Waterloo ExL Community of Practice
Games and Simulations in the Classroom
**Date: Monday, January 28, 2019**
Location: DC1301

Host: David Chandross, Ph.D., Ryerson University

Topic: Tripping the Light Fantastic: How to Build Gameworlds Using Simulacra and Domains

- Games and simulations challenge the role of the faculty member
    - Think about playful design, emotional game design
    - Create the conditions for a self-generating plan
- Competencies are not static
    - Example: student that received C- grade in a 101 course that was lecture only, and B+ in 102 which was a game-based course. Student had real life experience in similar context (healthcare, was in the army)
- Hyper-complex society = more possibilities than we can actually realize/actualize
    - You don't know what students are capable of – especially in the game context
    - Students exist in a society of knowledge
    - Classrooms are polycentric – different centres
- Hyper-reality
    - Simulacrum – representation or imitation of something, an insubstantial form or semblance of something, no matter how skillfully created, is not the real thing
        - The line is becoming blurred where the simulacrum may have more importance over the real
        - The unreal becomes the real
        - Disneyland, Massively multiplayer online role-playing games, second life
    - Import yourself into an avatar that has your career
        - Virtual objects and life pathing
    - Populating the open world with simulacra
        - Set up domains of experiences
    - Theme, narrative, mechanics
        - Points-based doesn't work
- Turn a course into a game
    - Need education theory and a game designer
        - Adaptive realize game (unlock content)
        - Solve simulations = get more simulations
        - Example: students graduating from tourism didn't know how to sell a place – posted videos about a destination, unlocked other destinations
        - Currencies – have in-game currencies
            - Spend more money in game = earn money = spend more
- Life path creation – pessimistic vs. optimistic design
    - Just in time content distribution – send content as students need it
    - Probability ranges – not just the right answer
    - Use dice – different ranges – different plans
- Example: virtual hospital - Baycrest SOS app (30k plays on Blackboard LEARN)
    - https://www.baycrest.org/Baycrest-Pages/About-Baycrest/Baycrest-Stories/Next-Chapter/SOS-Education-App-for-Healthcare

- o Health care provider (nursing, in this example) administers patient care based on decision trees. Patients can improve or get worse. It can be random.
  - o Cases on the right care path
- Simulacra and game mechanics
  - o Emotional designers – story board the emotional journey first, then the content, learning outcomes

Think Like a **Game Designer**
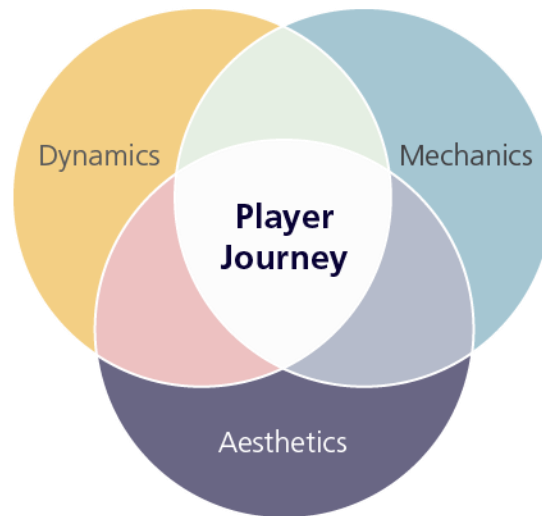
Use game techniques to **guide and motivate the players journey**