| **EDST 633: VIDEO GAMES, LITERACY, & LEARNING** <br> **Fall 2016 (Section 42540)** | |
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| **Class Meetings:** <br> Online | **Instructor:** Dr. Sinem Siyahhan <br> **Phone:** (760) 750-8286 <br> **E-mail:** ssiyahhan@csusm.edu <br> **Office Location:** University Hall 426 <br> **Office Hours:** By Appointment |

## SCHOOL OF EDUCATION MISSION & VISION STATEMENT

*(Adopted by SOE Governance Community, January 2013)*

### Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

### Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

## BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

## COURSE DESCRIPTION

**Topics in Educational Technology**
Critically examines one or more selected issues in educational technology. Current topics such as distance and distributed learning, video conferencing, and technology initiatives will be highlighted. May be repeated for credit as topics change, but only three (3) units may be applied toward the Master's in Education. Enrollment Restriction: Enrollment in the Master's in Education Program and/or hold credential.

This **3-credit unit graduate level course** prepares students to explore the relationship between video games, literacy, and learning through examining the educational potential of video games for learners of all ages. Well-designed games are fun and keep us engaged with a "just right" level of challenge. Most importantly, we process information differently while playing a well-designed game. Video games are one of the most popular medium among children ages 8 and 18, and are being used in educational settings to support teaching and learning. The best way to understand the educational affordances of video games is to play and design them.

## COURSE LEARNING OUTCOMES

In the end of this course, students will:
- Gain knowledge about the learning principles embedded in video games
- Evaluate the educational potential of videos that are currently available
- Design educational experiences around video games to support teaching and learning

This course meets the following M.A. in Education Program students learning outcomes (PSLO):
- **PSLO 3: Analyze Research:** Analyze educational and/or professional research.
- **PSLO 4: Integrate Research:** Integrate research and evidence-based practices into educational and professional settings.

## COURSE MATERIALS & RESOURCES

1. **Cougar Course:** Course materials, assignment instructions, and grades will be available on Cougar Course site. Available at: http://cc.csusm.edu/. Be sure to set your preferred email in your profile settings of Cougar Courses so that you receive important announcements and communications. It is your responsibility to check the course site regularly and bring any issues immediately to the instructor's attention. Questions related to how to use Cougar Courses should be addressed to Barbara Taylor at btaylor@csusm.edu.

2. **Google Drive:** This is an online file storage service provided by Google. It allows users to create, share, and collaboratively edit files stored in the cloud. Students should have access to Google Drive through their CSUSM e-mail. If you do not have access to Google Drive, you can create an account at drive.google.com. Directions on how to create an account are available at: https://support.google.com/drive/answer/2424384?hl=en

3. **Technology Support:** Students may need to use campus resources for some assignments. It is the student's responsibility to make arrangements to have the technology resources available in order to complete scheduled assignments and due dates. Students should check campus resources and availability of labs. Mac computers are available in ACD 202, ACD 211, UH 271, and SCI2 306 in addition to other locations such as the library 2nd floor.

4. **Writing Support:** An important aspect of graduate level work is to develop academic writing skills. Students many need help with writing before submitting some written assignments. It is the student's responsibility to make an appointment with the Writing Center (http://www.csusm.edu/writing_center/) to seek help with writing skills.

5. **Library Support:** As part of this course, you will need to search, find, and read research articles and conduct a literature review (published research in a particular subject area) using the library resources. You can search online databases such as EBSCO, Google Scholar, ProQuest, and others through CSUSM Library: https://biblio.csusm.edu/research_portal/databases. For more information and help, contact Toni Olivas (tolivas@csusm.edu) and/or visit CSUSM Library website at https://biblio.csusm.edu/

## UNIVERSITY POLICIES

### CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students.  Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

### Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes.  Plagiarism or cheating is unacceptable under any circumstances.  If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html.  If there are questions about academic honesty, please consult the University catalog.

### Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS).  This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909.  Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### Credit Hour Policy Statement

Per the University Credit Hour Policy, students are expected to spend a minimum of six hours outside of the classroom each week for a 3-credit unit course.

### All University Writing Requirement

The All-University Writing Requirement, of 2500 words for courses of 3 or more units is satisfied in this course.

## COURSE EXPECTATIONS

### Professional Demeanor

It is expected that students will conduct themselves as professional adults who show respect to others, bring a positive attitude, and demonstrate productive engagement with people, learning process, and tasks to be completed. Professional demeanor includes, but not limited to, meeting the following expectations:

1. All course activities and assignments are completed on time. E-mailing the instructor when you are unable to complete an assignment and need more time. Explaining the reasons for requesting extension, and providing a projected timeline for successful completion of the assignment.

2. Approaching problems with a disposition to find solutions rather than feeling helplessness or hopelessness when facing a challenge or difficulty. This requires tolerating ambiguity and moderating frustration and confusion when confronted with difficulties and conflicts of all kind.

3. Contributing to and being part of a supportive environment. Working respectfully and productively with peers and the instructor at all times.

### Electronic Communication

Electronic correspondence is a part of professional interactions and the primarily means of communication with the instructor in this course. That said, please note that I am not online 24/7. I will respond to your e-mails within 48 hours. I do not check my e-mails Friday afternoons and on Saturdays.

### Online Etiquette

Please keep in mind that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent with no title or greetings, in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion. Be aware that messages sent within an online context may be open to misinterpretation. When concerned, meanings should be verified to clarify sender's intent.

## PARTICIPATION STRUCTURES

### Discussion Forums

Throughout the semester, you will engage in whole group discussions in the form of an online discussion forum. The discussions will draw upon the assigned readings and videos posted on Cougar Courses. Each student will be responsible for answering discussion questions posed by the instructor, and responding to two of their classmates' posts. When participating in online discussion forums, make sure to respond directly to the discussion question, include pertinent information in your response, make reference to ideas previously discussed, and offer critical analysis of a key theme or existing post that deepens or extends the conversation.

**Hangouts on Air**

Twice in the semester, students will meet online in groups of 3 or 4 using Google Hangouts on Air instead of participating in an online discussion forum to discuss the assigned readings. Each Google Hangout meetings will last about 45 minutes to 1 hour, and students will be responsible for recording their meeting using Google Hangouts on Air. Students will sign up for reading groups in the beginning of the semester, and will be responsible for arranging the time to meet. During the meetings, students will take on one of the following roles: starter, facilitator, skeptic, and summarizer. Students will take a different role in each meeting.

# COURSE ASSIGNMENTS

## 1. PLAY & SHARE
An important part of understanding the educational potential of video games is to play a lot of games and deconstruct them through the lens of learning theories and what we know from research on teaching and learning. Throughout the course, you will select a video game, spend approximately six to eight hours per module playing the game, and write a blog post analyzing the game using the learning principles identified by James Paul Gee. You will play a total of four video games and write a thoughtful and analytic blog post for each. You will be provided with a list of games to choose from in Cougar Courses.

## 2. INSTRUCTIONAL UNIT AROUND VIDEO GAMES
Students will design an instructional unit (a learning activity) around a video game of their choice. Students must describe the learning objectives of the designed activity, the rationale for the selection of the video game, how the video game will support teaching and learning, and how learning will be assessed. The instructional unit can span from 45 minutes to several hours/days depending on the topic covered.

## 3. DESIGN A GAME
In addition to playing games, you will also learn about and actually design a video game to develop a better understanding of how video games support teaching and learning. Designing video games has been used as a motivational context to increase students' interest and participation in Science, Technology, Engineering, Math (STEM) fields, in particular, engaging underrepresented groups (minorities, low-SES, ad girls) in coding and programming. Each student will be provided with a username for Gamestar Mechanic—a game design platform that does not require programming. Students will publish their video games in Gamestar Mechanic, and submit a short reflection paper comparing the educational affordances of playing video games and designing them.

## 4. OP-ED ARTICLE
For your final project, you will write an op-ed article about the educational benefits or potential of video games that can be published in a newspaper or journal. Your article must be at least 1500 words excluding the references. Your article must cite at least three papers/articles we read in class and at least four new papers/articles you find through searching CSUSM Articles and Databases.

**NOTE:** More information about the assignments will be provided in Cougar Courses.

# GRADING

It is expected that work will be turned in on time and course expectations will be met. Please discuss individual issues with the instructor promptly if extraordinary circumstances prohibit you from turning in assignments on time or participate in course activities. Points will be deducted if assignments are submitted late (10% penalty per day late). No credit will be awarded if the assignment is 1 week late. **No credit will be awarded if you miss the deadline for posting on discussion boards and/or participating in scheduled hangout meetings**. Students who wish to revise an assignment must negotiate the requirements of the revision with the instructor. You are responsible for tracking your grades and progress in the course by logging in Cougar Course.

|   |   |
|---|---|
| 94 – 100 A | 90 – 93 A- |
| 87 – 89 B+ | 84 – 86 B |
| 80 – 83 B- | 77 – 79 C+ |
| 74 – 76 C | 70 – 73 C- |
| 60 – 69 D | Below 60 F |

| Assignments | Points |
|---|---|
| **Play & Share**<br>Each blog post 60 points x 4 | **240 points** |
| **Instructional Unit** | **160 points** |
| **Designing a Game**<br>Game: 80 points<br>Reflection: 80 points | **160 points** |
| **Final Project:**<br>Paper Draft: 40 points<br>Peer Review: 25 points per review x 2<br>Final Submission: 100 points | **190 points** |
| **Participation Structures** | **Points** |
| **Discussion Forums:**<br>Initial Post: 20 points<br>2 Peer Post: 10 points per peer post x 2<br>40 points per discussion forum x 5 | **200 points** |
| **Google Hangout on Air Meeting:**<br>60 points per meeting x 2 | **120 points** |
| **Total:** | **1,070 points** |

**Final Exam Statement**

There will be no final exam.

# COURSE SCHEDULE

Please note that modifications to course activities and readings may occur at the discretion of the instructor. Any changes to assignments and/or structure of the course will be announced via e-mail or posted on the Announcements forum in Cougar Courses. In order to successfully complete this course, *all assignments must be completed* at an acceptable level noted on assignment directions. **All assignments and course activities (including forum posts) are due by 23:55 pm on the due date**.

| Week | Module | Dates | Topics | Readings, Assignments, & Due Dates |
|---|---|---|---|---|
| 1 & 2 | 0 | Monday, August 29th through Sunday, September 11th | Introduction to the Course | **Reading(s):**<br>• Gee (2006)<br><br>**Forum Post:** Introduce Yourself<br><br>**Sunday, September 4:**<br>Initial Post Due<br>**Wednesday, September 7:**<br>2 Peer Responses Due<br><br>**Task to be Completed:**<br>• Enter Contact Information<br>  Due Thursday, September 8<br>• Reading Quiz<br>  Due Sunday, September 11 |
| 3 & 4 | 1 | Monday, September 12th through Sunday, September 25th | Games as Systems | **Reading(s):**<br>• Squire (2003)<br>• Salen & Zimmerman (2004) (pp.49-69)<br><br>**Task to be Completed:**<br>• Sign up for Google Hangouts<br>  Due Thursday, September 15<br><br>**Forum Post:**<br><br>**Sunday, September 18:**<br>Initial Post Due<br>**Wednesday, September 21:**<br>2 Peer Responses Due<br><br>**Assignment(s):** Play and analyze a game using Gee's learning principles.<br>Blog Post#1 Due Sunday, September 25 |

| Week | Module | Dates | Topics | Readings, Assignments, & Due Dates |
|---|---|---|---|---|
| **5 & 6** | **2** | Monday, September 26th through Sunday, October 9th | Games as Narrative | **Reading(s):**<br>• Gee (2003) Chapter 3 (pp.45-69)<br>• Salen & Zimmerman (2004) (pp.379-390)<br><br>**Small Group Meeting (Hangout Air)#1**<br>Held sometime between Thursday, September 29 and Monday, October 3<br><br>**Assignment(s):** Play and analyze a game using Gee's learning principles.<br>Blog Post#2 Due Sunday, October 9 |
| **7 & 8** | **3** | Monday, October 10th through Sunday, October 23rd | Games as Problem-Solving | **Reading(s):**<br>• Gee (2003), Chapter 5 (pp.113-143)<br>• Sanchez & Salina (2008)<br><br>**Forum Post:**<br><br>**Sunday, October 16:**<br>Initial Post Due<br>**Wednesday, October 19:**<br>2 Peer Responses Due<br><br>**Assignment(s):** Play and analyze a game using Gee's learning principles.<br>Blog Post#3 DUE Sunday, October 23 |
| **9 & 10** | **4** | Monday, October 24th through Sunday, November 6th | Games as Collaboration | **Reading(s):**<br>• Gee (2003), Chapter 7 (pp.179-213)<br>• Steinkuehler (2004)<br><br>**Forum Post:**<br><br>**Sunday, October 30:**<br>Initial Post Due<br>**Wednesday, November 2:**<br>2 Peer Responses Due<br><br>**Assignment(s):** Play and analyze a game using Gee's learning principles.<br>Blog Post#4 DUE Sunday, November 6 |

| Week | Module | Dates | Topics | Readings, Assignments, & Due Dates |
|---|---|---|---|---|
| **11 & 12** | **5** | Monday, November 7th through Sunday, November, 20th | Games as Making | **Reading(s):**<br>• Peppler & Kafai (2007)<br>• Hayes & Games (2008)<br><br>**Small Group Meeting (Hangout Air)#2**<br>Held sometime between Thursday, November 10 and Monday, November 14<br><br>**Assignment:** Instructional Unit<br>Due Sunday, November 20<br><br>**Task to be Completed:** Journal Article—Signup to be a Peer Reviewer<br>Due Sunday, November 20 |
| **13 & 14** | **6** | Monday November 21st through Sunday December 4 | Games as Assessment | **Reading(s):**<br>• Shute & Ke (2012)<br>• Shute, Rieber, & Van Eck (2011)<br><br>**Forum Post:**<br><br>    <u>**Sunday, November 27:**</u><br>    Initial Post Due<br>    <u>**Wednesday, November 30:**</u><br>    2 Peer Responses Due<br><br>**Assignment(s):**<br>Design a Game & Reflection Submission<br>Due Sunday, December 4 |
| **15** | | Monday, December 5th through December 17th | Wrap-Up | *No reading is due.*<br><br>**Assignment(s):**<br>Op-Ed Article Draft Submitted to the Instructor & Sent to 2 Peers for Review<br>Due Tuesday, December 6<br><br>Peer Reviewers Return their Reviews & Submit the 2 Reviews to the Instructor<br>Due Sunday, December 11<br><br>Op-Ed Article – Final Submission<br>Due Saturday, December 17 |