



**Professional Education Unit**  
Foundational and Graduate Studies in Education

Educational Games and Simulations (Online)  
EDUC 688 301  
Fall 2009

**Instructor:** Dr. Christopher T. Miller, Associate Professor

**Office:** 301A Ginger Hall

**Phone:** 606-783-2855

**Fax:** 606-783-9102

**E-mail:** [c.miller@moreheadstate.edu](mailto:c.miller@moreheadstate.edu)

**Office Hours:** M, W, and F: 9-10 (Other times by appointment)

**Course Description: EDUC 688 Educational Gaming and Simulation. (3-0-3); I, III.** Introduction to the design, production, utilization, and evaluation of educational games and simulations. Students shall produce an educational game and educational simulation of his or her own design which will be evaluated and revised by tryout with selected target groups.

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes (CFO’s):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLO’s):** The following outcomes have been established for this course. These outcomes are consistent with the ISTE Educational Technology Standards for Technology Facilitation (**TF**), NCATE/AECT Educational Communications and Instructional Technology (**ECIT**) Accreditation Standards Performance Indicators as well as Kentucky Teacher Standards (**KTS**).

- Students will design and develop game and/or simulation enhanced instruction utilizing concepts explored within the course. **TF-11, TF-III, ECIT 1, ECIT 4, KTS 2, KTS 3, KTS 6**
- Students will develop educational games and/or simulation experiences that could be utilized within instruction for diverse populations. **TF-II, TF-II, TF-IV, TF-V, ECIT 2, ECIT 3, KTS 1, KTS 3, KTS 6**

- Students will evaluate research on the use and integration of games and simulation in education. **TF-1, TF-V, TF-VI, ECIT 5, KTS 6, KTS 7, KTS 8**
- Students will analyze the instructional benefits of games and simulations through first-hand evaluation of game and simulation products. **TF-1, TF-V, TF-VI, ECIT 5, KTS 6, KTS 7, KTS 8**
- The students will participate in digital gaming and simulations from a user perspective to gain insight into the student experience of gaming. **TF-1, TF-V, TF-VI, ECIT 5, KTS 6, KTS 7, KTS 8**

### **NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:**

<b>Program: Educational Technology Course: EDUC 688 Educational Games and Simulations</b>					
<b>Aligned with →</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>ISTE Standards</b>	<b>NCATE</b>
<b>Assessment (point values) ▼</b>					
Threaded Discussion Participation 50 points CFO: 1, 4 SLO: 3	8, 9	N/A	Technology, Assessment, Achievement Gap, Diversity	1, 5, 6	1b, 1c, 1d
Online Virtual Chat Participation 50 points CFO: 1, 4 SLO: 3	8, 9	N/A	Technology, Assessment, Achievement Gap, Diversity	1, 5, 6	1b, 1c, 1d
Personal Blog 50 points CFO: 1, 4 SLO: 4, 5	6, 7, 8	N/A	Technology, Assessment, Achievement Gap, Diversity	1, 2, 3, 7	1b, 1c, 1d
Virtual World Experience 50 points CFO: 1, 4 SLO: 5	6, 7, 8	N/A	Technology	1, 6	1b, 1c, 1d
Evaluation of Game/Simulation Research 100 CFO: 1, 4 SLO: 3	8, 9	Students address various Core Content and Program of Study standards based on the content and grade level they select as a focus for their instruction	Technology, Achievement Gap, Diversity	1, 5, 6	1b, 1c, 1d
Game Evaluation 100 points CFO: 1, 4 SLO: 4	6, 7, 8	Students address various Core Content and Program of Study standards based on the content and grade level they select as a focus for their instruction	Technology, Achievement Gap, Diversity	1, 5, 6	1b, 1c, 1d
Simulation	6, 7, 8	Students address	Technology,	1, 5, 6	1b, 1c,

Evaluation 100 points CFO: 1, 4 SLO: 4		various Core Content and Program of Study standards based on the content and grade level they select as a focus for their instruction	Assessment, Achievement Gap, Diversity		1d
Instructional Game/Simulation Project 200 points CFO: 1, 2, 4 SLO: 1,2	1, 2, 3, 6	Students address various Core Content and Program of Study standards based on the content and grade level they select as a focus for their instruction	Technology, Assessment, Achievement Gap, Diversity	1,2,3,4,5	1b, 1c, 1d

**Assignment Descriptions:**

<b>Program: Educational Technology EDUC 688 Educational Games and Simulations</b>	
<b>Assessment (point value)</b>	<b>Description</b>
<b>Threaded Discussion Participation 50 points</b>	Discussions will occur using the BlackBoard threaded discussion board listed as Diary. A question related to course readings will be posted on the discussion board. Multiple class participants will be selected to moderate the discussion. Each participant will be expected to post a response to the question and make 4 other contributions to discussions for full points. <i>Note: Problems can occur in which BlackBoard is unavailable. Discussion extensions will be determined in the event of a BlackBoard blackout.</i>
<b>Online Virtual Chat Participation 50 points</b>	Formal virtual chats will occur during the semester. Course participants are expected to participate. Virtual chats will occur for a one hour period and will be scheduled during the week in the evening starting around 8 to 8:30 EST. Additional non-required chats will be scheduled to provide support for course projects. <i>Note: Problems can occur in which BlackBoard is unavailable. Chats will be re-scheduled in the event of a BlackBoard blackout.</i>
<b>Personal Blog 50 points</b>	During the course of the semester you will need to play games. You will need to post regularly post on your personal blog about your experiences playing the games, thoughts about the games, and learning issues related to the games.
<b>Virtual World Experience 50 points</b>	Course participants will create a character and interact within a virtual game/simulation environment such as a MUD, Second Life, or MMORG. Participants will provide detailed description of themselves and their environment and provide a reflection about their experiences within the game.
<b>Evaluation of Game/Simulation Research 100</b>	Course participants will search for multiple research or peer-reviewed articles related to the use of games and simulations and their impact on learning and education.
<b>Game Evaluation 100 points</b>	Course participants will select, tryout, and evaluate an educational game of their choice. The evaluation will consist of a 3-5 page paper that provides a description of the game and an evaluation by the participant of the game. The evaluation should focus on the potential learning impact, strengths and weaknesses of the games, impact on diverse populations, and limitations of the game.
<b>Simulation Evaluation 100 points</b>	Course participants will select a game or simulation they would like to develop to enhance their classroom instruction. Participants will be

	responsible for negotiating a contract with the instructor regarding the specific type of game/simulation they will develop, implement, and evaluate. Participants will also produce a reflection paper about their experience developing and using a game/simulation to enhance instruction. <i>Note: The game/simulation can be developed as either a computer-based or face-to-face experience.</i>
<b>Instructional Game/Simulation Project 200 points</b>	This project will require course participants to demonstrate their abilities using video editing tools such as Photostory 3 for Windows, Windows Movie Maker for Windows Apple iMovie, or other video editing tool. You will create a video of your choice using one of video editing tools.

### Grading:

Threaded Discussion Participation	150
Online Virtual Chat Participation	50
Personal Blog	50
Virtual World Experience	50
Evaluation of Game/Simulation Research	100
Game evaluation	100
Simulation evaluation	100
Instructional Game/Simulation Project	200
<b>Total Points for this course:</b>	<b>850</b>

### Grading Scale

A = 100%-90%
B = 89%-80%
C = 79%-70%
D = 69%-60%
F = 59% and below

### Grading Criteria:

All submitted work will be evaluated using rubrics that are provided with the assignments Project evaluation documentation will be sent to each student upon grading of the project via the Assignments page located on BlackBoard. Grades will be posted in the BlackBoard gradebook, which is available to each participant.

### Electronic Document Format:

All typed documents **MUST** be saved as either a Microsoft Word 2003 document (i.e. test.doc or test.docx) or in Rich Text Format (i.e. test.rtf). No other formats for typed documents will be accepted and will be returned to you.

### Required Textbooks/Materials:

- Miller, C.T. (Ed.). (2008). Games: Purpose and potential in education. New York. Springer. ISBN: 978-387-09774-9
- Gee, J. P. (2007). What video games have to teach us about learning and literacy. 2<sup>nd</sup> Ed. Palgrave Macmillian. ISBN: 978-1403984531
- Selection of required online readings listed on the BlackBoard course website in the Inventory

### Course Technology Requirements:

- You will be required to have access to a computer that meets the Distance Learning Office BlackBoard technical requirements (<http://www.morehead-st.edu/units/distance/bbtech.shtml>).
- It is also strongly recommended that you have access to high speed Internet to facilitate the downloading of necessary programs for the course.
- It is recommended that you have a webcam and/or microphone to fully participate in course audio/video chats
- Access to a computer where you can download and utilize freeware multimedia software.
- Some projects may need to be submitted on CD or DVD-ROM.

### Course Evaluation:

Student's course evaluation will be determined by class projects, homework assignments, and class participation. The course evaluation is based on up to a total of 950 points. All assignments are to be turned in on time.

### Attendance Policy:

This course is a web-based course where participants will need to be active in a variety of activities. Students are expected to in all online activities that occur. Participation is a key component to this class. All class assignments are due on the date assigned in class. **Unexcused late assignments will not be accepted.**

### **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

*Note: Due to the nature of this class, it is acceptable to reference web-based materials (i.e. lesson plans, activities, etc.) as a resource for generating ideas, but any materials used regardless of where they are obtained should be cited appropriately (i.e. APA format, MLA format, etc.). You are not allowed to use or simply modify someone else's work.*

### **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

### **Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

## Course Schedule

<b>ARCADE WORLD August 17-September 6</b>
<b>August 17-23 Game Setup</b>
<ul style="list-style-type: none"> <li>• Check the Threaded Discussion Board for the week's discussions.</li> <li>• Establish your blog.</li> <li>• Set up aggregator of other players' blogs</li> </ul>
<b>August 24-30 Why Games and Simulations?</b>
<ul style="list-style-type: none"> <li>• Check the Threaded Discussion Board for the week's discussions.</li> <li>• <b>Conduct a game evaluation – Due Sunday September 13, 2009</b></li> </ul>
<b>August 31- September 6 Learning through games. Is it possible?</b>
<ul style="list-style-type: none"> <li>• A Virtual Chat will be scheduled for this week.</li> </ul>
<b>SIM WORLD September 7-20</b>
<b>September 7-13 What about the SIMS? Or How do simulations impact learning?</b>
<ul style="list-style-type: none"> <li>• <b>Conduct a simulation evaluation – Due September 27, 2009</b></li> <li>• Check the Threaded Discussion Board for the week's discussions.</li> </ul>
<b>September 14-20 Is There Potential for Games and Video Games in Education?</b>
<i>A Virtual Chat will be scheduled for this week with Potential Virtual Guest</i>
<b>CREATION WORLD September 21-October 11</b>
<b>September 21-27 Game and Simulation Exploration</b>
<ul style="list-style-type: none"> <li>• Check the Threaded Discussion Board for the week's discussions.</li> <li>• <b>Evaluation of Game/Simulation Research – Due October 25, 2008</b></li> <li>• <b>Instructional Game/Simulation (FINAL) Project due Monday – Due December 7, 2009 (Draft contract due October 9, 2009)</b></li> </ul>
<b>September 28-October 5 How Are Games Educational? Let's Talk About Learning Theory.</b>
<ul style="list-style-type: none"> <li>• Check the Threaded Discussion Board for the week's discussions.</li> </ul>
<b>Week 8 Oct 6-11 How are Games Educational Part 2? Let's Talk about Instructional Design</b>
<ul style="list-style-type: none"> <li>• Check the Threaded Discussion Board for the week's discussions.</li> </ul>
<b>FANTASY WORLD October 12-25</b>
<b>October 12-18 Virtual Worlds</b>
<ul style="list-style-type: none"> <li>• Check the Threaded Discussion Board for the week's discussions.</li> <li>• <b>Virtual World Experience - Due November 2, 2009</b></li> </ul>

<ul style="list-style-type: none"> <li>• <i>Contract Negotiations for the instructional game/simulation project (Negotiated contract will be due no later than Tuesday, October 22, 2009)</i></li> </ul>
<b>October 19-25 Can Concepts of Identity and Realism in Games Impact Learning?</b> <ul style="list-style-type: none"> <li>• Check the Threaded Discussion Board for the week's discussion</li> </ul>
<b>SCI-FI WORLD October 26-November 29</b>
<b>October 26-November 1 Games, Simulations, and the New Cultures of Learners</b> <ul style="list-style-type: none"> <li>• Check the Threaded Discussion Board for the week's discussion</li> </ul>
<b>November 2-8 Dark Side of Games and Future Learning</b> <ul style="list-style-type: none"> <li>• Check the Threaded Discussion Board for the week's discussion</li> </ul>
<b>November 9-15 Virtual Reality and Futuristic Educational Simulations</b> <ul style="list-style-type: none"> <li>• Check the Threaded Discussion Board for the week's discussion</li> </ul>
<b>MASTERY WORLD November 16 - December 13</b>
<b>November 16-23 Where Do We Go From Here with Games, Simulations, and Learning?</b> <ul style="list-style-type: none"> <li>• Check the Threaded Discussion Board for the week's discussion</li> </ul>
<b>November 24-29 Eat the Turkey Game</b> <ul style="list-style-type: none"> <li>• Enjoy the Holiday Break</li> </ul>
<b>November 30-December 6 Final Level</b> <ul style="list-style-type: none"> <li>• Individual Conferencing on final projects as needed</li> </ul>
<b>December 7-13 Game Over</b> <ul style="list-style-type: none"> <li>• <i>Instructional Game/Simulation (FINAL) Project is due Monday, December 7, 2009</i></li> </ul>