

Week 4 Scores: 5; 4.5; 4; 4; 5

I chose the RPG Design Patterns slide for a few reasons. The first is that I love RPGs, so this was an easy question to understand, connect to the reading, and connect to my own classroom experience. Second, I actually plan to incorporate my response, so I thought it was a practical one to use. Third, I managed to reply to another response on this slide, so it's an example of a bit of interaction with my classmates. Slide text:

One of the courses I teach has to do with multimodal (written, oral, visual and electronic) communication. I had a hard time choosing just one quest pattern, because I recognized two that have been useful in the past, even though I've never used gaming terminology to name them before. However, overall I think the class can utilize the Do One of Many quest. For example, we have a lot of class time dedicated to visual rhetorical analysis. Although the "traditional" way to teach the class has students working toward writing an analysis essay, it would be easy to give them choices that led up to different tasks. The website situates the choice(s) as good vs. evil, but it could be adapted for this class as Analyst or Designer. The Analysts could choose tasks that would help them practice for the visual rhetorical analysis paper, while the designers would choose tasks that helped them create a visual project. This would be beneficial in terms of motivation (giving the students the right to self-select). It could also help students understand how the same principles carry over into different tasks.

Week 5 Scores: 4.5; 4.5; 4; 4; 5

I chose stealth assessment because this was a concept that I really understood and could get into. It was also an example of a response that allowed a lot of feedback from my peers. I think it was a strong choice in terms of how I worked through the two examples, and how I used both to create a better understanding for myself of what stealth assessment could look like.

Week 6 Scores: 5; 4.5; 4.5; 5; 5

I chose another assessment slide because in this case I was able to incorporate multiple sources and give a well-rounded response to the slide's question. I also interacted more with my classmates on this slide, offering other responses and feedback to their questions/comments.

Slide text:

In my experience teaching, I tend to lean toward stealth assessment (Shute & Ke, 52). One of the biggest reasons is that I like to let the students play without interference. The video suggests asking questions during students' gameplay, but I always feel that I'm distracting them from whatever task they are trying to complete. Using an example from when I taught middle school, my students would do "living board games" (giant paper board -they were the game pieces) as end of unit reviews. They would get really annoyed when I would pop in with questions, and I think that's stayed with me. Now, especially since I use digital games for the most part, I like being able to go back and look at their gameplay and outcomes. However, we did try to blend the two together in the anti-bullying game, in that we had in-game reflection questions built in. This blending of methods had mixed results, but it was in response to the issue Rupp et al (33) raise in their article on ECD - that think-aloud sometimes focuses only on application of knowledge and leaves other exploration out.

Overall, I think I improved a bit on this portfolio. The strengths were that I began to incorporate the theory into both gaming and classroom practice more than I had previously. Also I did interact more with my peers. However, I think that's still a weakness - I could do more in responding to my peers in a constructive way.