

Creating Multimedia for Learning

Spring 2016

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Course Description: This course explores language learning and teaching in digital gaming and virtual world environments. This exploration is guided and framed by, among others, ideas related to communities of practice and language socialization. Through engagement with the research and theoretical literature, and games and virtual worlds themselves, the course is designed to provide opportunities for students to develop the knowledge and skills needed to create language learning tasks in these contexts.

Course Objectives: At the end of this course, students will be able to:

- Articulate theoretical knowledge related to communities of practice and language socialization
- Demonstrate basic game-playing and/or interactional skills in virtual worlds
- Explain how participation and environmental characteristics support language learning
- Construct tasks for virtual/gaming environments, and theoretically support their usefulness

Required Texts:

Sykes, J., & Reinhardt, J. (2013). *Language at play: Digital games in second and foreign language teaching and learning*. New York: Prentice- Hall.

Gee, J. P. (2007). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.

Other course materials will be distributed throughout the semester.

Week/Focus	Homework Due
<p>1. (March 8) <i>Course Introduction</i></p> <p>Lee & Gerber (2013)</p>	
<p>2. (March 15) Gee (2007)Ch. 1, 2 <i>36 ways to learn a video game</i></p> <p><i>Semiotic domains</i></p> <p>Sykes & Reinhardt (2013) Ch. 1 <i>Ch. 1 Introduction</i></p>	<p>Reader Response</p> <p>Explore games, virtual worlds and decide journaling experience</p>
<p>3. (March 22) Sykes & Reinhardt (2013) Ch. 2, <i>Goals: Learning tasks and goal-orientation</i></p> <p>Wenger (2009)</p>	<p>Reader Response</p> <p>Journal 1</p>
<p>4. (March 29) Sykes & Reinhardt (2013) Ch. 3, <i>Interaction – With, through, and about digital games</i></p> <p>Wenger (1998) Ch. 2</p>	<p>Reader Response</p> <p>Journal 2</p> <p>Reviewing Literature 1: Wenger (1998) Ch. 3</p>

<p>5. (April 5) Sykes & Reinhardt (2013) Ch. 4, <i>Feedback – Real-time, individualized, and instructional</i></p> <p>Wenger (1998) Ch. 6</p>	<p>Reader Response</p> <p>Journal 3</p> <p>Reviewing Literature 2: Wenger (1998) Ch. 7</p>
<p>6. (April 12) Sykes & Reinhardt (2013) Ch. 5, <i>Context – the role of narrative</i></p> <p>Wenger (1998) Ch. 8</p>	<p>Reader Response</p> <p>Journal 4</p> <p>Reviewing Literature 3: Black (2005).</p>
<p>7. (April 19) Sykes & Reinhardt (2013) Ch. 6, <i>Motivation: Engagement and flow</i></p> <p>Wenger et al. Ch. 3</p>	<p>Reader Response</p> <p>Reviewing Literature 4: Cousin & Deepwell (2005)</p>
<p>8. (April 26) Midterm Exam</p>	
<p>9. (May 3) Digital Gaming and underlying concepts</p>	<p>Midterm Due</p>
<p>10. (May 10) Gee (2007)Ch. 3, 4</p> <p><i>Learning and identity</i></p> <p><i>Situated meaning and learning</i></p>	<p>Reader Response</p> <p>Journal 5</p> <p>Reviewing Literature 5: Zheng et al. (2009).</p> <p>Task Demonstration 1:</p>

<p>11. (May 17) Gee (2007)Ch. 5</p> <p><i>Telling and doing</i></p>	<p>Reader Response</p> <p>Journal 6</p> <p>Reviewing Literature 6: Lam (2004)</p> <p>Task Demonstration 2:</p>
<p>12. (May 24) Gee (2007)Ch.6, 7</p> <p><i>Cultural models</i></p> <p><i>The social mind</i></p>	<p>Reader Response</p> <p>Journal 7</p> <p>Reviewing Literature 7: Reinhardt & Zander (2011)</p> <p>Task Demonstration 3:</p>
<p>13. (May 31) Task design</p> <p>Neville (2010)</p>	<p>Reader Response</p> <p>Journal 8</p> <p>Reviewing Literature 8: Deutschmann, Panichi & Molka-Danielsen (2009)</p> <p>Task Demonstration 4:</p>
<p>14. (June 7) Sykes & Reinhardt (2013) Ch. 7, <i>Endgame: The future of digital games</i></p> <p>Thorne, Black, & Sykes (2009)</p>	<p>Journal Meta-Reflection</p>
<p>15. (June 14) Gee (2007)/Presentations</p>	

Reader Response (10%)

Reader Response assignments are due nearly every week. For these weeks, you will read and review, at minimum, two articles. The reader response for each article includes four components:

Stating 3-4 questions before reading the article. Questions can be a combination of curiosities based upon your own experiences and questions arising after reading the abstract or introduction of the article. Write the 3-4 questions, and for each question write a sentence describing why you have this question. Approximately 1 paragraph.

Answering your questions. Describe how the article provided, or did not provide, information to answer your questions. Support each answer with evidence (e.g., quotes, numbers) from the reading. Properly cite the support using APA. Approximately 1 paragraph per question/answer.

Noting other interesting findings. What other facts or ideas did you find from the reading? Write these and state why are interesting/important. Approximately 1 paragraph.

Asking clarification questions. What ideas confused you, and with what part of the idea are you confused? What terms were difficult? Write 2-3 clarification questions. Approximately 1 paragraph.

Responses for each article will be between 1.5 and 2 pages in length (1.5 spacing, and 2.54cm margins) and are due at the beginning of class on Tuesday. First, write your paper with a word processor and save it. Then, create a page on the wiki in the correct folder and paste your work to the wiki page. Note that late assignments are not accepted.

Journal (12%)

In order for you to develop gaming-playing/virtual world interactional skills, you need to spend time in them. The journal assignment is designed to offer those experiences, and to help become aware of the potential that these contexts have for language learning. There are two choices for the journaling experience.

Option 1. First, you will select one game or virtual world (including its affinity spaces), and spend one hour per week interacting/playing in it (though you can certainly play more!). Then, you will complete a reflective journal entry for that experience. Overall, there are eight entries, and in Week 14, a meta-reflection of the entire experience. A template and other information will be distributed to help you complete the assignment.

Option 2. You will participate with a group of language teachers for one hour per week (although you can participate more, if you wish!). Participation comes in different forms, and it is your

choice what you wish to do with the group. It might include: reading, watching videos, communicating with members, creating materials, helping others, leading workshops, etc. Participate in one, or combinations of these forms. Then, you will complete a reflective journal entry for that experience. Overall, there are eight entries, and in Week 14, a meta-reflection of the entire experience. A template and other information will be distributed to help you complete the assignment.

Task Demonstration (4%)

For this assignment, you will demonstrate a task in a gaming/VW context. To develop the task using the game/VW you have been exploring, draw from: the teaching ideas in your reflection journal, the research articles we read, and Mawer & Stanley (2011, this is available in my office).

The demonstration is 10-12 minutes, and includes: 1) a brief explanation of your context; 2) the goal of the task (this can be social, linguistic, content, etc.); 3) a brief description of the task (what the Ss do); 4) rationale for this task (what in the environments supports language learning); and 5) showing the task on the main computer in the class. For this last step, you can use previous recordings/video (using screen-capture software) and replay them, if you wish.

Reviewing Literature (4%)

For this assignment, in order to give us more information about the topic, you will review either a research study or a conceptual article that the rest of the class has not read. Each type of review will be 10-12 minutes in length.

If you review a research article, which will be marked by a Methods section, present the following: 1) the purpose of the paper and the research questions; 2) information about the participants (age, proficiency, L1 background, etc); 3) the basic procedures of the research (e.g., first Ss were divided in groups by a proficiency test, then they completed weekly chatting tasks for 12 weeks, and finally the data from the chats were analyzed); 4) a basic description of the task(s) the students completed; 5) the answers to the research questions; and 5) the relation of the article to ideas from the course.

If you review a conceptual article, present the following: 1) the purpose of the article and why the author thinks it is important; 2) a brief list of major points that the author discusses in depth; 3) select 1 or 2 main points and tell us the argument of the author (you could use a tree chart showing first the main idea, and then each supporting point offered); and 4) the relation of the article to ideas from the course.

Midterm Exam (25%)

The midterm exam for this course will consist of either a literature review or a mini research project. Guidelines for this assignment will be distributed in class.

Final Exam (30%)

The final exam is an extension of the midterm and will thus include one of the written products listed above. Additionally, an oral presentation will be required. Guidelines for this assignment will be distributed in class.

Attendance/Participation (15%)

The class is delivered in a student-centered, seminar-style manner. Therefore, classes cannot be made up. Missing class will result in a lower course grade. If a student misses more than **2** classes, the student shall not receive a final grade greater than B+.

Grading- 90-100= A; 80-89= B; 70-79= C; 60-69= D; 59 and below= F