# August 29, 2010

# Reference

# Snyder, S., Burke, S., (2008) Using YouTube in the Classroom: A How-To Guide. *International Journal of Instructional Technology & Distance Learning* 5 (4), 49-51. ISSN 1550-6908

# Abstract

# Founded in 2005, YouTube has quickly become a leader in online media.  YouTube is an Internet application in which people can upload, share, and watch videos.  There are millions of messages being uploaded each day onto this forum (YouTube, 2007).

# Creative teaching strategies that incorporate innovative technology motivate and engage learners who are technology savvy and are accustomed to the online environment.  Using a variety of instructional methods and learning activities in the classroom or via distance education courses creates an enriched learning environment for the student (Beldarrain, 2006).

# Annotation

# I appreciated this article because it presented something that is relevant, creative and useful. I like it when teachers use resources that modern yet simple. Youtube changed the way we viewed videos on the internet. People have risen to fame simply because of their ability to create a imaginative (and sometimes silly) video. As instructors, we should not shun something because it is used for entertainment only. Working with new software, writing out storyboards and collaborating with their classmates can make learning entertaining while also still reaching their learning objectives.

# What I did not like was that this article seemed to only focus on the technical and grading aspects of the topic. I would like to read more about how previous students have used youtube to create something like a blog, or an instructional video on how to dissect a frog. The theory behind the “why” would be useful. On that note, the article was very detailed technically speaking. The rubrics provided gave a clear direction on how an instructor would evaluate the learner, which I found useful.

# Reference

# Muirhead ,Brent (2010) Blog Insights. *International Journal of Instructional Technology & Distance Learning* 7 (5) 57-64 ISSN 1550-6908

# 

# Abstract

# The purpose of this paper is to discuss self-publishing involving blogs. The discussion will focus on issues related to the nature of blog capabilities and limitations. The narrative will describe the role of blogs in sharing knowledge in the areas of citizenship journalism and education. Annotation

# I loved this article because it once again uses the concept of taking something cool, easy and accessible and turning it into a learning point for students. It also forces them to take control of their own learning and the outcomes it brings. I have my own blog journaling my experience through grad school. I will enjoy reading through it later, reflecting on my past struggles and learning milestones!

# Reference

# Lefrere, P. 2009. Activity-based scenarios for and approaches to ubiquitous e-Learning. *Personal Ubiquitous Comput.* 13, 3 (Mar. 2009), 219-227. DOI= http://dx.doi.org/10.1007/s00779-007-0188-6

# Abstract

# This paper presents scenarios for ubiquitous e-Learning in heterogeneous networks. It concludes by arguing for the development of a learning-focused analogue, activity-based e-Learning extensions (ABLE), of activity-based computing (ABC). The goal would be to offer the learning-support/performance-support equivalent of ABC’s support for human activities in a ubiquitous computing environment, relevant to areas that are hard to model today: informal on-the-job learning; peer-to-peer support and informal sharing of content in ad hoc work groups; formal and informal ways to capture and share knowledge-focused insights and processes; content and systems to aid reflection. Just as ABC supplements traditional computing approaches (in ABC, ata- and application-oriented) to suit ‘‘multiple, parallel and mobile work activities’’ (Bardram et al. in Support for ABC in a personal computing operating system. CHI 2006 proceedings. Montre´al, Que´bec, Canada, 22–27 April 2006, pp 211–220), so ABLE could supplement traditional e-Learning approaches (often largely content-focused, sometimes little more than page-turning) to suit those same work activities, and make e-Learning potentially more resilient to interruptions, more fun and more memorable.

# Annotation

# The line that grabbed me in this article stated “Five years ago, almost no one… imagined a university world that would include switched gigabit Ethernet, pervasive wireless, wikis, blogs, P2P software, portals, voice and television over IP,… and countless other services that have become, for most, simply, ‘digital air.” I agree wholeheartedly. Five years has brought about so many new ways to learn using technology and the internet. A co-worker of mine has a droid phone in which he can participated in his summer online classes while sitting on a Florida beach. E-learning has allowed for instructors to open a whole new world of teaching to their students. I am excited to see what another five years will being!

# Reference

# Mateik, D. 1995. The summer institute for instructional technology: goodbye chalk and slate; hello mouse and web. In *Proceedings of the 23rd Annual ACM SIGUCCS Conference on User Services: Winning the Networking Game* (St. Louis, Missouri, United States, October 15 - 18, 1995). SIGUCCS '95. ACM, New York, NY, 201-205. DOI= http://doi.acm.org/10.1145/219894.223033

# Abstract

# Faculty are the architects of cunicular development and transformation on a college campus. However, many faculty at the University of Maryland College Park are daunted and confused by the vast array of computer, information, and communication technologies at their disposal. Many faculty have achieved some degree of competency in the use of their desktop computer and electronic mail account for purposes of personal productivity. The majority, however, have yet to tap into the rich potential this technology has for changing the way they interact with students and colleagues and for effecting a significant transformation of the curriculum.

# Annotation

# This article spoke to me as well. Where I teach, I am considered the local “tech guru.” A lot of my fellow co-workers call on me for help when it comes to basic computer functions, let alone advanced uses. However, lately I have been helping them learn the fun and innovative ways to use technology in the classroom, and how to use them as effective tools rather than crutches. We have had a few basic workshops (such as one on powerpoint) but I hope to open their minds to other methods of communication with their students.

# September 14, 2010

# Reference

McLellan, H., & Digital, M. (2006). Digital Storytelling in Higher Education. *Journal of Computing in Higher Education* , 19 , 1, 65-79.

# Abstract

# Digital Storytelling is a promising instructional strategy as well as an emerging field of study in higher education. Courses on digital storytelling are offered in communications and creative writing programs at a number of universities. However, the potential for digital storytelling extends far beyond the fields of communication and media studies across many fields of study, including history, American Studies, business and leadership, knowledge management, community planning, and much more. In addition, digital storytelling has been used to help students prepare for college. Digital storytelling applications include personal stories, digital story archives, memorial stories, avocational stories, educational stories, and stories in medicine and health. This paper examines the origins and practice of digital storytelling, highlighting a range of applications in higher education.

# Annotation

While this article does not deal directly with Instructional Gaming, I still found it useful because it is a branch off of the concept I would like to research. In a sense, a computer game can be a form of storytelling if written well. This paper outlines the history of digital storytelling and its many uses in higher education. What especially caught my eye was this quote:

*“Over the past decade, the Center for Digital Storytelling has been built around a unique training workshop, the Digital Storytelling Workshop. This workshop offers a highly effective method of assisting people in learning very quickly the process of producing short media pieces using a combination of digital image manipulation and digital video editing software.”*

This suggests to me that when learners have a part in the creative process, they are more likely to enjoy the material and learn what they are creating on a whole new level. This brings to mind the game “The Sims” in which the player can create their own character, house and family, manipulating the scenario and making the choices for their character (some being good choices and some bad). Will we be able to create training simulations with “Sim” characters in the future?

I would think about using this article in my research in order to back up my idea about digital storyboarding and simulation games.

# Reference

Dickey, M. D. (2007). Game design and learning: a conjectural analysis of how massively multiple online role-playing games (MMORPGs) foster intrinsic motivation. *Educational Technology Research and Development* , 253 - 273 .

# Abstract

During the past two decades, the popularity of computer and video games has prompted games to become a source of study for educational researchers and instructional designers investigating how various aspects of game design might be appropriated, borrowed, and re-purposed for the design of educational materials. The purpose of this paper is to present an analysis of how the structure in massively multiple online role-playing games (MMORPGs) might inform the design of interactive learning and game-based learning environments by looking at the elements which support intrinsic motivation. Specifically, this analysis presents (a) an overview of the two primary elements in MMORPGs game design: character design and narrative environment, (b) a discussion of intrinsic motivation in character role-playing, (c) a discussion of intrinsic motivational supports and cognitive support of the narrative structure of small quests, and (d) a discussion of how the narrative structure of MMORPGs might foster learning in various types of knowledge.

**Annotation**

This paper is exactly what I would love to study. It is the same concept that I have mentioned above where an MMORPG could bring a learner into a situation that their actions would directly effect the outcome of their character. The author states:

“*It is, however, the intent of this analysis to suggest that MMORPG design may provide a flexible model for creating engaging interactive learning environments which foster intrinsic motivation by providing choice, control, collaboration, challenge, and achievement.”*

I would definitely use this article in my studies and also use it to branch off of as well. One reference in particular caught my eye:

Cordova, D. I., & Lepper, M. R. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of Educational Psychology,* 88(4), 715–730.

# Reference

# Wong Seng Yue, N. A. (2009). Usability Evaluation for History Educational Games. *Proceedings of the 2nd International Conference on Interaction Sciences: Information Technology, Culture and Human* , 1019-1025.

# Abstract

# The potential for integration of digital games and learning becomes ever more significant recently. One of the goals in educational game design is to create engaging and immersive learning experiences for delivering specified learning goals, outcomes and experiences. However, there is limited number of research done on game usability or quality of game user interface. Failure to design usable game interfaces can interfere with the larger goal of creating a compelling experience for users and can have a negative effect on the overall quality and success of a game. In this paper, we review usability problems identified by previous researchers and propose a history educational game design which includes pedagogical and game design component. Some snapshots of our game module are also presented. Finally we present a usability evaluation method for history educational game design. From our critical literature reviews, we also proposed six constructs which are interface, mechanics, gameplay, playability, feedback and immersion for usability evaluation.

# Annotation

# This article was fully informative and contained an immense amount of information about the background, setup and history of educational games. This article would prove to me most useful, as well as several of the sources the author used to create the article. One statement discouraged me slightly:

# *“Educational games enable players to learn some knowledge when they play in an immersive game environment. However, there is still inadequate research on usability evaluation for educational games*”.

# If there are not enough studies for me to source, what will that mean for my studies?

# Reference

# Kurkovsky, S. (2009). Engaging Students through Mobile Game Development. *Proceedings of the 40th ACM technical symposium on Computer science education* , 44-48

# Abstract

# This paper describes using mobile game development as a motivational tool to engage students early in the curriculum. Mobile devices have become an integral part of everyday lives of modern students; using these devices as a part of the coursework may help them see the immediate connections between Computer Science and real-world technology. Compared to traditional game development, programming mobile games is less complex, which enables students with limited programming experience to create playable mobile games within the scope of a single course. Experience presented in this paper may be easily duplicated, but it may be especially useful in the first college-level course for students with CS AP credits.

# Annotation

# I originally found this article interesting because of the modern view it poses on gaming. However, I found that it focused on the development of mobile games. However, I cannot say that this article would not be useful for my studies as I intend to focus on the interactive nature of video games—the creation of the game itself should be as important as the objectives it is setting. Since this article focuses on the creation of mobile games, which are not as complicated as games found on computer systems, in the future instructors could create mobile games for their students in order to teach simple concepts.

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*“Mobile applications are often easy for students to relate to, because mobile technology plays an increasingly important role in the lives of today’s students. For many of them, their mobile phone is replacing a desktop computer as their primary computing device”.*

This is very relevant in the age of the IPhone and the Droid phone which a user could download “apps” to enhance their learning experience. If instructors were able to create these apps, then teaching could take on a new mobile form.

# September 30, 2010

# Reference

# Kao L., Galas C., & Kafai Y.. (2002). “A Totally Different World”: Playing and Learning in Multi-User Virtual Environments. *Proceedings of the Computer Games and Digital Cultures Conference, Proceedings.* *Tampere*, *Finland,* 1-5.

# Abstract

# This study examines children’s perceptions of their experiences in two science-oriented multiuser virtual environments (MUVEs), River City and Whyville. Sixth-grade students were asked how they would rate and compare different features of these environments. The children rated River City as providing greater educational benefits but preferred communicating with real people in Whyville as opposed to River City’s computer-based agents. They felt more integrated into the community in Whyville, where they enjoyed equal participation with other members, than as guests to the virtual town of River City. Finally, children rated their enjoyment at customizing their unique Whyville avatars higher than when selecting a pre-constructed avatar in River City; however, they rated both MUVEs highly when asked about seeing their avatars onscreen.

# Annotation

# I like how this article compared two different styles of learning in the game—one where the player is only interacting in a computerized world; one where they are playing with their own classmates. It is interesting to see how the students felt different in a virtual reality compared to knowing that the other players were in fact real. I wonder what this means for gameplay? Can interaction between members ( a sort of roleplaying) enhance learning?I think so—how many times do we participate in roleplaying at trainings, Why? Because it allows you to pretend and react, while (safely!) learning from your decisions. As I pursue my studies, I can see where my ideas are being supported.

# Reference

# Judmaier, P., Piringer G., & Piringer, J.. (2002). Myzel – Self organization in Networked Worlds. Proceedings of the Computer Games and Digital Cultures Conference, Tampere, Finland, Proceedings. Vienna, Austria, 297-310.

# Abstract

# Using a Proof of Concept (PoC) of Myzel, we tested a new concept for an online community game. In contrast to existing simulation games Myzel allows the players to negotiate and change the rules of their virtual world. Apart from minor technical restrictions they have to create rules for legislation, resources, economy political organizations and other areas. This should help players to understand the complex inner workings of modern societies. Myzel’s PoC was developed with the help of a small test community using extreme programming techniques. The PoC was tested in a controlled environment as well as in a free scenario. The results proved the validity of the game concept in most aspects. With small adaptations and a state-of-the-art user interface, Myzel should develop a great self organized virtual society.

# Annotation

# I have always enjoyed playing games like this, and I think you could integrate a whole level of politics, social awareness, money systems and much more into a game like this. It was an interesting article to read, especially the parts where the players had to create a police force due to crimes being committed in the game. It seems like a very useful learning tool, and I would like to investigate the social impact of a game such as this.

# Reference

# Gee, J. P (2005). Learning by Design: good video games as learning machines., E-Learning and Digital Media, 2(1), 5-16.

# Abstract

# This article asks how good video and computer game designers manage to get new players to learn long, complex and difficult games. The short answer is that designers of good games have hit on excellent methods for getting people to learn and to enjoy learning. The longer answer is more complex. Integral to this answer are the good principles of learning built into successful games. The author discusses 13 such principles under the headings of 'Empowered Learners', 'Problem Solving' and 'Understanding' and concludes that the main impediment to implementing these principles in formal education is cost. This, however, is not only (or even so much) monetary cost. It is, importantly, the cost of changing minds about how and where learning is done and of changing one of our most profoundly change-resistant institutions: the school.

# Annotation

# this article hits on all of the key points that I make about gaming—if a game is made correctly, it can be fun and educational. But once again, the argument of how to make a game educational can continue on forever—I am wondering if a game needs to be high tech and expensive in order for it to be enjoyable and provide adequate learning? The author also mentions a book he wrote concerning the topic—I must look into it! Perhaps when I start to find sources like these, it will lead me in the direction I want to go in.

# Reference

# Haworth R., Sheida S., Bostani T., & Sedig K.. (2010). Visualizing decision trees in games to support children’s analytic reasoning: Any negative effects on gameplay? International Journal of Computer Games Technology, 2010, 1-11. doi:10.1155/2010/578784

# Abstract

# The popularity and usage of digital games has increased in recent years, bringing further attention to their design. Some digital games require a significant use of higher order thought processes, such as problem solving and reflective and analytical thinking. Through the use of appropriate and interactive representations, these thought processes could be supported. A visualization of the game’s internal structure is an example of this. However, it is unknown whether including these extra representations will have a negative effect on gameplay. To investigate this issue, a digital maze-like game was designed with its underlying structure represented as a decision tree. A qualitative, exploratory study with children was performed to examine whether the tree supported their thought processes and what effects, if any, the tree had on gameplay. This paper reports the findings of this research and discusses the implications for the design of games in general.

# Annotation

# I thought this was an interesting topic to discuss—I especially liked the parts where they discussed the concepts of the decision tree (a section of the game where the player can make a choice, effecting the outcome of the game) It was really interesting to see the breakdown of games and how and why they are created a specific way. I think this article is very useful for me and my studies—I only wish it contained more information about story-boarding....which makes me think that I need to look up some articles regarding this. What I really appreciated was the actual comments from the participants. I wish more articles contained these snippets!

# October 12, 2010

# Reference

# Yee, N.. (2005) Massively Multi-User Online Role-Playing Games: Motivations, Emotional Investment, Relationships and Problematic Usage. *Avatars at Work and Play: Collaboration and Interaction in Shared Virtual Environment*, London, 1-33

# Abstract

Every day, millions of users [1, 2] interact, collaborate, and form relationships with each other through avatars in online environments known as Massively Multi- User Online Role-Playing Games (MMORPGs). These online environments offer tantalizing glimpses of how millions of avatars interact on a daily basis outside of a laboratory setting and what users derive from that experience.

# Annotation

# This is the article that really spoke to me when looking for research materials. When meeting with my mentor about what my dissertation purpose and focus, I was still unsure and doubtful of which direction I wanted to follow. I knew I wanted to focus on instructional gaming, but where should I look? The articles I was finding seemed scattered. However, this article really brought a focus into what I want to research. It also confirms my fears; there isn’t a lot of research on this topic. However, this article provides a gold mine of resources I plan on picking up. This article also provides a qualitative study that I found to be useful. After reading the article several times, I find I am leaning towards the social and psychological benefits of online gaming. Not just MMORPG, but any online game that provides user interaction.

# Reference

Thawonmas R.,Iizuka K.. (2008) Visualization of Online-Game Players Based on Their Action Behaviors. *International Journal of Computer Games Technology.* 2008,1-9,doi: 10.1155/2008/906931

# Abstract

We propose a visualization approach for analyzing players' action behaviors. The proposed approach consists of two visualization techniques: classical multidimensional scaling (CMDS) and Key Graph. CMDS is for discovering clusters of players who behave similarly. Key Graph is for interpreting action behaviors of players in a cluster of interest. In order to reduce the dimension of matrices used in computation of the CMDS input, we exploit a time-series reduction technique recently proposed by us. Our visualization approach is evaluated using log of an online game where three-player types according to Bartle's taxonomy are found, that is, achievers, explorers, and socializers.

# Annotation

# I sought this article out due to the fact that it goes over the social aspects of online gaming. We as humans are social creatures, and it is also how we do most of our learning. I am interested to see the common themes in these articles in order to start creating the types of questions I will ask in my surveys when I start to conduct my research. The cluster graphs seemed interesting to me, but I had to really study them in order to figure out what each one was trying to convey. I do like how this study outlined the different formulas used when analyzing their data. It gives me some ideas in what way I can compile my data in a usable form.

# Reference

# Pittman, D., GauthierDickey, C.. (2007) A measurement study of virtual populations in massively multiplayer online games, *Proceedings of the 6th ACM SIGCOMM workshop on Network and system support for games,* Melbourne, Australia, 25-30

# Abstract

Understanding the distributions and behaviors of players within Massively Multiplayer Online Games (MMOGs) is essential for research in scalable architectures for these systems. We provide the first look into this problem through a measurement study on one of the most popular MMOGs, World of Warcraft [15]. Our goal is to answer four fundamental questions: how does the population of the virtual world change over time, how are players distributed in the virtual world, how much churn occurs with players, and how do they move in the virtual world. Through probing-based measurements, our preliminary results show that populations fluctuate according to a prime-time schedule, player distribution and churn appears to occur on a power-law distribution, and players move to only a small number of zones during each playing session. The ultimate goal of our research is to design an accurate player model for MMOGs so that future research can predict and simulate player behavior and population fluctuations over time.

# Annotation

# This study overwhelmed me a bit, not because of the amount of information presented, but because it made me think about the reality of conducting a study in reference to online gaming. This study focused on only one online game, World of Warcraft. However, there are plenty of online games to choose from; which one should I pick to study? Gathering information from all of the online games would be impossible; however, I am thinking that I should perhaps pick two and compare them. But which two do I choose? This makes me think that I need to research the games themselves and see if there are similarities between the social aspects of each game. This is a useful article because it gives me criteria ideas, or even a source I can later compare to my future study. What is disappointing is that they cannot provide the details of the participants, such as gender, age or education level. If I were to do a study, I would want that information.

# Reference

# Steinkuehler, C., (2007) Massively multiplayer online games & education: an outline of research, *Proceedings of the 8th international conference on Computer supported collaborative learning* New Brunswick, New Jersey,675-685

# Abstract

# For those with a vested interest in online technologies for learning, the knowledge and skills that constitute successful participation in massively multiplayer online games (MMOs) places them squarely among the most promising new digital technologies to date. In this paper, I broadly outline the qualitative results of a two and a half year cognitive ethnography of the MMO Lineage and describe the current trajectory of research we are now pursuing, based on those findings: (a) the empirical investigation of focused research questions in order to document and analyze those core practices that constitute gameplay in virtual worlds, and (b) the development of educational activities for after school clubs that capitalize on those capacities found throughout our research. This essay concludes with a reflection on the multiple relationships between games and education, highlighting the potential for such technologies to transform not only the means of education but also perhaps the goals.

# Annotation

# This article is a gold mine for me. It talks in great detail about the educational value of online gaming, and also details the social aspects of it as well. The following quote in the text expressed exactly what I am trying to prove:

**“At the risk of gross simplification, the broad results were that participation in such worlds crucially entails:**

* **Complex forms of socially and materially distributed cognition including the coordination of people, (virtual) tools, artifacts, and text, across multiple multimedia, multimodal “attentional spaces” (Lemke, n.d.) (Steinkuehler, 2006c)”**

What I appreciate about this study is that it doesn’t focus on one game; it analyzes and points out diverse aspects from many different games. Once again, I need to study the resources used for this paper.

What I also like about this study is that they give suggestions on how schools could use online gaming to their advantage (ie after school programs). I never thought of using it for that reason, but it makes perfect sense. But in a world where teacher barely have funding for glue sticks, where does virtual gaming fit into the mix?

# October 26, 2010

# Reference

# Meredith A., Griffiths M., Whitty M.. (2008) Identity in Massively Multiplayer Online games: A Qualitative Pilot Study, *iWAS'2008 - The Tenth International Conference on Information Integration and Web-based Applications Services,* Linz, Austria, 24-26

# Abstract

This research expands on the work of Goffman (1959) in seeking to examine how players of Massively Multiplayer Online games (MMOs) use virtual environments as a mechanism to explore their own offline identity, through the use of multiple characters and gender swapping. Using Thematic Analysis of four interviews, five themes have been identified which will inform a larger Grounded Theory study. It is argued that these themes provide the foundation for the construction of solid theoretical constructs which will inform future discussion on all interaction in virtual environments – not only in computer games, but all other social technologies. General Terms: Documentation, Human Factors, Theory.

# Annotation

What I like about this article is that it states the social possibilities and how that can transfer into different situations, which is what I am primarily interested in. The article describes on how people act as their avatar online; sometimes they carry similar dispositions of their real life personality. Other time, players may take on a role and act in different ways depending on their character and the situation. The age group is the same as the next article, so it leads me to believe that my future studies may follow in the same path. What I also found interesting is the concept of the “psychological mask.” I am wondering if I can find any other articles that support this theory?

# Reference

# Dabbish, L. A.. (2008) Jumpstarting Relationships with Online Games: Evidence from a Laboratory Investigation, *CSCW '08: Proceedings of the 2008 ACM conference on Computer supported cooperative work* San Diego, California, 353-356

# Abstract

The popularity of online games, particularly casual games, has increased tremendously in recent years. Often these game experiences involve partner-based or multi-player interactions. Previous work has shown that computermediated interactions and online activities with a stranger have the potential to impact attitudes and liking for that person. Can experiences in online games have a similar impact? This paper presents results from two experiments suggesting that cooperative online game experiences (even without any direct communication interactions) can significantly impact liking for another person and perceptions of that person’s characteristics. Implications for

the design of online “team-building” style game experiences are briefly discussed.

# Annotation

The following quote is the one thing that grabbed me about this article and made me choose it for my blog:

“This work also provides promise that online game activities can generate social bonds between relative strangers. The results highlight the positive impact of a cooperative game structure, and the potential for positive performance or enhanced visual representations of partner effort to increase interpersonal attraction. These findings may inform the design of games for virtual team building”

I think the cooperative nature in these online games are very appealing to others; when I am playing against an AI (artificial intelligence) I know that I am not playing against something that is real. I still enjoy the game and respect the rich storylines; however, when I am playing online against real people, it gives the game an unpredictable, exciting element. It’s fun to team up with people from all over the world and complete specific goals. How can you bond with an AI character? Online gaming brings a whole new dimension to gameplay and social interaction.

# Reference

# Yeo, J. P. (2009). Explore design solutions through online games. *In ACM SIGGRAPH ASIA 2009 Educators Program*, Yokohama, Japan, New York, NY, 1-7. DOI= http://doi.acm.org/10.1145/1666611.1666624

# Abstract

Where do famous designers like Kenya Hara and Paul Smith get their inspiration? Paul Smith found inspiration in his collection of objects and his extensive travels provide him a wealth of visual stimuli, whereas Kenya Hara got his from the nature. In another words, inspiration could come in any form, it could be our daily life, the clothes that we wear, the ancient architecture that we come across or our dreams. Based on this information, this paper aims to find out the possibility of using online games as an inspiration tool to create good design solutions.

Online game is chosen as the tool for inspiration because it is closes to the heart of our undergraduates, the Generation Y. They are third year BFA students major in Visual Communication from Nanyang Technological University and Massey University. Online games is something they enjoy and familiar with. The author hopes that by playing the online games and with a certain awareness of the purpose, students would get inspiration from it. Like what Kenya Hara say, "the essence of design lies in the process of discovering."

The paper reports on the design and implementation of the course content and online games exploration. The course was conducted once a week in duration of 14 weeks. The students were told to use the online games as the main stimulation for their design solutions. In order to see the progress, students would need to show evidences of the connection between their design and the online games. The result will be measured by the students' design process and the quality of the final design.

The important part of this research is not to prove the right or wrong in using online games as inspiration tool. It is hopes to let students understand that original design solutions come from our surrounding and not from reference books. It also hopes to encourage students to understand their design process better and know the fact that anything could be an inspirational tool. Hopefully by going through this process, students would find their own special way of creating great design solutions.

# Annotation

This is a direct source of how to use an online game as inspiration for learning. I love how the instructors fully embraced the potential that the games could provide and allowed for the students to take inspiration from their surroundings as well. What I found interesting was the IE model and how similar it is to the design models I use every day (ADDIE!). I also appreciated the visuals the article provided. Once again, I am paying attention to the age of the participants; college level again! I am starting to see a pattern…

# Reference

# Seay, A. F., Jerome, W. J., Lee, K. S., and Kraut, R. E. (2004). Project massive: a study of online gaming communities. *In CHI '04 Extended Abstracts on Human Factors in Computing Systems, Vienna, Austria*, 1421-1424

# Abstract

Massively Multiplayer Online Games (MMOGs) continue to be a popular and lucrative sector of the gaming market. Project Massive was created to assess MMOG players’ social experiences both inside and outside of their gaming environments and the impact of these activities on their everyday lives. The focus of Project Massive has been on the persistent player groups or “guilds” that form in MMOGs. The survey has been completed online by 1836 players, who reported on their play patterns, commitment to their player organizations, and personality traits like sociability, extraversion and depression. Here we report our cross-sectional findings and describe our future longitudinal work as we track players and their guilds across the evolving landscape of the MMOG product space.

# Annotation

What I found interesting about this study was that it used several games and it also compiled the information collected in a quantitative manner. Normally with these studies the information is presented in a qualitative manner, so it was helpful to see how a study like this could be done and compared on a bar graph. Even more helpful was the examples of how they compared commitment to specific guilds and emotions towards their team members, What I specifically am trying to pay attention to is the way these studies are conducted, who were the participants and the different ways you can organize and evaluate the data. This article was most helpful in showing different ways on how to arrange the data while still using more than one game.

# November 16, 2010

# Reference

Wideman, H., Owston R., Brown C., Kushniruk A., Ho F., Pitts K.. (2007). Unpacking the potential of educational gaming: A new tool for gaming research, Simulation and Gaming. 38, 1 (March 2007), 10-30

# Abstract

The article begins by reviewing the theoretical bases for the contention that advanced computer-based educational gaming can provide powerful learning experiences, and overviews the limited research on the use of such games. Although studies to date have generally supported their value, most of the published investigations have methodological limitations. Critical process data are typically not collected, and unreliable student and teacher self-reports are heavily relied on in evaluating the educational efficacy of many games. To address these and other limitations, the authors have developed research software that can remotely and unobtrusively record screen activity during game play in classroom settings together with synchronized audio of player discussion. A field trial of this data collection system in which 42 college students were studied as they played a coursework-related Web-based learning game is described, and the article discusses how the trial outcomes concretely demonstrate the methodological advantages the tool offers researchers.

# Annotation

This was a helpful article to find, and it addresses a lot of the issues that I want to study, and it is in the age group that I am interested in as well. As I start to really compile my research materials, I am starting to pay attention to the details that make a study. This article brings an informed stance on the issue of educational gaming, but once again restates the obvious: There is not enough research on the topic to make a decision. Frankly, I am getting tired of reading this conclusion in every article I come across. Is there ever a topic where there is too much research being done?

# Reference

# De Castell, S., & Jenson, J. (2003). Serious play. Journal of Curriculum Studies, 35(6), 649-665.

# Abstract

# The phenomenon of gaming has received considerable attention from academia in recent years. In *Serious Play*, De Castell and Jenson argue that non-commercial research efforts have thus far resulted in a failure to produce educative games with wide player appeal. Such games are typically the product of partnerships between educators and games designers who lack the expertise and resources for the design of engaging and immersive games that resemble popular commercial recreational titles; commercial efforts have resulted in what critics have labeled `edutainment', or games for learning that are neither entertaining nor educative. Like their non-commercial siblings, edutainment has failed because its constituents have not achieved the gameplay fluidity and player immersion necessary for educational engagement. De Castell and Jenson's research is driven by the question, "can play and education intersect?" In this paper, we reflect on de Castell and Jenson's perspective on why many researchers and educators have failed in their efforts to produce appealing educational games and how popular commercial gaming culture can inform the development of engaging and immersive learning experiences. Annotation

I found this article by following a trail of research left by another article I was reading (and couldn’t gain access to). Dr Heo had advised me to pay attention to the articles that these studies were referencing, and I found a new avenue of research material untapped. Why reinvent the wheel completely when I can follow the path of those who have walked before me? Is it copying? I don’t think so; in fact, if I wrote a study and referenced specific materials, I would be flattered if others were inspired by what I read.

# Reference

Pittman D., GauthierDickey C., (2007). A measurement study of virtual populations in massively multiplayer online games. In Proceedings of the 6th ACM SIGCOMM workshop on Network and system support for games New York, NY, 25-30.

# Abstract

Understanding the distributions and behaviors of players within Massively Multiplayer Online Games (MMOGs) is essential for research in scalable architectures for these systems. We provide the first look into this problem through a measurement study on one of the most popular MMOGs, World of Warcraft [15]. Our goal is to answer four fundamental questions: how does the population of the virtual world change over time, how are players distributed in the virtual world, how much churn occurs with players, and how do they move in the virtual world. Through probing-based measurements, our preliminary results show that populations fluctuate according to a prime-time schedule, player distribution and churn appears to occur on a power-law distribution, and players move to only a small number of zones during each playing session. The ultimate goal of our research is to design an accurate player model for MMOGs so that future research can predict and simulate player behavior and population fluctuations over time.

# Annotation

This article is an interesting one, and I love reading about topics like this; being a gamer myself, I am amazed at the communities that spring up through gameplay; this study was created really for the use of game designers. However, I suspect that this information could be useful in creating educational games and predicting how learners will react to specific scenarios.

# Reference

Garzotto F..( 2007). Investigating the educational effectiveness of multiplayer online games for children, In Proceedings of the 6th international conference on Interaction design and children New York, NY, 29-36.

# Abstract

Multiplayer games are becoming an important part of Internet use, and have been the subject of many theoretical and empirical studies. Still, relatively few researches investigate multiplayer Internet games that are designed for young children and for educational purposes. This paper focuses on the educational effectiveness of this class of systems, and introduces some heuristics for its evaluation. We also report an empirical study that involved eighty-five elementary school children and measured the educational effectiveness of an online multiplayer game. We used both learning benefits analysis and empirical assessment of our heuristics, comparing the findings of the two evaluation methods.

# Annotation

This was the first article I came across that featured children and online simulations. There could be several reasons for this: the age of the children and the amount of games offered that appeal to young children. I remember playing a game called “neopets” when I was in college. A lot of younger aged players visited the site even though there was an age limit to where someone could join. A lot of games or online sites requires the player to be 13 or older. This makes me think that most of the limitations is due to simple permissions. So far the studies I have been reading feature young adults to middle age adults. This works well since my background is in adult education.