faculty during Week 5, and during Weeks 10 or 11.

ON-TIME ASSIGNMENTS

Getting a good strong start, and writing and learning about what genuinely interests you, will help you stay on course. Turning in or posting work late is extremely problematic in a design program, where much work depends on others' timeliness. The strong expectation is that you will turn in your work **on time**. Copies of writing that students bring in print copy to class are due at the **beginning** of the specified class session. All assignments that are "turned in" by posting on Canvas are **due by 10 pm on the specified due date**. Plan for computer breakdowns and Internet and printer glitches by posting or printing early in the day, or better yet, finish the work a day or two ahead. **FACULTY AND PEER REVIEWERS MAY NOT READ AND/OR RESPOND TO LATE WORK AND FACULTY MAY NOT ACCEPT IT FOR CREDIT.** Make things easy for everybody by getting it done and in on time!

PORTFOLIO

A carefully-organized portfolio of all of your work for PtoL will be due at the beginning of class on Wednesday, Dec. 2 (Week 9). Your portfolio will be returned to you during your eval conference. Faculty rely on the completeness and organization of your portfolio when they make credit award decisions. Portfolios should be arranged in a non-vinyl accordion folder or manila folder and must include:

- Your Game Design Journal in its entirety
- Your notes from readings, research, and in-class presentations
- In-class workshop materials
- Required draft materials, planning notes, etc. representing your contributions to group projects
- Summaries of peer feedback on group project work
- Your self-evaluation for the quarter

Well organized portfolios often use a combination of thematic and chronological organization, and include clear labels for each section of the portfolio. Required contents may be modified during the quarter by your faculty team.

SELF-EVALUATION AND ACADEMIC STATEMENT

Self-evaluations posted in the online eval system (reached through a link at my.evergreen.edu) are required in order to receive credit in *PLAYING TO LEARN*. YOU decide whether or not you want your self-evaluation in your official Evergreen transcript. (And if you do, then it is your responsibility to make that happen, at the evaluation link at my.evergreen.edu .) Please consult with other students, faculty and/or an academic advisor before making this decision!

EVALUATION OF FACULTY

An evaluation of faculty is required for credit in *PLAYING TO LEARN*. Please post your eval of faculty online at the evaluations link on my.evergreen.edu. If you prefer, you can designate there that the faculty cannot see your eval of her work until her eval of your work is official. This is a chance to offer comments and suggestions about the faculty's work in facilitating your learning, in the service of improving the quality of teaching at Evergreen. Deans read evals of faculty as part of their assessment of faculty work.

5) COLLECTIVE WORK AND INDIVIDUAL RESPONSIBILITY

Evergreen's approach to education emphasizes collaborative learning. Creating a mutually-supportive learning community depends upon *the quality of every student's individual preparation*. In other words, the starting point for high quality collaborative work is spelled out in one of Evergreen's Six Expectations: Students will "articulate and assume responsibility for their own work."

Program participants will be expected to spend a minimum of 20-22 hours each week attending class and completing related reading, research and writing. Please plan to come to each session prepared. This doesn't mean that you must completely understand everything in every reading . . . but it does mean that you should be very familiar with what's there, and ready to apply what you understood and to ask questions about what you didn't.

Class gatherings are privileged occasions to develop your own perspective on the overarching questions of the program while learning from the perspectives of others; to investigate assumptions, including your own; to seek out opportunities to learn across significant differences; and finally, to develop the habits of mind and academic moves underlining Evergreen's expectations for its graduates. Between gatherings, we will use Evergreen's Canvas site (which is replacing Moodle) to share resources, coordinate efforts, and post and support our work.

Evergreen's narrative evaluation approach means that you are compared to yourself, not to others. Doing your own thinking and writing allows you and your faculty to follow your personal progress. Representing the work or ideas of someone else as your own, in any academic exercise, is always a bad idea – and doing so violates Evergreen's Social Contract and the Student Conduct Code.



Program participants are expected to identify sources used in their work, including sources of paraphrased ideas and information, as part of each writing assignment.

Acknowledgement should take the form of source citation in the MLA format. For more information and examples of the MLA citation style, see <https://owl.english.purdue.edu/owl/resource/747/01/> or an Evergreen reference librarian.

Talarico, Gabriela. The Game. 28 Jan 2008. Flickr Creative Commons. Used under a

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6) FOR FULL CREDIT . . . *

- Effective preparation for class sessions
- Timely completion of written and design work, and of other responsibilities
- Active and civil participation
- Clear communication
- Excellent attendance
- Thoughtful and substantive quality of work

**Please see the program Covenant for additional detail*

You should conclude from the above that attendance and completing work, while key, are not by themselves sufficient grounds for awarding credit or for a positive evaluation. "Substantive" refers to quality of performance. Credit will be awarded for college-level work.

7) ADDITIONAL REQUIREMENTS

All program members – students and faculty – are expected to read and then to abide by what is in the *PLAYING TO LEARN* syllabus and covenant, including additional Evergreen documents listed in the latter.

8) EQUITABLE ACCESS

Equitable access to meaningful learning matters. This is something all program participants have the opportunity and responsibility to ensure. For example, refraining from side talking—and speaking clearly and loudly enough to be heard by all when addressing a group—are important ways to include people with impaired hearing. Because roughly one of every fifteen U.S. residents says she or he is at least mildly chemically sensitive, we also ask that you refrain from wearing scented products to class (perfume, aftershave, clothes strongly scented with perfumed fabric softener or wood smoke, etc.) The college's indoor air quality policy can be found at <http://www.evergreen.edu/policies/policy/airquality>; the smoking policy is at <http://www.evergreen.edu/policies/policy/smoking>. More and more workplaces are going fragrance free — it's a good idea to know how to do this. And thanks for being inclusive!

Anyone may use the study aid software and devices in the Assistive Technology Lab located in the Evergreen Library. The AT Lab webpage (on the Evergreen website) also allows any registered student to download free software called Read and Write Gold to your own computer or device. Read and Write Gold will read documents aloud, read aloud what you type, help with writing organization and much more. Useful stuff – find out about it at <http://evergreen.edu/access/assistive-technology.htm>.

STUDENTS WITH DISABILITIES

If you're a person living with a disability and needs that require arrangements, technology or expense to meet, you may want to talk to Meredith Inocencio in the TESC Access Services Office to request support (360-867-6348 / TTY 360-867-6834 or inocenc@evergreen.edu; website <http://www.evergreen.edu/access/>; office LIB 2153). The sooner you do this, the better. What faculty can do in the classroom without help from Access Services is limited. We do invite you to talk to us very early in the quarter as well; we rely on you to help create an environment that supports meaningful learning.

9) MISCELLANEOUS

EVERGREEN'S WRITING CENTER

One of the Center's past mottos—"Because you have something to say." — describes staff members' approach. They work *with you*, serving as thoughtful readers of your work with the aim of helping you make your writer's voice strong and clear. Check out their services:

<http://www.evergreen.edu/writingcenter/> .

EMERGENCY PREPAREDNESS

Please go to <http://www.evergreen.edu/facilities/emergency> to sign up to receive important campus information using e2Campus, including public health notices and school closure notices. You can also call (360) 867-6000 option 1 for closure information. At times, the college itself is open but evening or weekend classes are cancelled; faculty will put a notice on Canvas if a *PLAYING TO LEARN* class is cancelled, if power is available.

COMPUTER HELP!

- Online general computing help: <http://wikis.evergreen.edu/computing/index.php/Students>
- Real person: The Computer Center help line! (360) 867-6227
Check their hours: <http://www.evergreen.edu/computing/help.htm>
- Drop by the Academic Computer Center (library building, back of lobby, second floor – same level as Red Square) to ask questions, get help connecting your mobile devices to Evergreen email, etc., etc.



Faculty reserve the right to make changes to the syllabus and syllabus calendar as the quarter progresses. Always check Canvas for the latest information.

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PtoL Modified Gantt Chart

	Books*			Assignments						
	Dewey	Salen and Zimmerman	Gee	Journal Entries	Taxonomy	<i>Troubled Lands</i> Project	Published game mod	Original game	Portfolio	Self eval and eval of faculty
Week 1		Ch. 1-2								
Week 2	Entire book	Ch. 3-5		Due in class						
Week 3		Ch. 6-12								
Week 4		--								
Week 5		Ch. 13-18		Due in appt.						
Week 6		Ch. 19-21								
Week 7			Ch. 1-2							
Week 8			Ch. 3-5							
Week 9			Ch. 608	Due in portfolio					Due Wed class	Due in portfolio
Week 10								Game festival		Post online before eval appt.
Week 11										

*Additional articles, films, and games will be assigned. Always check Canvas for accurate information.