Simulations and Games

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What did Jean-Luc Picard say?

That’s right, Engage!

Winky Dink and ... Bill Gates?,
Bob Greene, March 31, 2013, CNN

A girl uses her “Winky Dink” drawing kit to draw on a TV screen as they watch the 1950s kids program.

How Might Video Games Be Good for Us?,
Jane McGonigal, October 15, 2012, BQO (Big Questions Online)
https://www.bigquestionsonline.com/content/how-might-video-games-be-good-for-us

How Video Games and Social Media Fuel Students’ Passion for Art, Katrina Schwartz
Mind/Shift, August 8, 2013
Fibonacci Final Four? Math March Madness coming, Greg Toppo, March 26, 2013, USA Today

How Might Video Games Be Good for Us?, Jane McGonigal, October 15, 2012, BQO (Big Questions Online)

Gamification: Separating Fact From Fiction, Chief Learning Officer, Karl Kapp

Online Quiz Games

Game Show Final Project, April 25, 2011, Kim Seeber

Website: http://mypage.iu.edu/~kseeber/web2.technology.swf
Vocabulary Competitions (e.g., Kids learning new words at warp speed, January 14, 2014, Greg Toppo (Georgia Scurletis, Dir of Curriculum Development, for Vocabulary.com) presents a banner to Marc Williams, Brooklyn Technical High School) Vocabulary.com: https://www.vocabulary.com/

Video games may improve brain power in older adults

Video games may improve brain power in older adults, September 5, 2013
December 24, 2010: Social Networking Gaming

CityVille 16.8 million daily users, FarmVille’s 16.4 million. CityVille 61.7 million monthly users, FarmVille 56.8 million users. Mashable.

What was it that he said?

That’s right, Engage!


Guilds in *World of Warcraft* or other MMOGs have such a strong presence in players’ lives that they frequently talk about their guilds as homes or families, even though most of the players may have never met one another face to face and could not recognize each other in person. Understanding the richness of the experience of play and the complexity of problem solving that occurs in guilds and around games, leads us to what we feel may be one of the most pressing issues for the 21st century.

Communities such as guilds or external web sites structure the meaning of activity within the game world. They also serve as the primary conduit of information between and among players, determining what has value and providing contexts for puzzle solving, organization, and social and task interaction.

Entering into a virtual world, then, is quite different from a typical game. Where traditional games have clear (even if complicated) narratives, the ability to stop, pause, and restart, and a set of rules which guide narrative progression, virtual worlds are persistent and ongoing. They cannot be paused or repeated. What happens in virtual worlds have persistent consequences and effects.

How do people learn how to create and participate in networks of imagination and how can our theories of learning adjust to account for this rich and powerful phenomena? We cannot answer this question adequately by looking solely at game mechanics, player culture, or discourse communities. We need to look at virtual worlds as space that embody both the physical and virtual simultaneously, as spaces which allow for, and even demand, an *imaginative* bridge between the two.

Rather than asking how dispositions might be transferred from the game to the world, conceptual blending defines the spaces as both virtual and physical simultaneously. There is no transfer to speak of, because the player is neither situated in only the game or only the world, she co-exists in both.
Alternate Reality Learning
(Online Massive Gaming, Simulations, and Virtual Worlds; e.g., Second Life)

Massive Multiplayer Online Games (MMOGs)

University of Texas: 50 Islands, Nov 2009
http://archive.treet.tv/metanomics-campus-life

Second Life
(business, law, education, English, medicine)

Second Life
(business, law, education, English, medicine)
Second Life
(business, law, education, English, medicine)

April/May 2011
Dr. Monica Rankin’s class
UT Dallas, Cuban Revolution
http://www.youtube.com/watch?v=ocQMF1kPo98

Bonnie A. Nardi, Stella Ly, & Justin Harris (2007).

- In World of Warcraft, learning in conversation is event-driven with no planned curriculum. It is spontaneous, erratic, serendipitous, and contextual.

- However, the situated curriculum comprises a sequence of tasks for students to complete with appropriate instruction as the student engages in the tasks. In WoW, learning in conversation is driven by small events such as players asking questions or receiving advice during play.
The zone of proximal development is generally taken to imply the acquisition of deeper understandings, new ways to integrate and make coherent concepts and ideas. It appears to us that the zone of proximal development is also about motivation and support as Vygotsky hinted.

The responsiveness players experience as they get fast answers to questions is part of what creates a supportive environment for learning. This seems to us to be part of the emotional aspect of the ZPD—positive encouragement, the avoidance of frustration, and a sense of moving forward.

1. Scaffolding

2. Problem-Driven Activities
3. Exploration

4. Context

5. Interaction

6. Agency

7. Learning Through Doing

8. Pause to Reflect
9. Learning through Failure


10. Adaptivity


11. Character


12. Engagement


Any Questions?

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😊 Papers: PublicationShare.com
😊 Book: http://worldisopen.com/
😊 Email: curt@worldisopen.com