

SELF-REGULATED LEARNING IN SERIOUS EDUCATIONAL GAMES

Fall 2018

M-F. 4:15pm – 5:45 pm; 6pm – 7:30pm, T-304

Instructor Information:

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COURSE DESCRIPTION

This course provides an overview of topics related to self-regulated learning that may impact the development, performance, and outcomes of serious games. A primary emphasis will be placed upon cognitive, metacognitive, and motivational theories that are central to influential models of self-regulated learning. Informational will be presented in a survey fashion with a topical overview rather than as an in-depth study of limited concepts.

TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

Required Text: Readings provided on course website

Major Assignments:

<u>Class Format</u>	
Classroom Topics Quiz	25 points
Tutoring System Project	70 points
Focus Group Work	10 points
Game Design Sketch	25 points

Classroom Topics Quiz

The classroom topics exam will be taken on the final night of class. The exam will consist of 25 multiple-choice questions.

If you are absent or late to class the day of a scheduled exam you will not be able to take the quiz. If an emergency arises the day of the quiz please contact me as soon as possible. For any other conflicts regarding these dates please contact me ahead of time.

Tutoring System Project

The goal of this project is to develop a Web-based tutoring system (guidelines and rubric provided on website) on one or more topics related to self-regulated learning and serious digital games. The objective is to integrate information/concepts learned from the course along with additional outside sources (journal articles, the internet, etc.) to create an informative program to benefit a targeted audience. In essence, you

will become “experts” within one particular area of the intersection of SRL and games and then share your knowledge with others. Remember that your tutorial should be interesting and engaging . . . a program you would voluntarily choose to interact with. You will present your preliminary version to the class (15 min.), receive feedback from your peers in order for you to make improvements, and then provide Dr. Nietfeld with a link. Please consider choosing a topic that will benefit you outside of the realm of classwork (your job, future job, teaching, research, etc.). The project can be completed individually or in a small group (max 4 students). If completed in a group the completion of a confidential “contribution sheet” will be required. A few possible topics are below just to give you an idea. Once you have determined your topic inform Dr. Nietfeld of your choice.

Sample topics:

- Knowing What We Know and Don’t Know: How Digital Games can Improve Metacognition
- How to Promote Working Memory through Digital Games
- The Impact of Serious Games on Self-Regulated Learning
- Elements of Serious Games that promote Problem Solving processes
- Game-based approaches to improve Cognitive Study Skills for Elementary Students
- The Impact of Rewards in Serious Games
- Techniques within Digital Games for Enhancing Personal Interest in Microbiology

**Five points will be deducted from the project score for each day a project is submitted after the submission deadline so make sure to plan ahead.

Focus Group Participation

During the course sessions small group activities and discussions will be integrated intermittently. During these focus groups I will have structured activities for you to complete such as reactions to a video we’ve watched, reading and responding to a short article or discussing questions pertaining to the night’s topic. You will receive credit each class if you are actively participating on the assigned activity and are present for the entire session.

Game Design Sketch

During the first class session I will introduce the Game Design Sketch activity. The purpose of this activity is to get experience working with your peers to develop and present a serious game design proposal as you would for a prospective funding agency. You will work in small groups and then complete the template provided on the course website.

Class Discussion

I strongly encourage you to participate in classroom discussion and to ask questions when you do not understand something. I hope to encourage a class with a relaxed atmosphere in which all students feel comfortable participating. The class will be more interesting and thought provoking if the whole class is engaged in the discussion. Therefore, it is very important that you complete any readings to be discussed *before* class. Finally, I hope that this class is enjoyable and rewarding for you and useful to your future career. My goal is for you, as a student, to be able to look back at this class and feel as though it made a significant contribution to your professional and personal development.