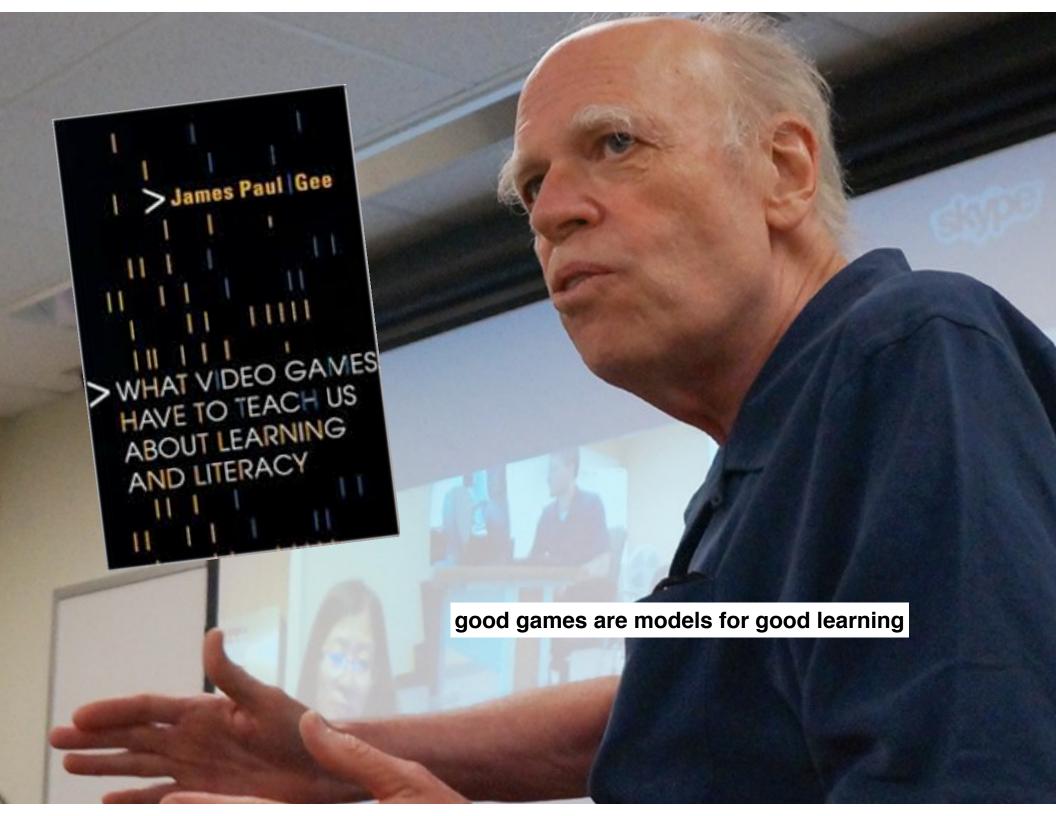


Games for Learning Design and Assessment

Rich Halverson University of Wisconsin-Madison August 23, 2019



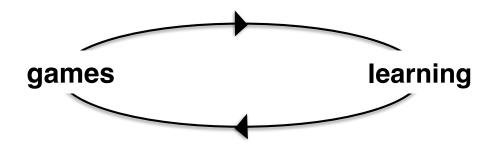


games learning



games learning disciplines



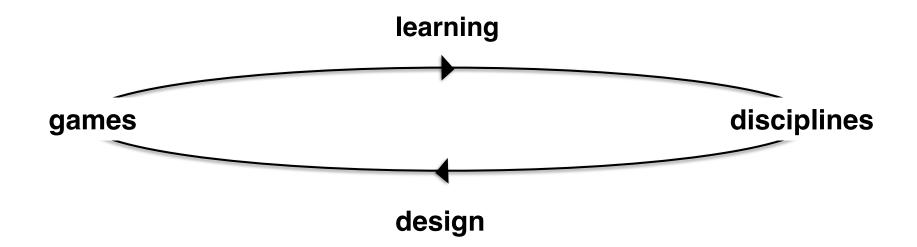


disciplines











role of assessment in learning game design



comparison to outcomes we care about

math games may have most impact for students with low math scores Hieftje, et. al. 2017

digital games significantly enhanced student learning relative to non-game conditions Clark, Tanner-Smith & Killingsworth, 2016

students who play online video games obtain higher scores on PISA tests Posso, 2016



what can the learner do (as a result of play)?



The John D. and Catherine T. MacArthur Foundation Reports on Digital Media and Learning

Confronting the Challenges of Participatory Culture

Media Education for the 21st Century

Henry Jenkins with Ravi Purushotma, Margaret Weigel, Katie Clinton, and Alice J. Robison



MACARTHUR
The John D. and Calaritar T. MacArdisor Toursdates



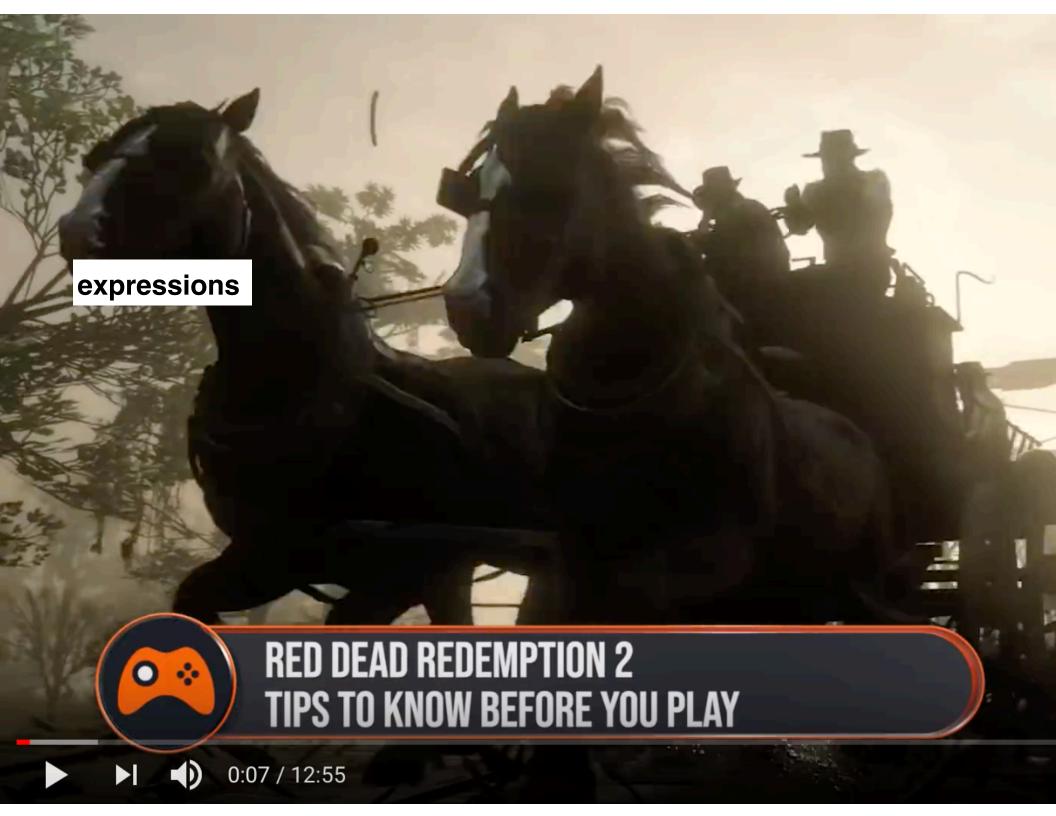
in which communities does the player meaningfully participate?

Jenkins, et. al. 2009

affiliations
expressions
collaborative problem-solving
circulations





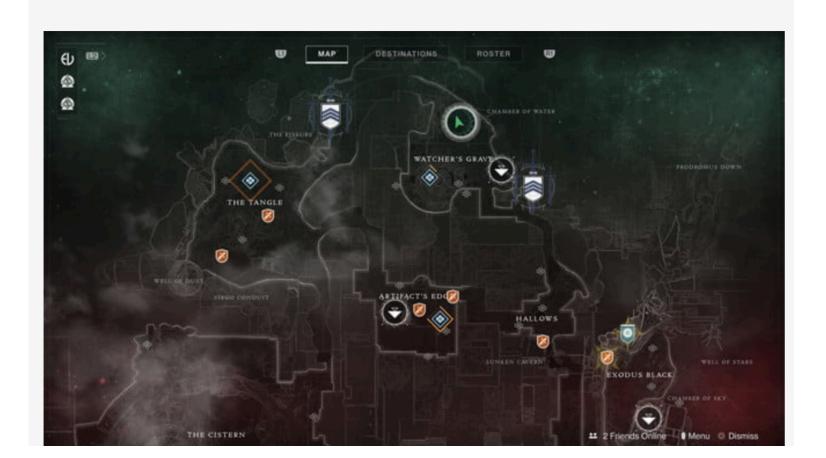


WHERE IS XUR AND HIS WARES FOR THE WEEK

(August 9 - August 13)

You can find Xur on Nessus this week, located near the Watcher's Grave area. Spawn into this part of the map and start heading north, but rather than go toward the large tree he used to be located at, look farther forward for a giant floating ship. Climb to the top of this ship and go to the far edge and you'll find Xur waiting for you.

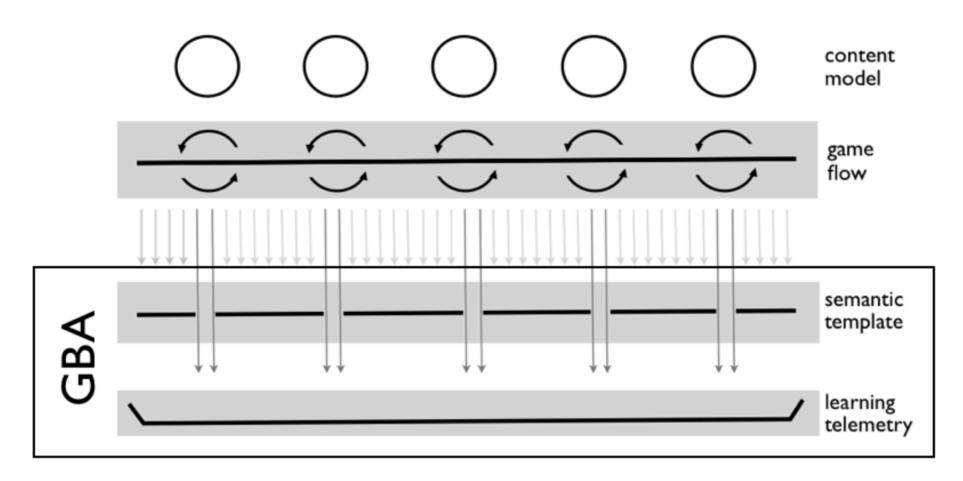
collaborative problem-solving



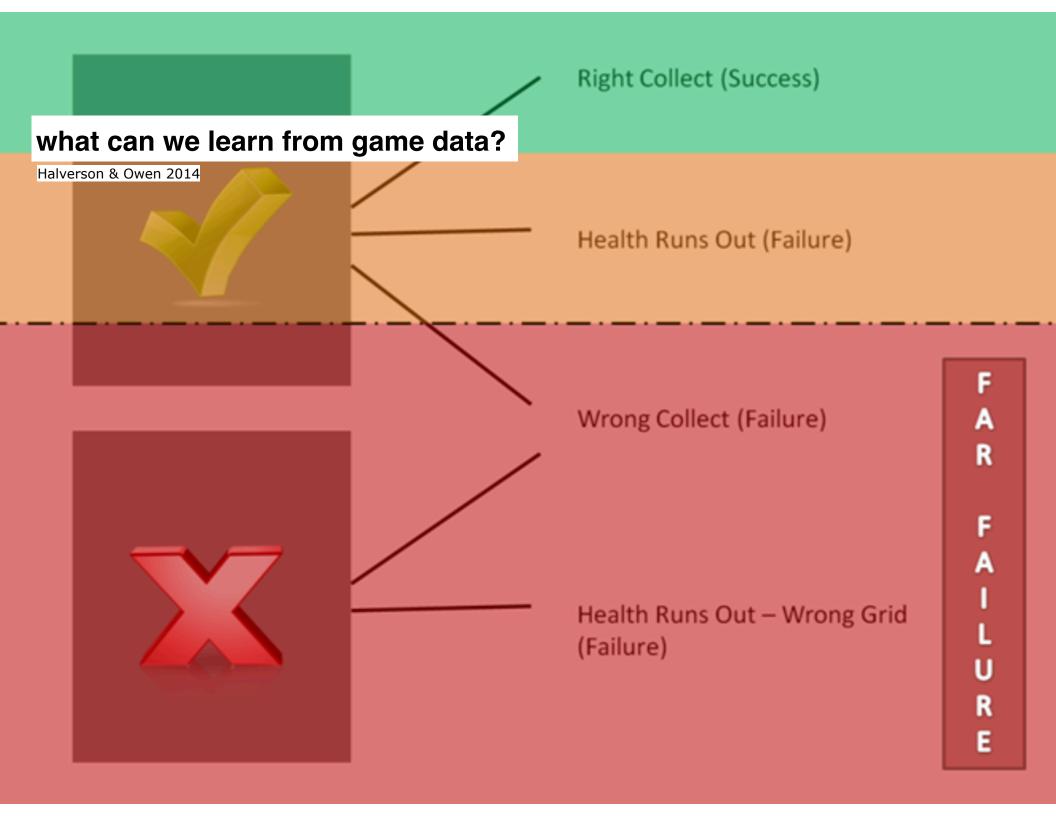


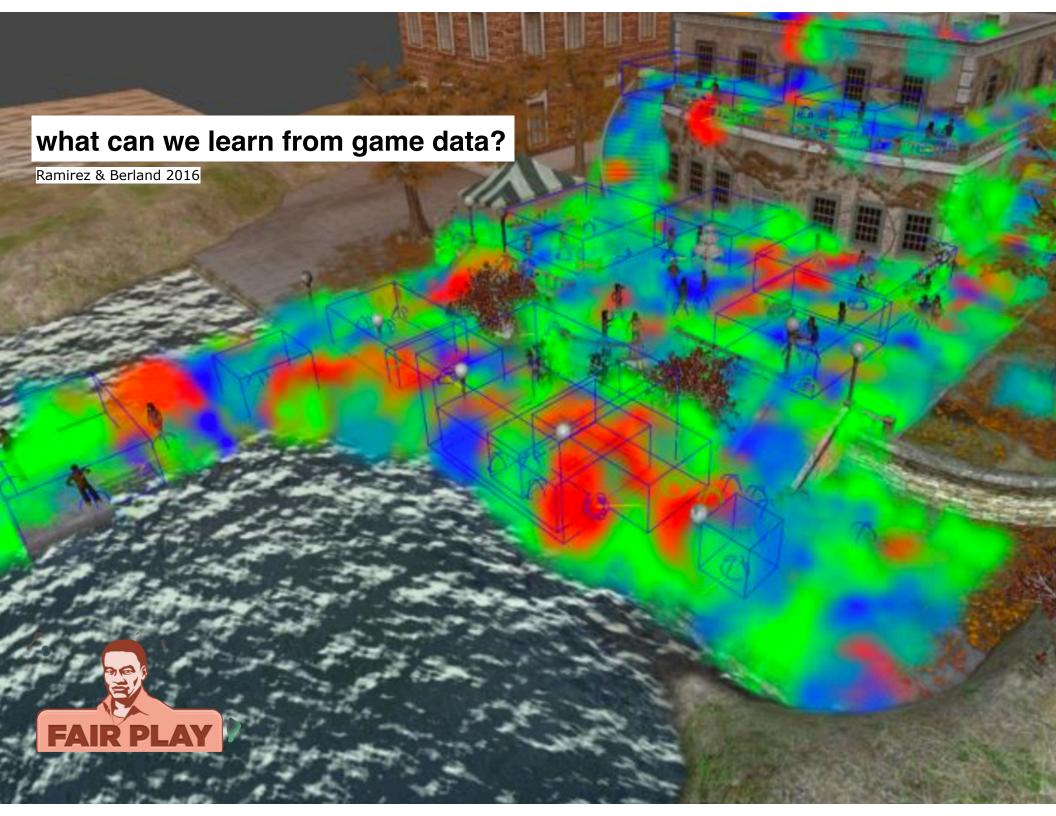
what can we learn from game data?

Halverson, Owen, Wills & Shapiro, 2012









what can we learn about player characteristics from play data?

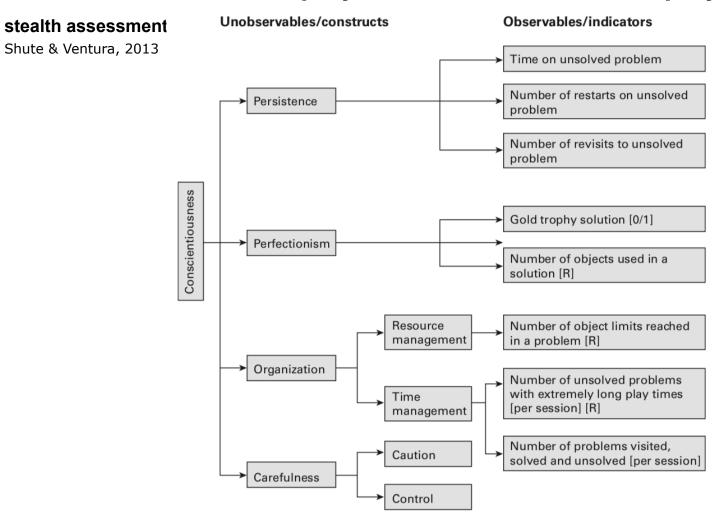


Figure 5Competency model of conscientiousness with indicators from *Newton's Playground*



DiCerbo, 2014



what can we learn about changes in player values and perspectives?

epistemic network analysis

Shaffer & Ruis, 2017

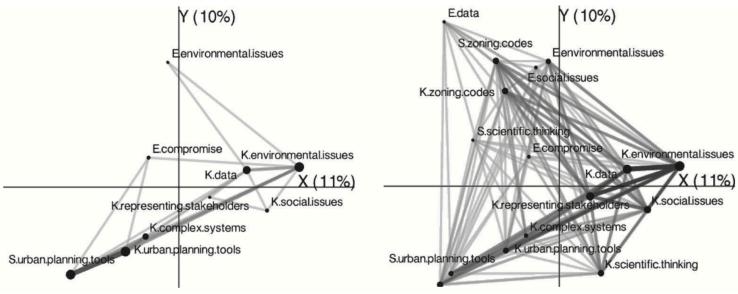
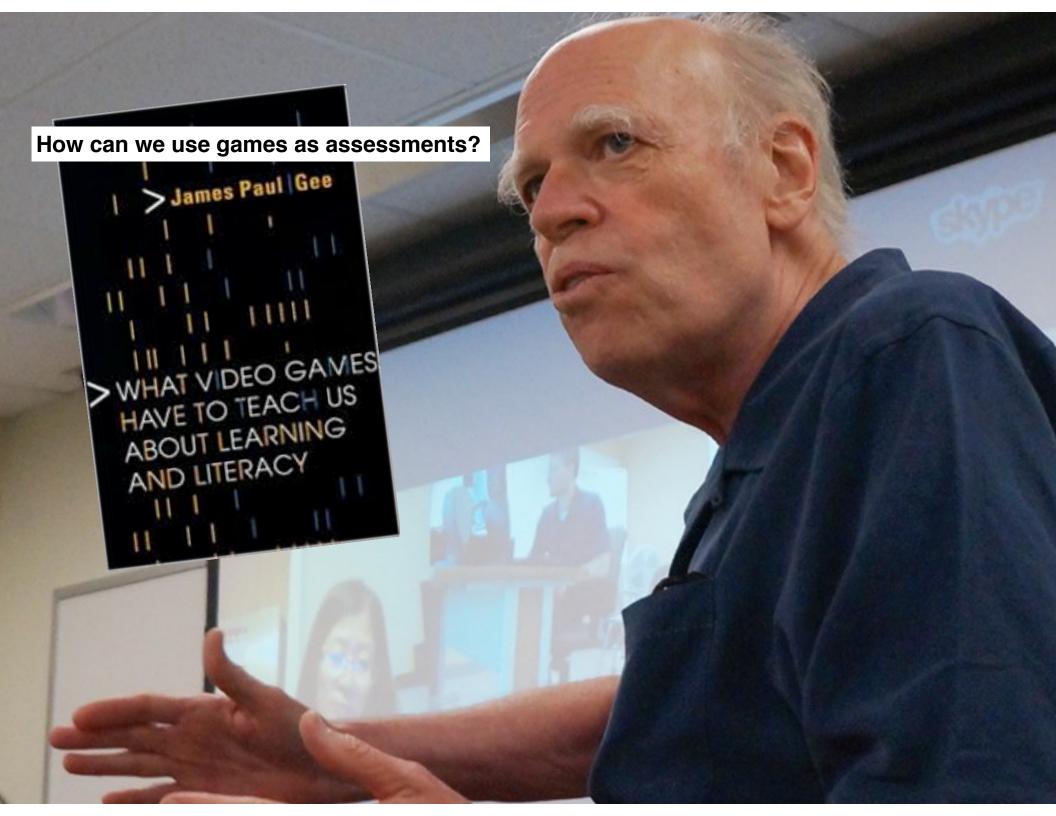


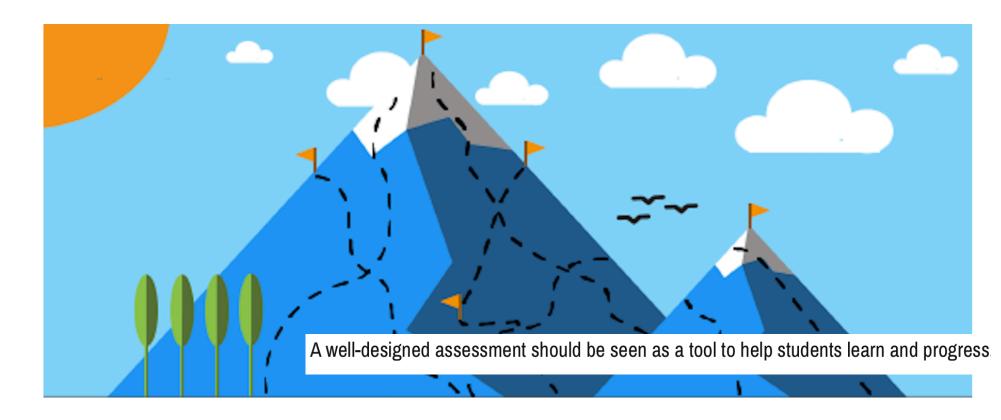
Figure 15.1. Epistemic network of a high school student (Student A) representing the structure of cognitive connections the student made while solving a simulated urban redevelopment problem. Percentages in parentheses indicate the total variance in the model accounted for by each dimension.the integration of multiple sources of data.

Figure 15.2. Epistemic network of a high school student (Student B) representing the cognitive connections the student made while solving a simulated urban redevelopment problem.





Playful Assessment













Play as Jo Wilder, a scrappy girl who spends her days with her pet badger Teddy and her grandpa, a historian. When some mysterious artifacts show up at the History Museum, you must unravel the clues to find the real stories behind the artifacts.

LEARN MORE



LAKELAND







Play as Jo Wilder, a scrappy girl who spends her days with her pet badger Teddy and her grandpa, a historian. When some mysterious artifacts show up at the History Museum, you must unravel the clues to find the real stories behind the artifacts.

LEARN MORE







Games for Learning Design and Assessment

Rich Halverson University of Wisconsin-Madison August 23, 2019

