Name: ”We the Jury” by iCivics                           Rating (Out of 21): 18

Platform: Web-based - <https://www.icivics.org/games/we-the-jury>

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

Age Level: I would say this is grade 6+

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

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

Learning Goals: In this game, students are part of a jury. It their job to take the evidence that is presented to them as well as discussions with the other jury members to come to a decision about the case they are involved with. The goal would be to have all jury members in agreement without the student changing their mind solely to have the same votes as other jurors.

Learning Principles: This game focuses on using critical thinking skills to work through the evidence and discussions. It also has student’s use their own opinions and prior knowledge as well as any real life experiences they have had to make up their mind about their verdict. This game works well with social studies outcomes (law) as well as English outcomes (debate, critical thinking, examining evidence).

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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)