Get in the Game!
Using Games to Support Teaching + Learning @ CUNY

The Games Network

Joe Bisz, BMCC
Francesco Crocco, BMCC
Carlos Hernandez, BMCC
Leah Potter, Grad Center
Maura A. Smale, City Tech

CUNY IT Conference
14 December 2010
Let’s learn about grammar!
That was fun, but where’s the proof?
“I played my first video game four years ago when my six-year-old son Sam was playing *Pajama Sam: No Need to Hide When It’s Dark Outside*.... When I saw how well the game held Sam’s attention, I wondered what sort of beast a more mature video game might be. I went to a store and arbitrarily picked a game, *The New Adventures of the Time Machine.*”
“As I confronted the game I was amazed. It was hard, long, and complex. I failed many times and had to engage in a virtual research project via the Internet to learn some of things I needed to know. All my Baby-Boomer ways of learning and thinking didn’t work. I felt myself using learning muscles that hadn’t had this much of a workout since my graduate school days in theoretical linguistics.”
Proof via Critical/Close Reading

“As I struggled, I thought: Lots of young people pay lots of money to engage in an activity that is hard, long, and complex. As an educator, I realized that this was just the problem our schools face: How do you get someone to learn something long, hard, and complex and yet enjoy it.”

--Gee: “Good Video Games and Good Learning”
Learning Principles in Good Games

- Identity
- Interaction
- Well-ordered problems
- Challenge and consolidation
- Just-in-time information
- Production
- Risk-taking
- Performance before competence
Proof via Educational Psychology

“We learn by becoming part of a community of practice and thus developing that community’s ways of knowing, acting, being, and caring -- the community’s situated understandings, effective social practices, powerful identities, and shared values.”

--Shaffer, Squire, Halverson & Gee: “Video Games and the Future of Learning”
“A large body of facts that resists out-of-context memorization and rote learning comes easily if learners are immersed in activities and experiences that use these facts for plans, goals, and purposes within a coherent domain of knowledge.”

--Shaffer, Squire, Halverson & Gee: “Video Games and the Future of Learning”
Digital Games

**POSSIBILITY**

The Only Way To Discover The Limits Of The Possible Is To Go Beyond Them Into The Impossible.

~ Arthur C. Clarke ~

Meet Generation Play

Fully 97% of teens ages 12-17 play computer, web, portable, or console Games.

Video games are a social activity
- three-quarters of teens play games with others at least some of the time

80% of teens play five or more different game genres, and 40% play eight or more types

The typical college student plays an estimated 1.8 hours a day of video games

“[S]chool often feels pretty much as if we’ve brought in a population of heavily accented, unintelligible foreigners to lecture [digital natives]. They often can’t understand what the Immigrants are saying. What does ‘dial’ a number mean, anyway?”


“Life moves pretty fast. If you don't stop and look around once in a while, you could miss it.”
What do they want from us?

“Digital Natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access (like hypertext). They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to ‘serious’ work. (Does any of this sound familiar?)”

Theory of Flow

“the feeling of complete and energized focus in an activity, with a high level of enjoyment and fulfillment”

- We are up to the activity.
- We are able to concentrate on the activity.
- The activity has clear goals.
- The activity has direct feedback.
- We feel that we control the activity.
- Our worries and concerns disappear.
- Our subjective experience of time is altered.

-- Psychologist Mihaly “Call me Mike” Csikszentmihalyi
Aim for “the Zone”

-- Psychologist Mihaly “Call me Mike” Csikszentmihalyi
Bobby (playing NASCAR), 2005

Robert (playing Smuggler's Run II: Hostile Territory), 2002

Matt (playing Grand Theft Auto: Vice City), 2005

Todd (playing Test Drive), 2002

Zach (playing Crash Bandicoot), 2002

Brandon (playing Halo 2), 2005

-- Photographer Shauna Frischkorn, *Game Boys*,
http://www.artnet.com/galleries/Exhibitions.asp?gid=424670535&cid=107749,
Play “Serious” Games

**Serious games** are “designed for a primary purpose other than pure entertainment…. Serious games are designed for the purpose of solving a problem. Although serious games can be entertaining, their main purpose is to train, investigate, or advertise. Sometimes a game will deliberately sacrifice fun and entertainment in order to make a serious point.”

-- Wikipedia

**Persuasive games** use “procedural rhetoric [ie. arguments embedded in computer processes] to support *or* challenge our understanding of the way things in the world do or should work. Such games can be produced for a variety of purposes, be they entertainment, education, activism, a combination of these and others.”

THE CURFEW

IT'S 2027.
WELCOME TO BRITAIN.

PLAY NOW

SHARE THIS
facebook
twitter
myspace
Making money in a corporation like McDonald's is not simple at all! Behind every sandwich there is a complex process you must learn to manage: from the creation of pastures to the slaughter, from the restaurant management to the branding. You'll discover all the dirty secrets that made us one of the biggest company of the world.

PLAY

McDonald's Videogame by Molleindustria - Some rights reserved CC 2006
Pandemic 2
Seriously Play Games

Analyze games as multimedia “texts”

Closely examine the “procedural rhetoric”

Find external sources that corroborate and contradict the game argument

Encourage “modding” – modifying (in theory or practice) technology to perform a function not originally conceived of by the designer
Sid Meier’s *Pirates*!
Sid Meier’s *Pirates!*
Real Women Pirates
Sid Meier’s *Pirates!*
## Primary Document: Pirate Data from Voyages: The Transatlantic Slave Trade Database

<table>
<thead>
<tr>
<th>Vessel</th>
<th>Flag</th>
<th>Year arrived with slaves*</th>
<th>Principal region of slave landing*</th>
<th>Particular outcome of voyage</th>
<th>Outcome of voyage for slaves</th>
<th>Total slaves embarked</th>
<th>Total slaves disembarked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beurs van Amsterdam</td>
<td>Netherlands</td>
<td>1691</td>
<td>Dutch Guianas</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>512</td>
<td>487</td>
</tr>
<tr>
<td>Jacob and Jaell</td>
<td>Great Britain</td>
<td>1718</td>
<td>Jamaica</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>250</td>
<td>200</td>
</tr>
<tr>
<td>Dragon</td>
<td>Great Britain</td>
<td>1699</td>
<td>Barbados</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>50</td>
<td>42</td>
</tr>
<tr>
<td>Fortune</td>
<td>France</td>
<td>1735</td>
<td>Guadalupe</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>96</td>
<td>77</td>
</tr>
<tr>
<td>Prince d'Angole</td>
<td>France</td>
<td>1744</td>
<td>Martinique</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>Poelwijk</td>
<td>Netherlands</td>
<td>1691</td>
<td>Dutch Guianas</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>210</td>
<td>169</td>
</tr>
<tr>
<td>Adventure</td>
<td></td>
<td>1747</td>
<td>Jamaica</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>271</td>
<td>217</td>
</tr>
<tr>
<td>Betsy</td>
<td>U.S.A.</td>
<td>1746</td>
<td>Jamaica</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>292</td>
<td>240</td>
</tr>
<tr>
<td>Thomas and William</td>
<td>Great Britain</td>
<td>1683</td>
<td>Jamaica</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>362</td>
<td>275</td>
</tr>
<tr>
<td>Princess</td>
<td>Great Britain</td>
<td>1723</td>
<td>Jamaica</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>237</td>
<td>190</td>
</tr>
<tr>
<td>Whidaw Gally</td>
<td>Great Britain</td>
<td>1716</td>
<td>Jamaica</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>367</td>
<td>313</td>
</tr>
<tr>
<td>Victory</td>
<td>Great Britain</td>
<td>1720</td>
<td>Barbados</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>165</td>
<td>141</td>
</tr>
<tr>
<td>Wapen van Zierikzee</td>
<td>Netherlands</td>
<td>1689</td>
<td>Dutch Caribbean</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>481</td>
<td>414</td>
</tr>
<tr>
<td>Samaritaan</td>
<td>Netherlands</td>
<td>1688</td>
<td></td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves embarked, transhipped or no further record</td>
<td>481</td>
<td>414</td>
</tr>
<tr>
<td>Windhond</td>
<td>Netherlands</td>
<td>1701</td>
<td>Dutch Guianas</td>
<td>Captured by pirates or privateers - after disembarkation</td>
<td>Slaves disembarked in Americas</td>
<td>496</td>
<td>468</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
<td>------</td>
<td>----------------</td>
<td>----------------------------------------------------------</td>
<td>-------------------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Comte de Toulouse</td>
<td>France</td>
<td>1721</td>
<td></td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves embarked, transhipped or no further record</td>
<td>250</td>
<td>222</td>
</tr>
<tr>
<td>Elizabeth</td>
<td></td>
<td>1681</td>
<td>Rhode Island</td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves disembarked in Americas</td>
<td>181</td>
<td>155</td>
</tr>
<tr>
<td>Rover</td>
<td></td>
<td>1746</td>
<td>Martinique</td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves disembarked in Americas</td>
<td>271</td>
<td>217</td>
</tr>
<tr>
<td>Geertruid Galei</td>
<td>Netherlands</td>
<td>1722</td>
<td></td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves embarked, transhipped or no further record</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1696</td>
<td>Bahia</td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves embarked, transhipped or no further record</td>
<td>200</td>
<td>179</td>
</tr>
<tr>
<td>Fair Pamela</td>
<td></td>
<td>1726</td>
<td>St. Kitts</td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves embarked, transhipped or no further record</td>
<td>273</td>
<td>236</td>
</tr>
<tr>
<td>S Antonio de Padua</td>
<td></td>
<td>1618</td>
<td>Puerto Rico</td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves disembarked in Americas</td>
<td>236</td>
<td>168</td>
</tr>
<tr>
<td>Havana</td>
<td></td>
<td>1747</td>
<td>Santo Domingo</td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves disembarked in Americas</td>
<td>271</td>
<td>217</td>
</tr>
<tr>
<td>Heroine</td>
<td>Great Britain</td>
<td>1719</td>
<td></td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves embarked, transhipped or no further record</td>
<td>367</td>
<td>313</td>
</tr>
<tr>
<td>Princess</td>
<td>Great Britain</td>
<td>1717</td>
<td></td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves embarked, transhipped or no further record</td>
<td>273</td>
<td>236</td>
</tr>
<tr>
<td>Cornwall</td>
<td>Great Britain</td>
<td>1721</td>
<td></td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves embarked, transhipped or no further record</td>
<td>276</td>
<td>209</td>
</tr>
<tr>
<td>Prince of Orange</td>
<td>Great Britain</td>
<td>1743</td>
<td>Guadaloupe</td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves disembarked in Americas</td>
<td>276</td>
<td>209</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Great Britain</td>
<td>1720</td>
<td></td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves embarked, transhipped or no further record</td>
<td>273</td>
<td>236</td>
</tr>
<tr>
<td>Glasgow</td>
<td></td>
<td>1747</td>
<td>Martinique</td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves disembarked in Americas</td>
<td>253</td>
<td>219</td>
</tr>
<tr>
<td>Peterborough</td>
<td>Great Britain</td>
<td>1719</td>
<td></td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves embarked, transhipped or no further record</td>
<td>237</td>
<td>190</td>
</tr>
<tr>
<td>Sainte Agnès</td>
<td>France</td>
<td>1720</td>
<td></td>
<td>Captured by pirates or privateers - after embarkation of slaves</td>
<td>Slaves embarked, transhipped or no further record</td>
<td>367</td>
<td>313</td>
</tr>
</tbody>
</table>
Spore

What would Darwin do?
Build a Better Game?

“Mankind is always looking for a ‘better mousetrap.’ It is only natural to attempt to find an easier way to perform difficult tasks.

Unfortunately, desiring an easier method doesn’t mean that one exists. Sometimes, at a given level of technology, the ‘easy way’ is the ‘hard way’.

http://www.mission-us.org/
MERIWETHER
- America’s epic -

COMMAND the Corps of Discovery as Captain Meriwether Lewis.

BEFRIEND Native Americans, trappers, voyageurs, and U.S. soldiers.

EXPLORE the uncharted wilderness west of the Mississippi.

SURVIVE this epic journey of peril and adventure!

Of courage undaunted, possessing a firmness and perseverance of purpose which nothing but impossibilities could divert from its direction.

- Thomas Jefferson
(on Meriwether Lewis)
Build a Better Game?

Video-game designers and college professors are the products of intensive but very different training.

• Academics are used to lecturing and writing, presenting material in words, and taking things step by step.

• But video games are about pictures, especially animated ones, and letting the player decide in what order to perform tasks

• You’ll need graphic artists, animators, and programmers -- this is not a task for academics to handle alone.

-- Adapted from Rebecca Teed, Carleton College, http://serc.carleton.edu/introgeo/games/digigbl.html
Build a Better Game?

Video games are expensive to build:

- Animation software is available to educators at a deep discount, but a commercial-grade video game will still cost university consortia millions to make.

- Educational video games do not need to be as visually spectacular as commercial ones. But an "engine", the part of the software that makes a game interactive, flexible, and easy to use, is still quite expensive and time-consuming to design.

-- Adapted from Rebecca Teed, Carleton College, http://serc.carleton.edu/introgeo/games/digigbl.html
Build a Better Game?

Why you still should be interested:

• You are a SME (subject-matter expert)

• There is funding

• Trying will make you a better teacher
Non-Digital Games
Thu, Sep 23, 2010 -- Challenge Question Posted!! Answer it Fast...

Here's our first challenge question!

In two paragraphs or less (please don't exceed a page!), explain to me what might be the significance of Newman's friends' last name "Tristram." In other words, think about why James is using this particular word in the novel.

You can use the internet if you like to explore the significance of the word itself. (Hint: The word it alludes to may not be spelled exactly the same.) Please do NOT search directly for information related to the novel and this word's significance in the novel; that's cheating.

Post your response within Week 5. Your response *MUST* have the subject heading "CHALLENGE QUESTION." Once I award the extra credit to someone for the best answer, the challenge is over, and no one else can respond. This means you will probably have only a few days!

What's the prize? This is a pretty difficult question, so I'm awarding two extra letter grades to someone's response grade for one week. If you end up getting an "A" for the week (numerical score: 95), you'll get a numerical score of "115", which will help a lot. I might award partial credit to the closest answer.

This is a symbolism question, so there's no real "right" answer, but there are better argued answers than others!

--Prof. Joe
## Course Discussions: Responses Week 5--"Culture Comes Undone"

### Table of Discussions:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Thread</th>
<th>Author</th>
<th>Status</th>
<th>Unread Posts</th>
<th>Total Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/8/10</td>
<td>10:29 PM</td>
<td>Reading Response:</td>
<td>Tyone Hutchinson</td>
<td>Published</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9/30/10</td>
<td>8:15 PM</td>
<td>Challenge Question</td>
<td>Juliana Sandiford</td>
<td>Published</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9/30/10</td>
<td>5:38 PM</td>
<td>Madame de Cintre</td>
<td>Luisiana Grullon</td>
<td>Published</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>9/30/10</td>
<td>8:19 AM</td>
<td>Best character award goes to...</td>
<td>Selvin Westby</td>
<td>Published</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>9/30/10</td>
<td>1:58 AM</td>
<td>Reading Response Week 5</td>
<td>Luisa Rodriguez</td>
<td>Published</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9/29/10</td>
<td>11:54 PM</td>
<td>Reading Response week 5</td>
<td>Yessenia Corporan</td>
<td>Published</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>9/29/10</td>
<td>11:52 PM</td>
<td>Reading Response 5</td>
<td>Juliana Sandiford</td>
<td>Published</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9/29/10</td>
<td>11:47 PM</td>
<td>Reading Response</td>
<td>Melissa Figueroa</td>
<td>Published</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9/29/10</td>
<td>11:46 PM</td>
<td>Reading Response week 5</td>
<td>Mazurka Castillo</td>
<td>Published</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>9/29/10</td>
<td>10:52 PM</td>
<td>Challenge Question</td>
<td>Erika Ramkishun</td>
<td>Published</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9/29/10</td>
<td>10:32 PM</td>
<td>Reading response &quot;culture comes undone&quot;</td>
<td>Erika Ramkishun</td>
<td>Published</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9/29/10</td>
<td>9:49 AM</td>
<td>Reading Response</td>
<td>Felicia Wright</td>
<td>Published</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9/29/10</td>
<td>3:29 PM</td>
<td>Reading Response 5 &amp; Valentin + Newman</td>
<td>Sarah Boisjoli-Royer</td>
<td>Published</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>9/29/10</td>
<td>1:42 AM</td>
<td>Challenge Question</td>
<td>Fabio Ulerio</td>
<td>Published</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
It’s All in the Details: Connecting Your Supports to Your Topics

Prof. Joe Bisz
English 095

This beginning student brainstormed three good reasons for her topic sentences, then came up with several strong supporting details, but since organization is not her strength, she’s having trouble deciding which of her topic sentences those details should go with. Can you help her, oh skilled writer of many ACTs?

**Topic Sentences:**

(1<sup>ST</sup> Body) First, to be an academic and do well in classes is the true reason students attend this university and use the computer lab.

(2<sup>ND</sup> Body) Students not only use computers for academic purposes, but also for recreation and personal reasons.

(3<sup>RD</sup> Body) The technology on campus would be improved by adding new computers that would have faster computation speed and larger storage capacity for the latest software.
Mixed-up Supporting Details (random order):

More computers would allow students the luxury of experimenting at their leisure, without preventing another student from doing assignments.

During the course of almost every class, a student will most likely have to use a computer to type a paper, make a graph, or perform research on the web.

All this is sort of informal training in the use of computers.

Many students have complained about insufficient hard disk space, RAM sizes, or slow CPU's.

Computers are not just for word processing and internet browsing; the new software used in many classes needs more powerful computers.

Additional computers in the computer lab would benefit the students' lives greatly because those who do not have access to the internet or computers would be able to use them at labs without waiting or being frustrated by old technology.

They have fun chatting, emailing, surfing the web, and while they do all these things, they learn about the computers themselves.
From Exercise to Game:
The Magic Spectrum of Interactivity

1. Make it VISUAL WITH KEYWORDS (ex. bullets, checklist, graph, etc.) and Classifications
2. Make it VISUAL WITH IMAGES
3. Give them an IDENTITY (ex. role play discussions, peer workshops where each student has a special function)
4. Give them STRATEGIC CHOICES
5. Allow them to PLAY (Manipulate the Rules of the System)
Time Management Exercise

SCENARIO 1: You are working 20 hours a week, and you are also attending classes for 12 hours a week. Your classes are from 8-12, three days a week, Tuesday, Wednesday and Friday. Your work days are Saturday, Sunday and Monday, 8 hours on Saturday and 6 hours on Sunday and Monday. That means you have to be somewhere every day. You usually study Tuesday, Wednesday and Friday afternoons. You have kept up with all the homework so far, but a big paper is due next week and you haven’t had a chance to start it. In fact, you’re not sure you understand what the professor expects. One of the people where you work has suddenly quit, and so the boss has asked you to work extra hours Sunday and Monday. It’s Friday and the paper is due Tuesday. What would you do?
Time Management Exercise

SCENARIO 1: You are working 20 hours a week, and you are also attending classes for 12 hours a week. Your classes are from 8-12, three days a week, Tuesday, Wednesday and Friday. Your work days are Saturday, Sunday and Monday, 8 hours on Saturday and 6 hours on Sunday and Monday. That means you have to be somewhere every day. You usually study Tuesday, Wednesday and Friday afternoons. You have kept up with all the homework so far, but a big paper is due next week and you haven’t had a chance to start it. In fact, you’re not sure you understand what the professor expects. One of the people where you work has suddenly quit, and so the boss has asked you to work extra hours Sunday and Monday. It’s Friday and the paper is due Tuesday. What would you do?

<table>
<thead>
<tr>
<th>Issue</th>
<th>My Needs</th>
<th>Other’s Needs</th>
<th>Misc. / Need More Info.</th>
<th>Priority Level (1-10)</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a paper due Tuesday</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boss asked me to work extra</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Exercise to Game: The Magic Spectrum of Interactivity

1. Make it VISUAL WITH KEYWORDS (ex. bullets, checklist, graph, etc.) and Classifications

2. Make it VISUAL WITH IMAGES

3. Give them an IDENTITY (ex. role play discussions, peer workshops where each student has a special function)

4. Give them STRATEGIC CHOICES

5. Allow them to PLAY (Manipulate the Rules of the System)
SECRET CODE SHEET
(FOR ENGLISH 088 FINAL EXAM)

Do the following in every descriptive or narrative essay:

MANDATORY MOVES
1) Description:
   Deeply describe at least 2 things in each paragraph

2) Examples:
   Give a list of examples at least twice per paragraph

SPECIAL POWERS
1) Metaphor or Simile:
   2 times per essay

2) Advanced Vocabulary:
   2 times per essay
Next to each academic or social behavior listed below, indicate whether the behavior is:

**H**: honest

**D**: dishonest or inappropriate

**V**: variable, depending on the circumstances of the situation

Some behaviors may not violate a specific *rule*, but they may still violate someone’s *expectation* of you.

1. Taking an exam in place of another student or having someone take an exam in your place
2. Rewriting passages of a paper for your friend so they sound better
3. Having someone write a paper to submit as your own work
4. Discussing your outline/ideas for a paper with a friend in your class who is writing on the same subject
5. Allowing another student to copy from you during an exam
6. Changing your lab results to reflect what you know they should have been, rather than what you got
7. Turning in the same paper to two different classes
8. Studying from old exams
9. Getting questions and/or answers from someone whom has already taken the same exam
10. Borrowing an idea for a paper without footnoting or citing the source
CATEGORIES of DISHONEST or INAPPROPRIATE BEHAVIOR

VIOLATIONS
- Violates a Rule/Law
- Violates an Expectation

POWER OVER OTHERS
- Exercises Theft from Others
- Exercises Lying to Others
- Exercises Unfairness to Others
From Exercise to Game: The Magic Spectrum of Interactivity

1. Make it VISUAL WITH KEYWORDS (ex. bullets, checklist, graph, etc.) and Classifications
2. Make it VISUAL WITH IMAGES
3. Give them an IDENTITY (ex. role play discussions, peer workshops where each student has a special function)
4. Give them STRATEGIC CHOICES
5. Allow them to PLAY (Manipulate the Rules of the System)
THE JUDGE WHO WOULD DO IT ANYWAY (AND IS THEREFORE NOT SUCH A GREAT JUDGE) (AKA BART SIMPSON)

THE JUDGE OF WHAT IS TOTALLY INAPPROPRIATE (AKA JUDGE JUDY)

THE JUDGE OF HOW THINGS (sigh) COULD HAVE BEEN DIFFERENT (AKA OPRAH)

THE JUDGE WHO KNOWS HOW TO SPLIT HAIRS AND MAKE IT MORE COMPLICATED (AKA DOCTOR HOUSE)
“This feels dishonest to me, but I’d probably do it anyway, because…”

<Have the group help you write down a new behavior that is not from the list on a piece of paper. Write it as a full sentence that begins with an “-ing” verb, just like the behaviors on the list.>

“Of the whole list, this behavior really bothers me the most. It is completely dishonest/inappropriate because…”

<Have the group help you invent a new category that you think some of these behaviors fall into. On a piece of paper, write the name of the category, what it means, and a few behaviors it applies to.>
From Exercise to Game: The Magic Spectrum of Interactivity

1. Make it VISUAL WITH KEYWORDS (ex. bullets, checklist, graph, etc.) and Classifications
2. Make it VISUAL WITH IMAGES
3. Give them an IDENTITY (ex. role play discussions, peer workshops where each student has a special function)
4. Give them STRATEGIC CHOICES
5. Allow them to PLAY (Manipulate the Rules of the System)
How can you get started with games-based learning?
CUNY Games Network

The CUNY Games Network connects educators from every campus and discipline at CUNY who are interested in games, simulations, and other forms of interactive teaching. Our long-term goals are to facilitate the pedagogical uses of both digital and non-digital games in order to improve student success and encourage further research and scholarship in the developing field of games-based learning.

Recent group activity

RSS

David Stolarz started the forum topic Industry Meeting on Digital Aerial Photography in the group CUNY Games Network 3 days, 8 hours ago.

Hi All: As a Director of the American Society for Photogrammetry and Remote Sensing, I am inviting you to a behind-the-scenes peek at the people and planes who make digital aerial photography a reality. Located at the Philadelphia Airport,
The Games Network

Recent Posts

Extra Lives by Tom Bissell: Gaming, with Occasional Cocaine
Extra Lives is in many ways the book about video games I have been waiting for. Forget Bogost's procedurality or Gee's 36 theses about...
Thank you!

http://games.commons.gc.cuny.edu