

# EMDT 5120: Game Strategies + Motivation

Credits: 3

In this course students are introduced to game-theory techniques and strategies that motivate learners. Students examine a variety of gaming models and methods, along with the academic theories and psychological methods that support the game design process. Students design their own games to increase learner engagement and explore how such games can be evaluated for assessment goals. Students also explore best practices in having learners create their own games as part of the learning process. Students engage in project-based learning activities to produce content and assets for their educational portfolio, which serves as an applied demonstration of their knowledge and skill in using games in learning and evaluation within various learning environments. Upon successful completion of this course, students will have a deeper understanding of game theory, creating educational games, and developing games with learners.

*Prerequisites: EMDT 5020 Multiple Learning Theories and EMDT 5040 Education Design + Evaluation*

Course Learning Outcomes:	Exceeding	Meeting	Developing	Not meeting	Program Outcomes	Institutional Outcomes
Examine the relationship between education, gaming, and entertainment	Using current research, the learner can explain the relationship between education, gaming, and entertainment as well as how those concepts can enrich daily instruction.	The learner can explain the relationship between education, gaming, and entertainment as well as how those concepts can enrich daily instruction.	Learner can explain basic concepts around education, gaming, and entertainment as well as how they apply in daily instruction.	Learner does not demonstrate an understanding of education, gaming, and entertainment or cannot apply those concepts to daily instruction.	EMDT 2	Cultural competence
Create a game to be utilized in their educational environment	Instructional game demonstrates exceptional creativity and critical thinking as well as an in-depth understanding of the principles of education, gaming, and entertainment. Product supports student learning through thoughtful, incremental, and creative instruction. Design is visually interesting and builds engagement.	Instructional game demonstrates creativity and critical thinking as well as an in-depth understanding of the principles of education, gaming, and entertainment. Product supports student learning through thoughtful, incremental instruction.	Instructional game demonstrates a basic understanding of education, gaming, and entertainment. Products support student learning.	Instructional game lacks clear application of education, gaming, and entertainment principles. Significant revision required to meet learning needs.	EMDT 1	Design competence
Evaluate the proper application of their game for assessment in a learning environment	Learner can explain a creative, focused instructional method for applying the game within the learning process and using the game to assess learner progress toward learning goals. The game has a very strong connection to identified learning objectives.	Learner can explain an instructional method for applying the game within the learning process and using the game to assess learner progress toward learning goals. The game has a strong connection to identified learning objectives.	Learner can explain an instructional method for applying the game within the learning process. The game has a connection to identified learning objectives.	Learner is unable to explain an instructional method for applying the game within the learning process or the game does not have a clear connection to identified learning objectives.	EMDT 5	Critical thinking
Apply strategies for having learners create games	Game-based lesson plans and assessments demonstrate exceptional skill in creative design, critical thinking, and technological applications. Learner-created assessments are both valid and reliable measures of student learning.	Game-based lesson plans and assessments demonstrate skill in creative design, critical thinking, and technological applications.	Game-based lesson plans and assessments demonstrate basic skill in creative design, critical thinking, or technological applications.	Game-based lesson plans and assessments do not demonstrate basic skill in creative design, critical thinking, or technological applications.	EMDT 5	Design competence