Game Production

Alana White

EDUC 586/WW

State University of New York at Oneonta

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**Product Description Paper**

This project demonstrates the creation and instructional use of an educational game created through GameSalad. This project serves two purposes for two separate audiences. First, the video serves as a model of integrating multimedia in classroom instruction for the purpose of training a teacher. Second, the video serves as an instructional tool to allow 9th grade Spanish students practice conjugation and use of reflexive verbs. The game also models expectations of a multimedia project where students create their own game using GameSalad in order to demonstrate their understanding of the concept of reflexive verbs.

**Part A: Overview of Project**

In order to effectively integrate multimedia projects into classroom instruction, it is important to address the instructional problem at hand, the type of multimedia to be used, the content to be taught, and the target audiences for the project.

**Instructional problem to be addressed.** This specific project addresses the verb conjugation and use of reflexive verbs for effective communication in Spanish. The goal of this multimedia project is to allow students interactive practice of the conjugation and use of reflexive verbs, and second to allow students to create their own educational game in order to demonstrate their understanding of the content learned. This project will also serve as a model for any teacher when considering the effective integration of technology in the classroom.

**Type of multimedia to be used.** The program GameSalad be used in the production of the instructional game which will feature multimedia such as images, audio, and text. GameSalad does not require the use of coding in order to create a game, therefore it is ideal for students in a K-12 environment when the instructional goals are not that of learning to code.
Additional requirements to publish and access this video are internet connection, a projector, projector screen, and a computer with monitor cable.

**Content to be taught.** The educational game will allow 9th grade Spanish students practice conjugating and using of reflexive verbs for effective communication in Spanish. This entails a previous understanding of conjugating regular –AR, -ER, and –IR verbs in the present tense as well as conjugating stem-changing verbs in the present tense. Students will practice definitions and conjugation of reflexive verbs which includes the use of reflexive pronouns. Students will also be able to distinguish between the placement of the reflexive pronoun when considering either a conjugated or an infinitive verbs.

**Target audiences.** Target audiences for this project include 9th grade Spanish students, 9th grade Spanish students with disabilities, and teachers. Students will complete the project in class while teachers will complete the project during a technology instructional coaching workshop.

**Instructional Design Planning**

In the following section two aspects of the multimedia project are outlined; teacher considerations for instruction, and student considerations for development of the project. In the first section, a step by step process highlights teacher responsibilities when integrating a multimedia project in classroom instruction, according to the Decide, Design, Develop, and Evaluate (DDD-E) model for multimedia instruction. In the second section, a student lesson plan presents the considerations and procedure according to the DDD-E model for the student development of the game project. It is important to note that although the term “student” is used, this term may also apply to teachers who are acting as learners through a professional development workshop.
Part B: Teacher Considerations for Developing an Instructional Presentation

The following highlights the process in which a teacher would integrate this multimedia project and other similar multimedia projects according to the DDD-E Model for multimedia instruction.

In the Decide phase, the teacher is responsible for planning, organizing, and managing initial aspects of the project, whereas the student is responsible for brainstorming content and conducting research. This phase is centered around the goals and content of the project. In the Design phase, the teacher is responsible for providing resources and guidelines to students while conducting formative assessment of student progress. Meanwhile, students are responsible for using resources such as graphic organizers, flowcharts, and storyboards provided to them in order to plan specifically how the project will be developed. In the third stage, Develop, the teacher is responsible for facilitating student work by managing technology and time, troubleshooting issues, providing back-up plans, and assisting students while the students are heavily responsible for the creation of the project. During the Develop stage students will create multimedia such as animations, graphics, and audio in order to display their work effectively.

Finally, the Evaluate phase of the DDD-E model requires both the teacher and the students to assess work created. The teacher is responsible for summatively assessing student work, providing students a means of self and peer evaluation, and reflecting on the project from an instructional stand point for future consideration. The students are responsible for reflecting upon their work during the DDD phases of the model and acting on that reflection to go back to the work to improve upon any feedback received (Ivers & Baron, 2010).

**DDDE Model: Decide Phase.** During this phase of the project it is the teacher’s responsibility to effectively plan for instruction. This includes, identifying standards and setting
instructional goals. The teacher will also assess the target audience’s prerequisite skills and the prerequisite skills needed to complete the project. During this phase, the teacher will also determine assessment techniques, plan grouping techniques and make sure to schedule the necessary facilities, such as computer labs, needed for the completion of the project (Ivers & Baron, 2010).

For this specific project the teacher will align content to New York State Common Core Learning Standards (NYS CCLS) and the International Society for Technology in Education (ISTE) Standards for Students as seen in the student lesson plan outlined in Part C. When considering the target audience of teachers in a professional development setting, ISTE Nets Standard 1 for Teachers addressed:

Standard 1 states that teachers “facilitate and inspire student learning and creativity.” According to Standard 1, teachers (a) promote, support, and model creative and innovative thinking and inventiveness, (c) promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes, and (d) model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. (ISTE, 2008).

Prerequisite skills to consider for this project are basic understanding of using a computer, however previous experience with game creation is preferred, but not required. Also, all learners will be placed in small groups of two or three in order to ensure all students are heavily involved and engaged in the project. Since learners in the target audience do not have access to 1:1 technology, it is required that the teacher sign out the computer lab during the class periods necessary for the duration of the project. Finally, the teacher will design or select rubrics
which provide a Teacher Evaluation, a Peer Evaluation, and a Self Evaluation. The teacher must also create a reflexive verb definition quiz for students to demonstrate their mastery of the content learned.

**DDDE Model: Design Phase.** In this phase of the project, the teacher will make specific plans on how to manage media production and facilitate classroom multimedia activities, while conducting formative assessment of student work. The teacher is also responsible for providing students with necessary materials such as graphic organizers, flowcharts, and storyboards (Ivers & Baron, 2010).

**DDDE Model: Develop Phase.** During the Develop phase, students take control of the creation of the project, however it is the teacher’s responsibility to act as facilitator of the project. According to Ivers & Baron on page 31, the teacher is responsible for troubleshooting technology issues, providing a back-up plan when technology fails, keeping time and ensuring that students are using their time wisely, and also connecting work back to the learning target (2010).

**DDDE Model: Evaluate Phase.** In the Evaluate phase, teachers are responsible for assessing students based on the Teacher Evaluation rubric provided in Appendix A. The Teacher Evaluation rubric criteria include the storyboards, content, design, and technology use. However, the teacher is also responsible for providing students the opportunity to evaluate their peers based on the Peer Evaluation Rubric and themselves based on the Self-Evaluation Rubric, which are both also provided in Appendix A.

**Part C: Student Considerations for Using and Developing a Project**

The following outlines the student lesson plan for this multimedia project. Included in the lesson plan are the objectives and goals of the project, the learning outcomes and skills as
aligned to ISTE standards and the 4C’s of 21st Century Learning Skills as defined by the Partnership for 21st Century Learning (2011). The student lesson plan also outlines the necessary hardware and software tools, prerequisite skills, as well as duration and grouping strategy of the project. Finally, the lesson plan outlines the procedure using the DDD-E model for multimedia instruction along with the specific methods of assessment.

### Objectives/Goals

Students will be able to create and publish an educational game using GameSalad demonstrates their understanding of the conjugation and use of reflexive verbs.

### Learning Outcomes/Skills (ISTE / 21st Century Partnership (4C’s))

Which of the following outcomes are anticipated?

- ☐ Content/Basic Thinking Skills
- ☐ Collaboration Skills
- ☐ Communication Skills
- ☐ Creative Thinking Skills

### New York State Standards (NYS Common Core State Standards)

Which of the following subject areas are involved?

- ☐ Foreign Language

New York State Standards addressed:

**NYS L.O.T.E. STANDARDS, Modern Language: Checkpoint A**

Standard 1: Students will be able to use a language other than English for communication.

Students can…
1.1- comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults

**NYS C.C.L.S., Technical Subjects (6-12), Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact with others.

**ISTE Technology Standards, Students (ISTE, 2007)**

1a. apply existing knowledge to generate new ideas, products, or processes

1b. create original works as a means of personal or group expression

2a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media

2b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

5a. advocate and practice safe, legal, and responsible use of information and technology

5b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

6a. understand and use technology systems

6c. troubleshoot systems and applications
### Technology Standards (International Society for Technology in Education Standards)

Technology Standards addressed:

- Basic operations and concepts
- Technology productivity tools
- Technology communication tools

### Hardware

- Computer
- Projector and Screen
- Monitor cable
- Computer Lab access for students

### Software

- Game Salad
- Internet Access
- Audio, Video, Image Files
### Prerequisite Skills

**Spanish Language Content:**
- Conjugate regular verbs in the present tense
- Conjugate stem-changing verbs in the present tense
- Define "infinitive verb"
- Define "pronoun"

**Technology Content:**
- Basic Computer Operational Skills
- Previous Experience with Game Production preferred

### Duration

What is the recommended duration of this activity?

- Longer term (three to ten class periods)

### Grouping Strategy

What is the recommended grouping strategy for this activity?

- Small group (2-3 students in a group)
**Procedure – DDD-E**

**Instructional Presentation (Multimedia) of Content**

The instructional game will be presented to learners as a model of the end-result of the Develop phase of the game project. After viewing, the class will have time to gain practice evaluating the instructional game based on the peer evaluation rubrics to be used in the Evaluate stage of the project. This will allow students to become familiar with the process of peer grading and also with exact rubric to be used to assess their own projects. Therefore, precise expectations will be reinforced and discussed during this practice evaluation exercise in order to guide students to begin the Decide phase of their project.

**Decide**

During this phase of the game production project students will meet with their designated groups in order to begin brainstorming. Students will refer to the guided notes packets for the current unit for necessary grammar and vocabulary content.

**Design**

In their groups, students will use the storyboard handout provided by the teacher in order to begin planning which main ideas and examples will be used in the game project. Once the storyboards are complete, they must be approved by the teacher before the group can move on to the Develop phase.

**Develop**

During this phase students will use their approved storyboard planning worksheets along with
the technology provided in order to create the game project. Students will each play a separate "management" role in the development process. Since each group will have three individuals, one student will play the role of "visuals manager," one student will be the "audio manager," and a third student will be the "Spanish content manager." Students will be allowed to choose their own roles. Also, it is important to note that all students will work collaboratively on all parts of the project, however the "manager" for each aspect of the presentation is held more accountable by their peers for reviewing and making corrections to their specific portion of the project. The teacher will facilitate student work and will continue to monitor progress throughout the entire development phase.

**Evaluate**

Once the Develop phase of the project is completed, students will review and make last minute revisions or in other words, "debug" their program (Ivers & Baron, 2010). Then, students will submit all of their planning materials along with the published version of the final version of their game. The teacher will evaluate the work based on the Teacher Evaluation Rubric provided in Appendix A. Finally, students will conduct Self and Peer Evaluations based on the forms provided in Appendix A.
Assessment

How will this activity be assessed?

- Teacher Evaluation Rubric
- Peer Evaluation
- Self Evaluation

Extension Ideas

Modifications to this project will be made for students with IEP and 504 plans according to their respective plan(s).

Areas of Concern

There are no areas of concern as long as students have access to all required technology and the appropriate amount of time required for the project.
References


14_ISTE_Standards-S_PDF.pdf


14_ISTE_Standards-T_PDF.pdf

# TEACHER EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td><strong>Storyboards</strong></td>
<td>Content is missing or incomplete.</td>
<td>Content is complete but inaccurate.</td>
<td>Content is complete, but difficult to read and/or understand.</td>
<td>Content is complete, accurate, and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>Media elements are not included.</td>
<td>Some of the media elements are included and described.</td>
<td>All media elements are included, but not all are described.</td>
<td>All media elements are included and described.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Information is inaccurate.</td>
<td>Information is somewhat accurate.</td>
<td>Information is mostly accurate.</td>
<td>Information is accurate.</td>
</tr>
<tr>
<td></td>
<td>Information is scattered and difficult to understand.</td>
<td>Information is somewhat organized, but difficult to understand.</td>
<td>Information is somewhat organized and easy to understand.</td>
<td>Information is organized and easy to understand.</td>
</tr>
<tr>
<td></td>
<td>More than four spelling, grammar, or punctuation mistakes are made.</td>
<td>Three or four spelling, grammar, or punctuation mistakes are made.</td>
<td>One or two spelling, grammar, or punctuation mistakes are made.</td>
<td>No spelling, grammar, or punctuation mistakes are made.</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Project does not follow storyboards or flowchart</td>
<td>Project follows some of the storyboards.</td>
<td>Project follows the storyboards but not the flowchart.</td>
<td>Project follows the storyboards and flowcharts exactly.</td>
</tr>
<tr>
<td></td>
<td>The layout is not clear and inconsistent.</td>
<td>The layout is clear but is not consistent.</td>
<td>The layout is somewhat clear and is consistent.</td>
<td>The layout is very clear and consistent.</td>
</tr>
<tr>
<td></td>
<td>Text is not easy to read and doesn’t contrast with the background.</td>
<td>The text is not easy to ready but contrasts with the background.</td>
<td>The text is easy to read but doesn’t contrast with the background.</td>
<td>All text is easy to read and contrasts with the background.</td>
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<tr>
<td><strong>Technical</strong></td>
<td>More than two of the media elements are not working.</td>
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<td>All but one of the media elements are working.</td>
<td>All media elements operate correctly.</td>
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**Comments:**

\[ \text{Total: } \underline{\_\_\_\_\_} / 20 \]

### PEER EVALUATION

<table>
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<th>Name of group being reviewed:</th>
<th></th>
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<tbody>
<tr>
<td>Project Title:</td>
<td></td>
</tr>
<tr>
<td>Reviewed By:</td>
<td></td>
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</tbody>
</table>

#### Content

**What did you learn about this topic that you did not know before?**

**In terms of content, what are the strengths of this project?**

**How might the presentation of information be improved?**

#### Design

**What are the strengths in the design of this project?**

**What improvements in the design would you suggest?**

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On a scale of 0 to 3 (3 being the highest), how would you rate this project overall?

________________________
### SELF EVALUATION

<table>
<thead>
<tr>
<th>Name of group:</th>
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<tbody>
<tr>
<td>Project Title:</td>
</tr>
<tr>
<td>Group Member:</td>
</tr>
</tbody>
</table>

**What did you contribute to the project?**

**What did you learn about your topic in the process of developing this project?**

**What did you learn about multimedia development in the process of developing this project?**

**What did you learn about yourself in the process of developing this project?**

**Teacher’s Rating:** ______________________

**Teacher’s Comments:**

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Appendix B

<table>
<thead>
<tr>
<th>Storyboard # _________</th>
<th>Group: __________________________</th>
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**Description of Scene:**

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

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______________________________________________________________________________

**Reflexive Verb (Definition & Conjugation):**