

George Mason University
College of Education and Human Development
Graduate School of Education
Instructional Design and Technology

EDIT 772.DL2 – Virtual Worlds, Augmented Reality, and Gaming Applications
2 credits, Spring 2019
Online

Faculty

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Prerequisites/Corequisites

None.

University Catalog Course Description

Provides basic knowledge of available applications and platforms for creating contextually based learning environments such as immersive virtual worlds, simulated worlds, alternate reality games, and massive multiplayer online role-playing games for e-learning.

Course Overview

This course provides basic knowledge of the range of capabilities germane to virtual worlds, augmented/virtual/mixed/extended realities, serious games, and gaming and gamification techniques within an adult educational context. Students learn to cultivate and to identify effective strategies for creating engaging instructional products and learning assets.

Throughout history, people have taught, learned, entertained, and communicated with games, and this has held constant across modalities and platforms. From board games to customized digital wearable technologies of today, games can convey information and transfer experiences in engaging ways. They can also offer new perspectives on content, motivate learners, and form the foundation of powerful engaging and authentic learning experiences. To better understand how to leverage these technologies, our instructional focus throughout this course will be firmly rooted at the intersection of instructional design, technology, gameplay, and andragogy:

- We **will not** be focusing on technical game development or production, although these are important aspects undergirding the larger concepts of this course.
- We **will not** be focusing primarily on characteristics of gameplay or addictive aspects of games, although these, too, are important ideas in relation to framing relevant learning assets and educational experiences.

- We **will** be focusing on the science of virtual worlds, augmented reality, related genres of technology-enhanced instructional modalities, as well as the user experience of working with game creation. We will apply our understanding of andragogy and instructional design principles and practices to bring all these concepts together in order to create design plans outlining world-class learning assets and educational experiences.

As educators, it is understood that it is simply not enough to take a traditional, face-to-face offering and merely upload the course material to the web and call it a distance-mediated course. A well-designed distance education course requires specific design changes and interactions in order for the course to be effective in relation to teaching and learning. Similarly, it is understood that effectively incorporating technology into education requires much more than employing hardware or software in a classroom (virtual or face-to-face). The same is true for virtual worlds, augmented reality, and serious games. That is where we will spend our time, and these are the types of discussions I look forward to having with you.

This is a fun and creative class, but it is also a two-hour, graduate level offering. As such, you should be prepared to engage in some rigorous and demanding work. This course calls for a discovery-based approach to learning, and you will explore resources and concepts individually and as a collaborative group. No prior experiences with formal game development, coding, or software editing are required to excel in this course. However, since this is a course that both incorporates and is focused on digital technologies, you are expected to have a working knowledge of using the Internet and germane technologies/tools, an understanding of basic technical aspects of digital games, and interest or insights related to various technology and delivery platforms.

Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learn Learning Management System (LMS) housed in the myMason Portal (<http://mymason.gmu.edu>). You will log in to the Blackboard Learn (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, March 11th, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard Learn's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers.
- To get a list of supported operating systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems.

- Students must maintain consistent and reliable access to their GMU email and Blackboard Learn, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday. Typically, each new module will be unlocked on Monday mornings, and module assignments will be due on the following Sunday by 11:59 PM. Collaborative assignments (e.g., discussion postings, wikis, etc.) may have additional mid-week requirements in order to give your peers time to respond to your contributions. There are exceptions to these general rules, however, and you are encouraged to attend to the detailed course schedule available within this document and hosted in our Blackboard Learn course site. All assignments posted after their respective due dates will incur point deductions equivalent to 10% of that assignment’s maximum possible points per day.
- Log-in Frequency:
Students must actively check the Blackboard Learn course site and their GMU email for communications from the instructor. This must be completed no fewer than 2 times per week to foster active and meaningful course-related discussion.
- Participation:
Students are expected to actively engage in all course activities. This includes viewing all course materials, completing all course activities and assignments, and participating meaningfully in all course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Enrolling in an online course can be intimidating for students with lower technical competence. As a result, the course contains several embedded video tutorials to assist students when they encounter technological issues. However, even with this level of support, students may encounter unforeseen technical issues. When students encounter a technological issue, they should try the following:

1. Try to accomplish the task in a different way.
2. Close and reopen the Internet browser and try the task again.
3. Try performing the task in a different Internet browser.
4. Seek instructor-based assistance if steps 1-3 did not resolve the issue.

Students should expect some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. Contact ITS (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.

- **Workload:**

Please be aware that this course is **not** self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due. Expect to log in to this course at least 2 times per week to read announcements, to participate in the discussions, and to work on course materials.

1. Reading assignments and course content should take between 45-60 minutes to complete each week;
2. Reviewing extension resources (e.g., videos, websites, etc.) should take between 45-60 minutes to complete each week; and
3. Thoughtfully completing course activities should take approximately 90 minutes per week.
4. In total, this class should take no more than (on average) 3-3½ hours per week; this is an appropriate time commitment commensurate with a two-credit graduate course.

- **Instructor Support:**

Students may schedule a virtual one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session and include a preferred meeting method (e.g., phone, Blackboard Collaborate, Skype) as well as suggested dates/times. Face-to-face meetings on the Fairfax campus can also be arranged in special circumstances.

- **Netiquette:**

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

This course is designed to enable students to do the following:

1. Apply a working knowledge of instructional systems design (ISD) thinking and andragogy principles to the design of digital learning assets (including, but not limited to, serious games, content gamification, etc.);

2. Research critical factors related to digital learning assets (including, but not limited to, serious games, content gamification, etc.);
3. Discuss key characteristics of digital learning assets (including, but not limited to, serious games, content gamification, etc.);
4. Explore different genres/sub-genres of digital learning assets (including, but not limited to, serious games, content gamification, etc.) in terms of their specific applications, affordances, and constraints;
5. Justify selection of digital learning asset exemplars (including, but not limited to, serious games, content gamification, etc.);
6. Critique digital learning assets (including, but not limited to, serious games, content gamification, etc.) in relation to audience, purpose, design, etc.;
7. Apply best practices of gamification to a variety of applications digital learning assets (including, but not limited to, serious games, AR, VR, XR/MR, etc.); and
8. Design a hypothetical gamified learning asset through synthesis of course content.

Professional Standards

The course is designed to meet many of the essential Instructional Design Competencies as specified by The International Board of Standards for Training, Performance, and Instruction (ibstpi®):

- Communicate effectively in visual, oral, and written form.
- Select and use a variety of techniques for determining instructional content.
- Analyze the characteristics of existing and emerging technologies and their use in an instructional environment.
- Select or modify existing instructional materials or develop original instructional materials.
- Provide for the effective implementation of instructional products and programs.
- Identify and resolve ethical and legal implications of design in the work place.

Required Texts

This course has no required textbook. Weekly online readings, videos, and instructional content will be assigned via the Blackboard Learn course site.

Course Performance Evaluation

Successful completion on this course is predicated on active participation. Grades are earned, not given. Your performance will be evaluated based on rubrics hosted within our Blackboard Learn course site. It is important to complete each assignment on time and in accordance with assignment requirements and expectations. Students are expected to submit all assignments on time and in the manner outlined by the instructor (e.g., via Blackboard Learn, via Google Docs, etc.).

Assignment Descriptions (100 points total):

- **Course video introduction and peer collaboration – 10 points:** Students will leverage Kaltura to create a brief (2-4 minute) introduction video in accordance with the provided

- rubric. Students will upload their video to the appropriate Blackboard Learn discussion forum, and then they will respond meaningfully to no fewer than two of their peers.
- **Andragogy synthesis posting and peer collaboration – 5 points:** Students will review course content and reflect on key elements of andragogy that may impact (hypothetical) creation of a digital learning asset focused on virtual worlds for learning, augmented reality, and/or serious games. Students will frame a thoughtful response, post it in the appropriate discussion forum, and respond meaningfully to no fewer than two of their peers.
 - **Google Docs collaborative graphic organizer – 5 points:** Students will review course content and reflect on key elements of instructional design that may impact (hypothetical) creation of a digital learning asset focused on virtual worlds for learning, augmented reality, and/or serious games. Students will work in collaborative groups to complete team-based, instructional design-focused graphic organizers to capture and share key concepts.
 - **Virtual worlds for learning exemplar summaries – 6 points:** Students will explore web-based resources focused on virtual worlds for learning. Students will collect three exemplars of virtual worlds for learning and add them to the appropriate Google Doc template. Students will include key concepts such as learning asset type, location, major affordances, target audience, content focus, etc., within their respective write-ups.
 - **Initial submission of final assignment proposal – 4 points:** At the halfway point of the course, students will have the opportunity to share their initial ideas for final presentation topics. The course instructor will leverage the affordance of Blackboard Learn journals to discuss ideas and to correct any possible misconceptions regarding the assignment or course content.
 - **AR, VR, MR/XR exemplar summaries – 6 points:** Students will explore web-based resources focused on augmented/virtual/mixed/extended realities. Students will collect three exemplars of augmented/virtual/mixed/extended realities related to learning contexts and add them to the appropriate Google Doc template. Students will include key concepts such as learning asset type, location, major affordances, target audience, content focus, etc., within their respective write-ups.
 - **Google Docs individual graphic organizer – 5 points:** Students will complete an individual brainstorming graphic organizer within Google Docs. Content focuses on various affordances of augmented/virtual/mixed/extended realities and how adult learners may best be served through each modality/technology type.
 - **Collaborative course gaming/gamification wiki – 4 points:** Students will collaborate in a whole-group setting to define key terms related to gaming and gamification. Students will be provided with starting terminology within a Blackboard Learn wiki, and they will flesh out key characteristics and germane concepts through leveraging the collaborative wiki affordance.
 - **Serious games and ludic simulations exemplar summaries – 6 points:** Students will explore web-based resources focused on serious games and/or ludic simulations. Students will collect three exemplars of serious games and/or ludic simulations related to learning contexts and add them to the appropriate Google Doc template. Students will include key concepts such as learning asset type, location, major affordances, target audience, content focus, etc., within their respective write-ups.

- **Second submission of final assignment proposal – 4 points:** As the course draws towards a conclusion, students will have the opportunity to share their revised ideas for final presentation topics. The course instructor will leverage the affordance of Blackboard Learn journals to discuss ideas and to correct any possible misconceptions regarding the assignment or course content.
- **Game creation application video critique – 15 points:** Students will explore web-based resources focused on commercial-off-the-shelf (COTS) game creation applications. Students will select, download, and install one of these applications based on personal preference, computer type, etc. Students will explore and play with the application and then create/share a brief (5-7 minute) Kaltura video (in accordance with the provided rubric) documenting their experiences with the application.
- **Final presentation – 30 points:** Students will create and deliver an 8-10 minute synchronous capstone presentation that demonstrates their knowledge gleaned from course content. Through the lens of modern instructional design principle and practices, students will frame their thinking as to the type of learning asset they would create (independent of time and budget constraints) within their chosen adult learning context. Key affordances of the learning asset must be unpacked fully, and presenters are required to walk their peers through an initial needs analysis, design, development, implementation, and evaluation of their hypothetical learning asset. Students will conclude with a discussion of Kirkpatrick's Four Levels of Training Evaluation in regards to their respective learning assets. Discussions and presentations will be moderated synchronously via Blackboard Collaborate, and all presentations must be created in accordance with the rubric provided. Students are required to attend at least one synchronous presentation session. Students must deliver their presentation synchronously to earn full points for this activity.

Grading

Letter Grade	Percentage Range
A+	97-100%
A	94-96%
A-	90-93%
B+	86-89%
B	83-85%
B-	80-82%
C	70-79%
F	≤ 69%

Late Work

Students are expected to complete and electronically submit all assignments prior to 11:59 PM on each respective assignment's due date (see Class Schedule). All assignments—EXCEPT for collaborative activities (e.g., discussion board-related assignments)—can be submitted late but a minimum 10% late penalty will be assessed for work submitted after the assignment deadline. Work that is submitted over a week late will receive an additional 30% penalty for each additional week late. No late work is accepted after the final assignment's due date.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

Class Schedule

Module 0: March 18-24, 2019

Topic: Course Overview and Introductions

What to do:

- Explore course layout and logistical content;
- Review module learning objectives;
- Explore module-based instructional content;
- Scan/skim module readings (as described by heading of each);
- View module videos and attend to respective guiding prompts for each;
- Create and post video introduction to appropriate discussion forum (6 points; due **Wednesday**); and
- Review and respond meaningfully (via text-based response) to no fewer than two peers' introduction posts (4 points; due **Saturday**).

WIIFM (What's in it for me?):

- Rapport building with peers and instructor;
- The opportunity to explore (perhaps) new digital tools that can support teaching and learning;
- Deeper awareness of course expectations and requirements; and
- The possibility to earn the coveted "How much does a polar bear weigh?" badge through exploration of the Kaltura screencasting tool.

Module 1: March 18-24, 2019

Topic: Andragogy: Adult Learning Theory

What to do:

- Review module learning objectives;
- Explore module-based instructional content;
- Scan/skim module readings (as described by heading of each);
- View module videos and attend to respective guiding prompts for each;
- Synthesize findings gleaned from module content into appropriate discussion forum (3 points; due **Thursday**); and
- Review and respond meaningfully (via text-based response) to no fewer than two peers' posts (2 points; due **Sunday**).

WIIFM (What's in it for me?):

- Clarification of course-related topics regarding andragogy;
- The opportunity to consider new vantages of andragogy as applied within the arena of digital learning assets; and
- The chance to earn the coveted “I’m a Knowles-it-all!” badge!

Module 2: March 25-31, 2019**Topic:** Instructional Design (ID) Round-up**What to do:**

- Review module learning objectives;
- Explore module-based instructional content;
- Scan/skim module readings (as described by heading of each);
- View module videos and attend to respective guiding prompts for each; and
- Collaborate via Google Docs to complete team-based graphic organizers (5 points; due **Sunday**).

WIIFM (What's in it for me?):

- A review of industry-standard principles and practices related to instructional design;
- The chance to bounce ideas off your peers about learning asset creation and testing; and
- The opportunity to earn the coveted “Oops!... ID it again!” badge.

Module 3: April 01-07, 2019**Topic:** Virtual Worlds for Learning**What to do:**

- Review module learning objectives;
- Explore module-based instructional content;
- Scan/skim module readings (as described by heading of each);
- View module videos and attend to respective guiding prompts for each;
- Seek out three virtual worlds for learning exemplars;
- Update Google Docs with said exemplars (6 points; due **Sunday**); and
- Submit first round of assignment proposal comments via journal assignment (4 points; due **Sunday**).

WIIFM (What's in it for me?):

- Either an introduction to or review of virtual world technologies;
- A compilation of virtual world-related resources to incorporate into your professional repertoire; and
- The opportunity to earn the illustrious “Maze War” badge.

Module 4: April 08-14, 2019**Topic:** AR, VR, MR/XR – Oh, my!**What to do:**

- Review module learning objectives;
- Explore module-based instructional content;
- Scan/skim module readings (as described by heading of each);
- View module videos and attend to respective guiding prompts for each;
- Seek out three AR, VR, MR/XR exemplars;
- Update Google Docs with said exemplars (6 points; due **Sunday**); and
- Leverage Google Docs to complete individual brainstorm graphic organizers (5 points; due **Sunday**).

WIIFM (What's in it for me?):

- A deeper understanding of augmented, virtual, extended, and mixed reality-related technologies;
- The ability to personalize your take on these types of technologies in relation to your specific learning contexts;
- Receipt of peer collected assignments to compile into a personal repository of augmented, virtual, extended, and mixed reality-related technologies; and
- The chance to earn the coveted “We're not in Kansas anymore...” badge.

Module 5: April 15-21, 2019**Topic:** Gaming and Gamification**What to do:**

- Review module learning objectives;
- Explore module-based instructional content;
- Scan/skim module readings (as described by heading of each);
- View module videos and attend to respective guiding prompts for each; and
- Collaborate via course wiki to refine definitions and add content to key terms provided (e.g., game, gamification, badgification, etc.) (4 points; due **Sunday**).

WIIFM (What's in it for me?):

- A keener understanding of what gamification is/isn't;
- Deeper insights into how you can leverage gaming affordances in your professional practice;
- The opportunity to work with your peers to carve out meaning related to critical terminology; and
- The chance to earn the elusive “Game Over” badge.

Module 6: April 22-28, 2019

Topic: Serious Games and Ludic Simulations

What to do:

- Review module learning objectives;
- Explore module-based instructional content;
- Scan/skim module readings (as described by heading of each);
- View module videos and attend to respective guiding prompts for each;
- Seek out three exemplars of serious game/ludic simulation-related content;
- Update Google Docs with said exemplars (6 points; due **Sunday**); and
- Submit second round of assignment proposal comments via journal assignment (4 points; due **Sunday**).

WIIFM (What’s in it for me?):

- Either an introduction to or review of serious games-related technologies;
- A compilation of serious games-related resources to incorporate into your professional toolbox; and
- The opportunity to earn the coveted “Why so serious?” badge.

Module 7: April 29-May 05, 2019

Topic: Game Creation Applications

What to do:

- Review module learning objectives;
- Explore module-based instructional content;
- Scan/skim module readings (as described by heading of each);
- View module videos and attend to respective guiding prompts for each;
- Download and install game creation application of your choosing; and
- Create and upload Kaltura video critique/synopsis of personal experience with selected application (15 points; due **Sunday**).

WIIFM (What’s in it for me?):

- The opportunity to investigate and evaluate a variety of game creation applications;
- A deeper understanding of how games are created;
- Sharper focus of personal expectations regarding course-required hypothetical learning asset; and
- The chance to earn coveted “We are the dreamers of dreams...” badge.

Module 8: May 01-06, 2019

Topic: Presentations!

What to do:

- Participate in scheduling Doodle poll;
- Engage with peer-assigned read-aheads (if applicable);
- Upload your final presentation; and
- Attend synchronous session to present your final project (30 points; due **Sunday**).

WIIFM (What's in it for me?):

- A deeper appreciation for the complexity of and effort required to craft high-quality digital learning assets;
- Insights into your peers' approaches and insights gleaned through thoughtful engagement with course content;
- The compilation of an optional repository of resources to help round out your professional toolkit; and
- The opportunity to earn the fabled "Quit checking your social media and pay attention to me!" badge, and (maybe) even the ultra-rare and invaluable "I PWND EDIT 772!" course completion badge!

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Assessment Rubrics

Course video introduction and peer collaboration – 10 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You used Kaltura to create a 2-4 minute introduction video. (4 pts)			
You uploaded your Kaltura-created introduction video to the appropriate Blackboard Learn discussion forum. (2 pts)			
You responded meaningfully to no fewer than two of your peers. (4 pts)			

Andragogy synthesis posting and peer collaboration – 5 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You synthesized findings gleaned from course readings and videos into the appropriate discussion forum. (1 pt)			
You clearly discussed key elements of andragogy that may impact creation of a hypothetical learning asset. (1 pt)			
Your posting was well-structured and written at a level commensurate with a graduate level course. (1 pt)			
You reviewed and responded meaningfully (via text-based response) to no fewer than two of your peers' posts. (2 pts)			

Google Docs collaborative graphic organizer – 5 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You collaborated via Google Docs to incorporate ID-related course content into your team-based graphic organizer. (2 pts)			
You made clear connections between course-related content and your additions to your team-based graphic organizer. (1 pt)			
Based on your assigned role, you added all required content. (2 pts)			

Virtual worlds for learning exemplar summaries – 6 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You scoured the web for three exemplars of adult learning-related virtual world content and added their names to the appropriate Google Docs graphic organizer. (1 pt)			
You provided URLs to the homepage/web-based overview for each of your exemplars within the Google Docs graphic organizer. (1 pt)			
You crafted 2-3 sentences highlighting key subject areas and/or appropriate topics for instructional content related to each of your exemplars within the Google Docs graphic organizer. (2 pts)			
You provided 2-3 sentences discussing the appropriate levels of cognitive complexity to be mediated by each of your exemplars within the Google Docs graphic organizer. (2 pts)			

Initial submission of final assignment proposal – 4 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You submitted a 3-5 sentence write-up explaining your initial thoughts concerning how you will incorporate adult learning theory and instructional best practices into your hypothetical learning asset. (2 pts)			
You submitted a 3-5 sentence write-up highlighting your initial thoughts related to possible modality for and context of your hypothetical learning asset. (2 pts)			

AR, VR, MR/XR exemplar summaries – 6 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You scoured the web for three exemplars of AR, VR, MR/XR-related content and added their names to the appropriate Google Docs graphic organizer. (1 pt)			
You provided URLs to the homepage/web-based overview for each of your exemplars within the Google Docs graphic organizer. (1 pt)			
You crafted 2-3 sentences highlighting key subject areas and/or appropriate topics for instructional content related to each of your exemplars within the Google Docs graphic organizer. (2 pts)			
You provided 2-3 sentences discussing the appropriate levels of cognitive complexity to be mediated by each of your exemplars within the Google Docs graphic organizer. (2 pts)			

Google Docs individual graphic organizer – 5 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You leveraged Google Docs to add required course content into your individual brainstorm graphic organizer. (2 pts)			
You made clear connections between course-related content and your individual brainstorm graphic organizer. (2 pts)			
Your individual brainstorm graphic organizer exemplifies a state of completion. (1 pt)			

Collaborative course gaming/gamification wiki – 4 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You selected a term to explore within the course wiki and identified said term by adding your first name/last initial in parentheses behind it. (1 pt)			
You added the Digital Object Identifier (DOI) for a peer-reviewed research article related to the term you selected within the course wiki. (2 pts)			
You added a 1-2 sentence “teaser” advertising the major takeaway/theme of the article you selected and linked to within the wiki. (1 pt)			

Serious games and ludic simulations exemplar summaries – 6 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You scoured the web for three exemplars of serious game/ludic simulation-related content and added their names to the appropriate Google Docs graphic organizer. (1 pt)			
You provided URLs to the homepage/web-based overview for each of your exemplars within the Google Docs graphic organizer. (1 pt)			
You crafted 2-3 sentences highlighting key subject areas and/or appropriate topics for instructional content related to each of your exemplars within the Google Docs graphic organizer. (2 pts)			
You provided 2-3 sentences discussing the appropriate levels of cognitive complexity to be mediated by each of your exemplars within the Google Docs graphic organizer. (2 pts)			

Second submission of final assignment proposal – 4 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You submitted a 3-5 sentence write-up explaining your revised thoughts concerning how you will incorporate adult learning theory and instructional best practices into your hypothetical learning asset. (2 pts)			
You submitted a 3-5 sentence write-up highlighting your revised thoughts related to possible modality for and context of your hypothetical learning asset. (2 pts)			

Game creation application video critique – 15 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You used Kaltura to create a 5-7 minute video highlighting the game creation application of your choice. (6 pts)			
You shared the name of the game creation application you chose to explore and discuss during the first 30 seconds of your video. (1 pt)			
You shared the download location of the game creation application you chose to explore and discuss within the first 60 seconds of your video. (1 pt)			

You fully discussed positive experiences of using the game creation application you chose to explore and discuss and reinforced your narration through video capture and demonstration. (3 pts)			
You fully discussed negative experiences of using the game creation application you chose to explore and discuss and reinforced your narration through video capture and demonstration. (3 pts)			
You submitted your Kaltura-based video to the appropriate assignment section within the course. (1 pt)			

Final presentation – 30 points

Criteria	Does not meet standards	Meets standards	Exceeds standards
You delivered a well-framed 8-10 minute presentation via Blackboard Collaborate. (5 pts)			
Your presentation fully unpacked key factors of adult learning theory (as discussed within course content) in relation to your hypothetical learning asset. (5 pts)			
Your presentation fully applied instructional design theory (including Kirkpatrick’s levels and phases of ADDIE) in relation to your hypothetical learning asset. (5 pts)			
Your presentation fully explored modality (e.g., AR, VR, MR/XR, serious game, etc.) and context (online, offline, mobile, hardware-enabled, etc.) in relation to your hypothetical learning asset. (5 pts)			
Your presentation fully illustrated how gamification (as discussed within course content) would be employed in relation to your hypothetical learning asset. (5 pts)			
You mediated your presentation via Blackboard Collaborate with technical expertise. (5 pts)			