COSC 442: Mobile Educational Game Development

Dr. Bowen Hui University of British Columbia Okanagan

Instructional Design

 The creation of "instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing." (Merrill et al. 1996)

Studies:

- Learning processes and individual learning styles
- Curriculum design
- Motivation theory
- Learning outcomes and assessment methods
- Instructional and educational technology

Schools of Thought

- · Methods:
- Lecture
- Drill and Practice
- ·Rote learning
- Multiple choice tests

Behaviorism

Learner is passive: learns via external processes i.e. positive reinforcement

Cognitivism

Learning goes beyond external: is an internal process short & long term memory

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- Visual tools: mind maps, charts etc to facilitate memorization for learning
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Schools of Thought

- •Methods:
- Lecture
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•Methods:

- Discovery
- Collaborative group work
- Scaffolding
- Self-guided learning based on personal experience
- Peer grading/ review

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Constructivism

Learner builds on personal experience [internal], active & social in the Jearning process

Cognitivism

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Connectivism

Learner is self-directed learning via nodes [content source, people, groups] within network

·Methods:

- Lecture
- Visual tools: mind maps, charts etc to facilitate memorization for learning
- Multiple choice & essay assessment

· Methods:

- Self-directed quest for content
- Sharing of content, sources
- Spontaneous learning groups
- Creates knowledge collaboratively

Image from http://pinterest.com

Gagne's Events of Instruction (1965)

- Shares the behaviourist appraoch
- Focuses on learning outcomes
- Design process:
 - Define overall goals and learning objectives
 - Implement the nine events
 - Adapt to fit content and student backgrounds

GAIN ATTENTION

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Image from http://elearninginfographics.com/

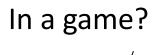
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In a game?

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- Embed questions throughout instruction
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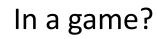
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- 2. Describe the objective

- Relevant to our project
- 3. Stimulate recall of prior knowledge
- 4. Present new material
- 5. Provide learner guidance
- 6. Elicit performance (practice)
- 7. Provide feedback
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Applicable to software that teaches

Framework Comparison

Enhance retention & transfer Assess performance Provide feedback Elicit performance Provide learner guidance Present stimulus material Stimulate recall of prior learning Inform learners of objectives Gain attention

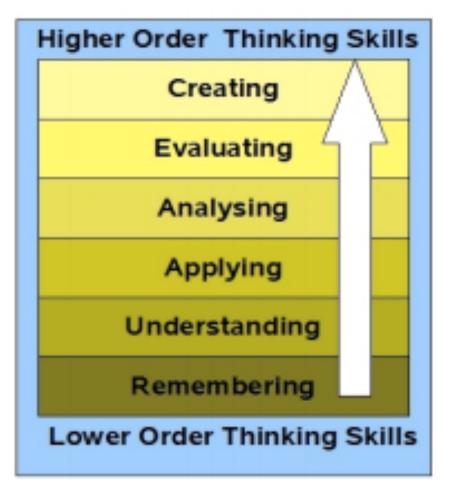
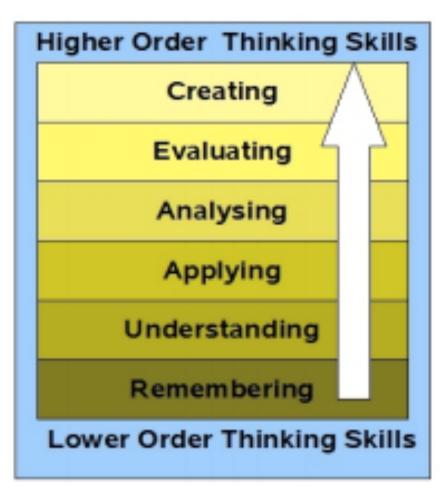


Image from http://effectiveinstructionaldesign.blogspot.ca/

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Combine to develop engaging and meaningful activities

Batman Meets Gagne

- Research paper on application of Gagne's 9 events in commercial games
- See separate notes

Design Activity

- How should game activities be designed to model these nine events in conjunction with the Bloom's taxonomy?
 - Retrieve activities from last class
 - Unfold them: what will the user experience be?
 - Sequential story
 - Screenshots or text bullet points
 - Insert at least 3 of the "9 events"
 - Submit by end of class