EDT 611-001
Learning with Video Games

Course Description

Video games have become an increasingly important source of culture and entertainment in our society. They are more popular than Hollywood movies, yet receive a fraction of the attention, especially in academia. In recent years, this has been changing, as scholars have begun to interrogate games from many levels: design, critique, and as a means of learning. In this course, we really have 3 separate, but overlapping goals: 1) to understand video games as a social and cultural phenomenon, especially important to youth culture; 2) to think of ways to teach about video games, as part of a (digital) literacy perspective; and 3) to investigate ways to teach with games, both off the shelf and ones that we design ourselves.

Goals and Objectives

The course has two main goals. Firstly, it introduces students to a range of game genres that have been popular in education. Secondly, it covers a range of learning principles, research topics, controversies, and potential applications for video games and simulations in education, and gives students the foundations for applying both analog and digital games in educational contexts. By the end of the course, students should be able to:

- understand major topics in educational games and simulations;

- situate video games and learning in its historical manifestations – military exercises, simulations, game theory, board games and digital (video) games;

- understand the difference between exogenous and endogenous games, and design a simple endogenous game that can be used to teach a specific topic;

- understand the key differences between popular game genres;

- analyze and reflect on the potential of existing games and their potential in educational contexts.

Required

All readings available on Moodle or as an eBook from the Swirbul Library.

Instructor	Email	Office Hours	slack
Aaron Chia Yuan Hung	hung@adelphi.edu	Alumnae Hall 234 Mon 2-4 PM Tues 4-5 PM (ONLINE) Wed 1-2 PM (ONLINE)	#games

Class Sessions

Week	Topic	Reading(s)	Due
Week 1	**Introduction**	Syllabus, Moodle, Progress Report	
Week 2	**Play**	Caillois, R. (1961) The definition of play. Salen, K. and Zimmerman, E. (2004) Meaningful play. Brown, S. (2008) Play is more than fun	First Reflection
Week 3	**Learning**	Gee (2003) Semiotic domains: Is playing video games a "waste of time"? Selwyn (2014) Distrusting 'games' technologies in education. Squire (2011) Ideological worlds: What makes a "good" educational game? Edutopia (2013) The power of game-based learning.	
Week 4	**Design Principles I**	Fullerton, T. (2008) Working with formal elements. Squire, K. (2011). Teaching with games: Learning through play. Squire, K. (2006). From content to context: Videogames as designed experience.	
Week 5	**Deep Play (Analog)**	Fullerton, T. (2008) The structure of games. Koster, R. (2013). What games are. Koster, R. (2013). What games aren't.	

Week	Topic	Reading(s)	Due
Week 6	**Design Principles II**	Fullerton, T. (2008) Functionality, completeness, and balance. Squire, K. (2011). Games-to-teach: Designing games for learning.	
Week 7	**Mini-Break**		
Week 8	**Players**	Hung, A. C. Y. (2016). Beyond the player. Stevens, R., Satwicz, T., and McCarthy, L. (2008). Reconnecting video game play to the rest of kids' lives.	Mid-point reflection
Week 9	**Prototyping**	Fullerton, T. (2008) Conceptualization. Fullerton, T. (2008) Prototyping.	
Week 10	**Fun**	Fullerton, T. (2008) Fun and accessibility. Koster, R. (2013). Different fun for different folks.	
Week 11	**Play-Test I**	Fullerton, T. (2008) Playtesting.	Bring in materials to be play-tested
Week 12	**Aesthetics**	Squire, K. (2011). The aesthetics of play.	

Week	Topic	Reading(s)	Due
Week 13	**Analysis**	Arnseth, H. C. (2006). Learning to play or playing to learn. Foster, A., and Mishra, P. (2011) Digital game analysis. Becker, K. (2011). The magic bullet.	
Week 14	**Play-Test II**	Fullerton, T. (2008) The design document.	Game Analysis
Week 15	**Future**	Squire, K. (2011). The future of games for learning.	Bring in revised materials to be play-tested
Week 16	**Project Time**		Game Design Final Reflection

Assignments

Participation

This is a graduate course where you are expected to complete weekly readings and fully participate in discussions in class and on Moodle. In order for the discussion to flow smoothly online, you should respond to the forum discussion by the dates noted on the syllabus, and spend the remainder of the week responding to what your peers have posted. Your responses to your peers should be thoughtful, critical and substantive. Your participation grade will be based on the timeliness and quality of your posts, your responses to your peers, and any other activities that might be associated with the week.
Your participation grade is given out on a weekly basis. **You can track your participation grade through your Progress Report**. Late or missed points cannot be made up, although you can earn points through Power Ups. Any participation posted two days after the deadline cannot be made up.

Game Design

A major part of your grade will come from a game that you will design, either on your own or with a partner. This game can be analog (e.g., board game, card game ,etc.) or digital games. It should have an educational component to it and it should encompass some of the aspects of game design that we will discuss. For the purposes of this assignment, I am more interested in the process you go through in designing this game than the final product. This process will include two play-testing sessions during our in-person classes, during which you will let your classmates test out the game, give you feedback, and use that feedback for further revisions. Your final product will also be evaluated on 1) how educational it is; 2) how clear the rules and guidelines are; 3) how well it incorporates good design principles and 4) how well you present it.

Game Analysis

Commercial games can have great potential in being used in the classroom, even if they are usually not designed specifically for that purpose. For games that can easily be implement, write about what you consider to be the game's potential. For games that cannot be readily implemented, write about why the changes need to take place, and what the changes would be. Since not all teachers are game designers, and since games are expensive to produce, the goal of this paper is to let students think about how ready-made games can be used and adapted for different topics.

There are two variations on this assignment and you can choose either one to complete. In both cases, you can submit your paper either as a formal, academic essay, with APA format for citations and other elements. The final paper must be at least 1600-2000 words (about 5-6 pages). If necessary, you should include graphics to help the reader better understand the game. Another option is to submit it as a video. You can check out samples of video game reviews on the Internet, for example, The Last of Us, What Remains of Edith Finch (note: Your review will not have to be that long!). Your analysis should be well-edited and narrated, and run for 4-5 minutes.

The game you analyze can be any kind of game, including analog (non-digital) games such as board games. It can also be an app, console or PC game. Both essay and video need to connect to course readings and, potentially, other articles that you find.

Recap

A "recap" is intended to give you and your classmates a chance to look back on what everyone has said/shared for a given topic or discussion question. To do this, pick a single VoiceThread slide or topic at the end of the week (after everyone has participated) and go through everyone's comment for that slide. Then, post a final response that synthesizes what everyone has said and relate it to the overarching topic of the week or course in general. Your response does not have to mention what everyone has said, but should touch on a few specific points that your classmates have mentioned. Your response can be in text, audio or video form and posted directly on VoiceThread at the end of the week. It should be well-composed and thoughtful. You will have to do two recaps for this course and you will have a chance to sign up for it. Each slide can only have one recap. You can do a recap of

the entire week for Power Ups. I will do 1-2 recaps by week three to show you what I am looking for.

Reflection

Write three short reflections at three points during the semester to reflect what you have learned. The first reflection should be 1-2, double-spaced pages and is due at the end of the second week of class. The second reflection should be 2-3, double-spaced pages and is at the midpoint of the semester (see class schedule); and the last reflection should be 3-4, double-spaced pages, due at the end of the semester. Although this is an informal paper, it should still have an academic voice and be free of grammatical errors and typos.

Power Ups

Power Ups give you a chance to earn extra credit points. Specific ways that you can earn (and lose!) points are described in the Progress Report.

University Statement on Academic Integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonesty will not be tolerated and will result in the proper disciplinary action from the university. Classroom behavior that interferes with the instructor's ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. All beepers and cellular phones should be turned off while class is in session. You are expected to come to class prepared – this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class.

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University.

University Statement on Academic Assistance for Students with Disabilities

If you have a disability that may significantly impact your ability to carry out assigned coursework, please contact the Student Access Office (SAO) at 516-877-3806 or send an email to sao@adelphi.edu. The staff will review your concerns and determine, with you, appropriate and necessary accommodations. Please allow for a reasonable time frame for requesting ASL Interpreters or Transcription Services.

Student Course Evaluations

During the last two weeks of the class, you will receive notification, via email and eCampus, that the course evaluation is available for your input electronically. Availability will end at the start of the final examination period. Your feedback is valuable and I encourage you to respond. Please be assured that your responses are anonymous and the results will not be available to the instructor until after the end of the semester and therefore after course grades have been submitted.

Use of Student Work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. Additionally, all Adelphi University faculties have their work peer-reviewed regularly including reviews of their teaching performance. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

**New York State requires 15 hours of instructional time for each credit hour. In this 3 credit course, the required 45 hours consists of 30 instructional hours (27.5) clock hours) of in-class instruction and 15 instructional hours (15.0) clock hours) of extended instruction. Extended instruction refers to "outside of the classroom" learning, the delivery and content of which will be determined by the instructor.

**In this course, extended instruction will consist of the following. In this course, extended instruction will be offered through Moodle discussion board. Students will be asked to view a short video clip and then engage in discussion via a Moodle discussion board. Several questions will be posed to the students in order to engage in thoughtful debate. The instructor will monitor the responses and actively participate in the class discussion. Total Moodle Time: 10 hours.