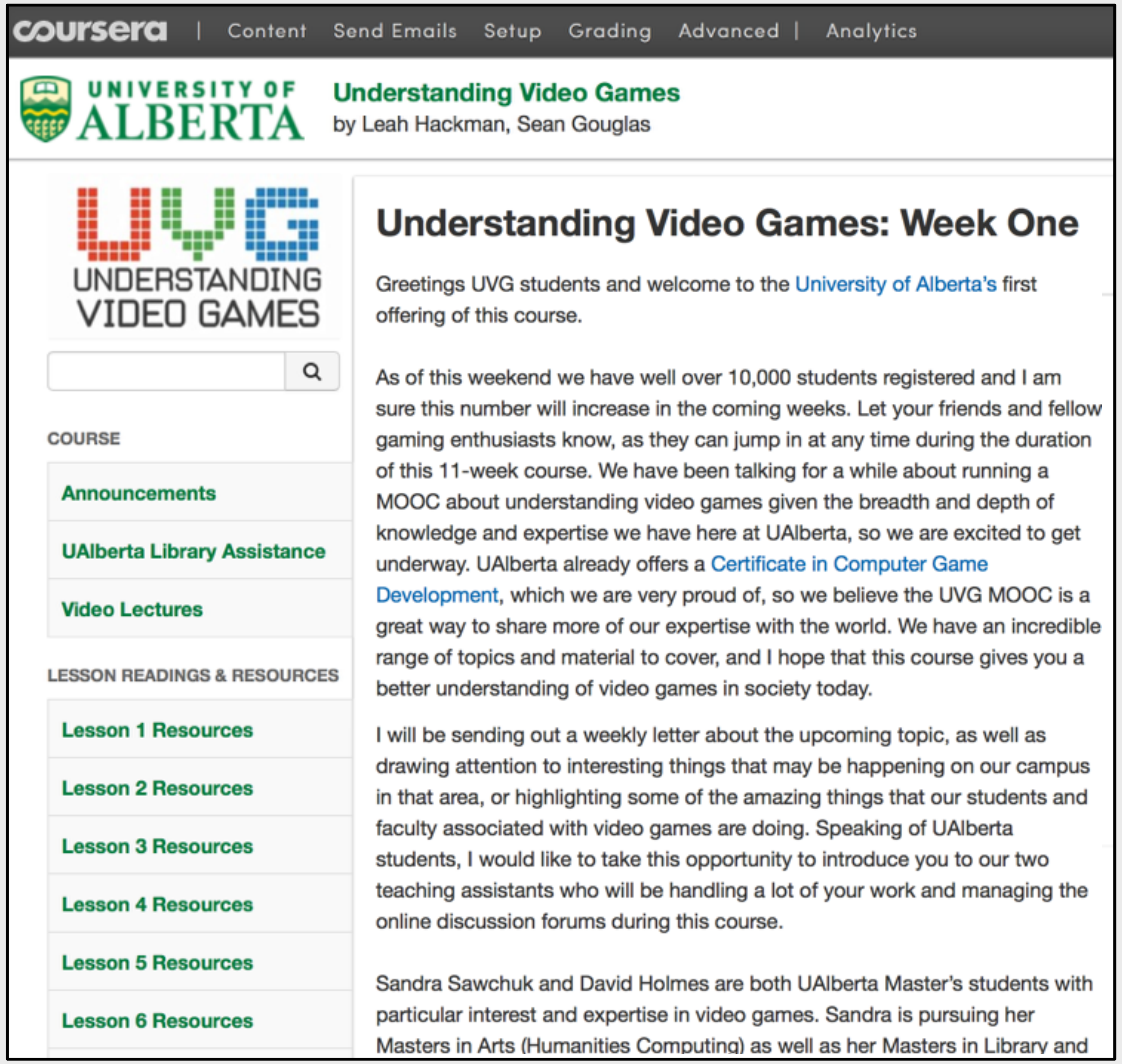
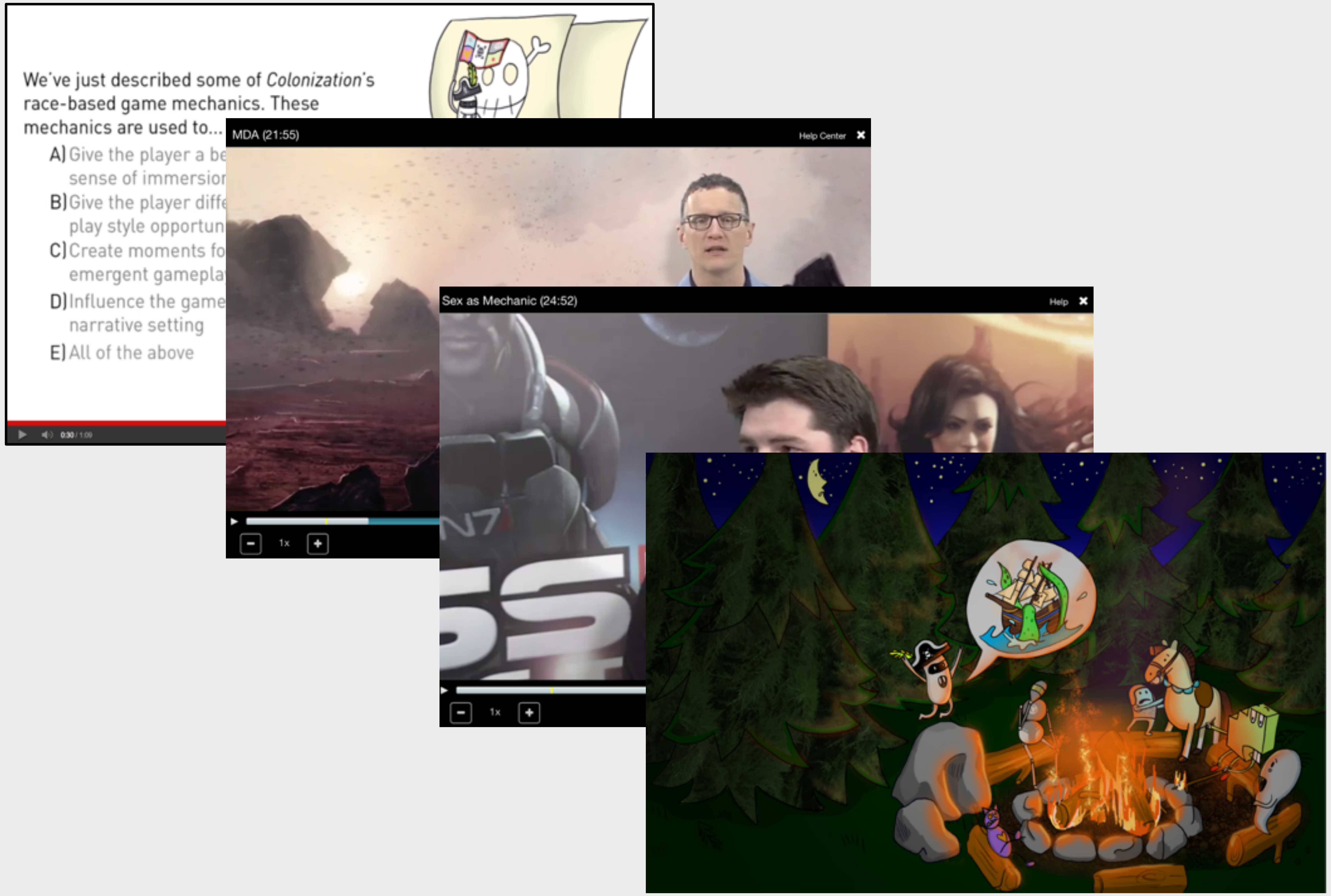
Encouraging engagement in large and extra, extra large games courses

Sean Gouglas
University of Alberta

GAME DEVELOPERS CONFERENCE®
MOSCONE CENTER · SAN FRANCISCO, CA
MARCH 2-6, 2015 · EXPO: MARCH 4-6, 2015

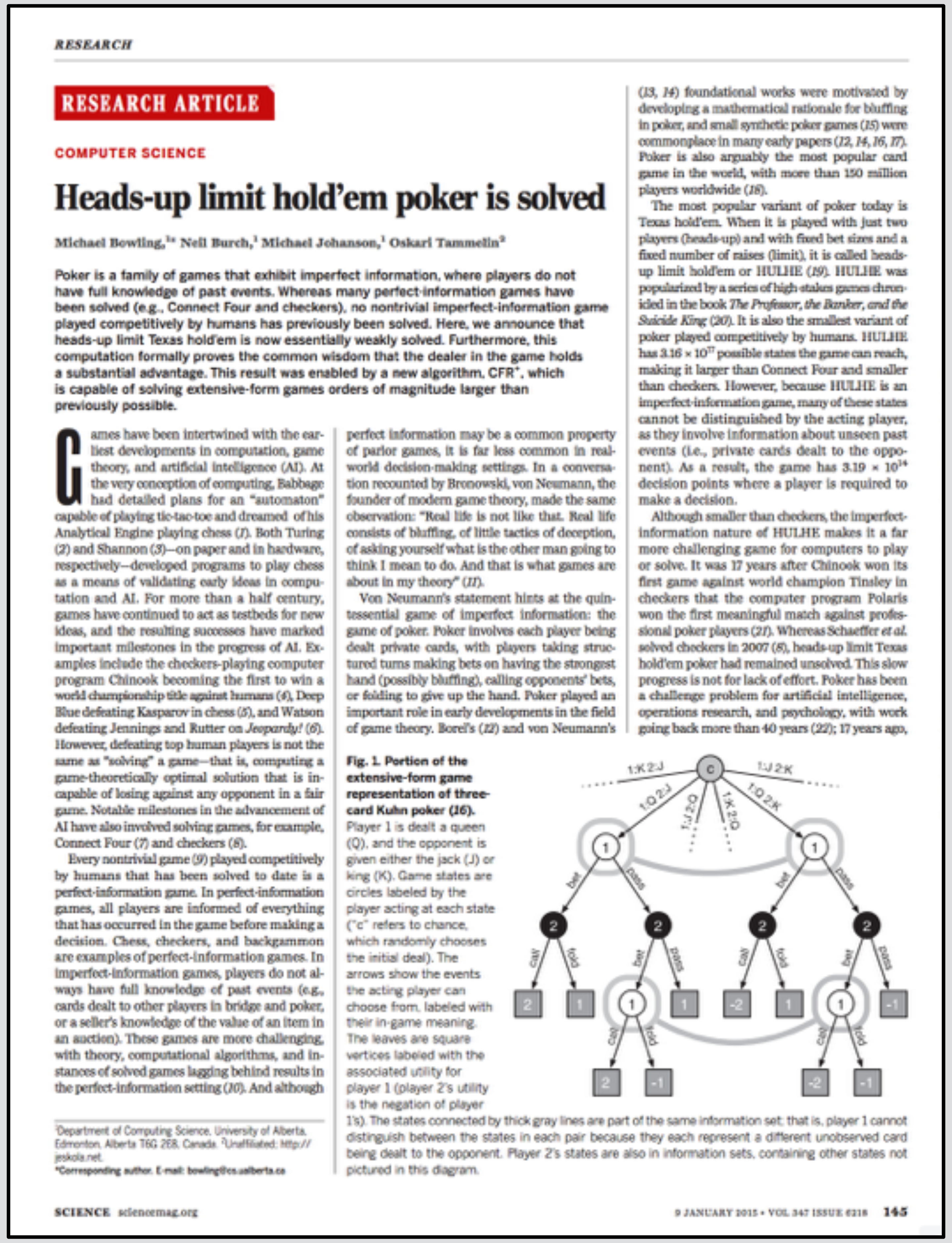
Understanding Video Games





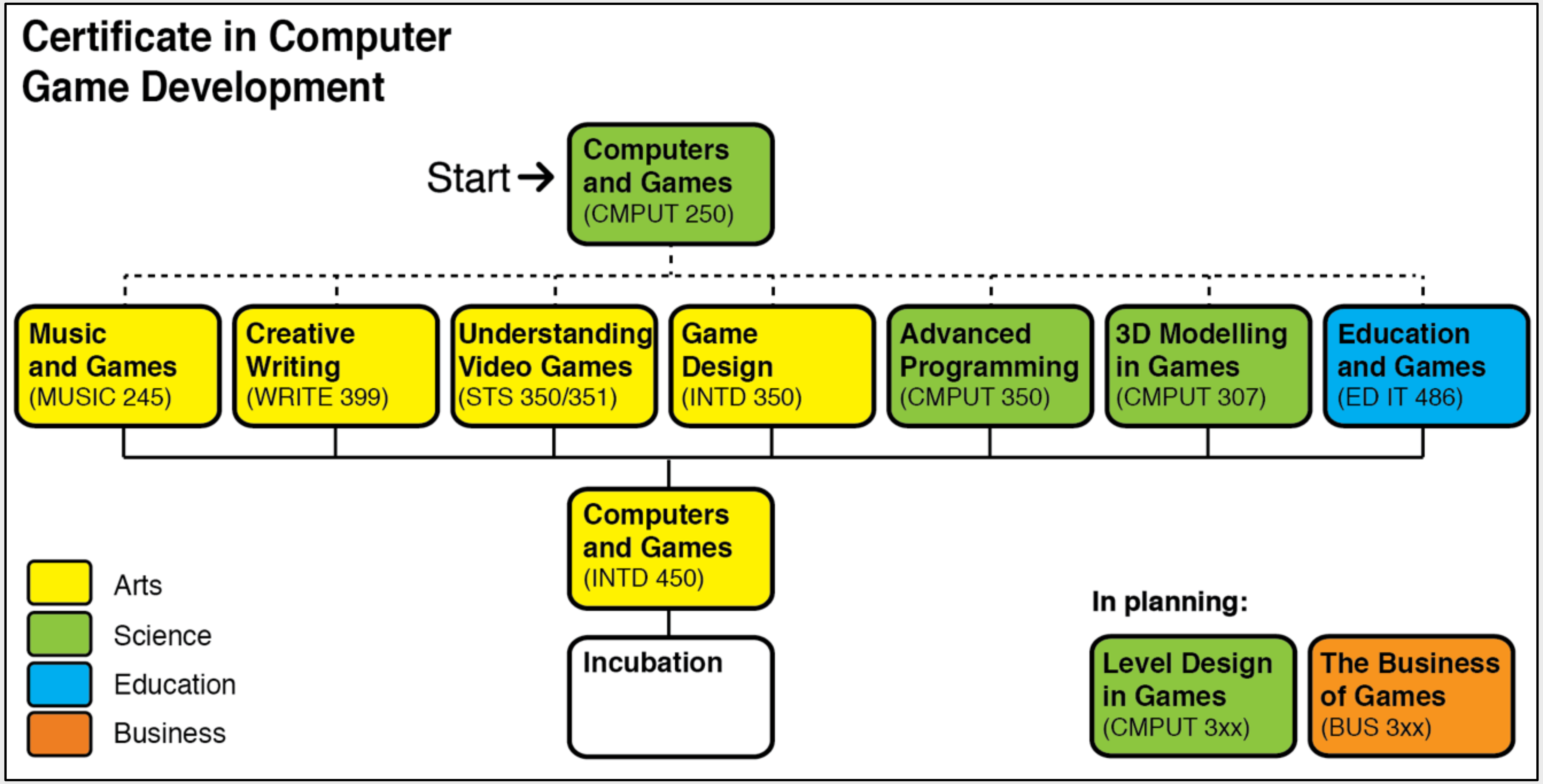
Motivation Engagement Feedback Results Takeaways

Existing Expertise



Motivation Engagement Feedback Results Takeaways

Student Demand



Multiple Goals

Meet demand of UofA students for the course

Promote UofA and its programs to broader audiences

Promote research and new teaching technologies

Multiple Audiences

In-class version of the course (STS 350)

Online version of the course (STS 351)

MOOC version of course (UVG)

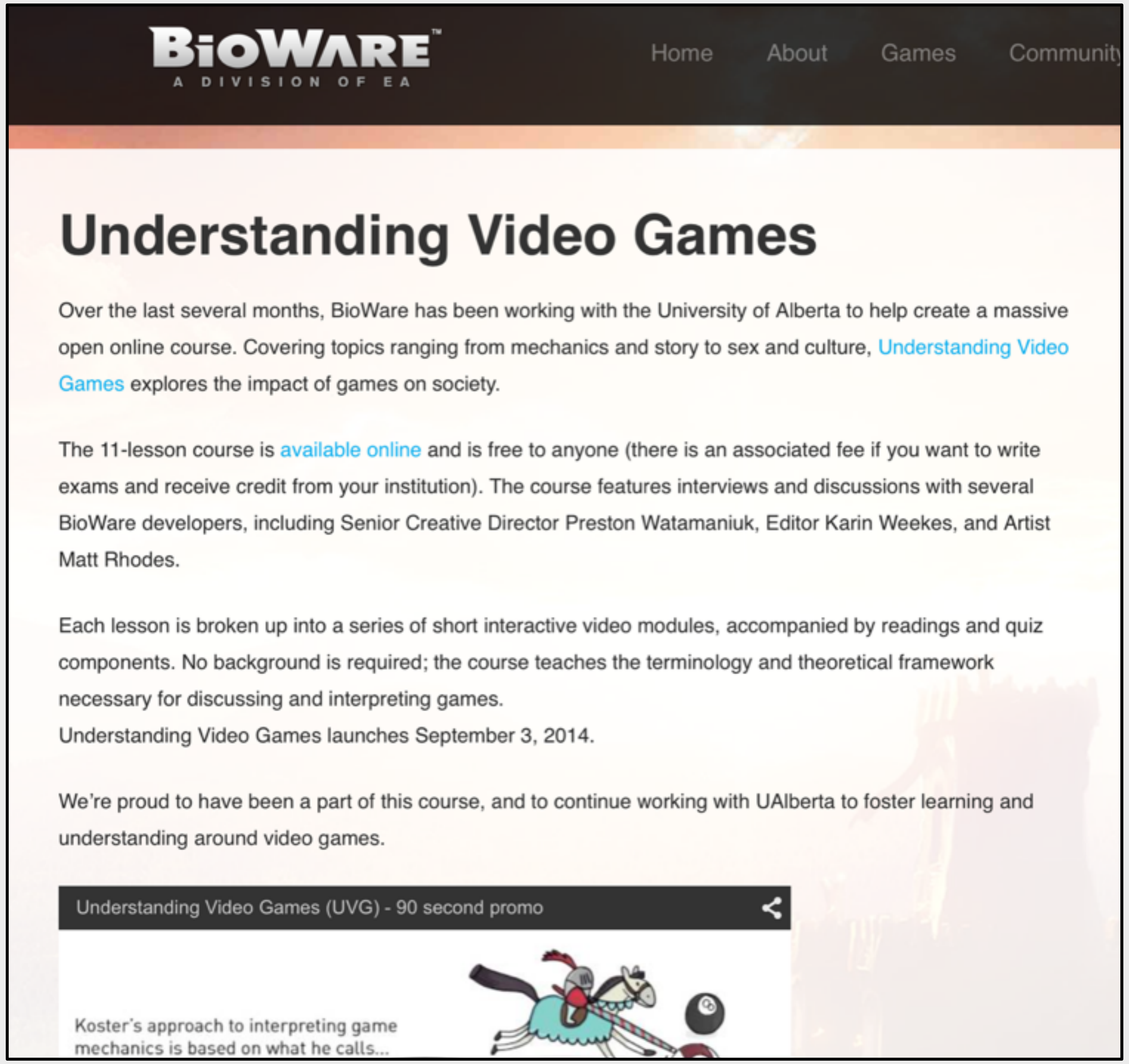
Multiple Audiences

UNDERSTANDING VIDEO GAMES

coursera

Motivation | Engagement | Feedback | Results | Takeaways

Industry Participation



BIOWARE
A DIVISION OF EA
Home About Games Community

Understanding Video Games

Over the last several months, BioWare has been working with the University of Alberta to help create a massive open online course. Covering topics ranging from mechanics and story to sex and culture, Understanding Video Games explores the impact of games on society.

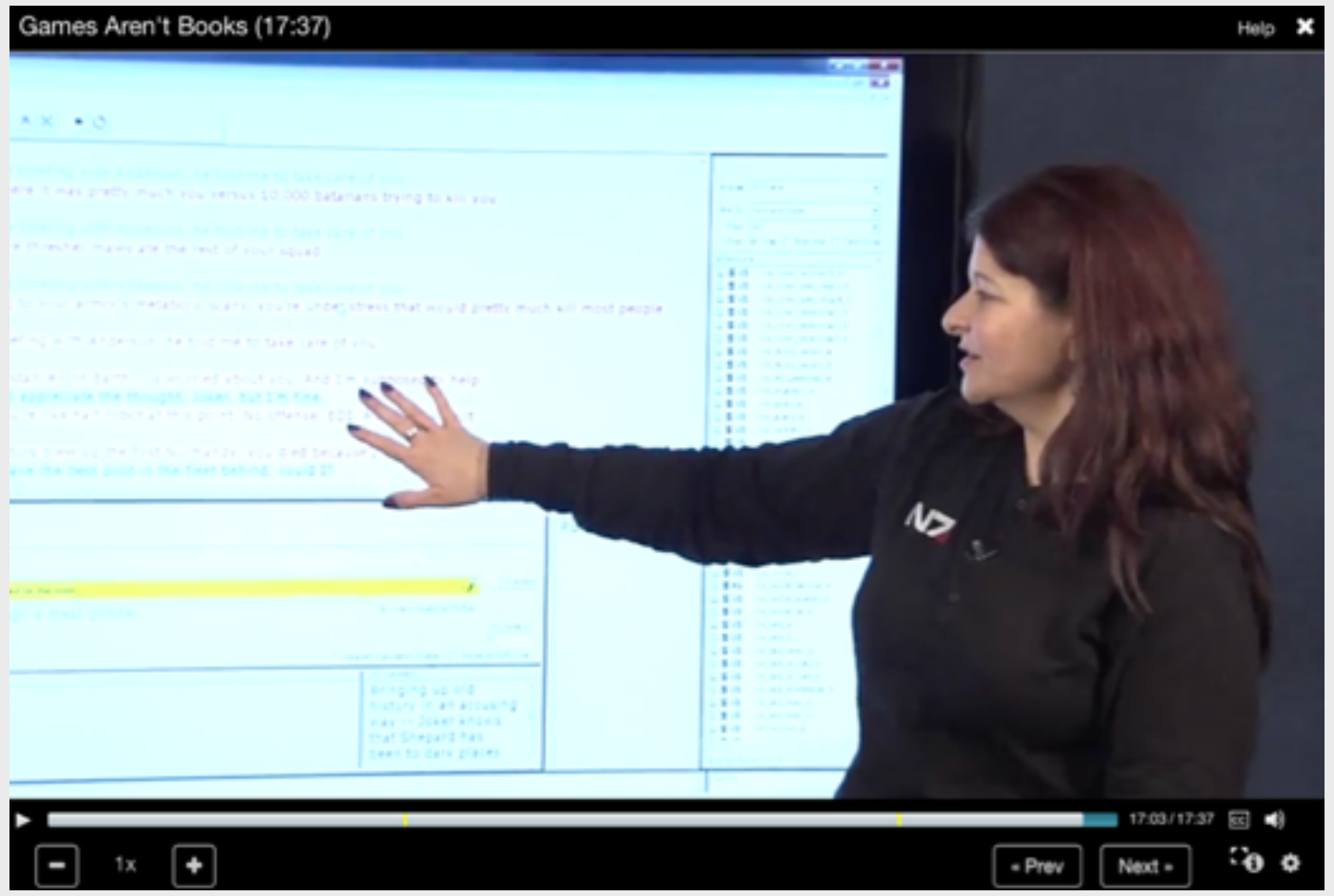
The 11-lesson course is available online and is free to anyone (there is an associated fee if you want to write exams and receive credit from your institution). The course features interviews and discussions with several BioWare developers, including Senior Creative Director Preston Watamaniuk, Editor Karin Weekes, and Artist Matt Rhodes.

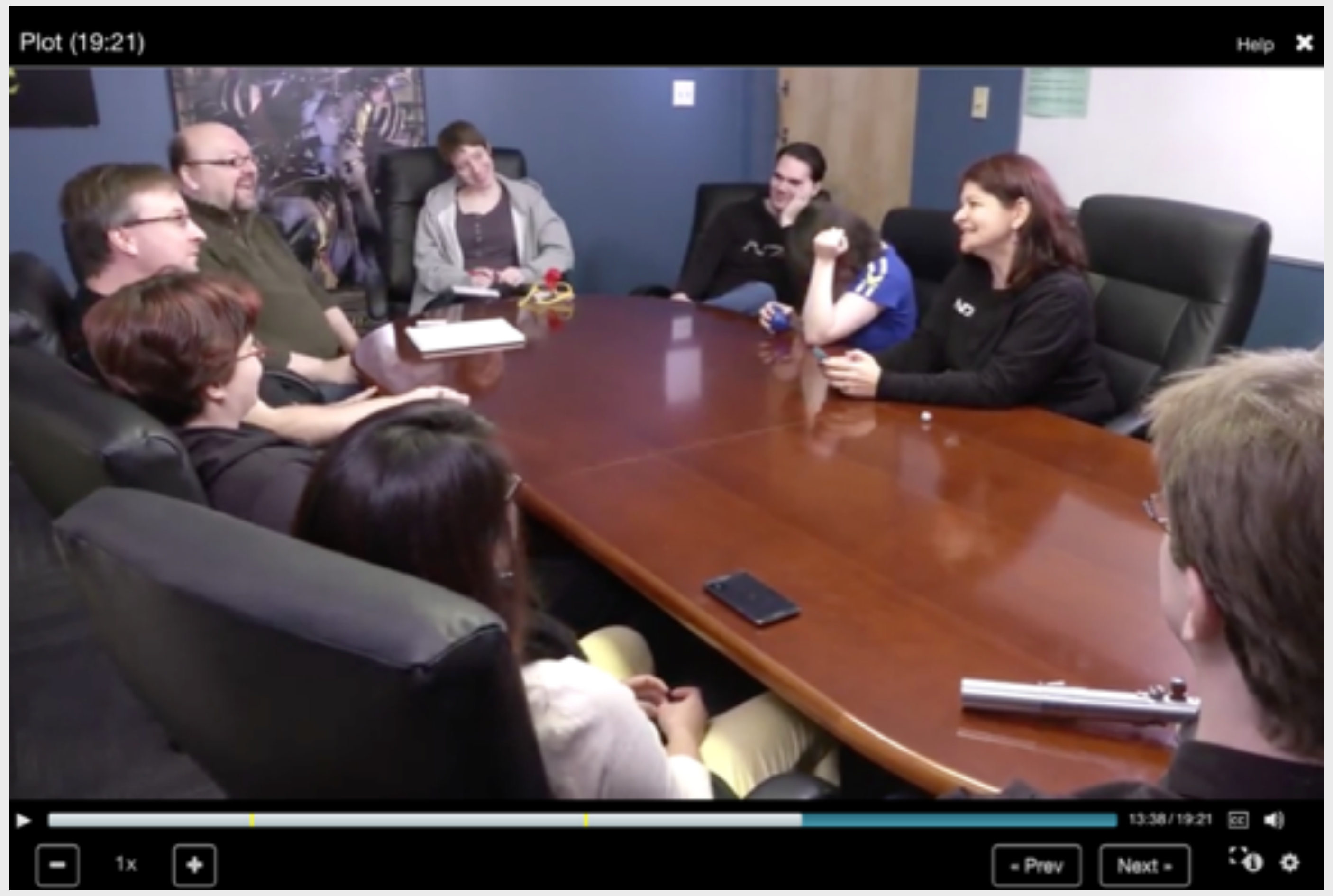
Each lesson is broken up into a series of short interactive video modules, accompanied by readings and quiz components. No background is required; the course teaches the terminology and theoretical framework necessary for discussing and interpreting games.
Understanding Video Games launches September 3, 2014.

We're proud to have been a part of this course, and to continue working with UAlberta to foster learning and understanding around video games.

Understanding Video Games (UVG) - 90 second promo

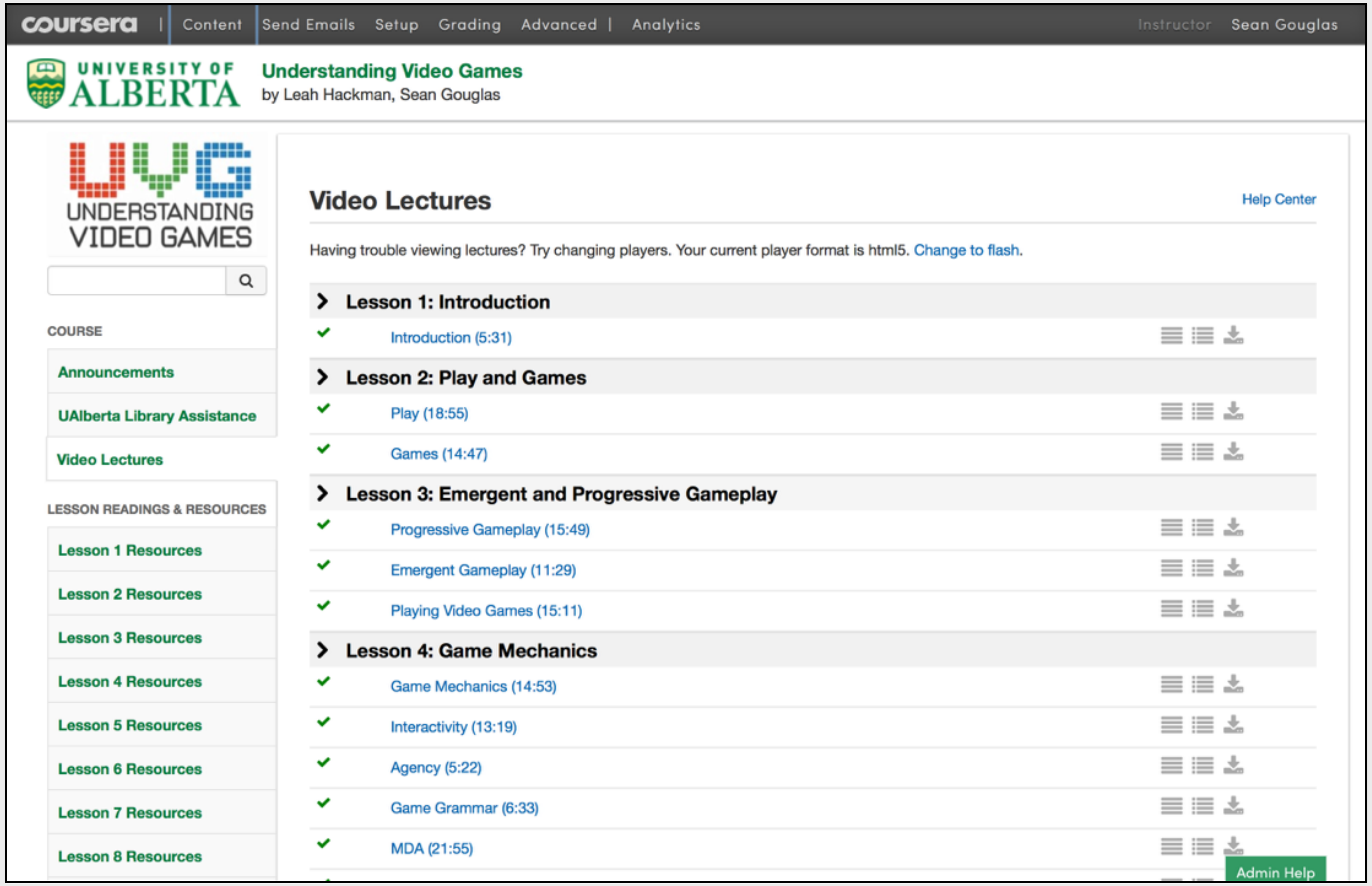
Koster's approach to interpreting game mechanics is based on what he calls...





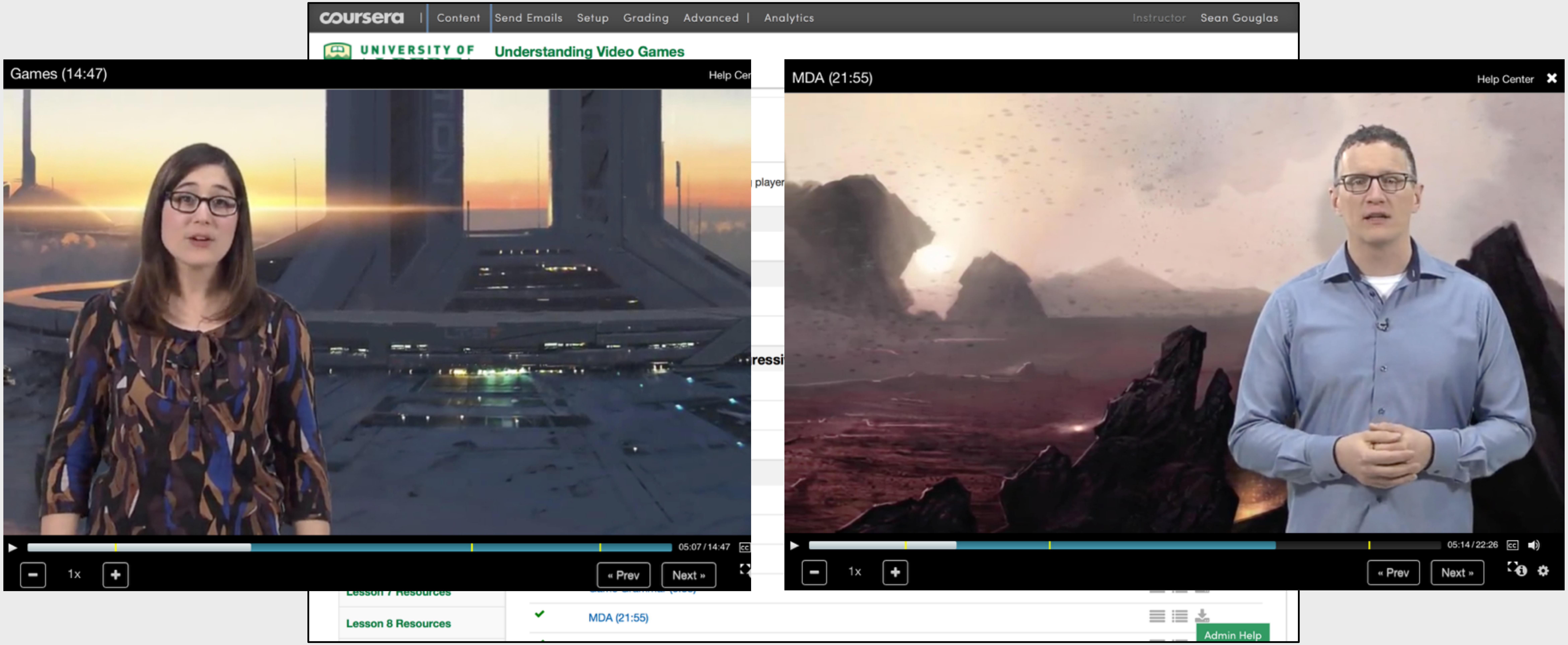
Motivation **Engagement** Feedback Results Takeaways

Game-like Aesthetic



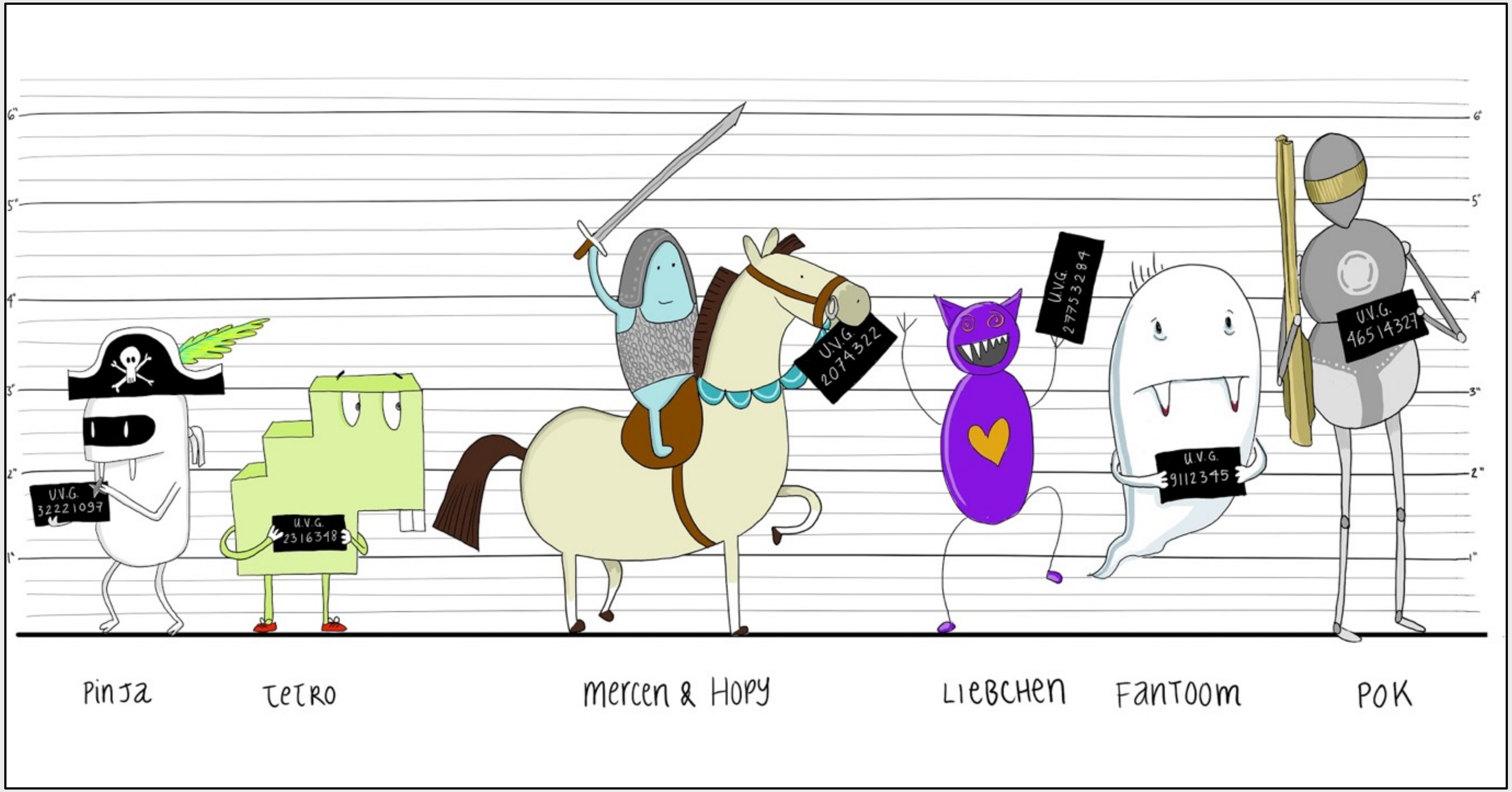
Motivation | **Engagement** | Feedback | Results | Takeaways

Game-like Aesthetic



Motivation Engagement Feedback Results Takeaways

Game-like Aesthetic

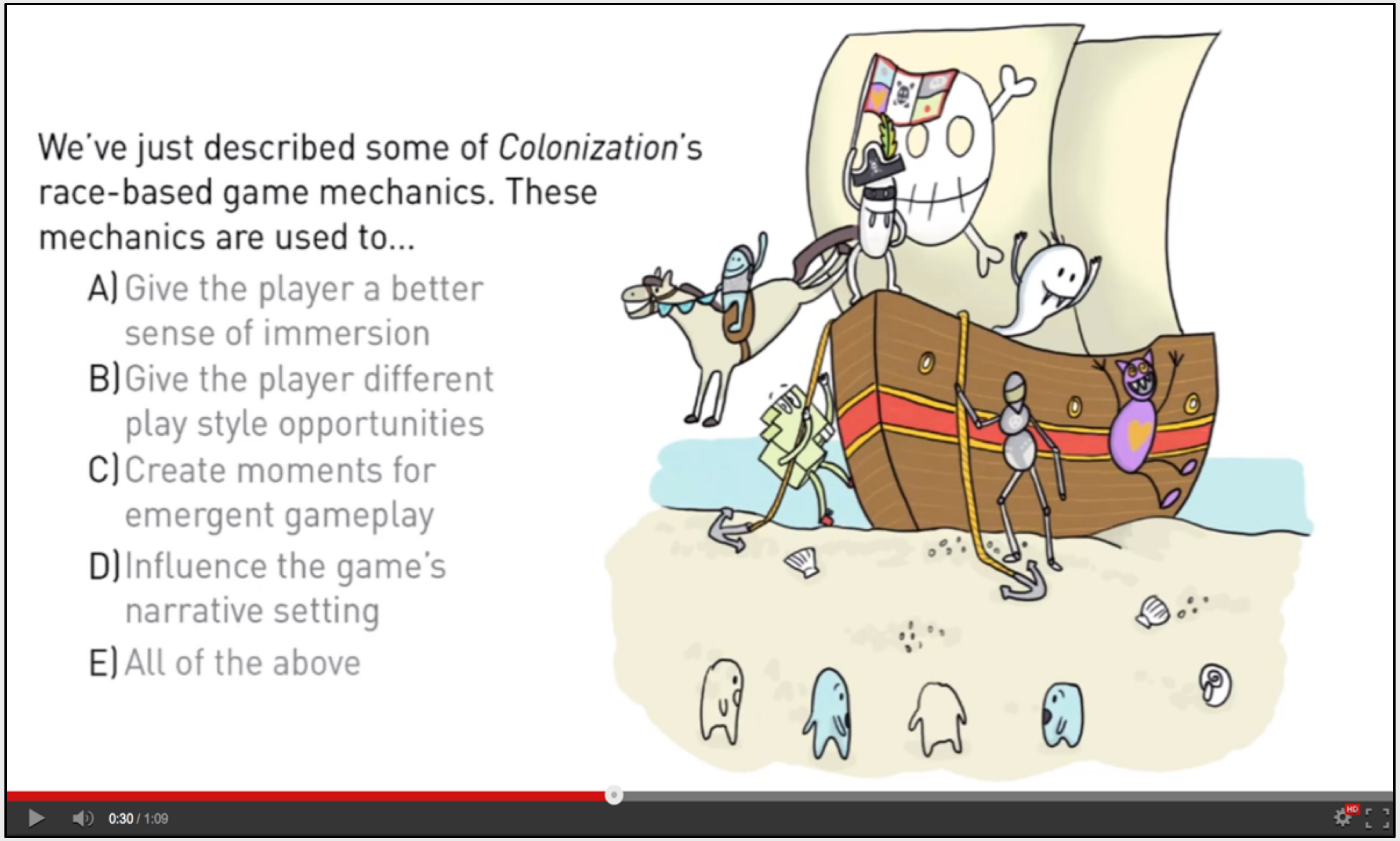


Motivation | **Engagement** | Feedback | Results | Takeaways

Game-like Aesthetic

Motivation | **Engagement** | Feedback | Results | Takeaways

Game-like Aesthetic



Feedback Design

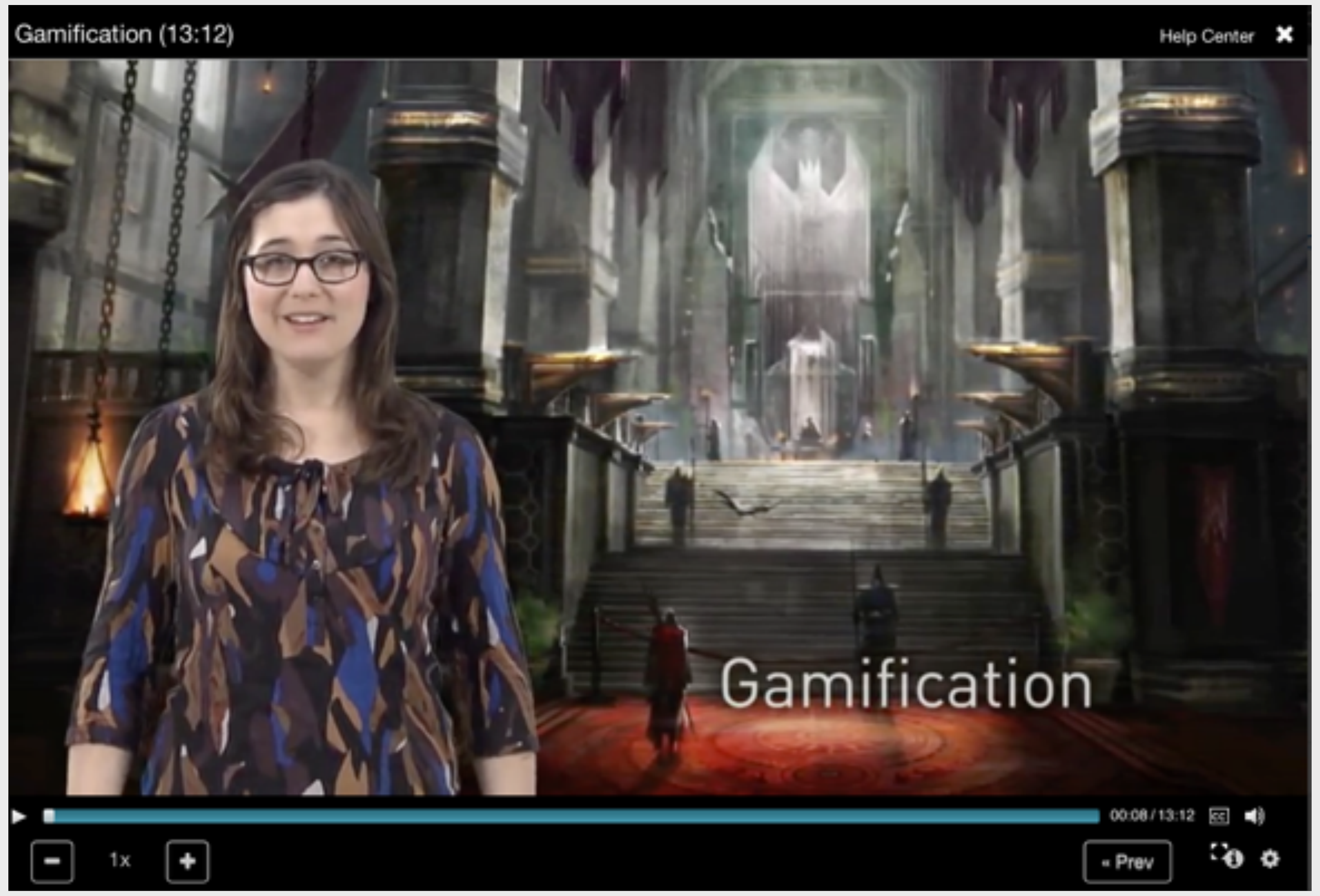
Start a game-like activity not yet directly tied to course content

You're a Game Mechanic!

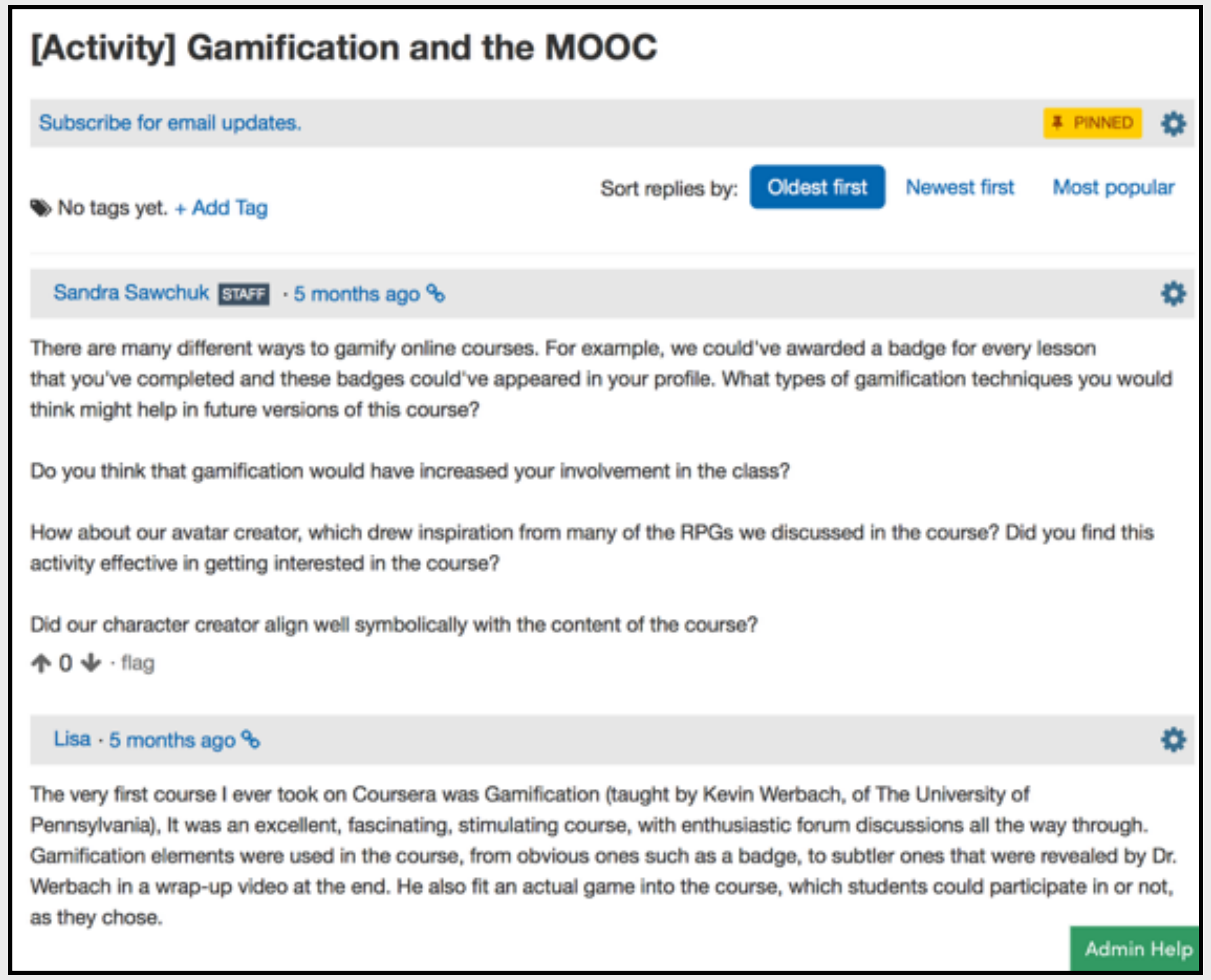
You've Inverted Hierarchies!

You've Eschewed Essentialism!

Use that activity as object of study when lesson arises later



Present amalgamated results of activity in forum discussion



[Activity] Gamification and the MOOC

Subscribe for email updates. PINNED

No tags yet. + Add Tag

Sort replies by: Oldest first Newest first Most popular

Sandra Sawchuk STAFF · 5 months ago

There are many different ways to gamify online courses. For example, we could've awarded a badge for every lesson that you've completed and these badges could've appeared in your profile. What types of gamification techniques you would think might help in future versions of this course?

Do you think that gamification would have increased your involvement in the class?

How about our avatar creator, which drew inspiration from many of the RPGs we discussed in the course? Did you find this activity effective in getting interested in the course?

Did our character creator align well symbolically with the content of the course?

0 · flag

Lisa · 5 months ago

The very first course I ever took on Coursera was Gamification (taught by Kevin Werbach, of The University of Pennsylvania), It was an excellent, fascinating, stimulating course, with enthusiastic forum discussions all the way through. Gamification elements were used in the course, from obvious ones such as a badge, to subtler ones that were revealed by Dr. Werbach in a wrap-up video at the end. He also fit an actual game into the course, which students could participate in or not, as they chose.

Admin Help

Feedback Desig

Start a game-like activity not yet directly tied to course content

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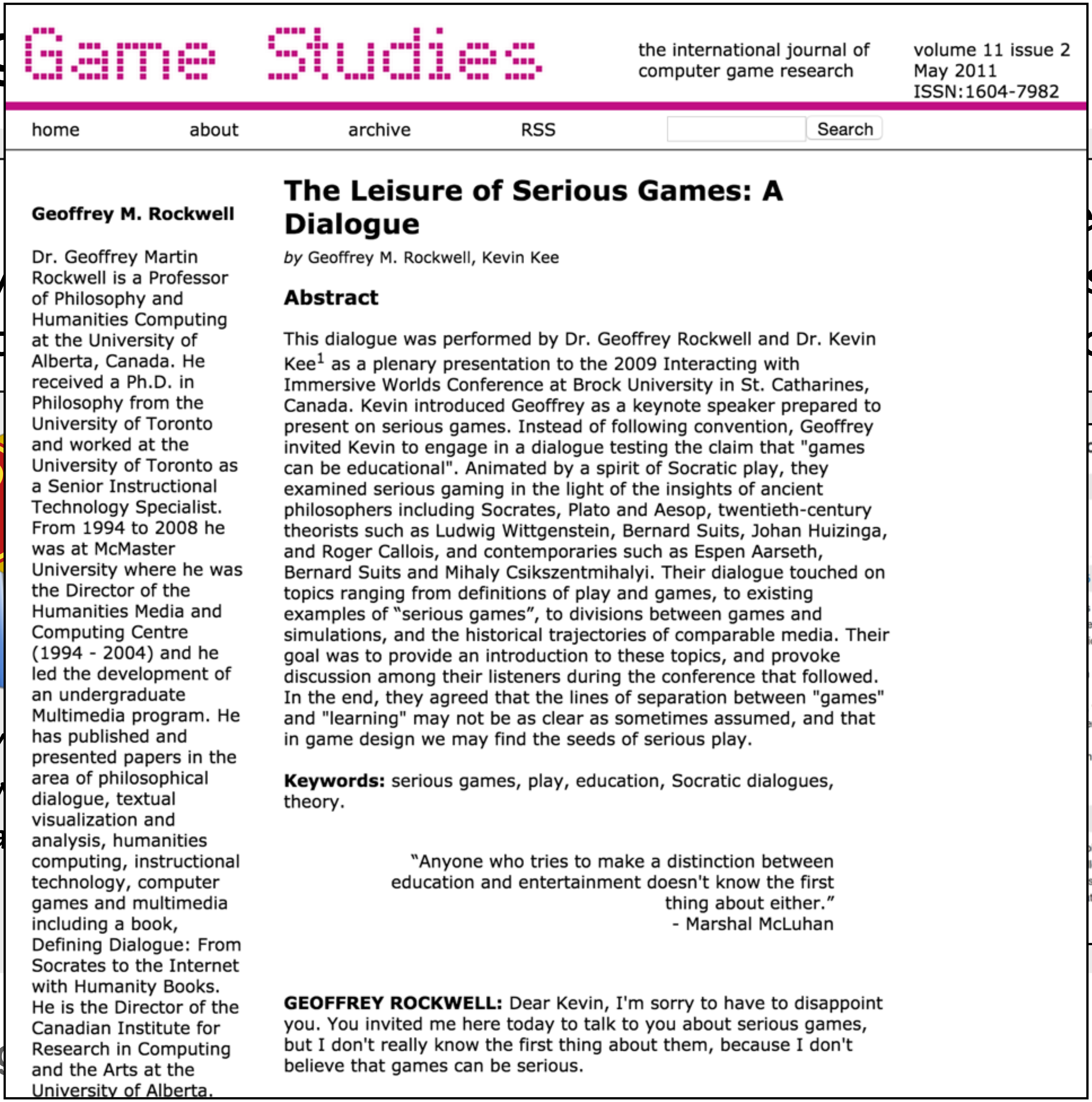


Game Studies

the international journal of computer game research

volume 11 issue 2
May 2011
ISSN:1604-7982

home about archive RSS Search

Geoffrey M. Rockwell

Dr. Geoffrey Martin Rockwell is a Professor of Philosophy and Humanities Computing at the University of Alberta, Canada. He received a Ph.D. in Philosophy from the University of Toronto and worked at the University of Toronto as a Senior Instructional Technology Specialist. From 1994 to 2008 he was at McMaster University where he was the Director of the Humanities Media and Computing Centre (1994 - 2004) and he led the development of an undergraduate Multimedia program. He has published and presented papers in the area of philosophical dialogue, textual visualization and analysis, humanities computing, instructional technology, computer games and multimedia including a book, Defining Dialogue: From Socrates to the Internet with Humanity Books. He is the Director of the Canadian Institute for Research in Computing and the Arts at the University of Alberta.

The Leisure of Serious Games: A Dialogue

by Geoffrey M. Rockwell, Kevin Kee

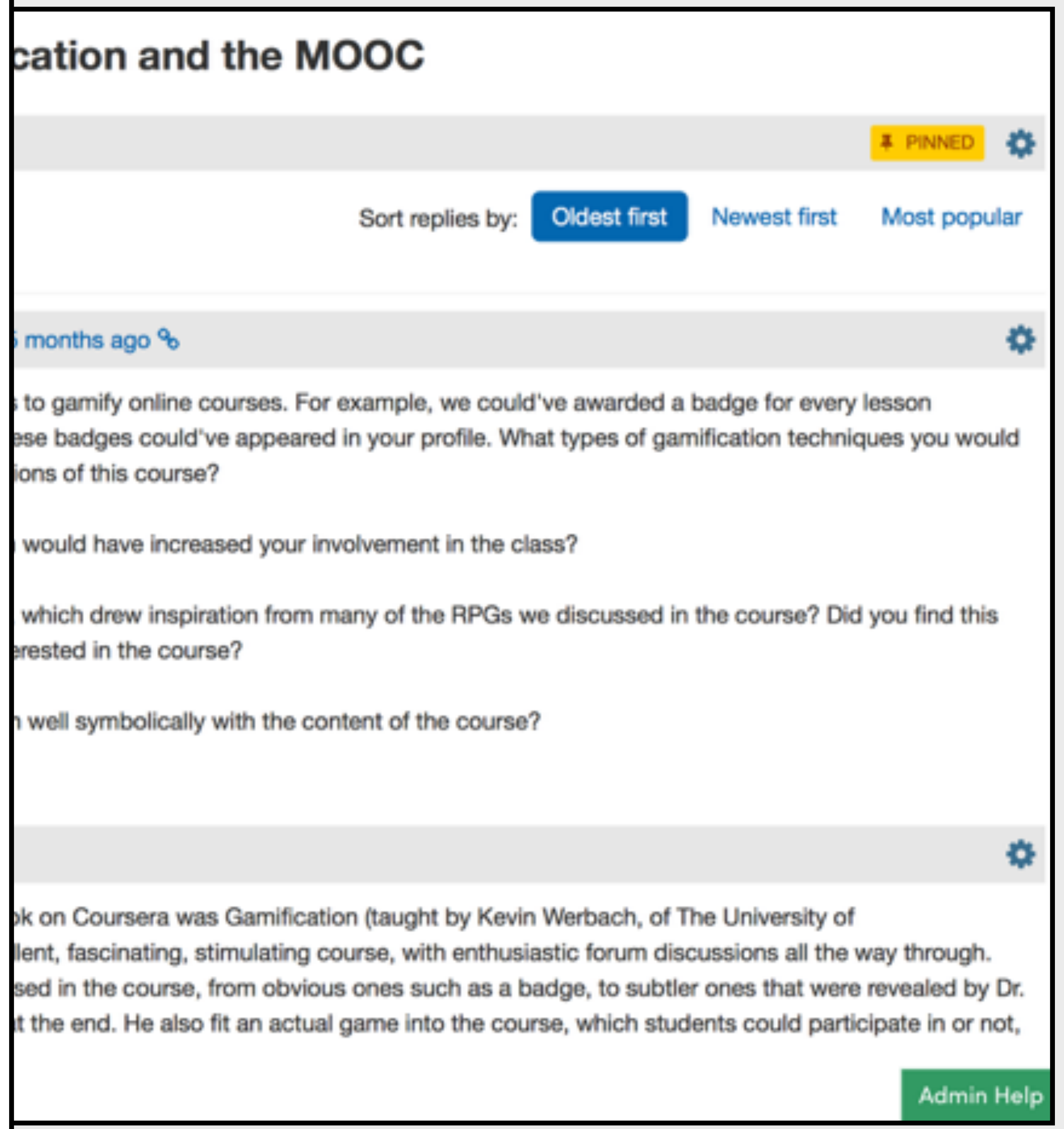
Abstract

This dialogue was performed by Dr. Geoffrey Rockwell and Dr. Kevin Kee[1] as a plenary presentation to the 2009 Interacting with Immersive Worlds Conference at Brock University in St. Catharines, Canada. Kevin introduced Geoffrey as a keynote speaker prepared to present on serious games. Instead of following convention, Geoffrey invited Kevin to engage in a dialogue testing the claim that "games can be educational". Animated by a spirit of Socratic play, they examined serious gaming in the light of the insights of ancient philosophers including Socrates, Plato and Aesop, twentieth-century theorists such as Ludwig Wittgenstein, Bernard Suits, Johan Huizinga, and Roger Callois, and contemporaries such as Espen Aarseth, Bernard Suits and Mihaly Csikszentmihalyi. Their dialogue touched on topics ranging from definitions of play and games, to existing examples of "serious games", to divisions between games and simulations, and the historical trajectories of comparable media. Their goal was to provide an introduction to these topics, and provoke discussion among their listeners during the conference that followed. In the end, they agreed that the lines of separation between "games" and "learning" may not be as clear as sometimes assumed, and that in game design we may find the seeds of serious play.

Keywords: serious games, play, education, Socratic dialogues, theory.

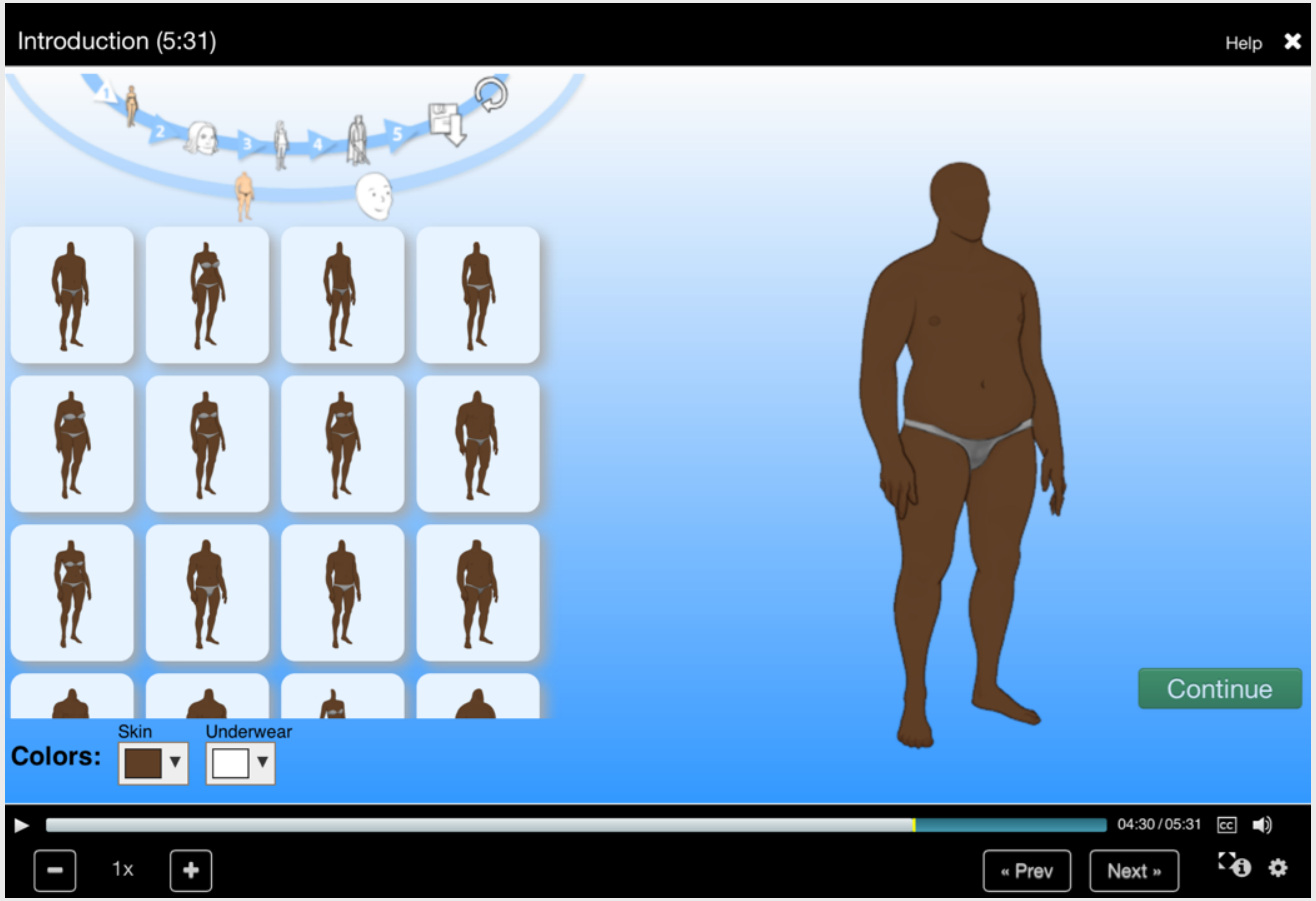
"Anyone who tries to make a distinction between education and entertainment doesn't know the first thing about either."
- Marshal McLuhan

GEOFFREY ROCKWELL: Dear Kevin, I'm sorry to have to disappoint you. You invited me here today to talk to you about serious games, but I don't really know the first thing about them, because I don't believe that games can be serious.



Motivation Eng Takeaways

Avatar Creator



Avatar Creator

Motivation Engagement **Feedback** Results Takeaways

Avatar Creator

Motivation Engagement **Feedback** Results Takeaways

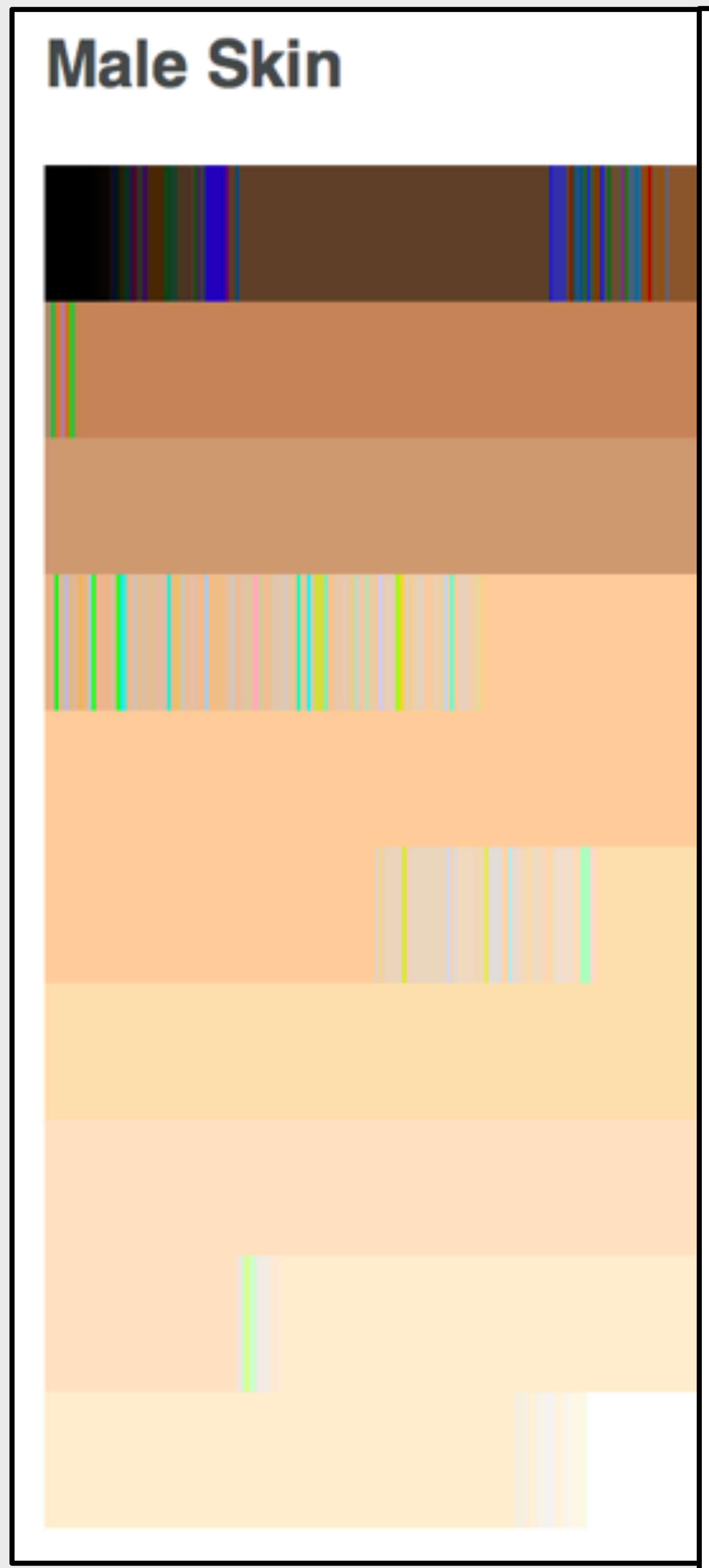
Avatar Creator

Motivation Engagement **Feedback** Results Takeaways

Avatar Creator

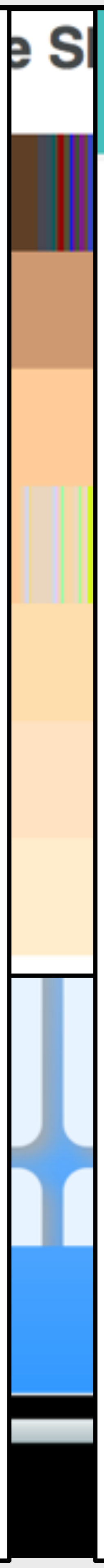
Motivation | Engagement | **Feedback** | Results | Takeaways

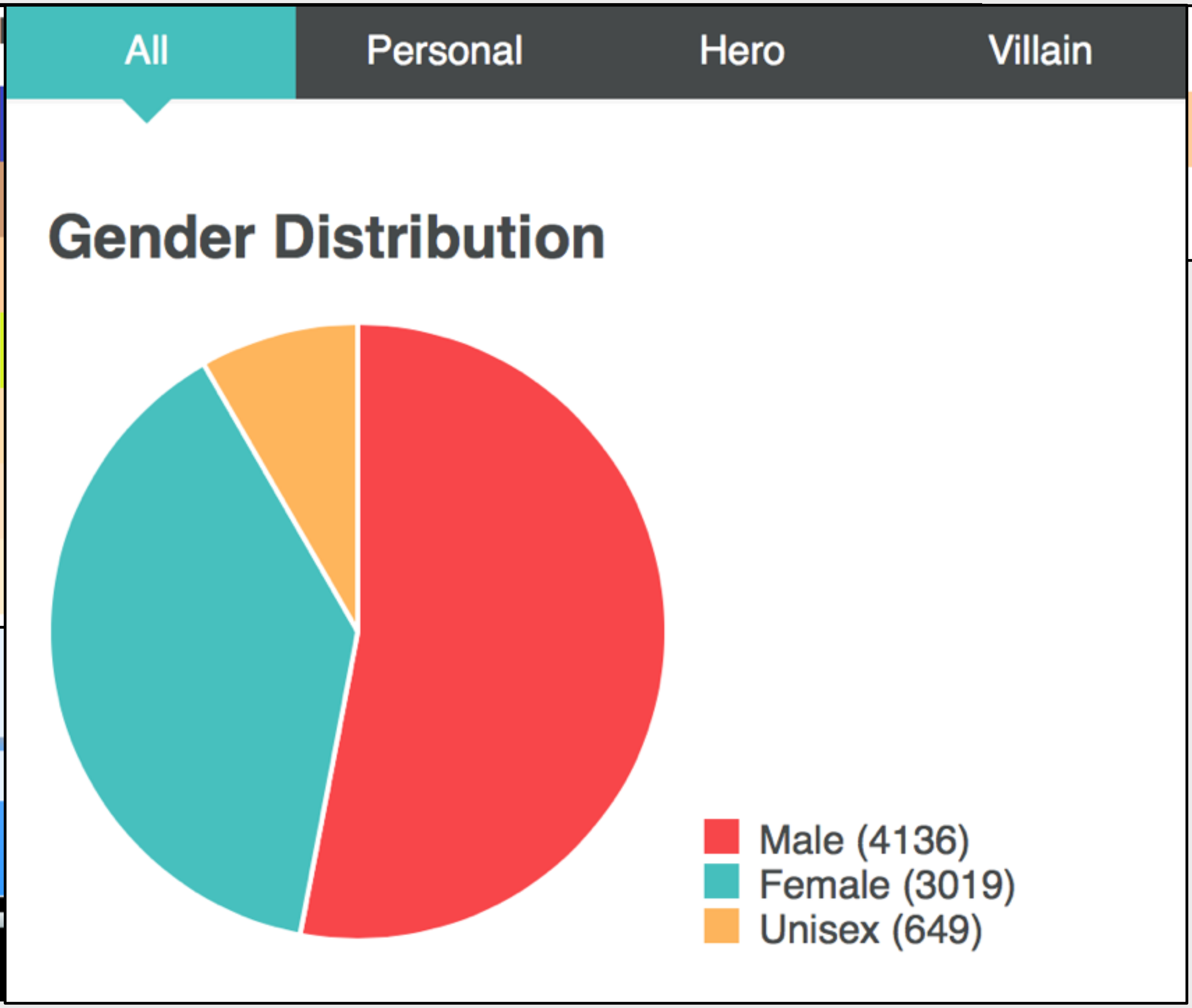
Avatar Creator



Body Types — Toggle Image Preview

Male Sexualized Average	892
Male Sexualized Slim	799
Female Sexualized Slim	551
Female Sexualized Average	550
Female Average	480
Male Sexualized Pear	475
Female Sexualized Muscular	424
Male Sexualized Muscular	412
Male Average	406
Unisex Muscular	380
Male Average Slim	351
Female Average Slim	344
Male Average Overweight	237
Male Average Muscular	212
Male Average Pear	206
Female Average Muscular	201
Female Sexualized Pear	185
Unisex Slim	150
Female Sexualized Overweight	146
Male Sexualized Overweight	146
Unisex Overweight	96
Female Average Pear	70
Female Average Overweight	68
Unisex Pear	23

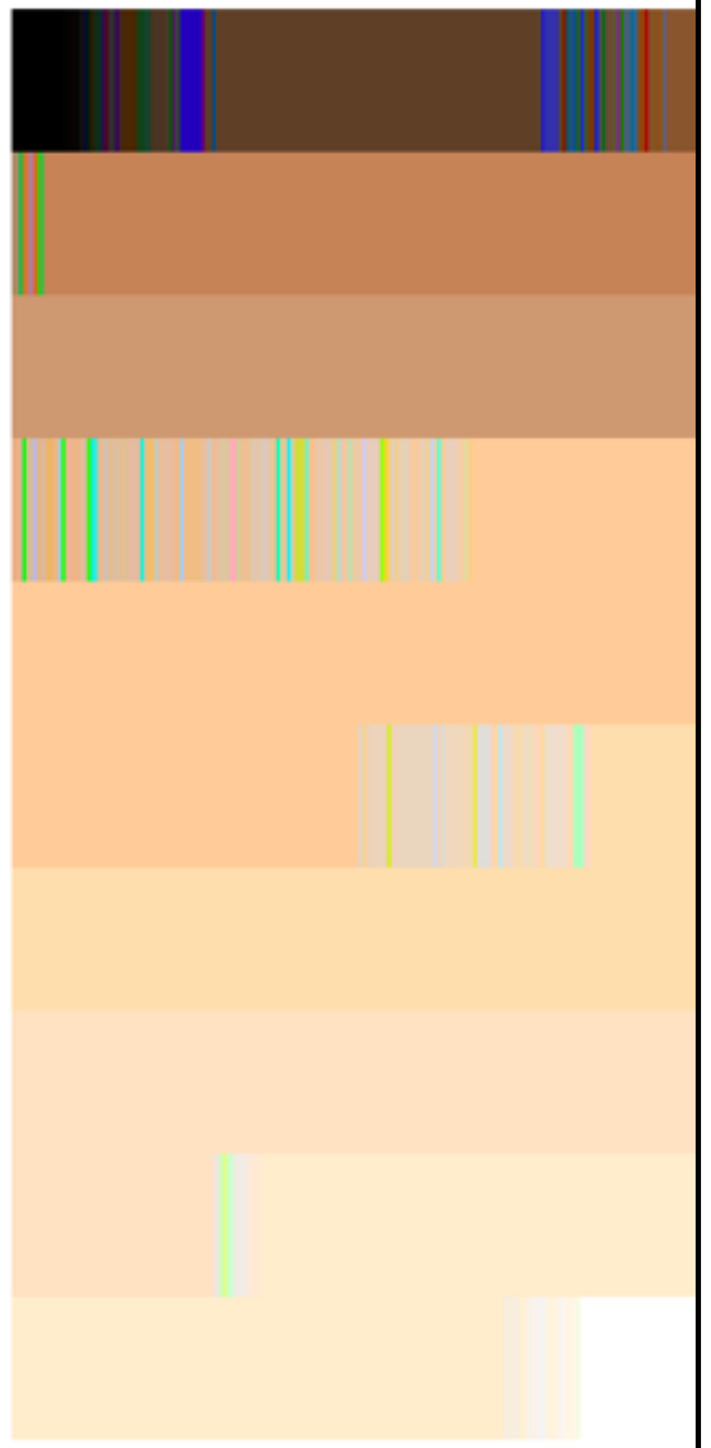




Motivation | Engagement | **Feedback** | Results | Takeaways

Avatar Creator

Male Skin



Body Types

- Male Sexualized Average
- Male Sexualized Slim
- Female Sexualized Slim
- Female Sexualized Average
- Female Average
- Male Sexualized Pear
- Female Sexualized Muscular
- Male Sexualized Muscular
- Male Average
- Unisex Muscular
- Male Average Slim
- Female Average Slim
- Male Average Overweight
- Male Average Muscular
- Male Average Pear
- Female Average Muscular
- Female Sexualized Pear
- Unisex Slim
- Female Sexualized Overweight
- Male Sexualized Overweight
- Unisex Overweight
- Female Average Pear
- Female Average Overweight
- Unisex Pear

Feedback: Wish List for the Avatar Creator

Subscribe for email updates.

No tags yet. + Add Tag

Sort replies by: Oldest first Newest first Most popular

Lisa · 6 months ago

am having far too much fun creating avatars! So first, thank you for providing it for us. It made for a great way to start the course and is a great icebreaker in the forums.

Many people wanted to create gameplay avatars, but in trying to do that, I'm finding the options, at least for female avatars, to be somewhat limited. (See my attempts below. They are supposed to be elves, a witch, fighters and a princess, but I couldn't make some of them recognizable as those things.)

Besides game avatar features, there are other things I'd like to see, so I'm sharing my wish list here, in case you decide to expand or upgrade the avatar creator. (These are for the female avatar.)

The choices for any given item appear in a random order. If you leave that item and return, they're in a completely different order. This is like Coursera quiz questions, where the multiple choice answers appear randomly by default – but they can be set to always appear in the same order. Please do this. It would be easier if we could remember, for example, that we

Admin Help

Villain

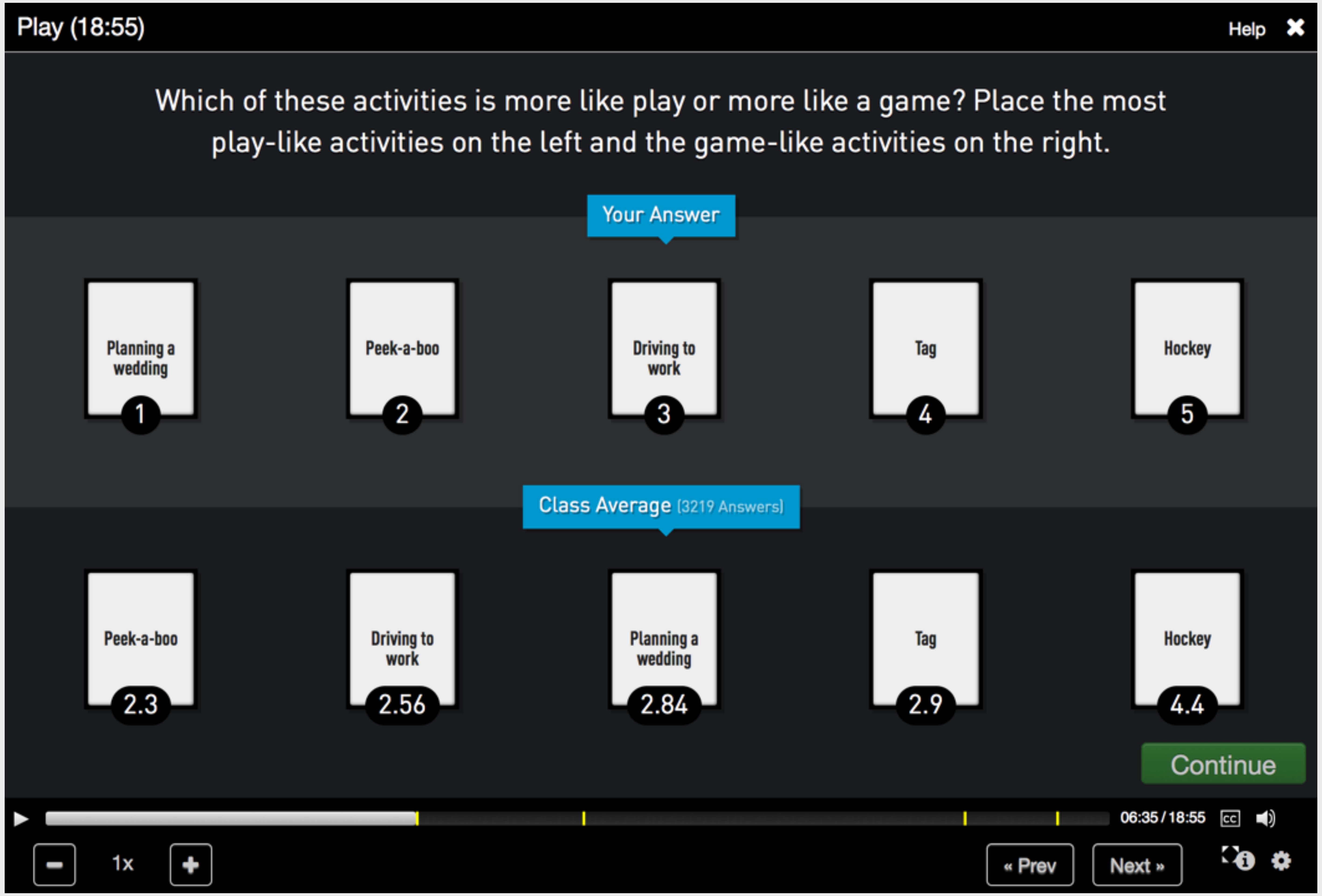
e (4136)
ale (3019)
ex (649)

Motivation | Engagement | **Feedback** | Results | Takeaways

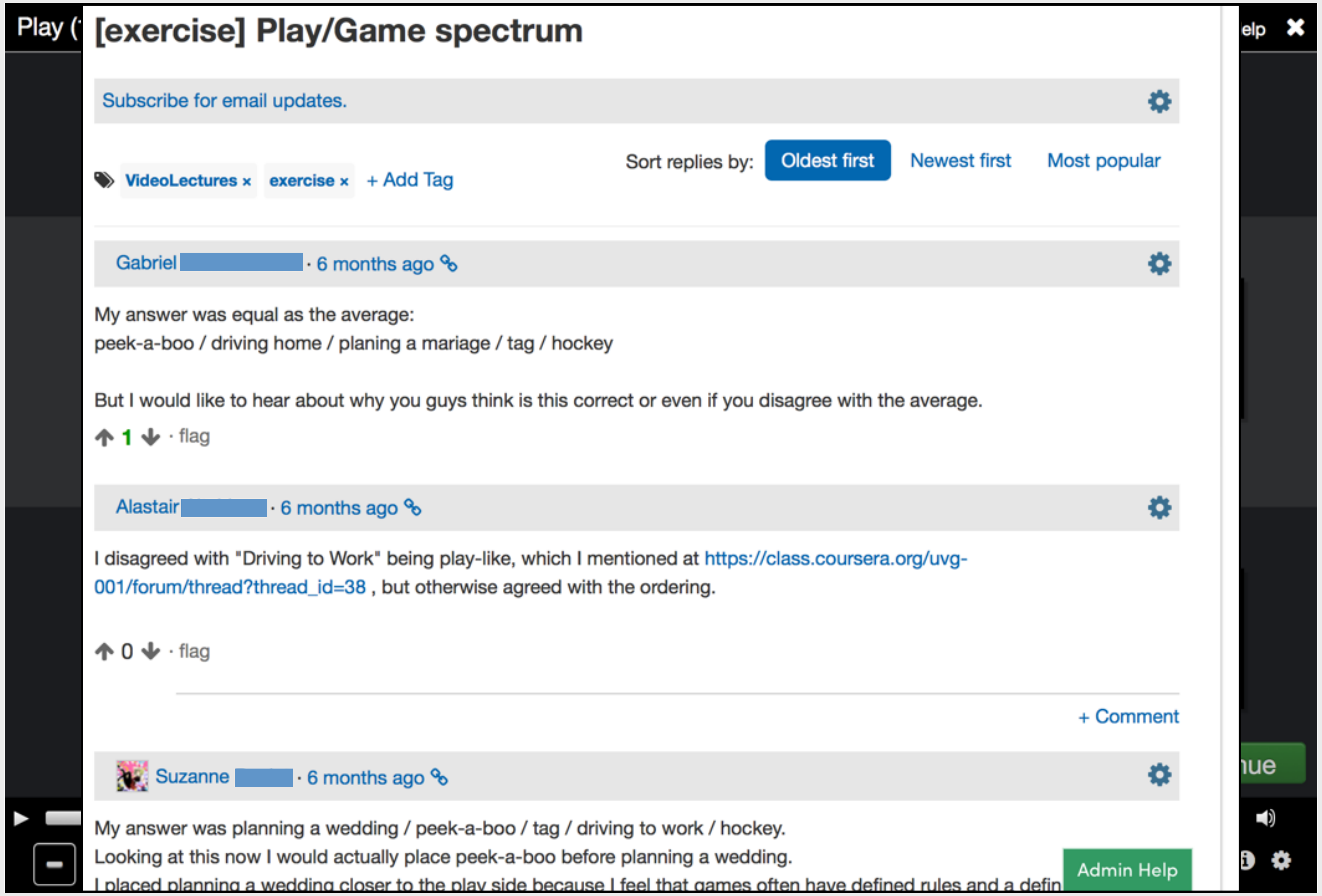
Sorters

Motivation | Engagement | **Feedback** | Results | Takeaways

Sorters


Play (18:55)
Help
Which of these activities is more like play or more like a game? Place the most play-like activities on the left and the game-like activities on the right.
Your Answer
Planning a wedding
1
Peek-a-boo
2
Driving to work
3
Tag
4
Hockey
5
Class Average (3219 Answers)
Peek-a-boo
2.3
Driving to work
2.56
Planning a wedding
2.84
Tag
2.9
Hockey
4.4
Continue
06:35 / 18:55
1x
« Prev
Next »

Sorters



Motivation Engagement **Feedback** Results Takeaways

Game Design Challenge

Motivation   Engagement   **Feedback**   Results   Takeaways

Children's Games,
Bruegel (1560)

ts

Takeaways

Landscape with Morra Players, van Laer (1640s)

ts

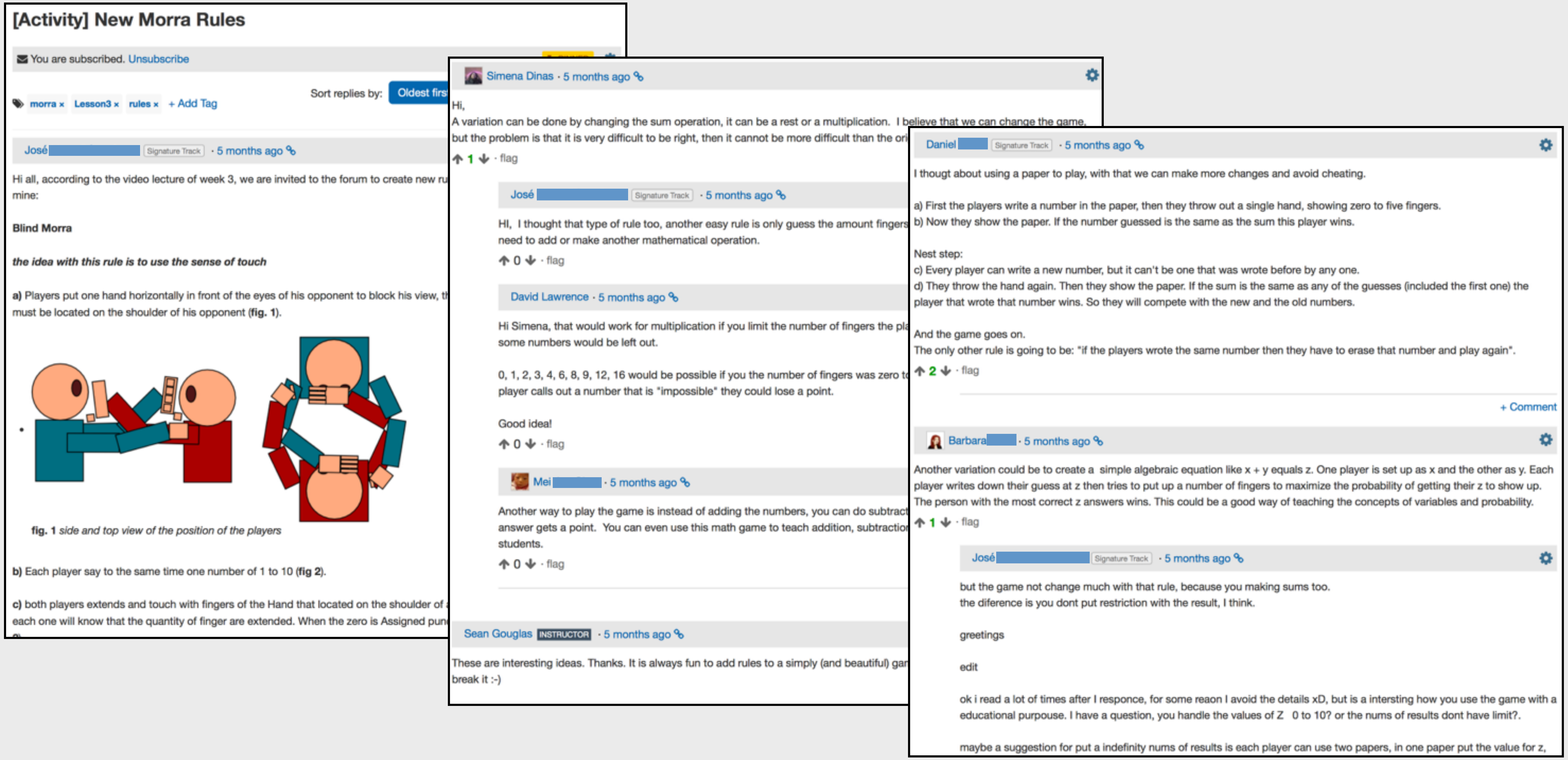
Takeaways

A Game of Morra, Sorbi (1920s)

ults

Takeaways

Game Design Challenge


[Activity] New Morra Rules

You are subscribed. Unsubscribe

morra × Lesson3 × rules × + Add Tag

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José [redacted] Signature Track · 5 months ago

Hi all, according to the video lecture of week 3, we are invited to the forum to create new ru
mine:

Blind Morra

the idea with this rule is to use the sense of touch

a) Players put one hand horizontally in front of the eyes of his opponent to block his view, t
must be located on the shoulder of his opponent (**fig. 1**).

fig. 1 *side and top view of the position of the players*

b) Each player say to the same time one number of 1 to 10 (**fig 2**).

c) both players extends and touch with fingers of the Hand that located on the shoulder of
each one will know that the quantity of finger are extended. When the zero is Assigned pun

Simena Dinas · 5 months ago

Hi,
A variation can be done by changing the sum operation, it can be a rest or a multiplication. I believe that we can change the game,
but the problem is that it is very difficult to be right, then it cannot be more difficult than the ori

1 · flag

José [redacted] Signature Track · 5 months ago

HI, I thought that type of rule too, another easy rule is only guess the amount fingers
need to add or make another mathematical operation.

0 · flag

David Lawrence · 5 months ago

Hi Simena, that would work for multiplication if you limit the number of fingers the pla
some numbers would be left out.

0, 1, 2, 3, 4, 6, 8, 9, 12, 16 would be possible if you the number of fingers was zero t
player calls out a number that is "impossible" they could lose a point.

Good idea!

0 · flag

Mei [redacted] · 5 months ago

Another way to play the game is instead of adding the numbers, you can do subtract
answer gets a point. You can even use this math game to teach addition, subtractio
students.

0 · flag

Sean Gouglas INSTRUCTOR · 5 months ago

These are interesting ideas. Thanks. It is always fun to add rules to a simply (and beautiful) gar
break it :-)

Daniel [redacted] Signature Track · 5 months ago

I thougt about using a paper to play, with that we can make more changes and avoid cheating.

a) First the players write a number in the paper, then they throw out a single hand, showing zero to five fingers.
b) Now they show the paper. If the number guessed is the same as the sum this player wins.

Nest step:
c) Every player can write a new number, but it can't be one that was wrote before by any one.
d) They throw the hand again. Then they show the paper. If the sum is the same as any of the guesses (included the first one) the player that wrote that number wins. So they will compete with the new and the old numbers.

And the game goes on.
The only other rule is going to be: "if the players wrote the same number then they have to erase that number and play again".

2 · flag

+ Comment

Barbara [redacted] · 5 months ago

Another variation could be to create a simple algebraic equation like x + y equals z. One player is set up as x and the other as y. Each player writes down their guess at z then tries to put up a number of fingers to maximize the probability of getting their z to show up. The person with the most correct z answers wins. This could be a good way of teaching the concepts of variables and probability.

1 · flag

José [redacted] Signature Track · 5 months ago

but the game not change much with that rule, because you making sums too.
the diference is you dont put restriction with the result, I think.

greetings

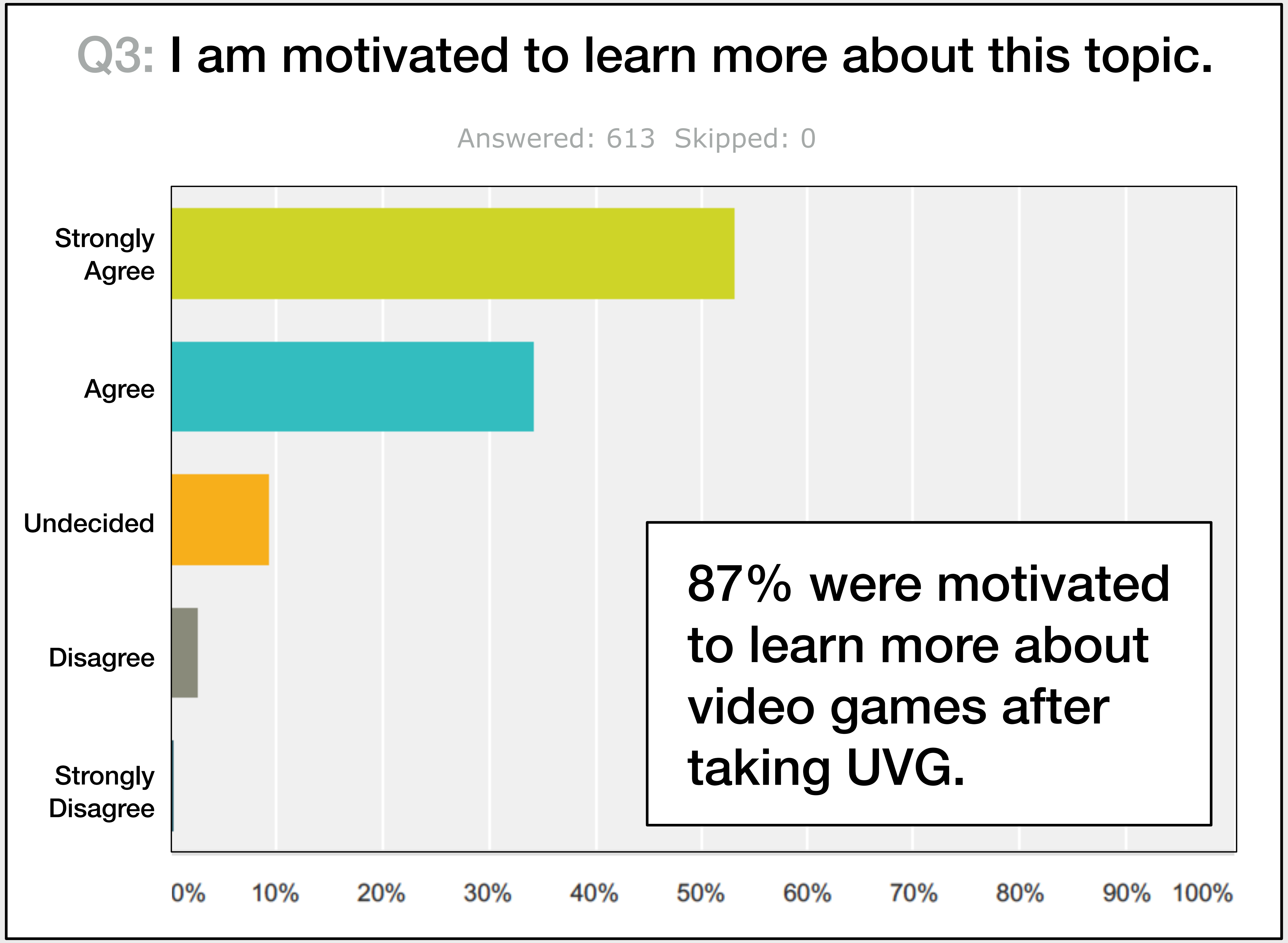
edit

ok i read a lot of times after I responce, for some reaon I avoid the details xD, but is a intersting how you use the game with a educational purpouse. I have a question, you handle the values of Z 0 to 10? or the nums of results dont have limit?.

maybe a suggestion for put a indefinity nums of results is each player can use two papers, in one paper put the value for z,

Motivation | Engagement | **Feedback** | Results | Takeaways

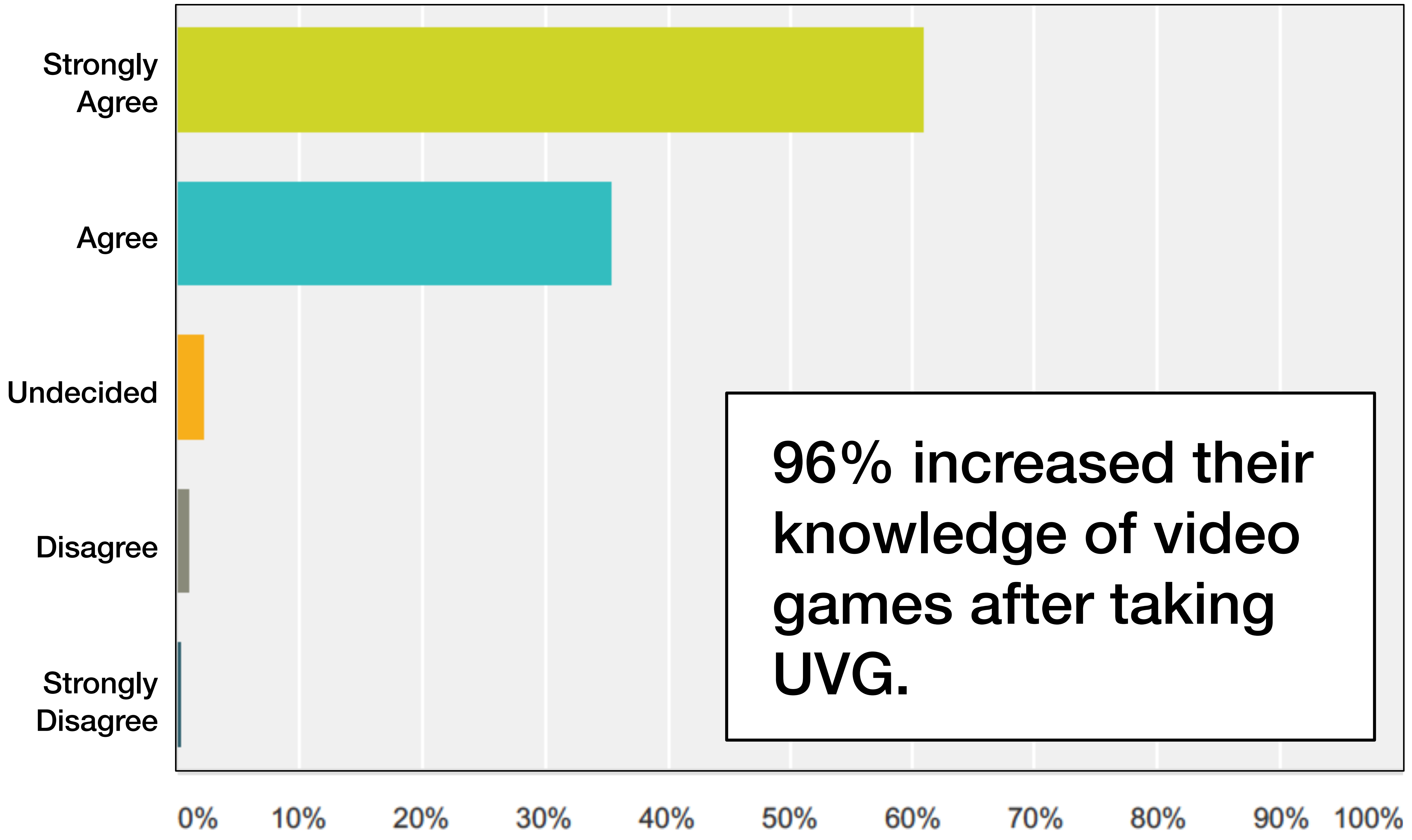
Student Surveys



Student Surveys

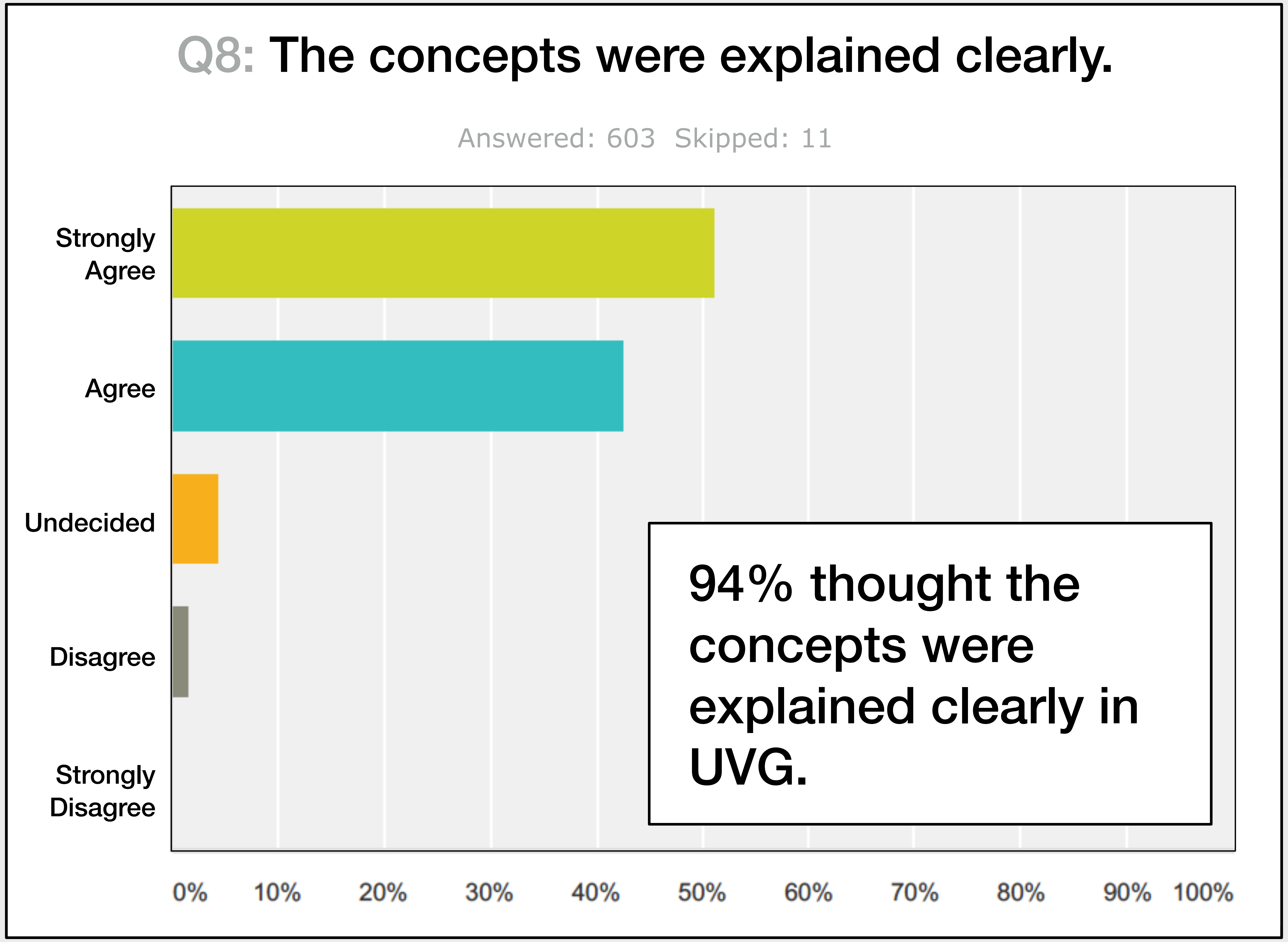
Q4: I increased my knowledge of the subject area.

Answered: 613 Skipped: 0



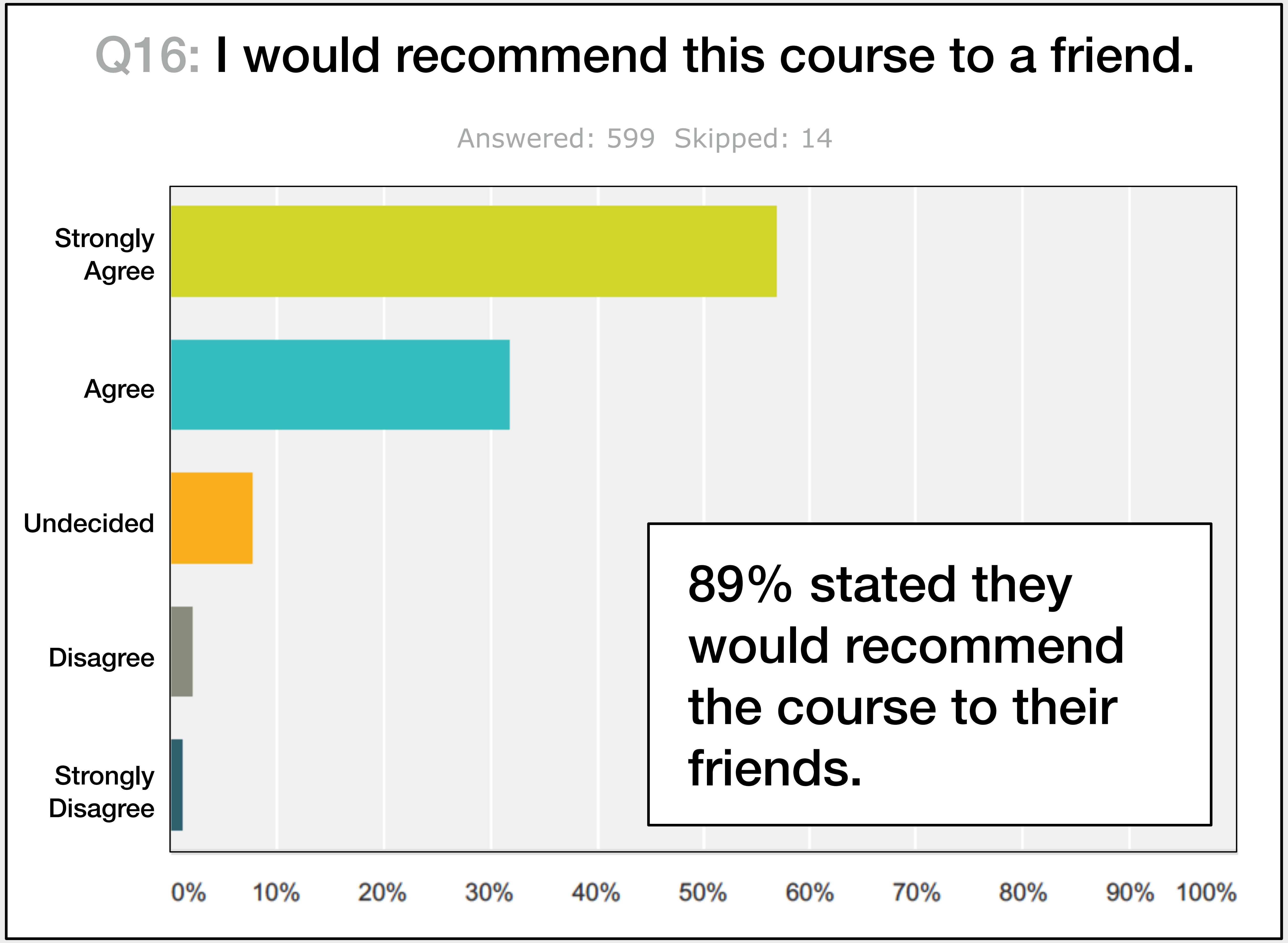
Motivation | Engagement | Feedback | **Results** | Takeaways

Student Surveys



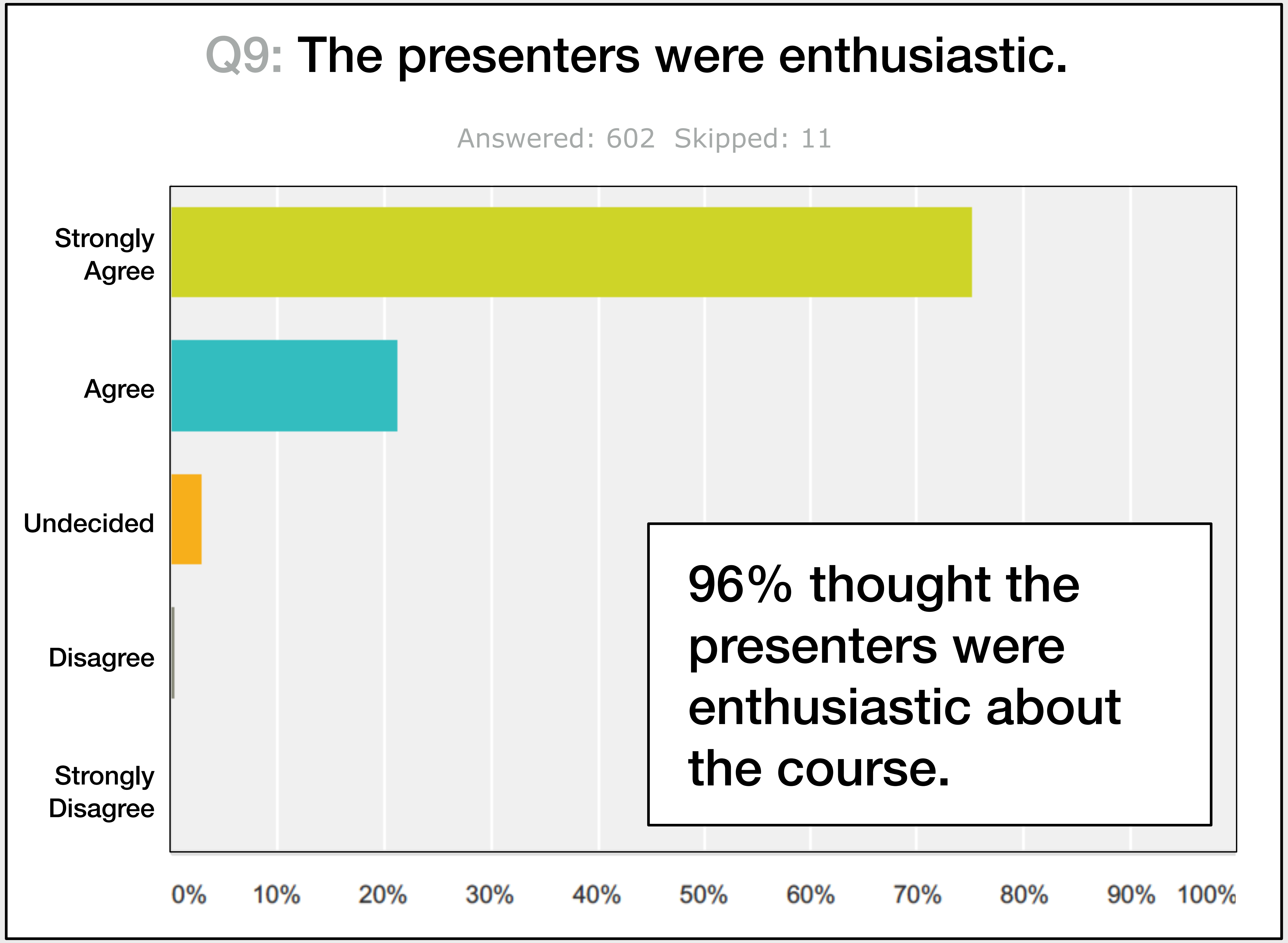
Motivation Engagement Feedback **Results** Takeaways

Student Surveys



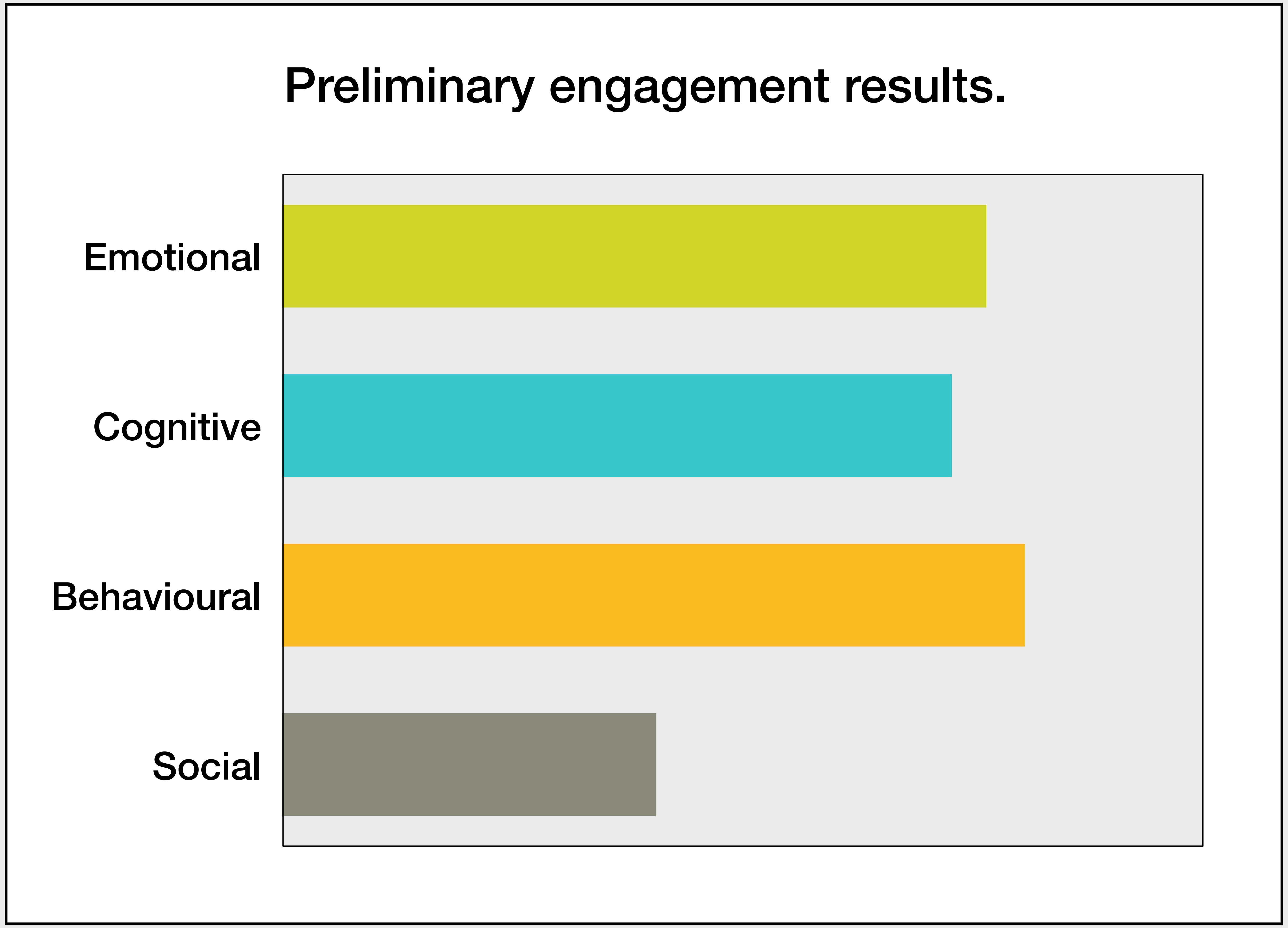
Motivation Engagement Feedback **Results** Takeaways

Student Surveys



Motivation Engagement Feedback **Results** Takeaways

Measuring Engagement (Avatar)



Working with the avatar …

… was an exciting part of my learning.

… allowed me to learn more about the material.

… prompted me to check in regularly.

… helped me to connect with other students.

Motivation | Engagement | Feedback | **Results** | Takeaways

Feedback Loop

The feedback loops proved effective in promoting student engagement especially cognitive, emotional, and behavioural engagement.

Social engagement was not as strong. Feed back loops did not prompt students to create additional interactions, like study groups.

Course Release Schedule

A *House of Cards* release model seem to improve completion rates for the MOOC version of the course, and likely improved cognitive engagement amongst students.

A weekly release (or cohort model) will likely improve social, emotional, and behavioural engagement amongst students.

Forum Decorum

Have strategies and prepared text in place to address controversial topics and behaviours prior to the course starting.

Acknowledgements

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