Innovation, Authenticity, and Games
Monday, December 2, 2013

Presented by

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Innovation, Authenticity and Games

Jeff Mummert
HistoriQuest.com
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What can game-based learning do?

★ **Promote creativity and innovation**

★ **Cultivate higher order thinking skills**

★ **Articulate student choice and voice**

★ **Provide multiple pathways to learning**

Definitions and Distinctions

- gamification v. **game-based learning** v. game theory v. serious games and simulations

- content-specific games v. **"games as text"**

- educational games v. **"off-the-shelf" games**

The State of the Games Industry

How do many criticize games (especially video games)?

The State of the Games Industry

The State of the Games Industry

The State of the Games Industry

The State of the Games Industry

Using games in education $\neq$ an educational seal of approval

Using games in education $=$ a deeply thoughtful criticism of games

The State of the Games Industry

What can game based learning do?

★ **Cultivate higher order thinking skills**

★ **Support standards and popular learning frameworks**

Bloom's Taxonomy

HEAT Framework

games + school + H.E.A.T.

Higher order thinking	**E**ngaged learning	**A**uthentic connections	**T**echnology use
Creating	Students-	The learning experience-	
Evaluating	..define the task, the process, and/or the solution	.. provides limited real world relevance	
Analyzing	..are given options to solve a teacher-directed problem with possible collaboration	..provides real world relevance and opportunity for students to apply their learning to a real world situation	Student technology can be directly connected to task completion
Applying			
Understanding	..report what they have learned only with possible collaboration	..provides extensive real world relevance	
Remembering			

Pyramid levels (bottom to top):
- Play games
- Watch others play games
- Write about games, criticize games
- Modify games for educational purposes
- Make games

Labels: Mod, Glog, Plog

www.loticonnection.com

21st Century Skills

Twenty-First Century Student Outcomes

The elements described in this section as "21st century student outcomes" (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century.

1. **Core Subjects (the 3 Rs) and 21st Century Themes**

2. **Learning and Innovation Skills**

   - **Creativity and Innovation**

   - **Critical Thinking and Problem Solving**

   - **Communication and Collaboration**

3. **Information, Media and Technology Skills**

   - **Information Literacy**

   - **Media Literacy**

   - **ICT Literacy**

4. **Life and Career Skills**

games+school

play, learn, plog, glog, mod, make.

plog glog mod

Submrge.org
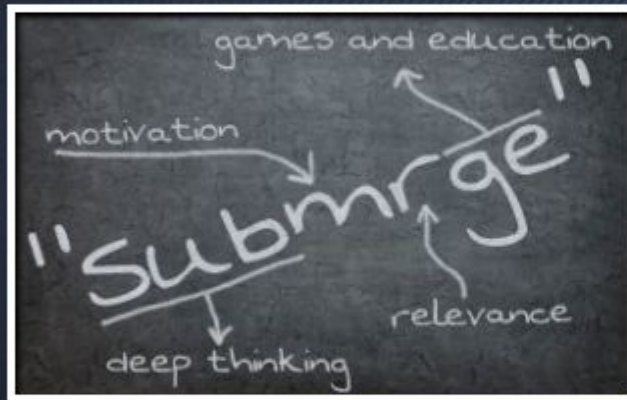
What can game-based learning do?

★ **Promote creativity and innovation**

Authenticity

How to attain authenticity without content-specific games?

Race, Gender in MMORPGs

Task:

creativity

Modify your game

authenticity

to reflect race and gender more realistically,

while retaining diversity, complexity, and player choice.

framework for innovation

World of Warcraft

More on Race and Gender in Games

- **Are Games Racist?**

- **Do Videogame Stereotypes Hurt Men?**

- **Do Gamers Need Anita Sarkeesian's Feminism?**

- **Are You Weird if You Play as the Opposite Sex?**

Race, Gender in MMORPGs

Task:

Modify your game ← creativity

to reflect race and gender more realistically, ← authenticity

while retaining diversity, complexity, and player choice. ← framework for innovation

Results
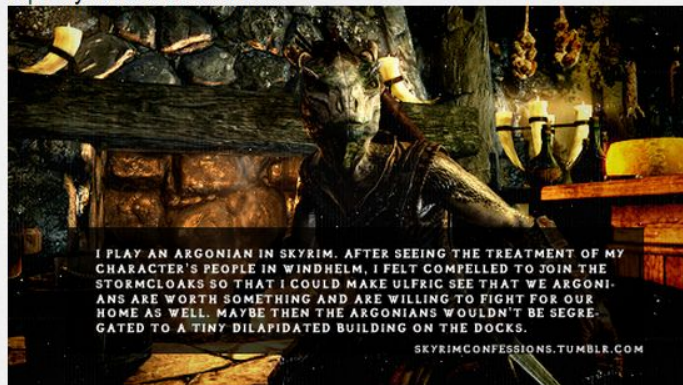
Race and Gender in Guild Wars 2- Eliza D.

Guild Wars 2 is an online roleplaying game designed in the fantasy
Dragons that have woken from their slumber. The story commences
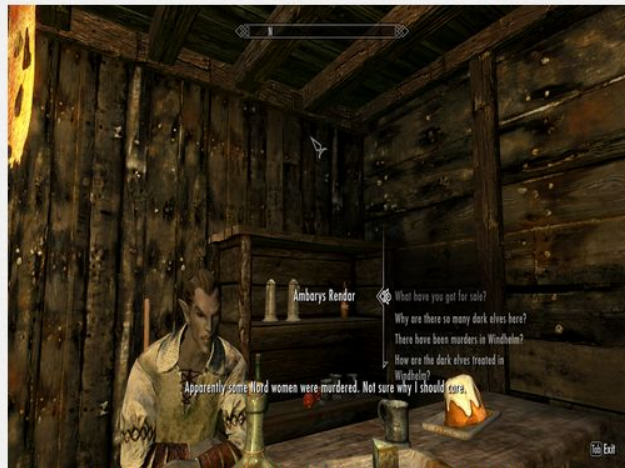from one of the five main races: the inge
Following the player's selection of race,
Necromancer, Ranger, Elementalist, W
five starting areas you will begin your qu
manner of skills, weapons, and abilities

This aspect makes the game uni
thousands of dynamic events that are co
Wars 2 seemed to have an effect on the
and ArenaNet (*Guild Wars 2 off to reco
than one million fans pre-purchased the
great, and growing, popularity.

The video game Guild Wars 2 co
gender inequality. "Every race has the s
and some dialogue, there are no game

Race and Gender in World of Warcraft- Lauren D.

World of Warcraft's complexity, diversity, and player choice can be depicted more rea
changing the players selection of the character's development. By allowing the player
character's physical development will erase the stereotyp
manufacturer, in its website describes *World of Warcraft* a
he the roles of heroic fantasy characters and explore a vir
h player character has a specific set of skills and abilities
cter, you must make two decisions that profoundly affect
ur race, the other is your class." Blizzard tells us that the
MMORPG)."

I PLAY AN ARGONIAN IN SKYRIM. AFTER SEEING THE TREATMENT OF MY
CHARACTER'S PEOPLE IN WINDHELM, I FELT COMPELLED TO JOIN THE
STORMCLOAKS SO THAT I COULD MAKE ULFRIC SEE THAT WE ARGONI-
ANS ARE WORTH SOMETHING AND ARE WILLING TO FIGHT FOR OUR
HOME AS WELL. MAYBE THEN THE ARGONIANS WOULDN'T BE SEGRE-
GATED TO A TINY DILAPIDATED BUILDING ON THE DOCKS.

SKYRIMCONFESSIONS.TUMBLR.COM

Argonians in Windhelm are forced to stay out of the main city of Windhelm.

The Dark Elves in Windhelm try to stay out of the Nords' problems

osing race)

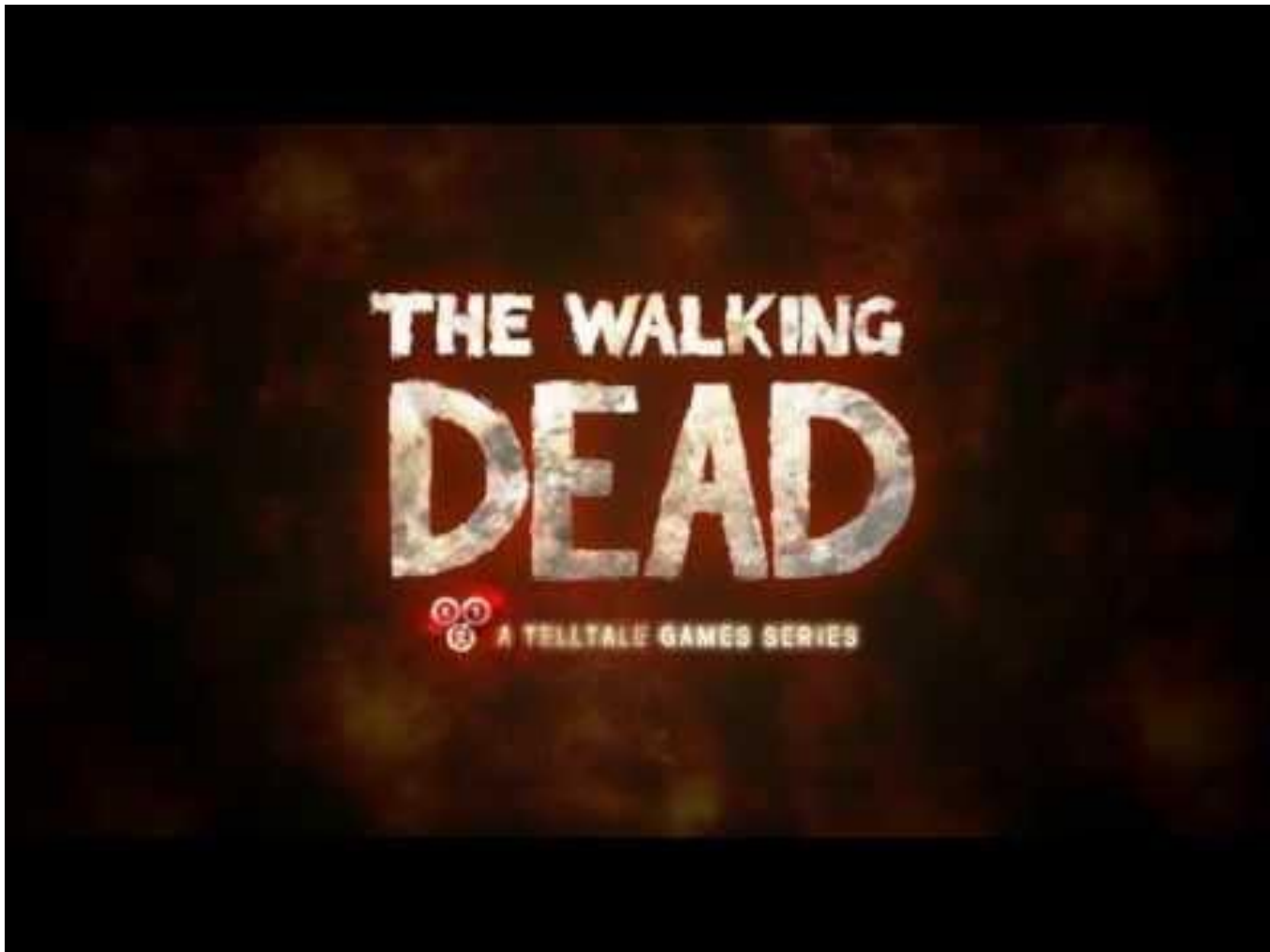# What can game based learning do?

★ **Articulate student choice and voice**
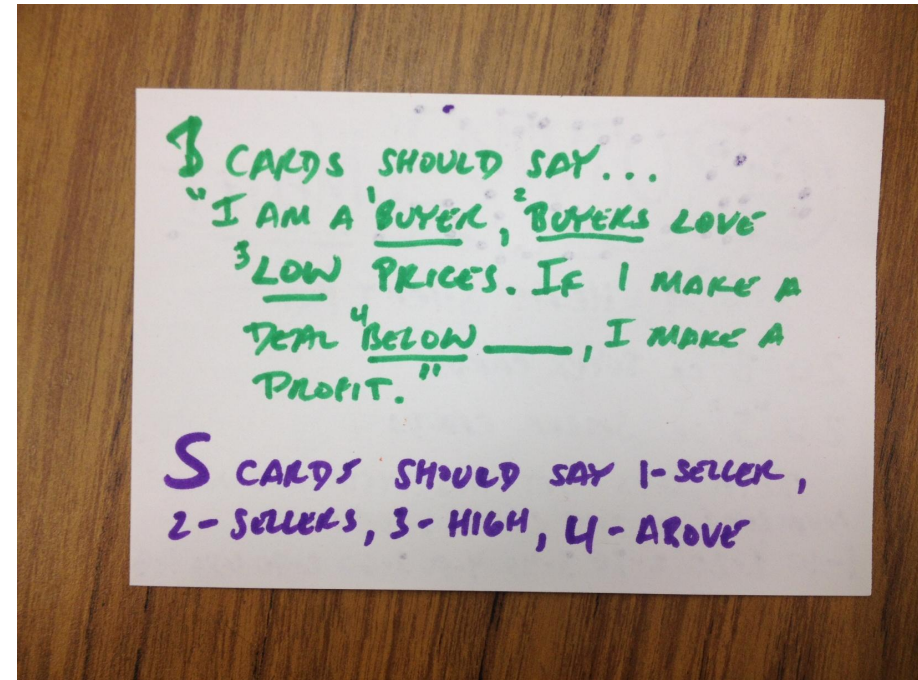
User Choice and Voice..

User Choice and Voice..

User Choice and Voice..

Hands-on Example:

Grunka Market
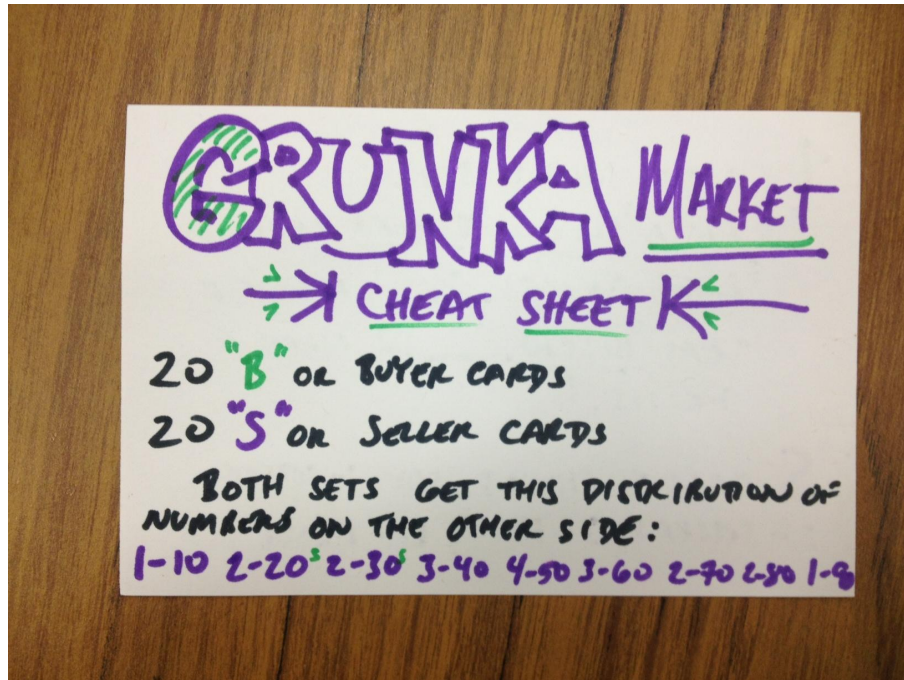
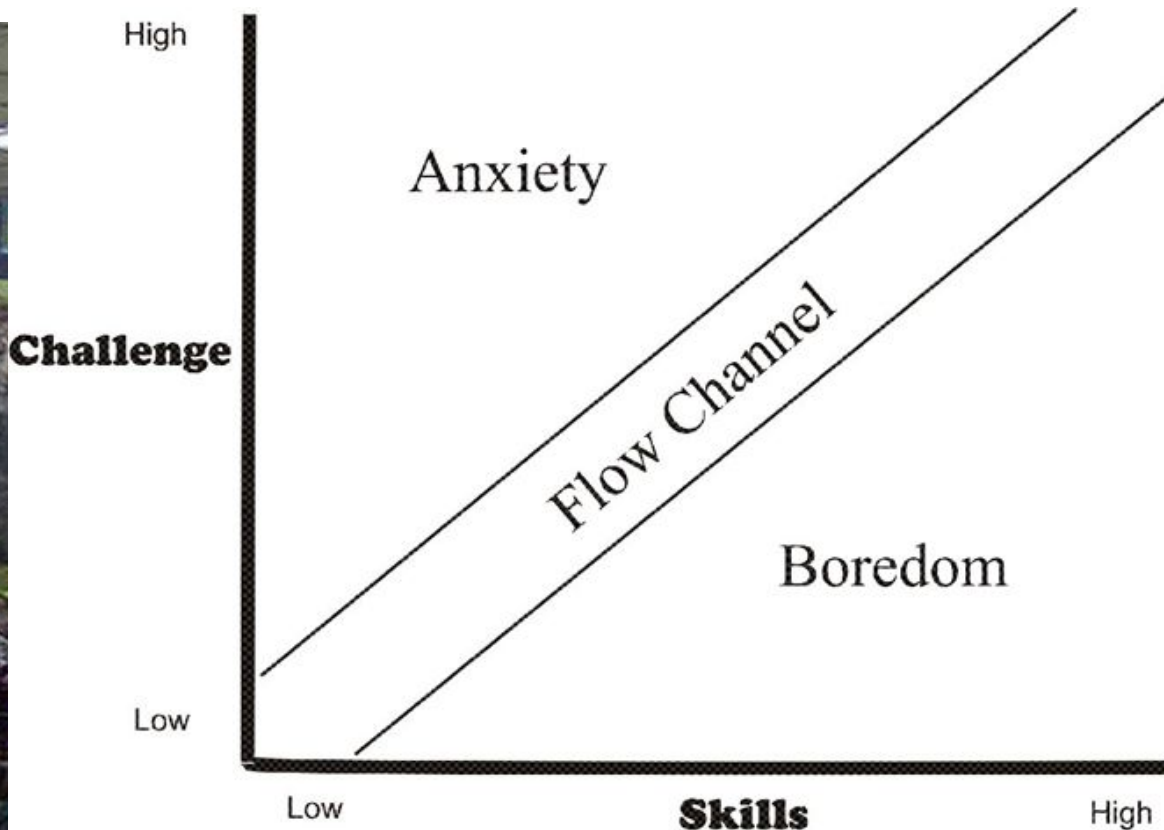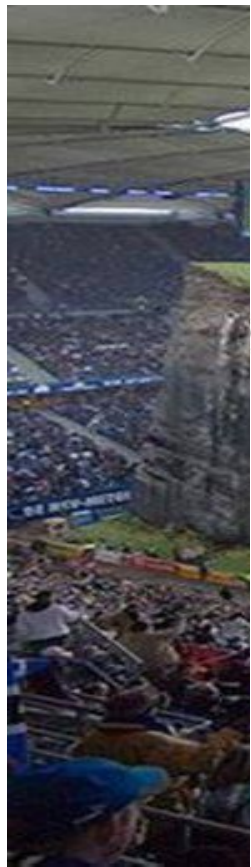# User Choice and Voice..

Hands-on Example:

Grunka Market

User Choice and Voice..

Grunka Market: Difficulty and "Flow"

The Flow. After Mihaly Csikszentmihalyi, *The Flow (1990)*, p. 74

User Choice and Voice..

Grunka Market:

Let's "mod" it!!

What can game-based learning do?

★ **Provide multiple pathways to learning**

Provide Multiple Pathways..

The "tech tree"

Provide Multiple Pathways..

The "sandbox"

Provide Multiple Pathways..

Provide Multiple Pathways..

Luck and randomness..

"Somewhere between **lessons** *that rely on luck and randomness and* **lessons** *that plot out every detail lies an important balance."*

Provide Multiple Pathways..

The "Game Jam"

creativity

authenticity

Make a game

that helps the player review unit content

based on the design of an existing game.

framework for innovation

Provide Multiple Pathways..

The "Game Jam"

⭐ Have students rank items from a unit by importance, the number being the number of groups you'd like to make a game- i.e.-

10 most important objects in the Solar System unit

10 most important traits of a solar system object

10 most important vocabulary words

10 people (famous, students, or teachers)

Provide Multiple Pathways..

The "Game Jam"

⭐ Have students gather, in a survey, a list of the 10 most popular games in the class.

⭐ Write each item on its own index card, hand out a random card from each category (object, trait, vocabulary, game) to each group.

Provide Multiple Pathways..

The "Game Jam"

★ After a given amount of time, each team has to "pitch" a game to you (the game publisher) that involves each item, and is a "mod" of the game.

Provide Multiple Pathways..
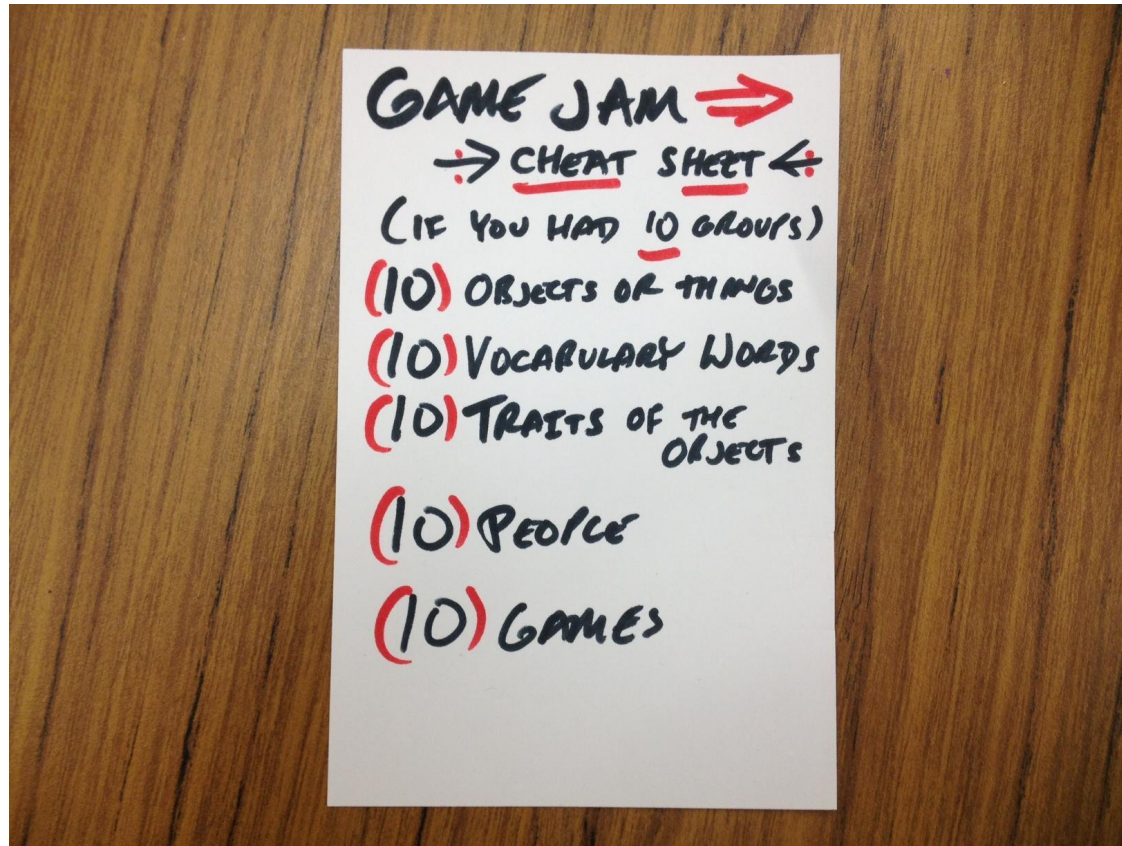
The "Game Jam"

Provide Multiple Pathways..

Additional Links and Information

- [What Research Says About Game-Based Learning](#)

- [What's the Difference Between Games and Gamification?](#)
- [What Students Learn When They Give Up Shoebox Dioramas For Video Games](#)

Thanks!

★ This presentation is at

bit.ly/17XRIJI

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Type your questions in the chat window.

Thank you!

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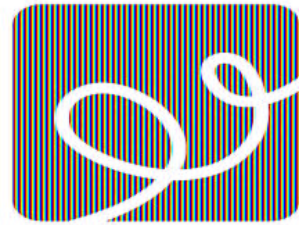
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Monday, January 13, 2014 -at 4pm Eastern Time

Tech Math with the Wii:
Engage Your K-7 Students Through Gaming Technology

Matthew Winner, Elementary Teacher Librarian in Elkridge, MD

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