



EDIT 772

Design Issues in Educational Gaming and Media

Fall 2010

Tuesday 4:30 – 7:10pm

Course Syllabus

Instructor: [Kevin Clark, Ph.D.](#)
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Office Hours: Tuesday 3:00pm – 4:00pm or by appointment

Required Texts & Games:

Kapp, Karl M. (2007) Gadgets, Games, and Gizmos for Learning: Tools and Techniques for Transferring Know-How from Boomers to Gamers. San Francisco: John Wiley & Sons.

Other References:

Prensky, Marc (2007). Digital Game-Based Learning

Course Description

This course is designed to teach the fundamentals of educational video game and media design including the principles of learning theory, and instructional strategies that are relevant to instructional design. Students will learn how educational video games and media can be utilized to enhance and support teaching and learning.

Course Objectives

The objectives of this course are to:

- Apply a working knowledge of instructional systems design (ISD) to the design of educational video games and media
- Explore and provide an overview of educational video games and media
- Identify and compare various types of educational video games and media

Instructional Approach

Each session will begin with a lecture/discussion of the topic scheduled for that day. Lectures and demonstrations on instructional strategies will be accompanied by demonstrations of courseware products that employ those strategies. Theories and subject areas addressed will be applied to specific student instructional design projects (due at the end of the semester) for reinforcement.

Course Resources

- www.futurelab.org.uk
- <http://www.educationarcade.org/>
- www.gamelab.com
- www.joanganzcooneycenter.org
- www.gamestarmechanic.com
- digitallearning.macfound.org
- www.gamasutra.com
- www.gamestudies.org
- www.gamelearning.net
- www.seriousgames.org
- www.childrenssoftware.com
- www.gamesforchange.org
- www.tiltfactor.org
- www.DiGRA.org
- www.commonsensemedia.org
- www.parentschoice.org
- <http://www.pewinternet.org/>
- <http://www.ted.com/>
- <http://www.delicious.com/kclark6>

Assignments

1. Participation (20 points)

Students will be expected to participate in class by discussing course readings, examining games/media products, and providing constructive evaluative feedback to classmates regarding their group projects.

2. Major Project (80 points)

Students will select a project topic from the list below, and then complete a white paper and affinity bundle based on that topic. Students will also have to give a presentation and lead a class discussion based on this topic. Possible topics include: transmedia, game-based learning, mobile applications, and diversity/inclusion. Resources are listed under each topic to get you started. This is just to get you started, and you are not required to use these resources; they are suggestions.

▪ **Transmedia Storytelling**

- http://www.henryjenkins.org/2007/03/transmedia_storytelling_101.html

- http://henryjenkins.org/2010/06/transmedia_education_the_7_pri.html
- http://henryjenkins.org/transmedia_entertainment/
- http://henryjenkins.org/2010/03/transmedia_generation.html
- http://henryjenkins.org/2010/04/hollywood_goes_transmedia.html
- http://henryjenkins.org/2010/04/hip_hop_goes_transmedia_seven.html
- <http://tedxtransmedia.com/2010/>
- **Games-Based Learning**
 - http://www.wilsoncenter.org/index.cfm?topic_id=1414&fuseaction=topics.item&news_id=182576 (corp for games)
 - Platforms: scratch, gamemaker, kodu, 7scenes, gamestar mechanic, little big planet, activategames.org
- **Mobile Applications**
 - <http://joanganzcooneycenter.org/Reports-23.html> (mobile)
 - <http://joanganzcooneycenter.org/Reports-21.html> (iTunes App Store analysis)
 - iPad, kindle, e-readers, etc.
 - GeoCache
 - Appshopper.com
- **Diversity/Inclusion**
 - <http://www.mitpressjournals.org/toc/dmal/-/5> (MacArthur)
 - <http://www.mitpressjournals.org/doi/pdf/10.1162/dmal.9780262693646.141> (race in games)
 - [The Young and the Digital](#) (Chapter 4 of book)
 - Joint Center.org
 - <http://www.thegeenadavisinstitute.org/>

- *Affinity Bundle (20 points)*

Students will select at least 20 websites, video games, or media products based on an instructional theme, topic, or purpose (with instructor approval). Students must provide a rationale and evaluation rubric for the Affinity Bundle and its selections. In addition to the rationale and evaluation rubric, each of the Bundle selections, must have the following components: description, url, and rating.

- *Presentation/Discussion Leader (30 points)*

Students are to prepare a 45-minute presentation to the class that includes information from their white paper and affinity bundle. Presentation formats may include but are not limited to: PowerPoint, hands-on activities, or demonstrations.

- *White Paper (30 points)*

Students will write a paper on a project topic (with instructor approval) related to educational gaming and media. The content of the paper must cover background, theoretical framework, research findings, and implementation/application. Additionally, the paper must be at least 10 pages (double spaced) in length, and include at least 20 references.

Expectations for Individually Produced Documents:

- English grammar, spelling and punctuation will be perfect!
- All documents will be delivered on time. One letter grade will be deducted for each session that a document is late.

- All documents will be error free, thus indicating that the student problem solved and planned ahead.

Class Make-up Policy:

If George Mason University is closed due to inclement weather on the day of class, the class will not be held. Material missed due to the cancellation of the first 3-hour class will be incorporated into the remaining class sessions. Should a second 3-hour session be canceled, all remaining class sessions will be 15 minutes longer. All subsequent classes missed will be rescheduled.

Grading Policy:

Grades are assigned using a ten point scale, and no plus or minus grades are given:

A= 90 – 100 B = 80 – 89.9 C= 70 – 79.9 D= 60 – 69.9 F= 0 – 59.9

Late assignments will be penalized 10 percent for each class session past the due date.

Class Schedule

DATE	TOPIC	ASSIGNMENT
Aug. 31	WHAT IS OUR FOCUS? <ul style="list-style-type: none"> • Introductions • Review syllabus • What's your role in this course? • What do you want to get out of it? • Select projects topics 	<ul style="list-style-type: none"> ▪ Read, Living and Learning with NewMedia ▪ Read, Generation M2 report ▪ Read, The Power of Pow! Wham!: Children, Digital Media & Our Nation's Future ▪ Read, Prensky, Ch. 2-4 ▪ Read, Kapp, Ch. 1
Sept. 7	HOW ARE LEARNERS DIFFERENT & WHAT ARE THEIR NEEDS? <ul style="list-style-type: none"> • Discuss readings • Select projects ideas 	<ul style="list-style-type: none"> ▪ Read, Literature Review in Games and Learning (2008) ▪ Read, Harnessing the Power of Video Games for Learning (FAS)
Sept. 14 (v)	Formulate Project Idea	<ul style="list-style-type: none"> ▪ Complete Readings
Sept. 21	WHAT DOES THE LITERATURE SAY? <ul style="list-style-type: none"> • Discuss readings • Present project Ideas 	<ul style="list-style-type: none"> ▪ Read, Kapp, Ch. 2-3 ▪ Read, Prensky, Ch. 6-8, 12
Sept. 28 (v)	Work on project presentation	<ul style="list-style-type: none"> ▪ Complete Readings ▪ Refine project idea
Oct. 5	WHAT DOES LEARNING HAVE TO DO WITH VIDEO GAMES & MEDIA? <ul style="list-style-type: none"> • Discuss readings • Guest speaker – Gannett • Discuss project ideas 	<ul style="list-style-type: none"> ▪ Read, Prensky, Ch. 5, 15-16 ▪ Read, Kapp, Ch. 6-8, 11-12 ▪ Read, Design of Games-Based Learning Environments
Oct. 12	NO CLASS – COLUMBUS DAY	
Oct. 19 (v)	Work on project presentation	<ul style="list-style-type: none"> ▪ Complete Readings
Oct. 26	WHAT ARE THE DESIGN ISSUES? <ul style="list-style-type: none"> • Discuss readings • Discuss project ideas • Guest speaker – PBS Interactive 	<ul style="list-style-type: none"> ▪ Read, Prensky, Ch. 13-14 ▪ Read, Kapp, Ch. 9-10 ▪ Read, Product Evaluation Guidelines (SIIA)
Nov. 2	HOW DO YOU KNOW IT WORKS? <ul style="list-style-type: none"> • Discuss readings • Discuss project ideas • Guest speaker - ThinkFun 	
Nov. 9 (v)	Work on project presentation	
Nov. 16	PROJECT PRESENTATIONS	
Nov. 23	PROJECT PRESENTATIONS	
Nov. 30	PROJECT PRESENTATIONS	
Dec. 7	PROJECT PRESENTATIONS	<ul style="list-style-type: none"> ▪ White Papers & Affinity Bundles DUE

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.

Click on responsible Use of Computing Policy at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.