RESEARCH ON SELF-REGULATION IN SERIOUS GAMES

Spring 2017
Tues. 6:15pm – 8:45pm; BFM 307
3 credit hours
Graduate standing requirement

Instructor Information:
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COURSE DESCRIPTION

The aim of this course is for students to develop an in-depth understanding of research findings related to self-regulation in digital games. In addition, a focus will be on translating this knowledge into something that is usable for students' present/future careers and/or research agenda.

TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

Required Text: Readings provided on course website

Major Assignments:

Class Format	
Class Participation & Manuscript Review	20 points
Session Leadership	20 points
Weekly Response Sheets	14 points
Research Project	40 points

Class Format

The purpose of this course is for you to develop a coherent understanding of research in the area of self-regulated learning, particularly applied to serious games. In addition, a focus will be on you translating this knowledge into something that is usable to you in your present/future career and/or research agenda. Being a seminar format, I expect you to take ownership over the course and work in a self-directed manner (because the class is about self-regulated learning after all).

A variety of topics will be covered (see tentative schedule) and class members will take turns leading the discussion each week. Assigned articles should be read before coming to class, and students should have access to them on the days they are to be discussed. Each student will lead or co-lead two class sessions. All students are expected to attend each class ready to discuss the topic assigned for that week. The typical class format will be an interactive discussion involving the instructor and all students.

Class Participation. The class participation grade will be determined by class attendance and active participation in class discussions. In addition, small homework activities may be included that are relevant to the course sessions or project. Absences will affect the participation score. In addition, we will conduct a mock review process for one empirical research article (5 of the 20

participation points) submitted for publication. Your task will be to write a brief review of the paper with recommendations for an editor to assist in the publication decision.

Session Leadership. Session leaders will: (a) facilitate the class discussion by preparing discussion questions and, (b) present one outside empirical article related to the week's topic and one additional weblink, video, or news-related article relevant to your topic. When you present your additional article please take 5-10 minutes to give an overall summary of the findings, the major research questions, the target population, the dependent (outcome) measures, and any important implications. As session leader, you should be prepared to initiate and maintain discussion with prepared activities that encourage application, discussion, or possibly debate. The goal is to keep class interesting and, at the same time, encouraging everyone to think more deeply about the topic. So, consider novel or creative activities to illustrate your topic and/or the readings. For the outside article presentation, the session leader(s) should select an article that is relevant, provide a copy to the class before the date of your presentation, present the material clearly, and field questions about the article as they arise.

Weekly Response Sheets. I will provide you with a template (Word doc) that provides questions for you to answer regarding each session's readings. You should complete a Response Sheet for each class session, have access to it in class, and send a digital copy to John and the session leader(s) by at least the day before class. The Response Sheets will aid us in our group discussion and hopefully provide you with a succinct set of notes that you can refer back to in the future.

Research Project. Each student will write either 1) a research proposal for an empirical research study related to self-regulated learning and digital games or 2) a grant proposal for research funding related to self-regulated learning. *Research proposal*: The final form of the project will include a written paper 10 pages in length and a brief oral presentation of that paper on the last day of class. Research proposals should conform to APA style. The paper should center on a study that could conceivably be executed and submitted this following year to a national or international conference. Format guidelines for the paper will be provided. *Grant proposal*: The final form of the grant proposal will be a written document in the format required by the target funding agency (e.g., Estonian Ministry of Education and Research, Estonian Research Council). For this project, you will be required to identify a critical area of need, create a timeline for development, provide a rationale using prior research and findings, identify project team, and provide a basic budget.

Class Discussion

This is a seminar class and a unique opportunity for you to delve deeply into a subject area with your peers. The success of the class depends upon your interactions with each other and your conscientiousness towards the readings and subject area. 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. It is my goal that you look back on this class as a challenging yet rewarding learning experience that furthers your career and ability to think and analyze research in general.

Tentative Schedule

Feb 7 **Course Overview**

Feb. 14 **Self-Regulated Learning**
Nietfeld, J. L. (In Press). The role of self-regulated learning in digital games. In
 D. Schunk & J. Greene (Eds.), *Handbook of Self-Regulation of Learning and*
 Performance (2ⁿᵈ ed., pp. xxx-xxx). Routledge.
Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview.
 Theory into Practice, 41, 64-70.

Feb. 28 **Metacognition** – Issues of overconfidence/judgments of learning

March 14 **Metacognition** – In applied academic or game-based contexts

March 28 **Creativity & SRL**
Hargrove, R. A., & Nietfeld, J. L. (2014). The impact of metacognitive
 instruction on creative problem solving. *Journal of Experimental Education,*
 83, 291-318.

April 4 **Motivation** – Intrinsic motivation/interest

April 11 **Motivation** – Goal orientation/growth mindset

April 18 **Motivation** –Self-efficacy/attributions

April 25 **Present Projects**