Design Paradox: Instructional Games

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Overview

Introduction
"Edutainment" then and now
Educational Game Debates

Paradox 1: The Importance of Being Ernest
Paradox 2: GD vs. ID
Literacies

ID for ED
What's Next

A selection of problems & questions – few – answers...

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Backstory

What attracted me to CS

What I could do w/ it

What got me into ID

What I could make w/ it

My end goal: Teach Ed game design...?

> Understand Ed game design → Understand game design → Understand software design / understand entertainment design....



"Edutainment" not-so-great then and now

The good, the bad, & the ...

Problems:

- I Disappear (bury them when they're gone...)
- Someone is bound to say, "Hey! I like that game."
- Try and find someone who will go one record saying something bad about a specific educational game...

None-the-less here I go...

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"Edutainment" not-so-great then and now



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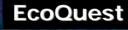
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"Edutainment" pretty good then and now



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VIRTUAL U

NMC Campus, SL

Virtual Leader

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Game Debates

In Game Studies: Ludology vs. Narratology

In Games for Learning: Learning vs. Fun Instructional Design vs. Game Design Game as receptacle vs. Game as method



To make progress in games for learning & educational game design:

Step 1: Admit we have a problem. (actually, we have several)

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Instructional designers suck all the fun out of games. Game designers drive all the learning out of games.

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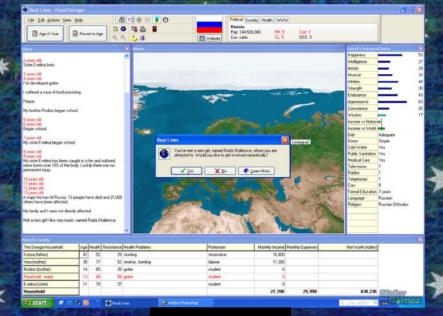
Games Design is all we need.

1.

Grim Fandango

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Instructional Design is all we need.



Real Lives

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SOBO

Join Stephen Bicsty on the ultime medieval learning adventure!

All Instructional Games must have the learning fully integrated into the game story.

We can wrap a game around any instruction and make it more interesting to learners.

MURA

Me

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BRAIN AGE

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of the Dead

"Edutainment" then and now

Did not live up to expectations

So... Game designers shied away from ED games Educators became suspicious of games



"Edutainment" then and now Edutainment -> Serious Games Solitary gaming → multiplayer / social gaming Disciplinary → interdisciplinary **More Gamers Older Gamers** Internet is useful Machines are powerful Google, YouTube, DeviantArt,...

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Paradox 1: The importance of being Ernest

Forced to play → no longer game (Caillois)
Play <-> seriousness are opposites (Huizinga)
"I send my child to school to LEARN, not to have fun." (unidentified teacher)

FUN is a bad word.

Engagement isn't.



Paradox 2: GD vs. ID

Instructional Design

Content (what) Receptacle for content Vantage Point: Formal Education

Ed. Credentials

Game Design

Player Experience (how) Teaching Method Vantage Point: Entertainment (SENG?) Industry Credentials

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Literacies

Traditional Literacy = read AND write Games literacy = play AND make

What about literacy w.r.t. education generally and Instructional Design in particular?



Game Literacy

Literacy w.r.t. Education means

- Knowing about games (beyond what we've heard from headlines & Jack Thompson) means
 Game experience (playing)
 Game Reflection (thinking about / contextualizing)
 Literacy w.r.t. Instructional Design Means
- All of the above PLUS
 - Overview of games studies (genres, context, sociological implications)
 - Knowledge of Game construction (the industry, commercial vs. serious, the technology...)

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ID for **ED**

How to design good Ed games w/o knowing how to design good games??

How to design good Ed games (or even use COTS) w/o having played good games??

The need for credibility in formal education means ID must play a role.



Summary & What's Next

Understand more about game design. Find common language for designers. Including fun. Bring literacy to Ed biz. Find ways to combine GD & ID.

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Image Sources:

Mario (New Super Marion Bros.) <u>http://mario.nintendo.com/</u> Blaster (Math Blaster) photo taken of game CD_sleeve Carmen San Diego <u>http://en.wkipedia.org/wiki/Carmen_Sandiego</u> Fowl Words:

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