

Evaluate ^a ~~these~~ digital learning games ^{is} that ~~are~~ suitable for the grade level(s) and subject areas(s) that you observe or plan to teach. For ~~each of the these games~~ you select analyze the following components:

- grade level(s) and subject areas (s)
- purpose of the game e.g., build skills or content knowledge or entertainment
- components of the game including
 - rules
 - goals or objectives
 - outcomes and feedback
 - conflict or cooperation
 - types of interactions
 - storyline
- benefits
- challenges

[Q5 Hint]

Ask a classroom teacher or library media instructor for digital learning games that are installed on school computers. Alternatively explore learning games that are available online. Several examples are:

- Lure of Labyrinth <http://www.educationarcade.org/labyrinth>
- Quest Atlantis <http://atlantis.crlt.indiana.edu>
- Zoombinis Logical Journey: <http://www.terc.edu/work/645.html> and a review at http://en.wikipedia.org/wiki/Logical_Journey_Of_The_Zoombinis
- Get the Glass <http://www.gettheglass.com>
- River City Project <http://muve.gse.harvard.edu/rivercityproject>

[Q5 Recommended Answer]

Responses will vary depending on the software that is reviewed. Here are sample evaluations for five digital learning games

Criteria	Labyrinth	Quest Atlantis	Zoombinis Logical Journey	Get the Glass	River City Project
Grade Level(s)	6-8	4-10	3-6	3-6	6-9
Subject Area(s)	Pre-algebra	Science, language arts, social studies	Math, logic & problem solving	None	Biology, chemistry, epidemiology, health, history
Purpose	Problem solving math skills	Problem solving skills & content knowledge	Problem solving skills	Entertainment	Problem solving, science
Storyline	Pet	Questers	Zoombinis'	Help Adachi	Students

	disappears and owners searches for it in labyrinth by solving math puzzles	come to legendary island of Atlantis, solve problems & make discoveries to create “Lumins” that energize the Arch of Wisdom	island has been overtaken; they must overcome obstacles to find a new home	family break into Fort Fridge so they can obtain a glass and drink milk to solve their health problems	travel back in time to solve 19 th century health problems
Rules	use cursor to move thru labyrinth; click on embedded objects	I-BURST rules for safe & courteous online communication	Zoombinis have distinctive hair, eyes, noses, feet with unique abilities; travel in groups of 16	Roll dice to proceed along game board; race against the clock & against Fridge Security	Avatar moves around the city, find artifacts & clues
Goals	Move thru labyrinth by solving problems using ratio, data, proportion, number sense, variables	Complete tasks based on curriculum standards, solve problems in a socially responsive way	Save all 625 Zoombinis by solving problems using right combination of Zoombinis’ unique characteristics	Navigate all 5 regions of the game board to reach Fort Fridge	Identify problem, develop hypotheses, conduct experiments, use tools, gather & organize data in tables, write research report
Outcomes	Rescue pets by conquering monsters in the labyrinth & earning tokens to win game	Complete missions (interrelated tasks) in a curriculum unit that addresses real world issues	Use trial & error, logic, follow sequence, or find a pattern to complete 9 of 12 puzzles	Beat the clock and evade the Fridge Security to obtain the glass	Write letter to River City mayor explaining causes/ solutions to health problems
Feedback	Move is	Feedback	Wrong	Immediate	Feedback

	right or wrong but no information as to why	from the game and from the teacher enhances problem solving	choice leads to failure to overcome obstacle; success results in more challenging obstacle	feedback from the game but no real learning	from the simulation and from the teacher
Conflict/ collaboration	Individual effort to win the game; team members can collaborate on strategy but each student has different puzzle	Emphasizes collaboration & communication through monitored blogs, polls, & bulletin boards	Groups of students plan and play together	Emphasis on winning the game by giving the right answer or moving the mouse adeptly	Emphasis on collaboration as students work in teams of 2-4
Interaction	Can play as a team and post messages & strategy	Interaction with other players in class & around world	Interaction with team members	None	Interact with team members & online characters who offer clues
Benefits	Reinforces reading skills, literacy enhanced by graphic novel format	Lesson plans & student resources; teacher receives training, sets up student access	Game adjusts to fit players' ability, teaches problem solving in an engaging manner	Minimal--reinforces health benefits of drinking milk	Curriculum resources and training for teachers who set up student access' online notepad to record ideas & findings
Challenges	Frustration level when student	No online notebook to record clues or locations;	Must purchase software; may not be	Unsophisticated plot, requires skill in using	Requires 14-20 hours of instructional time;

	repeatedly fails to solve puzzle	requires computers with high speed connection	compatible with all computers	mouse, factual recall	computers with high- speed connection
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Footnotes:

1 Barab, Sasha A., Gresalfi, Melissa, and Arici, Anna. "Why Educators Should Care about Games". Educational Leadership 67.1 (2009): 76-80. Print