Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                            Rating (Out of 21): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Platform: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Gaming Category: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interaction Level:  Single Player ⧠    Multiplayer (Offline) ⧠    Multiplayer (Online) ⧠     Massive Multiplayer (Online) ⧠

Controls Used: Keyboard ⧠     Mouse ⧠     Game Controller ⧠     Touch Screen ⧠     Voice activated ⧠     Other ⧠

Learning Goals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learning Principles: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Top to bottom: least important to most important** | **Level 0** | **Level 1** | **Level 2** | **Level 3** |
| **Relevance**  **Presents materials in a way relevant to learners, their needs and their learning styles; ensures that instructional units are relevant to one another and connect to one or more PLOs.** | **Little stimulus for learning.** | **Limited educational focus, some irrelevant content.** | **Learning objectives are defined, interest is created.** | **Game is relevant to learners, and challenges are adequate for learning.** |
| **Embedding**  **Assesses how closely the academic content is coupled with the fantasy/story content where fantasy refers to the narrative structure, storylines, player experience, dramatic structure, fictive elements, etc.** | **Learning content disrupts play.** | **Learning is exogenous to fantasy context.** | **Includes intellectual challenges and problems.** | **Content is endogenous to fantasy and fully involves learner.** |
| **Transfer**  **How the player can use previous knowledge in other areas and a change in behaviour is evident** | **No levels of challenge mapped to objectives.** | **Levels of challenge are too similar, some useful content.** | **Easy progress through levels through active problem solving. Higher level knowledge should be transferable.** | **Authentic real life situations and after action reviews.** |
| **Adaptation**  **A change in behaviour as a consequence of transfer** | **Fails to engage in interactive, unstructured information.** | **Builds upon existing cognitive structures, engages in cognitive conflict.** | **Learners are encouraged to go beyond given information. Old schemas are identified and adapted to new situations.** | **Learning becomes an active process that integrates prior knowledge.** |
| **Immersion**  **The player is intellectually invested in the context of the game, and is able to reach a state of flow.** | **No formative feedback, little active participation.** | **Elements of play are not in sync with learning objectives; players do not feel fully interactive.** | **Learners are involved cognitively, physically and emotionally.** | **Favours belief creation and includes opportunities for reciprocal action.** |
| **Naturalization**  **The development of habitual and spontaneous use of information derived within the game that can be applied to real world problems and experiences.** | **Little opportunity for mastery of facts and skills.** | **Replay is encouraged to improve speed of processing.** | **Encourages synthesis of elements and judgments.** | **Learners become efficient content users and spontaneously use acquired knowledge.** |
| **Customization**  **Offers complete flexibility to alter content and settings to meet student needs.** | **No options to adjust in game settings to meet student’s abilities.** | **Some options available to adjust difficulty settings.** | **Options to change difficulty settings, and personalize in game environment to student’s preferences are available.** | **Users have complete flexibility in altering in game content to provide an optimal learning experience.** |

Adapted from:

* Breuer, Johannes and Gary Bente, Why so serious? On the Relation of Serious Games and Learning, Eludamos. Journal for Computer Game Culture. 2010; 4 (1), p. 7-24 [HTML](http://www.eludamos.org/index.php/eludamos/article/viewArticle/vol4no1-2/146) ([*Open access*](http://edutechwiki.unige.ch/en/Open_content)).
* Gunter, G.A., Kenny, R.F. & Vick, E.H., 2008. Taking educational games seriously: using the RETAIN model to design endogenous fantasy into standalone educational games. *Educational Technology Research And Development*, 56 (5-6), 511-537. [HTML](http://www.springerlink.com/content/n48153w225r37144/fulltext.html) ([*Access restricted*](http://edutechwiki.unige.ch/en/Access_restricted_document)) - [PDF](http://hrast.pef.uni-lj.si/docs/research/SELEAG/game_evaluation.pdf)