1. Building Games for Learning GFDIS EA 544 (4cr)
2. Building Games for Learning GFDIS EA 544 (4cr)- Mastery Learning Using Serious Games
3. INSTRUCTOR - Dennis Glenn, MFA, President and CEO, Dennis Glenn LLC
dennis@dennisglenn.com
847-452-6395;
SKYPE: dglenn43
I am available for individual or team meetings most weekday evenings from 8:00 PM CDT to 10:00 PM. Please send me an email to schedule a session. Additionally, I am on SKYPE most of the day, and if you see me online you can SKYPE me at your convenience.

5. Course Location – Loop Campus- Room- TBD
6. COURSE DESCRIPTION

Daphné Bavelier, a neuroscientist with the University of Rochester, found that people who play first-person shooter video games for two weeks could improve visual attention, mental reasoning and decision-making skills.¹

“Underneath the huge drop in demand that drove unemployment up to 9 percent during the recession, there’s been an important shift in the education-to-work model in America. Anyone who’s been looking for a job knows what I mean. It is best summed up by the mantra from the Harvard education expert Tony Wagner that the world doesn’t care anymore what you know; all it cares “is what you can do with what you know.”²

As instructional designers, trainers, learning professionals, and even learners search for more engaging designs of instruction, one model looms large—the model of games. Games are incredibly appealing. They engage players because they provide an environment and a context in which actions provide direct feedback and lead to direct consequences. They can provide a realistic context in which actions and tasks can be practiced. Games create a surrogate for actual experiences that provide rich learning opportunities.³

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² http://www.nytimes.com/2013/03/31/opinion/sunday/friedman-need-a-job-invent-it.html
³ http://www.astd.org/Publications/Magazines/TD/TD-Archive/2012/06/Games-Gamification-and-the-Quest-for-Learner-Engagement
Much has disrupted or fragmented the traditional face-to-face process of building and sustaining relationships. Into the breach, technology is striving to offer alternative methods. Through this seminar, participants will explore the interface between cognitive science and the process of applying game thinking and game-techniques (gamification) in the service of social learning—of improving social interactions across a range of personal and professional settings. Tools and technologies to enhance interpersonal effectiveness (including cognitive task simulations and virtual environments for mastery learning) will be investigated and created.

The classroom that facilitated face-to-face transfer of explicit knowledge has been disrupted by the globalization of today’s workforce. Time shifting enabled by technology makes it almost impossible to continue with traditional teaching methodologies with real-time feedback. Creating benchmarks in a workforce that has language and cultural diversity is an additional major hurdle for instructional designers.

The concept of gamification – is the practice of applying game mechanics and game theory to non-gaming business practices... The Gartner Group predict by 2017 that “70 percent of Global 2000 organizations will have at least one gamified application” in place and these organizations will have transformed the way they motivate, educate and drive innovation from their workforces. 4

Since most of all game interactions can be recorded, benchmarks can be continuously analyzed. “Gamification projects offer the opportunity to experiment with rules, emotions, and social roles. This can motivate students to participate more deeply and even to change their self-concept as learners.” 5

My bias for serious games began when I developed virtual patient learning and assessment simulations for surgical resident training. These simulations meet the high test for transfer of tacit knowledge formation, experiential knowledge. These simulations offer immediate feedback on critical decision required in high-stakes environments where practice may cause harm. This course will provide experiential knowledge to designing and the creation of advance learning environments using game methodologies. Each student will create three interactive learning projects that use the latest commercial simulation technology.

7. LEARNING STRATEGIES & LEARNING RESOURCES
   Interpersonal Effectiveness

This domain focuses on one’s ability to both communicate effectively and understand the meaning of others’ communications. To develop interpersonal effectiveness, one must overcome the barriers that result from differences in culture, race, ethnicity, gender, age, disability, and socio-economic status. Interpersonal effectiveness requires self-awareness, cultural competence, and skills in active listening, building trust, dialogue, collaboration, and

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4 OnPoint Digital, Inc., Game-Enabled Learning: Drive Engagement, Fortify Retention and Accelerate Competency, July 2012
conflict resolution. Questions central to this domain include: How can we improve interpersonal relationships in both personal and professional domains? How can we make decisions and solve problems together? What are the dynamics of and processes for collaboration? How do we understand and use the human/computer interface as tool to enhance communication? Seminars in this domain might address topics such as intercultural communication, valuing human similarities and differences, interpersonal communication, and 21st century human-computer interfaces and interactions.

- As students, you will be required to apply game theory to your instructional design projects. This blended course will be a vigorous exploration of the new exciting technologies that enhance instructional designs methodologies. There are two-three week projects that will allow rapid prototyping of game tool sets that will challenge your imagination and leadership and at the end of the quarter, a capstone project to demonstrate your knowledge in this domain.
- The first project will be a group effort using an e-learning authoring tool, Articulate Storyline to create a leaning simulation for K-12 students based on a Kahn Academy lesson plan. Your instructor will create virtual teams of four students using a multiple intelligence tool to make ensure that the teams have diverse strengths.
- The second project will require you to expand the skill set you learned in the first group project to a learning solution that has relevance to other students at DePaul. Each team will work directly with a DePaul Professor to prepare a comprehensive learning simulation that engages the user with game theory protocols. Your instructor will provide the professors in the fourth session. This project will build on your presentation and management skills in the instructional design arena while increasing your mastery learning.
- The final capstone project will be an individual presentation by each class member on a learning solution for a client of his or her choice. This final project will reinforce your understanding of the key performance indicators in this domain.
- Each week the reading assignments will be synchronously tied to the project work. These reading are provided by me and can be found in the course LMS, D2L.
- Since I strongly believe in the “flipped” classroom instruction methodology, class participation will count as 20% of your total grade. I expect that you will keep current with the reading materials so that you can share your ideas with your classmates.
- Writing Assignments are required in the first five weeks of the course. They will reflect on 20% of your grade total. All students will be required to submit a five hundred-word essay each week for the first five weeks of the course based your understanding of the week’s reading posted in D2L.
- These submissions require that you interpret the theories presented and discuss how these concepts relate to your current project. These essays must be submitted by the end of day, Sunday before Monday’s class.

There is no official textbook for this course. I will place the most current articles related to this course in D2L.
8. LEARNING OUTCOMES Upon completion of this course the student will be able to:

- Deliver increasing value of mastery learning to advance your personal growth
- Create programs that use cognitive science and game thinking and game-techniques
- Work collectively and effectively in virtual teams
- Sustain ethical behavior in the gamification and simulation arena.

9. LEARNING ASSIGNMENTS or DELIVERABLES

All assignments require you to present your thesis to the class for my evaluation. Your ability to present your ideas to an audience is paramount to further career engagement. Here is the Grading Rubric I will use for all oral presentations.

10. Oral Presentation Evaluation Rubric, Formal Setting

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<tr>
<td><strong>Non-verbal skills (Poise)</strong></td>
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<td><strong>Comfort</strong></td>
<td>Relaxed, easy presentation with minimal hesitation</td>
<td>Generally comfortable appearance, occasional hesitation</td>
<td>Somewhat uncomfortable, appearance, some hesitation</td>
<td>Generally uncomfortable, difficulty with flow of presentation</td>
<td>Completely uncomfortable, lack of flow to presentation, frequent hesitation</td>
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<td><strong>Confidence</strong></td>
<td>Ease of movement, minimal tension</td>
<td>Occasional mistakes but recovers quickly</td>
<td>Some tension, stiff body language</td>
<td>Tense body language, frequent mistakes</td>
<td>Tension and nervousness are obvious, multiple mistakes</td>
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<td><strong>Connection</strong></td>
<td>Frequent eye contact, readily engages audience</td>
<td>Consistent eye contact, uses notes infrequently</td>
<td>Some eye contact, dependent on notes</td>
<td>Minimal eye contact, frequently using notes</td>
<td>Generally reading from notes without eye contact or connection with audience</td>
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<td><strong>Evaluation</strong></td>
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**ADDITIONAL COMMENTS:**

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<td><strong>Verbal skills</strong></td>
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<td><strong>Clarity</strong></td>
<td>Clear, easy to understand</td>
<td>Occasionally difficult to understand</td>
<td>Audiences must put forth effort to listen, poor pronunciation</td>
<td>Unclear, difficult to understand</td>
<td>Loss of audience's attention due to lack of clarity</td>
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<tr>
<td><strong>Volume</strong></td>
<td>Easy to hear, doesn't overpower audio equipment</td>
<td>Overall appropriate, some sequences trail off or are hard to hear</td>
<td>Generally audible, often hard to hear</td>
<td>Difficult to follow, poorly positioned audio equipment</td>
<td>Generally inaudible, not using audio equipment</td>
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**Evaluation**

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<td><strong>Information</strong></td>
<td>Well-versed in subject, responds to questions with further explanation</td>
<td>Overall command of subject matter, responds to questions on a basic level</td>
<td>Generally comfortable with material, able to answer most questions</td>
<td>Basic understanding of material, but material not evident</td>
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<td><strong>Evaluation</strong></td>
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<tr>
<td><strong>Organization</strong></td>
<td>Logical, interesting, clearly delineated themes and ideas</td>
<td>Generally clear, easily follows to follow</td>
<td>Overall organized but sequence is difficult to follow</td>
<td>Difficult to follow, confusing sequence of information</td>
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**Evaluation**

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<td><strong>Visuals/Graphics</strong></td>
<td>Easy to read, add to presentation</td>
<td>Easy to read, additional to presentation</td>
<td>Somewhat difficult to read</td>
<td>Hard to read, confusing or unclear</td>
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**Evaluation**

11. ADDITIONAL COMMENTS:

Group Projects
Each student will participate in two major group presentations. Each presentation will count as 15% of your total grade. The Instructor will form the first group in the first session based on your learning style assessment. The second group will be formed at the end of the fourth session by student selection. These assignments require virtual groups collaborating as a joint effort to complete the project. Group cases are discussed in these groups outside of class and a single recommendation and presentation is made. I will have each student grade the effort of the other members on their team and send these evaluations to me privately. I will use the Oral Grading Rubric to evaluate all of your presentations.

**Before the First Session go to:**
[https://www.authentichappiness.sas.upenn.edu/questionnaires/survey-character-strengths](https://www.authentichappiness.sas.upenn.edu/questionnaires/survey-character-strengths)

Take the assessment and post your results in the Dropbox. I will use this data to form the teams for the first Group Project.

**Project Rubric: Grading Rubric for Content**

The competencies you need to demonstrate in these projects are:
- Perfect your “elevator” presentation- 15 points
- Identify your audience- 15 points
- Define the objectives required by your target audience- 20 points
- Create the activities needed to implement your goals- 20 points
- Develop an assessment plan- 20 points
- Quantify your plan to your personal goals or company’s mission- 10 points

You have only ten minutes so your presentation must be concise and clearly stated. The presentation must capture their attention within the first 30 seconds. It is critical to cover the importance of adult learning theory to the mission of the organization. C-level executives like to go back to their offices and read the details of your proposal only if your capture their attention. They rarely ask probing questions in this first meeting. Your numerical grade of 100 maximum will be a composite score of these 7 issues listed above. In your presentations, I need to see obvious ties to: Articles read, Websites visited, and Personal experiences or work environment

**Group Work Lessons Learned & Final Documentation**

1. Your Group Work Presentation will take place during the 4th and 7th week sessions.
2. Everyone in the group must participate equally
3. Content is more important than flash and pizzazz
4. Boring and/or tedious presentations will be graded appropriately

The final project is a capstone report on the experiential knowledge gained in the previous nine weeks exploring mastery learning in a game environment and is 30% of your grade. This final
presentation project assesses your cognitive decision making skills and your ability to communicate effectively.

12. **ASSESSMENT OF STUDENT LEARNING & GRADES**
Attendance- In addition to the attendance rules established by the school, (see 9c below) I understand the complexity Graduate School adds to a working adult’s life. Two of the ten sessions may be virtual classes where you will access this course using Go to Meeting technology. I will send your password and access code one week before each session. In the event that you need to travel for your employment, I will permit you to access one additional session remotely. You must petition me at least three days before the desired class for an access code.

For additional information pertaining to grade designations, see following links:
http://snl/StudentResources/Graduate_Resources/Grades.asp

13. **SCHEDULE (General Map of Course Sessions)**
See Individual Session descriptions at the end of the syllabus.

14. **EXPECTATIONS, POLICIES & OTHER RESOURCES**

a. **Adult/Professional Engagement:** All course participants (students & instructors alike) are responsible for co-creating the learning space of this course—contributing individual uniqueness’s while also modulating them for the sake of group learning. In this regard, professional engagement is expected from all—and particularly in areas of difference. Such engagement manifests itself through punctual attendance, thorough preparation, focused and respectful interactions (turning off electronic devices; curtailing side-conversations; active listening; informed contributions; probing questions; involved discussion; open-mindedness; etc.) as well as a high degree of both self-motivation and self-accountability. In addition, as adults, we are all responsible for requesting what we need to improve/sustain learning. The answer may be ‘yes’ or ‘no’---but, not to request is to leave the matter to chance. For additional information pertaining to DePaul’s Code of Student Responsibility, see:
http://studentaffairs.depaul.edu/handbook/index.html

b. **Academic Integrity:** Students are expected to adhere to the University’s policy regarding academic integrity (involving plagiarism, cheating and other forms of academic dishonesty). Violations of academic integrity will be adjudicated in accordance with this policy. For additional information pertaining to Academic Integrity, see following link:
http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf

c. **Attendance:** In accordance with adult/professional engagement (above) and, in particular, the importance of co-creating the learning space of this course, students are expected to participate and contribute within all class sessions. Lack of attendance (absences, late arrivals, early departures, etc.) may, at the discretion of the Instructor, impact final grade assignment. Students whose lack of attendance is equal to, or in excess of, one-third of all class sessions are advised to drop the course to avoid a failing grade.
d. **Citation Format:** SNL Graduate Programs has adopted the APA reference style for all papers, presentations, etc. See most recent edition of *Publication Manual of the American Psychological Association*.

e. **Classroom-based Research involving Human Subjects:** Students are expected, when conducting research through the auspices of this course, to exhibit concern for the confidentiality and protection of their research subjects—guaranteeing anonymity wherever possible. Should there be any possibility or intent to publish or otherwise disseminate data and findings of research associated with this course, students are required to file an application for review of their methods protocol with the IRB (Institutional Review Board) prior to beginning any data collection. For additional information pertaining to Classroom-based Research, see following link: http://research.depaul.edu/IRB/IRB_Home.html.

f. **Incomplete Grade:** Students seeking an “incomplete” (due to unusual or unforeseeable circumstances not encountered by other students and as acceptable to the instructor) are to request such in accordance with the University’s policy regarding incompletes. To request an incomplete, students are to complete and submit the required form in advance of grading deadlines listed in the syllabus. Instructors are not obligated to accept all requests for incomPLEtes. For additional information pertaining to “incompletes” (including required form), see following link: See http://snl/StudentResources/Graduate_Resources/Grades.asp.

g. **Learning Disabilities:** Students who have need of an accommodation based on the impact of a disability should contact the instructor as early in the course as possible for a private/confidential conversation. In addition, students should contact Plus Program (for LD, AD/HD) at 773-325-4239 or The Office for Students with Disabilities at 773-325-7290. See http://studentaffairs.depaul.edu/plus/index.asp

h. **Writing Assistance:** Students who wish assistance with their writing may seek such through the DePaul Writing Centers. These centers offer resources for student writers through both on-site and online services. Students are advised to consult the following links for information pertaining to writing assistance: http://condor.depaul.edu/writing/index.html and/or http://snl.depaul.edu/writing/index.html.

**INSTRUCTOR BIOGRAPHY**

Dennis Glenn, MFA / Dennis Glenn LLC, President

His company creates interactive virtual patients for the medical industry that assess the cognitive decision-making abilities of surgeons, doctors and nurses. His new venture will create virtual cases for the legal profession. Dennis has taught at numerous universities including Northwestern, Columbia College, Lake Forest Graduate School of Management and DePaul.
As a consultant to many corporations and educational organizations, Dennis Glenn has designed learning systems, curricula, business plans, and classrooms for synchronous and asynchronous learning environments. Glenn was drawn to this work following a distinctive career in professional photography and film. He closed Glenn Films, Inc. in 1993 in order to pursue teaching opportunities, which led to a position as Assistant Dean and Director of the Distributed Learning Center at Northwestern University’s School of Communication. Glenn’s research centered on learning styles and the development of interactive learning environments that individualize instruction over broadband networks.

Dennis is married for 47 years to Eileen H. Glenn, a noted psychotherapist and jewelry designer. They have a son, Jonathan, a film editor in LA and a daughter, Jodi, a blues singer in Chicago. They have three grandsons and two granddaughters.


Dennis currently teaches Engaging Social Media in the DePaul’s School of New Learning Graduate Program and a new course on game theory and mastery learning, Using Gamification to Enhance Social/Interpersonal Interactions.

**Memberships:**
Director’s Guild of America  
American Training and Development  
Society for Simulations in Healthcare  
Serious Games Conference

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**ADDITIONAL SUGGESTED RESOURCES**
All course reading are listed in each week’s agenda in D2L.

Bring your laptop to the first session.

Before attending Session One it is imperative that you download a trial version of Articulate Storyline. Go to: [https://www.articulate.com/store/trial-download.php](https://www.articulate.com/store/trial-download.php)

For Mac users: Since Storyline only works on PC’s you must download Parallel 9 software. Go to: [http://trial.parallels.com/index.php?lang=en&terr=us](http://trial.parallels.com/index.php?lang=en&terr=us) for a free 14 day trial. Then download Articulate. Our first session will cover all the contingencies for this software solution.

I have received a special 90-day authorization code for our students. I will provide the code at the first session.