EDIT 772
Design Issues in Educational Gaming and Media
Fall 2010
Tuesday 4:30 – 7:10pm

Course Syllabus

Instructor:  Kevin Clark, Ph.D.
110 Commerce Bldg.
(703) 993-3669
kclark6@gmu.edu

Office Hours: Tuesday 3:00pm – 4:00pm or by appointment

Required Texts & Games:

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.gamesstudies.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
Games-Based Learning
- Platforms: scratch, gamemaker, kodu, 7scenes, gamestar mechanic, little big planet, activategames.org

Mobile Applications
- http://joanganzcooneycenter.org/Reports-23.html (mobile)
- iPad, kindle, e-readers, etc.
- GeoCache
- AppCache

Diversity/Inclusion
- http://www.mitpressjournals.org/toc/dmal/-/5 (MacArthur)
- 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

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
</table>
| Aug. 31    | WHAT IS OUR FOCUS?                       | • Introductions  
• Review syllabus  
• What’s your role in this course?  
• What do you want to get out of it?  
• Select projects topics |

| Sept. 7    | HOW ARE LEARNERS DIFFERENT & WHAT ARE THEIR NEEDS? | • Discuss readings  
• Select projects ideas |

<table>
<thead>
<tr>
<th>Sept. 14</th>
<th>Formulate Project Idea</th>
<th>Complete Readings</th>
</tr>
</thead>
</table>
| Sept. 21   | WHAT DOES THE LITERATURE SAY?               | • Discuss readings  
• Present project Ideas |

| Sept. 28   | Work on project presentation                | Complete Readings  
Refine project idea |
|------------|---------------------------------------------|-------------------|
| Oct. 5     | WHAT DOES LEARNING HAVE TO DO WITH VIDEO GAMES & MEDIA? | • Discuss readings  
• Guest speaker – Gannett  
• Discuss project ideas |

<table>
<thead>
<tr>
<th>Oct. 12</th>
<th>NO CLASS – COLUMBUS DAY</th>
<th>Complete Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 19</td>
<td>Work on project presentation</td>
<td>Complete Readings</td>
</tr>
</tbody>
</table>
| Oct. 26    | WHAT ARE THE DESIGN ISSUES?                 | • Discuss readings  
• Discuss project ideas  
• Guest speaker – PBS Interactive |

| Nov. 2     | HOW DO YOU KNOW IT WORKS?                   | • Discuss readings  
• Discuss project ideas  
• Guest speaker - ThinkFun |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 9 (v)</td>
<td>Work on project presentation</td>
<td>Complete Readings</td>
</tr>
<tr>
<td>Nov. 16</td>
<td>PROJECT PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>Nov. 23</td>
<td>PROJECT PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>Nov. 30</td>
<td>PROJECT PRESENTATIONS</td>
<td></td>
</tr>
<tr>
<td>Dec. 7</td>
<td>PROJECT PRESENTATIONS</td>
<td>White Papers &amp; Affinity Bundles DUE</td>
</tr>
</tbody>
</table>
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.