Course Change Request

Date Submitted: 02/11/18 10:07 am

Viewing: **EDTC 641 : Educational Game Design**

Last edit: 02/13/18 8:29 am

Changes proposed by: gbyrns

Catalog Pages referencing this course
- EDTC - Educational Technology
- CERT-CG13: Digital Humanities - Certificate

Programs referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
</tr>
</tbody>
</table>

Rationale for Course

**Edit**

The proposed changes are part of a routine curriculum review.

Course prefix  EDTC  Course number  641

Department  Educational Psychology
College/School  Education & Human Development
Academic Level  Graduate
Academic Level (alternate)  Undergraduate
Effective term  2018-2019

Complete Course Title
Educational Game Design

Abbreviated Course Title
EDUC GAME DESIGN

Catalog course description
Formal and dramatic elements of successful non-educational games for principles of effective game design; application principles to the critique of existing educational games; examination commercial games originally designed for entertainment and their use to address educational objectives; games through the lens of multiple theories of learning and motivation, including situated cognition, flow, and systems theory.

Prerequisites and Restrictions
Graduate classification; approval of department head.

Concurrent Enrollment  No
Should catalog prerequisites / concurrent enrollment be enforced?  No
Crosslistings  No  Crosslisted With
Stacked  No  Stacked with
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

This course is part of the Educational Technology M.Ed. program, which is an online-only program. There is no face-to-face version of this course, but if there were, the learning objectives would be the same. Program faculty collaborate to ensure that course objectives are rigorous and comprehensive.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Graduate courses in the Educational Technology program are designed to require approximately 12 hours of work per week to complete. In this course, this includes time for readings, online discussions, small group collaboration, interaction with instructor, and completion of weekly assignments. Interaction with the instructor as well as other students is ongoing. This is a project-based course. The same projects would be used if the course was taught face-to-face.

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)
<table>
<thead>
<tr>
<th><strong>Syllabus:</strong></th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upload syllabus</strong></td>
<td><a href="EDTC%20641Syllabus2018.docx">EDTC 641Syllabus2018.docx</a></td>
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<tr>
<td><strong>Letters of support or other documentation</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Additional information</strong></td>
<td></td>
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<tr>
<td><strong>Reviewer Comments</strong></td>
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<td><strong>Reported to state?</strong></td>
<td>No</td>
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</tbody>
</table>
EDTC 641: Educational Game Design

Fall, 2018

Dr. Susan Pedersen
Office: Harrington, Room 643
Email: spedersen@tamu.edu
512-633-2206
Skype: susan-pedersen
Office Hours: by appointment, in office or electronically in Skype or Collaborate

Course Description
Games have long been used in education, but with the rapid uptake of electronic gaming systems and the explosion in the number of casual games available for tablets in recent years, educators have begun to explore how the motivational potential of games can best be exploited to support learning. In this course, we will examine the formal and dramatic elements of successful non-educational games for principles of effective game design, and then apply these principles to the critique of existing educational games. We will also examine how commercial games originally designed for entertainment can be used to address educational objectives. We will examine games through the lens of multiple theories of learning and motivation, including situated cognition, flow, and systems theory.

Course Objectives
By the time you complete this course, you should be able to

- Explain how the formal and dramatic elements of popular games engage players
- Critique existing educational games for their potential to impact learning and engagement
- Connect learners’ experiences in non-educational games to educational objectives
- Develop a pitch for an educational game, using theories of learning and motivation to explain why the game has the potential to impact learning

Meeting Location and Times
This course is held completely online and requires no face-to-face meetings or synchronous online meetings. When working on group projects, some students prefer to set up face-to-face or synchronous meetings; this is fine, but not expected.

Prerequisites
The only prerequisite for this course is graduate student standing. Students are not expected to have instructional design, gaming, or programming experience.

**Texts**

**Technology Access**
- eCampus. Our entire course is conducted using eCampus, so regular access is essential.
- Tablet. We play many games designed for tablets, particularly in the first part of the course. Some of these games can also be accessed on computers, but not all.

**Game Access**
We play both commercial and educational games in this class, and you will need to get access to them. Most of these games are inexpensive or free. We do not play games designed exclusively for gaming consoles due to the expense, but if you have experience with these games you are welcome to share your insights in class.

**Assignments**
- Blog. You will be asked to write about your experiences with the games you play or read about for this class and then respond to others’ writings.
- Game Implementation Plan. You will work with a group to develop a plan for how to use a commercial game in a classroom setting to address an educational objective, and then develop the support materials necessary to use the game effectively.
- Game Pitch. You will work with a group to develop a pitch for an original educational game.
- Final Project: You will propose a final project designed to advance your understanding of educational games. Projects must be approved by the instructor prior to starting them. Group work is encouraged. Examples of possible projects include
  - Playtest an existing educational game with target users and report on the results. This may involve creating supplemental materials or measures that you test and revise through multiple cycles. Or it could result in a report for the developers with suggestions for revisions to the game.
  - Design an original educational game, creating the design documents necessary to hand the game off to game artists and programmers.
o Design and develop a physical prototype for an original educational
game; playtest the game with a small number of target players and create
a video report on the game design and results.
o Work with a team that is currently developing a game on either game
design or evaluation.

Grading Policies
• Late work: All work must be turned in on time. Assignments involving group
work cannot be made up if missed. A grade of incomplete will only be given for
certifiable medical reasons or under extraordinary circumstances discussed with
the instructor.
• Attendance: This class is conducted asynchronously. If you are working with a
group that sets up a time to meet synchronously, you are expected to notify the
group if you will be absent at least 12 hours in advance, unless the absence is
due to an emergency situation.
• Submission of products for multiple classes: Since the course objectives focus on
the processes of developing course related materials, as well as the materials
themselves, it is expected that all course products will consist of work done
specifically for this course. Products completed for previous or concurrent
course credit cannot be used for assignments for this course. If you wish to
continue a theme or content area used in another course, inform the instructor
and supply any requested existing materials at the start of this course. Any
intended projects relating to other courses should be approved at the start by all
instructors and should reflect unique elements and sufficient development effort
for all courses involved.
• Originality: the guiding principle of academic integrity is that a student's
submitted work must be his/her own. Submitting materials developed by
someone else, or merely recreating those materials, is an act of plagiarism. As
commonly defined, plagiarism consists of passing off as one's own the ideas,
words, writings, etc., which belong to another. In accordance with this definition,
you are committing plagiarism if you copy the work of another person and turn
it in as your own, even if you should have the permission of that person.

Grading
Blog: 40 points
Game Implementation Plan: 15 points
Game Pitch: 15 points
Final Project: 30 points
Total: 100 points

A = 90 to 100 points
B = 80 to 89 points
C = 70 to 79 points
F = 0 to 69 points
Learning Sciences Policy on Plagiarism and Other Academic Misconduct
TAMU Integrity Academic Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

Americans with Disabilities Act
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Schedule of Classes (subject to change based on student interest and time availability)

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Dates</th>
<th>Tentative Topics and Major Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 28 - Sept. 4</td>
<td>Do Games Belong in Education?</td>
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<tr>
<td>2</td>
<td>Sept. 5 - 11</td>
<td>Formal Elements of Games and Games as Systems</td>
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<tr>
<td>3</td>
<td>Sept. 12 - 18</td>
<td>Gagne's Nine Events</td>
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<td>4</td>
<td>Sept. 19 - 25</td>
<td>But is it Fun?</td>
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<td>5</td>
<td>Sept. 26 - Oct. 2</td>
<td>Learning Games for Science</td>
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<td>Game Implementation Project</td>
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<tr>
<td>6</td>
<td>Oct. 3 - 9</td>
<td>Game Implementation Plan due</td>
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<tr>
<td>7</td>
<td>Oct. 10 - 16</td>
<td>Learning Games for Math</td>
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<tr>
<td>8</td>
<td>Oct. 17 - 23</td>
<td>Learning Games for Social Studies</td>
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<td>Game Pitch Project</td>
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<td>9</td>
<td>Oct. 24 - 30</td>
<td>Game Development</td>
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<td>Game Pitch Project due</td>
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<tr>
<td>10</td>
<td>Oct. 31 - Nov. 6</td>
<td>Games for the Very Young and the Not So</td>
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<tr>
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<td>Proposal for final project due</td>
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<tr>
<td>11</td>
<td>Nov. 7 - 13</td>
<td>Games and Assessment</td>
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<td>12</td>
<td>Nov. 14 - 20</td>
<td>Games for Social Impact</td>
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<td>Final Project</td>
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<tr>
<td>13</td>
<td>Nov. 21 - 27</td>
<td>Final Project</td>
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<td>Nov. 28 - Dec. 6</td>
<td>Final Project Due</td>
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<tr>
<td>14</td>
<td>Thanksgiving Break</td>
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