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Proceedings of the
CUNY Games Conference 5.0

The CUNY Games Network, City University of New York

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About CUNY

The City University of New York provides high-quality, accessible education for more than 269,000 degree-credit students and 247,000 adult, continuing, and professional education students at 24 campuses across New York City. The University is an integrated system of senior and community colleges, graduate and professional schools, research centers, institutes and consortia. From certificate courses to Ph.D. programs, CUNY offers postsecondary learning to students of all backgrounds. It provides the city with graduates trained for high-demand positions in the sciences, technology, mathematics, teaching, nursing and other fields. As CUNY has grown, the University also has strengthened its mission as a premier research institution, building an array of modern facilities and expanding the ranks of its world-class faculty. Throughout its history, the University has been an integral part of the city and state through partnerships with public schools, economic development initiatives, immigration aid and financial advice services and other community outreach programs. Today, CUNY faculty and staff members continue to benefit New York City — as well as the entire nation — by serving as policy experts to business and government, advisers to nonprofit institutions, civic organizations and community groups. Students, too, are strongly encouraged to experience the cultural, educational and community-based opportunities of the five boroughs, through a network of internships and fellowships, to embracing the city as their campus.

About the CUNY Games Network

The CUNY Games Network is an organization dedicated to encouraging research, scholarship and teaching in the developing field of games-based learning. We connect educators from every campus and discipline at CUNY and beyond who are interested in digital and non-digital games, simulations, and other forms of interactive teaching and inquiry-based learning.
Summary Itinerary

Friday, January 18th

9:00-9:30 AM – Registration/Check-in

9:30 AM (Rm. 1306/7) – Icebreaker/Welcome (coffee and light snacks provided)

10-12 PM – Workshops

Redesign: Modifying Tabletop Games for Instruction (Rm. 1304) with Joe Bisz and Carolyn Stallard

Introduction to Game Design and Programming in Unity (Rm. 1302) with Deborah Sturm

12-1:30 PM (Rm. 1306/7) – Poster and Game Demo Session 1 / Lunch

1:30-3:15 PM – Workshops

Game up your Math and Science Classes (Rm. 1302) with Kathleen Offenholley

What's Your Game Plan? (Rm 1304) with Joe Bisz, Anders Wallace, & Carolyn Stallard

3:30-5:30 PM – Workshops

Introduction to Game Design and Programming in Unity (Rm. 1302) with Robert Duncan

Allure of Play Game Design Workshop (Rm. 1304) with Joe Bisz

5:30-6:30 PM (Rm. 1306/7) – Poster and Game Demos II

*All day: Posters (Rm. C203-205) & Game Play/Open Space (Rm. 1301)

Saturday, January 19th

The heart of game-based learning lies in its inspiration: the games we play. Therefore, on the second day of the conference, we will be playing board and card games in a social, bonding atmosphere. This is a more informal event and we expect turnout to be smaller than the first day, which is a good opportunity for further networking. You are welcome to bring your own educational games for play testing, as well as your own breakfast. We will provide a large selection of board and card games of various complexity levels, so even if you've never played a game before, you will discover something to suit. BMCC is very close to Whole Foods if you need to take a lunch break or pick up food before you arrive.
Full Schedule

Day 1: January 18, 2019, 9:00 am to 6:30 pm

Location: Borough of Manhattan Community College’s Fiterman Hall, 245 Greenwich Street, New York, New York 10009, 13th Floor

Note: You must bring ID to enter the building.

9:00-9:30 AM – Registration/Check-in (get your goodie bag!)

9:30 AM – Icebreaker/Welcome (coffee and light snacks provided) – Rm. 1306/7

Ongoing, from 9:30-6:30 and beyond: Game Play/Open Space – Rm. 1301

What is Open Space?

Open Space is an “unconference” format that allows attendees to self-organize and discuss topics of interest. In our version, participants may share resources, ideas, questions, etc. Visit Rm. 1301 at any point during the conference, grab a sticky note, write whatever you’d like to share, and add it to the wall. Attendees may add new categories at any time. Check back at the end of the day to see what new resources and ideas have been shared in this space.

Games

Throughout the day, we will have board and card games for you to examine or to try playing together. They will be divided into categories from “easy to learn” to more complex, so that even if you’ve never played a game before, you will find something comfortable and fun. You can always just watch the games happening as well! You will also find “cooperative” games where everyone helps each other (rather than competing) and more socially oriented games. Studying games by playing them together can help you generate ideas for your own activities. After dinner, the conference managers will do a formal presentation of these games (so be here at 7:30pm, or whenever you can). This event repeats on our 2nd day Saturday.

10-12 PM – Workshops

Redesign: Modifying Tabletop Games for Instruction with Joe Bisz and Carolyn Stallard – Rm. 1304
The best way to understand how to make our instruction more playful is to play more games. In this workshop, we’ll play a well-designed commercial board or card game (e.g. Pandemic, Red7, Forbidden Island). Next, we’ll study reference cards that meticulously break down how the game might be modified to teach any academic goal. Finally, you will pick such a goal, and with the other smart people on your team, brainstorm a new learning game inspired by the game you just played. You will walk away with several ideas for enhancing your own instruction.

**Introduction to Game Design and Programming in Unity** with Deborah Sturm – *Rm. 1302*

Digital games offer unique affordances for learning. Deborah Sturm has taught hundreds of undergraduates how to build games in the Unity game engine, and will guide you through the process. Attendees will learn many skills related to digital game development for education including (1) how digital games can be used to shape behaviors in a target population; (2) how iterative design can be used to build effective software; (3) how to use a commercial game engine; (4) the basics of the C# programming language; (5) game asset creation; and (6) the principles of object oriented programming.

12-1:30 PM – **Poster and Game Demo Session 1** – *Rm. 1306/7*

*Take some of this time to grab lunch at the BMCC cafe on the first floor, at Chipotle around the corner, or at the Amish Market (great deli and salad bar).*

- Caudillo: A Gaming Simulation of Government Corruption; M. Gross
- Chemiga – A Mobile game to reinforce Chemistry concepts; V. Flaris, D. Sturm
- Code Control: A Game for Teaching Introductory Computer Science; D. Kletenik, R. Pantaev, M. Williams, K. Holloway, D. Sturm
- Cross-Indexing Game Characteristics to Test Media Literacy Game Design; L. Miles, C. Lyons
- Cyber Secured: A Serious Game for Cybersecurity Novices; D. Kletenik, A. Butbol, D. Chan, W. Chen, D. Kwoc, M. LaSpina
- DazzLinks in the Classroom: Exploring Creative Contraptions; P. Frisch & G. Morris
- From eSports to Education: Understanding the Relationship Between Performance, Team Cohesion, and the Big Five Personality Traits; D. Reyes & R. Duncan
- Games & Pedagogies: Supporting Paradigm Shifts and Cultures of Social Responsibility; S. Abrams
- THE JOURNEY FARAFINA; M. Diallo
- Leveraging Cognitive Science to Develop Killer Games; L. Portnoy, J. Ochoa Hendrix, M. Holford
- Mindfulness & Business Simulations; R. Shane Snipes
- The Physiological Correlates of Body Self-Consciousness in Virtual Reality; E. Owens & R. Duncan
• Power Up: Motivating Student Learning through Super Power Challenges; D. Seelow
• Simulation Evolution: A Study of Structural Inequality and Reform; V. Lim & M. Mead
• Social Media Scavenger Hunt; J. Caplan & C. Brown
• Supplementary Use of Games in Collaborative Sessions; A. Spryszynski

1:30-3:15 PM – Workshops

**Game up your Math and Science Classes** with Kathleen Offenholley – *Rm. 1302*

Would you like to get your students to actually want to work together? Get them excited about doing problems? This workshop is for you! Learn some easy math and science games you can use to get your students ready to work together, then create your own game.

**What’s Your Game Plan?** with Joe Bisz, Anders Wallace, & Carolyn Stallard – *Rm. 1304 — 1 hour, from 2 to 3 pm* — a shorter version of Joe’s game creation workshop, using his special game design card game for inspiration.

What do the lesson “Finding Citations,” the game “Trivial Pursuit,” and the mechanic “Bluffing” all have in common? In this bootcamp brainstorm, attendees are broken up into design teams whose job is to enhance an instructional plan with the mechanics of popular board games in only 20 minutes.

3:30-5:30 PM – Workshops

**Introduction to Game Design and Programming in Unity** — open to both faculty and students — with Robert Duncan – *Rm. 1302*

Digital games offer unique affordances for learning. Robert Duncan has taught hundreds of undergraduates how to build games in the Unity game engine, and will guide you through the process. Attendees will learn many skills related to digital game development for education including (1) how digital games can be used to shape behaviors in a target population; (2) how iterative design can be used to build effective software; (3) how to use a commercial game engine; (4) the basics of the C# programming language; (5) game asset creation; and (6) the principles of object oriented programming.

**Allure of Play Game Design Workshop** with Joe Bisz – *Rm. 1304*

What if you could be given a method for designing learning activities around lessons you already use? Are you interested in making your lessons and activities more innovative and playful? Joe Bisz will discuss the principles behind game-
based learning, then explain his “Complex Mechanics” method for designing rigorous classroom games. Next, Joe will show you how to incorporate game mechanics and learning principles into your exercises, as you work together with fellow faculty to build a non-digital game for your classroom. This workshop is born from methods researched in his upcoming book for faculty, with Tori Mondelli.

5:30-6:30 PM – Poster and Game Demos II – Rm. 1306/7

- CANDIDATE; L. Andreasen
- Croodles; B. Shuttleworth, J. Sui, C. Huang
- The CUNY Game: An OER RPG about CUNY History; H. Sindh & L. Albracht
- DevilForge: A Prototype of Small Scale Game Making Tools; H. Ramsay & H. Allen
- Free Digital Math Games for Algebra and PreCalculus!; K. Offenholley
- “Fresh Start” – An Interactive Video Game With Narrative Immersion to Promote Mindful Drinking Among College Freshmen; J. Fishburn, Y. Hu, D. Amarosa, D. Desantis, N. Laureano
- Fun Discussion To Develop Critical Thinking; S. Jeshmaridian
- Learning to Program with CUNYBot; B. Weber, A. Mohamed, J. Jackson
- Line it up — A card game for arguments in Social Policy class; K. Rajendran
- Mission-Based Learning: Transforming A Music Survey Course to Build Community; C. Stallard & R. Duncan
- Player-Designer Meta-communication, Interactive Digital Narrative Design and Perspective-taking Skills; C. Daiute, R. Duncan, F. Marchenko
- Playing Novels and Reading Games: On Strategic Choice and Power; L. Evans
- Rethinking Gaming & Representation in Pedagogy; A. Wheeler & R. Gomez
- Teaching history using ancient games; M. Tibaldini

Day 2: January 19, 2019, 11:00 am to 7:00 pm

Location: Borough of Manhattan Community College’s Fiterman Hall, F904 (BMCC), 245 Greenwich Street, New York, New York 10009

The heart of game-based learning lies in its inspiration: the games we play.

Therefore, on the second day of the conference, we will be playing board and card games in a social, bonding atmosphere. This is a more informal event and we expect turnout to be smaller than the first day, which is a good opportunity for further networking. You are welcome to bring your own educational games for play testing, as well as your own breakfast. We will provide a large selection of board and card games of various complexity levels, so even if you’ve never played a game before, you will discover something to suit. BMCC is very close to Whole Foods if you need to take a lunch break or pick up food before you arrive.
Abstracts
*Contact information listed for corresponding author

GAMES & PEDAGOGIES: SUPPORTING PARADIGM
SHIFTS AND CULTURE OF SOCIAL RESPONSIBILITY

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This proposed presentation will showcase how a game-based approach rooted in the For Inspiration and Recognition of Science and Technology (FIRST) concept of “coopertition” supported undergraduates’ (n=36) development of meaningful learning and social responsibility in their pre-service education university writing classes. Attendees will learn about ways that game-based pedagogies that are philosophically (not materially) driven place a particular emphasis on students’ interactive and participatory development and application of knowledge. More specifically, attendees will learn (a) how the classes were designed with coopertition as its frame, and (b) how a nondigital game-based culture of peer support and coopertition nurtured socially responsible thinking and offered alternatives to the traditional assessment model. Research indicates that collaborative game-based learning has been associated with the development of interpersonal relationships, as well as the use of critical thinking skills (Chen, Wang & Lin, 2015), which can be accomplished regardless whether the approach includes digital or nondigital methods. Whitton (2012) explained, “All games, digital and traditional, naturally embody a range of techniques that help to create effective learning experiences” (p. 252). The cooperative nature of knowledge sharing in games can create and support collaborative assessment opportunities, thereby enhancing the development of content area knowledge and skills through participatory means. Thus, not only does this presentation address how games can inform pedagogies that cultivate a culture of social responsibility, but also it suggests that game-based pedagogies can support a shift in the assessment paradigm from individualized effort to collaborative knowledge building in traditional and contemporary learning spaces.

CANDIDATE

Liana Andreasen* & Robin Andreasen
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Do you find yourself wanting to get students interested in elections, but you’re not sure how to do it in a relatively neutral, fun way? The game CANDIDATE can be played by several groups at the same time, requiring a certain amount of research and learning about elections. The groups will be made of 2, 4, or 6 players at a time, split in two teams neutrally named Alpha and Omega. Each player chooses a Velcro-faced character (from about 20 character cards), with sticky note list of abilities/goals/ideologies. Students consult their team and research individually to create their characters, with +4, +3, +2 and +1 abilities, and two known actions taken by the character in the past. Characters can be real political candidates (e.g., Beto O’Rourke), fantasy characters (e.g. Legolas), or characters from any book, show or movie. Teams earn the right to draw from 6 card piles: military strength, trade/diplomacy, social programs, speeches, health care, economy. Each round, players confront a crisis (e.g. border crisis, terrorist attack), using dice and special spells/skills (e.g. a celebrity gives you an endorsement worth one district). The board contains 5 regions with many districts (hexagons). Teams have Alpha/Omega hexagons and when they earn points, they add hexagons on the districts. The end of the game contains elections, where each player adds 1 or 2
more hexagons by throwing dice, and the team with most districts wins. The game can be ended at the end of class or be extended over several classes.

SOCIAL MEDIA SCAVENGER HUNT
Jeremy Caplan* & Carrie Brown
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The Social Scavenger Hunt is an experiential learning tool we employ at CUNY’s Newmark Graduate School of Journalism to introduce students to the value of social media engagement with a hands-on, authentic, enjoyable activity. When it comes to social media, learning by doing is crucial. For students to grasp the value of engagement with a community on social media, they have to have an opportunity to practice with real accounts. They also have to explore the norms of each platform and to practice working authentically with each platform. Objectives: (1) Increase student familiarity with a wide array of social platforms; (2) Empower students to break past their fear of engaging with their communities; (3) Diversify the range of sources students rely on for their reporting; (4) Engage students in creative teamwork to help them get to know their classmates through active, fun collaboration; (5) Guide students to consider subtle distinctions between social networks they may not know well. How the Social Scavenger Hunt Works: Students are assigned a partner with whom they haven’t worked yet to practice collaborating with someone new and to meet a new classmate. Each team is given a list of 30 challenges, plus 10 bonus challenges. Teams are tasked with completing as many challenges in NYC as they can in one afternoon. Each task encourages students to explore a particular aspect of a social platform while also practicing writing, editing, photography and other media skills.

PLAYER-DESIGNER META-COMMUNICATION, INTERACTIVE DIGITAL NARRATIVE DESIGN AND PERSPECTIVE-TAKING SKILLS
Colette Daiute*1, Robert O. Duncan1,2, & Feder Marchenko1
1THE CUNY GRADUATE CENTER & 2YORK COLLEGE, CUNY
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This study addresses a previously neglected dimension of Interactive Digital Narrative (IDN): theory and practice of meta-communication between player and designer. Meta-communication involves sharing thoughts and feelings about one’s experience of playing an IDN. Such communication occurs most obviously with another person, but communication with one’s self, perhaps even by pretending to be another, is also feasible. This communication differs from behaviors in IDN play, such as making choices about the direction of the digital narrative. To understand how meta-communication with a think-aloud protocol affects the IDN process, we conducted workshops with undergraduates learning to create IDNs with Twine. In a previous study, players who offered more and varied reflections to a peer designer created more complex IDN designs. This poster report adds results of a study with students who reflected on their own designs. The think-aloud sessions and notes made by players to designers (self or peer) were analyzed for expressions (frequency and type) and IDN design products analyzed for IDN features (events, characters, psychological states) and complexity (connection density). Preliminary analyses indicate that the self-reflection process differs to some extent in type and frequency from reflection to a peer.
I currently work at the BMCC (Borough of Manhattan Community College) ESL Lab and attend the CUNY Grad Center where I am taking a PhD course in Youth Civic Engagement. A faculty member at BMCC, informed me about the upcoming CUNY educational game conference. Afterwards, I briefed him on an interactive game I recently developed for English language learners. In fact, upon trying the game, I realized that it helps students systematically improve their spelling, critical, analytical, high-order thinking, problem solving, time management skills, etc. It is also a tool that helps them hone their focus, fast adaptability to unexpected situations, and capacity to respond instantaneously with a better command on their decision-making process. Finally, the interactive nature of the game is an added value that allows students to build upon and/or develop new social skills in order to expand both their personal and professional networks, which are important assets for their careers. I look forward to presenting this work at the conference. “The Journey Farafina” is the synthesis of practical insights from culturally relevant social impact agents from the education sector (K12 and higher education) as well as actors from different other sectors. These social impact agents are from culturally and linguistically diverse backgrounds grounded in knowledge and wisdom from both experience and seniority. Thus, this piece of puzzle comes right in time to serve as a bridge and roadmap that connects us to the source of a tremendous wealth of knowledge and experience. The author is just the liaison for the source is greater than his sole person. Furthermore, “The Journey Farafina” is a cutting-edge roadmap to both academic improvement and professional enhancement. It not does portray itself as the solution but, going through its journey, you will hardly think of an area of life where the narrative does not apply. As such, this work represents a tool to identify things you may consider common knowledge but without spending some time to recognize or ponder how they could lead to a greater fulfillment. Among many other things, this puzzle game will help you develop and or harness many skills and habits including but not limited to: (1) Soft skills (time/team/talent management, strategic, high order, analytical and critical thinking); (2) Habits (focus and discipline, goal setting); (3) Cross-cultural communications (brainstorming, curiosity to explore more); and (4) Language (spelling improvement, vocabulary expansion).

PLAYING NOVELS AND READING GAMES:
ON STRATEGIC CHOICE AND POWER
Lily A. Evans*
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In novels and video games, especially role playing games (RPGs), players navigate narrative through choice. Drawing on reader response theory and critical legal studies, this poster presentation will illustrate the strategic choices present in both novels and RPGs and examine how these choices are linked to discourses of power. Strategic choice describes the moments where a reader or player makes conscious or unconscious decisions that create meaning, affecting how the story proceeds. In RPGs, a player may choose a line of dialogue in a scene, which weapon to wield in combat, or which non-player characters (NPCs) in the game to trust. In a novel, readers might determine whether a line is sincere or facetious, how trustworthy a character is, or if the narrator is reliable. Players engage in explicit moments of choice as they work through the story of the game, while readers encounter implicit moments of choice that shape the outcome of the novel as they read. By connecting playing and reading, storytelling methods that seem disparate begin to resemble one another, illuminating the ways that audience relationships to texts can, in many ways, transcend form. Further, understanding how audiences make these strategic choices demonstrates the ways
they can be founded on ideological stances, unquestioned biases, and suggestions other players and readers make. Using Jane Austen’s Emma and the Mass Effect series, this project will entangle their two mediums through strategic choice to offer a perspective on how power is both encoded into narratives and constructed through audience interpretation.

“FRESH START” - AN INTERACTIVE VIDEO GAME WITH NARRATIVE IMMERSION TO PROMOTE MINDFUL DRINKING AMONG COLLEGE FRESHMEN

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Research has shown that college freshmen do not find existing alcohol education programs engaging. Literature review indicates that narrative communication is more effective at producing positive changes in perceived social norms and behavioral intention than non-narrative communication. In addition, game-based learning has shown effectiveness in changing people’s health behaviors, including improving sexual health attitudes and knowledge, promoting learning about pain management, and reducing consumption of unhealthy foods. We therefore designed a narrative-based interactive video game that allows college freshmen to play through different scenarios, each of which represents something players might come across in their first year of college life. The goal was to engage players and prepare them to make healthy decisions related to alcohol consumption. This project is informed by several disciplinary traditions as well as interdisciplinarity. From a public health communication perspective, we identified concepts to be addressed in the intervention: alcohol misconceptions, alcohol expectancies, peer pressure, elevated risk situations, and consequences of binge drinking. From a game design perspective, we made design choices to match our project’s goal to the size and capability of our team. We chose the visual novel genre because it allowed us to tell a story primarily through characters and also gave players regular choices. We used a foldback narrative structure to limit the branching to a manageable number, and we designed mini-games to add variety to the interactions in the otherwise monotonous visual novel format.

DAZZLINKS IN THE CLASSROOM: EXPLORING CREATIVE CONTRACTIONS

Paula Frisch*¹ & Godwyn Morris²
¹THE CUNY GRADUATE CENTER & ²Dazzling Discoveries STEM Education Center
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DazzLinks provide an open-ended framework for enhancing technical skills as well as soft skills. From elementary school physics to computer science to corporate team building DazzLinks are a productive resource for participants and educators. For CUNY Games Festival we will offer an opportunity for visitors to participate in building a collaborative chain reaction contraption made from DazzLinks and other household items. Our goal is to connect with educators and students who are interested in exploring non-digital approaches to skill-building, both technical and interpersonal. Our years of making things and challenging makers has led us to design a building tool suited for all ages and with endless possibilities for integration into classroom curriculum. We call that tool DazzLinks Contraption Beams, the durable, reusable, recyclable, cardboard-based building tool to guide hands-on STEM learning. Contraptions are a fantastic way to explore technical building techniques and physics as well as problem solving, decision making and sequence thinking. Higher education has a responsibility to prepare students for both the hard and soft skills that will help them in the workforce, we are committed to enhancing both simultaneously.
RETHINKING GAMING & REPRESENTATION IN PEDAGOGY

Anthony Wheeler & Raven Gomez*
Digital Humanities M.A Program at the CUNY Graduate Center
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Our presentation will focus on the power of identity and aims to provide a perspective of what is possible in using games to expand the pedagogical scope of interactive mediums as a tool for learning and re-creating the standards of knowledge production in higher education. To do this we will be referencing and creating small-scale games made via Twine and Unity which explores various perspectives/themes that can spark inquiry in imagining how games can be a tool for individualized expression. We will be emphasizing the gaming content, and related source material and will be referencing Digital Humanities pedagogical practices that can be theorized into game-building strategies to structure equality and dismantle power-dynamics in traditional classroom settings. Our larger goal being to also create a Twine game reflecting some of our own experiences as Latin(x), students in college settings and how game creation can be a cathartic experience in our own education. We will also be looking at Kishonna Gray’s “Race, Gender, and Deviance in Xbox Live: Theoretical Perspectives from the Virtual Margins” & “Live in Your World, Play in Ours’: Race, Video Games, and Consuming the Other” by David Leonard as a contextual approach to understanding the cultural approaches to avoid and utilize in our own gaming project. In summation our aim is to expose students & faculty to the possibilities simple text-based games can offer as an alternative mode of written expression in higher education settings.

CAUDILLO: A GAMING SIMULATION OF GOVERNMENT CORRUPTION

Mary Gross*
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Based on the game Junta by Vincent Tsao, "Caudillo" is a game designed to simulate the corruption commonly found in 19th century South America. The mechanics of the game lead players to choose their own enrichment over the betterment of the country. The possibility of assassinations and coups create structures which incentivize the creation of factions and corruption, mimicking structures within many oligarchies. The game was developed as a result of students’ puzzlement over the actions of South American elites in the 19th century. Most American undergraduates have little experience with governmental power so it is easy for them to be confused by people’s actions and the results of the governing policies, especially when studying undemocratic governments. The game helps them to make sense of events and decisions made under corrupt governmental structures in the past and today.

GAME-BASED LEARNING IN A PUBLIC HEALTH COURSE

Jason Guzman* & Ashley Kingon
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Game-based learning is a research-proven approach to engage students and deliver content, but creating these experiences can seem out of reach for many university instructors. Paired with instructional design best practices, an authoring tool like Storyline allows instructors to quickly develop game-based activities and interactions, create branching logic, embed a variety of media, assess performance and push this data to an LMS. This presentation looks at a case of a game based learning in a masters level public health course and more broadly at the trend to create this type of interactive online content at medical schools. In partnership with two Mailman School of Public Health Professors, the Columbia CTL created a game based assessment and study tool. Preliminary
data has shown positive student satisfaction and user experience. In this presentation, we will review current research on game-based learning and discuss functionalities of authoring tools, UX consideration, workflows for developing content, the use of SCORM to pass scores to an LMS and the ways CTLs can support faculty in their own efforts to create this kind of content.

FUN DISCUSSION TO DEVELOP CRITICAL THINKING
Samvel Jeshmaridian*
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When teaching "Motivation" I use the following Quiz: In Ancient Rome, Theatrical performances played a significant role in the citizens’ life. The attitudes of the citizens of Rome diverged in relation to whether the actors on the stage should wear masks during performances or not. The two streams of the population of Rome fighting for and against masks were ARISTOCRATS and DEMOCRATS. Which Group of Roman citizens required that actors wore masks during the performances? The Answer is one word _______ WHY? _______ I give the Story in advance so that students can work on it at home. In the classroom we first work discuss the first Question -- Democrats or Aristocrats -- and then the second one. The Students understands that Motivations are based on attitudes, and attitudes are based on interest, and interests are based on social status. All these notions trigger each other. This Quiz can be used also at Economics, Sociology, Philosophy, Critical Thinking, and Ethics classes. I have Two dozens of such Quizzes to use in the classroom in order to develop critical thinking skills among students through fun and play.

CODE CONTROL: A GAME FOR TEACHING
INTRODUCTORY COMPUTER SCIENCE
Devorah Kletenik*, Ruslan Pantaev¹, Mike Williams¹, Kwan Holloway¹, & Deborah Sturm²
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Code Control is a serious game designed to reinforce fundamental programming concepts taught in introductory Computer Science courses. The platformer game’s storyline involves a spaceship that has lost control of its orbit and is on a collision course with the sun. Ten scientists are trapped and need to be rescued and escorted to escape pods. In order to do so, the player must complete short programming challenges; for example, opening doors using conditional statements, figuring out a path to take by specifying array elements and trying a number of keys using nested loops. The game has several levels corresponding to the basic constructs taught and a cumulative final challenge. A debriefing stage at each level teaches the player about the information that is covered on that level and the player is able to access notes if they need a reminder. Code Control includes an extensive storyline, sound effects, and rich graphics. The design allows for non-linear exploration of the game world and incorporates power-ups such as double-jumps and speed-ups. Secret levels are used to fill in parts of the storyline and give information about the antagonist and his motive. Utilizing Code Control in conjunction with traditional instruction gives potentially struggling students visual context for some topics covered in introductory CS coursework. One goal of the game is to make this experience as engaging and fun as possible to further incentivize player retention. We will report on a pilot study with players from introductory Computer Science courses on three CUNY campuses.
We present an educational serious game that teaches basic cybersecurity concepts. Cyber Secured uses engaging gameplay and challenges to educate students who are new to the field about concepts such as phishing, malware, encryption and passwords. In the game, the player has been hired as an IT specialist. Each "month" in the game contains specific learning modules which the player must successfully navigate. Random events, such as a hard drive failure or Dropbox hacking, make the game more fun as well as provide extra learning tools. The game is designed for the students who take the Electronic Commerce course at Brooklyn College, which is both a Business elective and a low-level Computer Science elective. Most of the students are new to computer science in general and cybersecurity in specific. We offered the game as a learning tool to one section of the course. Our study demonstrated statistically significant learning gains, as measured by pre- and post-testing, as well as continued retention of the material, demonstrated by performance on relevant questions on the final exam. Students also reported positive attitudes towards the use of this game to teach and assess cybersecurity concepts.

Our game is a dynamic simulation designed to engage students in studying structural and institutional inequality in an interdisciplinary first-year course. The simulation undergoes three phases. In the first phase, the simulation is set in a fantasy where players face a series of scenarios each day over 5 days: 1) crossing a bridge into town, 2) eating a meal, and 3) crossing a bridge back home. At each juncture, players can choose to pay a token to complete each required action (i.e. cross a bridge or eat lunch), or they can risk avoiding payment by rolling dice. Losing a dice roll results in consequences, including fees or jail time. In the second phase, the fantasy elements are revised to reflect New York City. Students create character cards that mirror the demographics of New York City neighborhoods, including income and asset values that determine how many tokens they earn and start the game with. Additionally, students conduct research about various systems in New York City (Health, Criminal Justice, Education, etc.) and their inequalities to revise the simulation, a process we call “New York Citification.” In the final stage, students study theories of social change and come up with their own ways to change the simulation to address the social inequalities they observed from both the first and second phases of the game. Our poster will showcase the evolution of the simulation across the three phases, as designed by students, and highlight opportunities for learning and building skills through the process.
This poster describes ongoing research in progress: two college librarians are investigating which game and gameplay characteristics are most effective for student engagement, knowledge transfer, and skill development in media literacy instruction. Reporting on the initial exploratory phase of research, this poster demonstrates a novel method for cross-indexing existing and potential games according to game type (Grace, 2005), the kinds of learning experiences that happen during gameplay (Gee, 2003; Abdul Jabbar & Felicia, 2015), means of play (such as game board, cards, dice, digital platform, etc.), and specific media literacy objectives. Cross-indexing will help determine the game and gameplay characteristics to be tested in later phases of research to assess functionality, student engagement, and specific media literacy learning objectives. Knowing which game and gameplay characteristics are most impactful on media literacy learning will help academic librarians evaluate and create effective tools and games to support their institutions’ media literacy goals. An opportunity to present and discuss findings at this stage in the research process will support determination of the strongest games and prototypes for testing. This poster will present the categorization schema developed, detail findings of some of the most interesting juxtapositions among these elements, and provide illustrations representing games that are exemplary of these complex relationships. Findings were previously presented at Meaningful Play 2018 in East Lansing, MI.

FREE DIGITAL MATH GAMES FOR ALGEBRA AND PRECALCULUS!

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Three digital algebra games were created through an NSF grant. All three are available for free in the app store or as a free PC or Mac download at https://mathgamesforstem.wordpress.com/.

xPonum is a puzzle game in which players collect gems using a beam of energy. Game play emphasizes exploration, so that players experience mathematics as being about trying out ideas. At the basic level, players use slope and intercepts and must find points along the line, using the slider to shift the line. This level can be played in an introductory algebra class. At later levels, players explore shifts in parabolas, cubic and trigonometric functions, which are suitable as pre-calculus topics. Project Sampson is an adventure and resource management game for middle school math on up to College Algebra. It is designed to give players an appreciation for when linear equations are used, and for how Geographic Information Systems are used in disaster preparedness. Players fly to locations across the world to save the planet from disasters, using the energy of the ship to slow down the rate of damage done (the slope) based on how many turns until the disaster hits. Algebots is an equation-solving puzzle game, with little robots who cheer when you get the steps right, and fall asleep if you don’t move them around. Equations range from basic to advanced, including absolute value, systems and radical equations. The game emphasizes that solving is about “undoing” – applying the inverse function – to both sides of the equality or inequality.
THE PHYSIOLOGICAL CORRELATES OF BODY SELF-CONSCIOUSNESS IN VIRTUAL REALITY

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Fully immersive head-mounted displays (HMDs) have emerged as a viable pedagogical tool in recent years. How this technology influences human cognition and its underlying neural circuitry remains unclear. Accumulating evidence suggests that the origins of self-consciousness are the consequence of integrating information from multiple sensory modalities. This illusion of the self is referred to as bodily self-consciousness (BSC). Previous research suggests BSC results from the perception of presence and embodiment (i.e., the feeling of being physically located in a real or virtual environment, and the feeling of ownership towards a real or virtual extremity). The physiological mechanisms serving embodiment and presence for real-world viewing are known. However, there is little work to identify the neural correlates of BSC in virtual reality. Consequently, we propose a functional magnetic resonance imaging (fMRI) study to identify the neural correlates underlying BSC in virtual reality using an immersive game. Participants will be presented with two conditions that are designed to evoke or minimize the illusion of embodiment and presence. Changes in the blood-oxygen level dependent (BOLD) signal for regions of interest will be compared between these conditions. We predict that embodiment and presence arise from distinct yet overlapping neural networks, and the BOLD signal within each network should co-vary with behavioral reports of BSC. As virtual reality HMDs become more readily adopted in classrooms nationwide, it is imperative to understand BSC to (1) design better virtual reality experiences and (2) better understand how to measure learning outcomes in virtual reality.

BUGATTI AND THE BRAIN: THE COGNITIVE SCIENCE UNDERLYING GAME DESIGN

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The USA is currently ranked 39th in the world in STEM learning, which is problematic given the predicted increase in STEM careers. To support learners in taking on STEM roles in the future a national panel convened to address this issue and developed a framework for science learning yet there are a dearth of opportunities for students to engage in this learning available to educators. A team of educators, scientists, designers, and developers converged to create a multimodal learning experience that invites students to take on STEM roles and discover and explore Earth’s biodiversity while providing real-time feedback to teachers to improve instruction and student learning outcomes. The award winning learning experiences we’ll share at the CUNY Games conference is the first ever hybrid VR/digital learning game called BioDive. This experience leverages multiple modalities to make STEM globally accessible to students anywhere and any time while enabling students to see themselves as scientists. What’s more, these games and learning experiences were developed to support teachers with wraparound curriculum from pre-teaching to summative assessment through iterative development with nationally recognized educators.
LINE IT UP -- A CARD GAME FOR ARGUMENTS IN SOCIAL POLICY CLASS

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This game proposes policy debates as well as arguments, in the form of colored cards distributed to students in groups. Students need to line up arguments to match the sides of a debate. There are cards about policy issues (e.g. Privatization of welfare, Universal versus Means-test programs, School choice, Federalism versus Strong Center, Privacy versus Safety, Small versus Big government, Guaranteed basic income etc.) and Pro (blue) and Con (red) cards with arguments. Working in groups on each policy issue, students need to line up two columns presenting the pro and con cards of issues. Depending on the amount of time available, students can also be asked to rate arguments in order of importance and then present to the class in a debate format with some group members arguing the pro and the others, the con. The game can be made more complex by jumbling all cards together, distributing cards and asking students to find their groups based on the issues. Another alternative to encourage more cognitive flexibility in thinking is to successively ask the same group of students to find the pros, make and present the argument to the class and then find the cons and do the same.

DEVILFORGE: A PROTOTYPE OF SMALL SCALE GAME MAKING TOOLS

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For our next game, we needed a tool to make levels with that included some very specific functionality that we wouldn’t be able to get out of generic level editors like Ogmo or Tiled. To this end, we decided to build our own--a tool that we call DevilForge and that we are now making available to players so that they can make their own levels. This sort of hyper context specific design (such as Twine, PuzzleScript, and even commercial products like MarioMaker and LittleBigPlanet) are extremely valuable in education around games and game design, because they allow students to experiment with design without necessarily needing to deal with code. Our tool is simultaneously being designed to allow players of our game to make their own content, but also serve as an entry point for people who want to learn game design with as little friction with the interface as possible. The tool is still fairly early in development with a fair bit of planned features to be added.

FROM ESPORTS TO EDUCATION: UNDERSTANDING THE RELATIONSHIP BETWEEN PERFORMANCE, TEAM COHESION, AND THE BIG FIVE PERSONALITY TRAITS

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The popularity of electronic sports (eSports) has soared recently with games like League of Legends, where teams collaborate to win highly competitive championships. Little research has been conducted to see how skills acquired by eSports athletes might apply to collaborative student work in education. Previous research identifies task cohesion (performance oriented) and social cohesion (community oriented) as contributors to group success. We speculate that personality traits will interact task versus social cohesion to affect performance in a Multiplayer Online Battle Arena (MOBA). Expert players will be recruited from MOBA leagues. Novice players will be recruited from the York College Research Subjects Pool. Participants will be categorized using the Five Factor
Personality Inventory (FFPI). Players within each group will be randomly assigned to socially cohesive or task cohesive subgroups, which will compete against similar teams in a novel MOBA. Two-factor ANOVAs will be conducted for expert and novice groups separately, where the personality traits from the FFPI and the cohesion group will serve as factors. Post-hoc analyses will be conducted to determine which personality traits interact with each level of the cohesion factor to affect performance in groups. It is predicted that task cohesion will be a better predictor of performance for experts, but social cohesion will be a better predictor of success for novices. Autonomy, extraversion, and neuroticism should predict performance in task cohesion groups. Conversely, conscientiousness and agreeableness should predict performance in social cohesion groups. This research has implications for group performance in eSports, the workplace, and the classroom.

POWER UP: MOTIVATING STUDENT LEARNING THROUGH SUPER POWER CHALLENGES

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In this demonstration, I will show an example of an in class super power challenge that I use in an English 105 Texts and Contexts class called Superheroes and the Millennial. The entire class is game-based, but these super power challenges are game based activities that can be applied to any courses in all disciplines regardless of whether they are gamified or not. The challenges are designed to elicit enthusiastic whole class participation through a time limited puzzle or riddle, code or some other game-based activity that demands on the spot problem solving about content recently covered in the class. The challenges can be individual, or team based. The winner or winners of the challenge earn a power up boost akin to unlocking a power, skill or weapon in video games. This newly earned ability has an immediate and lasting impact on the student’s success for the duration of the course. For instance, a student who earns super strength has a predetermined percentage added to every individual assignment. If the reward is 10% an 80n becomes an 88 and so on. In my classes, these challenges generate the most enthusiastic and often frenzied activity of any class during term and the reward has always boosted the winner’s confidence and had a positive impact on their success during the class. I will demonstrate one of the challenges and, time permitting, allow the audience to create one for their own course.

THE CUNY GAME: AN OER RPG ABOUT CUNY HISTORY

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We will present and discuss an OER RPG focused on the fight for open-admissions at CUNY. The CUNY Game asks students to role-play specific real and imagined characters from the struggle for open admissions at CUNY in the 1960s and 70s. The game begins with a (fictionalized) meeting called by the CUNY-wide committee on open admissions. Students, faculty, and administrators who supported and opposed the policy call for town halls in an attempt to convince committee members of the validity of their position. Journalists and community members are in attendance at the town halls and outside the committee meeting rooms as well. The objective of the game for opposing and supporting factions is to convince committee members that CUNY should or should not recommend the adoption of a policy of open admissions. The objective for committee members, community activists and media reporters is to fulfill their individual victories while also picking a side. All materials for the game will be hosted on an open-access website. The game involves use of digitized archival resources from CUNY libraries as primary source material for players. We will also present
ways this game can be adapted and remixed by instructors to match their course objectives. Lastly, we will talk about how we intend to develop the game further by creating an ‘advanced level’ option that will include building students’ primary research skills and enhancing digitally-archived open-source databases.

IMPROVING BUSINESS SIMULATIONS WITH ULTRABRIEFED MINDFULNESS

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During entrepreneurship education courses, simulations are an effective way to increase interactivity and concept integration. By adding mindfulness to the practice, students slow down and offer more thorough feedback and increased interactivity. This also resulted in them paying more attention and performance increases. The research poster displayed how the course used VentureBlocks in conjunction with ultra-brief mindfulness interventions to teach entrepreneurial customer discovery. The debrief afterwards included brief mindful group work and discussion. According to established health and education research, mindfulness offers benefits for college students beyond entrepreneurship. It has been shown to reduce stress/anxiety, expand creativity and encourage positive thinking. By combining these, the researcher saw students react to changes in their business ideas with calm and intrigue versus unmediated classes where this shifted created more stress and less robust conversations. This outcome supports recently completed semester long ultrabrief mindfulness research in the classroom where entrepreneurship with mindfulness saw marked improvement in entrepreneurial self-efficacy and empathy.

SUPPLEMENTARY USE OF GAMES IN COLLABORATIVE SESSIONS

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This poster describes lessons learned from organizing and conducting weekly sessions aimed at increasing social comfortability and collaborative skills. Our results come from observing students at a public polytechnic participating in a study focused on freshman seminars in different mediums. While the results of the study itself are not yet available, our observations allowed us to synthesize insights that are useful to educators, game designers and researchers working within this domain. Our curriculum was designed exclusively around collaborative activities, but it quickly became apparent that not all participants engaged equally in this type of activity. We introduced games as a diversifier to our scheduled activities. Games, while successful with many of the students were not a “cure all.” Highlights from our observations include challenges in selecting games, constraints that must be addressed, the role games can serve in collaborative groups and the importance of understanding your audience. Finally, we make an argument that competition and collaboration should be viewed as supplements rather than opposites in designing collaborative training sessions. While the difference between player preferences and behavior has been classified in a variety of academic work, this topic is yet to be sufficiently explored in the setting we conducted our sessions in. Bartle taxonomy is one of many classifications used, and while it doesn’t immediately apply to student seminars, it provides an inspiration to efforts in classifying participants of student seminars. Such classification would aid in designing a more personalized curriculum that better engages participants.
MISSION-BASED LEARNING: TRANSFORMING A MUSIC SURVEY COURSE TO BUILD COMMUNITY
Carolyn Stallard*1,3 & Robert O. Duncan2,3
1Brooklyn College, 2York College, and 3The CUNY Graduate Center
c.stallard22@gmail.com

Music appreciation, a common requirement for those pursuing degrees other than music, is typically taught as a lecture course. At least two CUNY schools are experimenting with online music appreciation as an alternative method of instruction. Blackboard, a widely used learning management system, is known to bring new challenges to learning. Students must adapt to the system while being held accountable for lesson material. Additionally, instructors must find new ways to make the subject matter interesting enough to hold students' attention. Consequently, game-based learning was used to transform this online course into a community of learning, where teams engage with project-based lessons for course credit. A self-contained Blackboard course module with scaffolded “missions” was developed to provide a framework for collaborative learning and foster engagement. Students work in groups to “visit” significant places and periods in music history, maintain a mission log, adopt various team roles, and participate in discussions and research expositions. The module, currently in its foundational stage, can be altered by instructors from various disciplines to include topics of their choice. The module takes into account core curriculum learning objectives from NAfME (National Association for Music Education), common core history standards, and Bloom’s Taxonomy of Educational Objectives.

CHEMIGA - A MOBILE GAME TO REINFORCE CHEMISTRY CONCEPTS
Deborah Sturm*1 & Vicki Flaris2
1College of Staten Island & 2Borough of Manhattan Community College
derborah.sturm@csi.cuny.edu

We present a galaga-style mobile game that assesses and reinforces the naming of ionic and molecular compounds. Our web-based version was played by Introductory Chemistry students at a CUNY college. Spring 2018 data showed that 66% of students who were not exposed to either game-based learning or a flipped classroom were able to name the compounds correctly on their final exam. 79% of students who were exposed to the flipped classroom alone were able to answer the final exam questions correctly, an 11% improvement. For students who were exposed to both, 85% of students answered the question correctly – showing a synergistic effect. This is a 19% improvement compared to traditional teaching techniques and a 6% increase over FC. Our mobile version is being piloted in the Fall 2018 and Spring 2019 semesters at two CUNY campuses. We plan to compare outcomes from the web-based and mobile versions of the game. Pedagogical, or “serious,” games have been shown to improve working memory and potentially lower test anxiety. In addition, many community college students prefer smartphones for study and research, and many also have experience with some type of mobile gaming. We expect improved student engagement and success by providing portable, flexible, and fun additional practice, while achievements, and rewards give students a reason to keep practicing.

CROODLES
B. Shuttleworth1,2, Jingyu Sui*1,2, & C. Huang2,3
1New York University, 2The ADC Game Jam, & 3Scholastic
jingyu.sui@nyu.edu

Croodles is a two-player card and board game whose purpose is for two friends to check-in with each other. Croodles are “creatures that you doodle” to represent your happy and not-so-happy feelings. Players draw their positive and negative internal voices as “Croodles”, then take turns
acting out different aspects of their lives (including work, family, and friends) according to cards in
the game. After assessing and evaluating where their partner is, they then offer comfort for each
others’ emotional needs by playing a card and following its instructions. The main mechanic is
bridging CBT through gameplay by providing players a safe place to self-evaluate. This happens
through players dealing life aspect cards and sharing their feelings on how well they are doing on
this aspect through mediation provide by their Croodle. It is also inspired by art therapy and
meditation methods.

TEACHING HISTORY USING ANCIENT GAMES
Marco Tibaldini*
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I’m a member of the Italian association of history teachers and since 2006 I dedicate my research
activity to history teaching and learning process. In 2013 I start to design and test board games to be
used in classrooms and for teacher’s training courses. I develop my activity using both, new and
ancient board games, to challenge the cognitive skills of a group of players. In particular these
which may lead to a specific historical competence, like theming, timing and spatialization. The
task of any game is to solve an historical enigma, which require the implementation of a series of
cognitive procedures that lead to the reconstruction and interpretation of historical data’s. All the
games include different moments of play: in group, alone or in couples, to suggest the application of
different cognitive strategies.

LEARNING TO PROGRAM WITH CUNYBOT
Bryan Weber*, Ali Mohamed, & John J. Jackson
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Without proper student engagement, learning how to program can be often be a bland exercise
filled with frustrating idiosyncrasies and minute syntactic details. But it doesn’t always have to be.
To the driven prospective programmer, there is perhaps nothing as engaging as watching your code
in live action. The video game, StarCraft: Brood War (SCBW), is one such platform to see code in
action. SCBW is a real-time strategy game, developed by Blizzard Entertainment, where players can
build and manage both a small economy and tactically engaged combat units, in an effort to defeat
an enemy that is trying to do the same in real time. StarCraft has engaged a large following of
programmers who are developing autonomous programs, known as bots, that play and compete
against other bots in this virtual arena in multiple international tournaments, one particularly
catering to students, the Student Starcraft AI Tournament (SSCAIT).
### General Statistics

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10-12 PM - Workshops
Redesign: Modifying Tabletop Games for Instruction with Joe Bisz and Carolyn Stallard - Rm. 1304
Introduction to Game Design and Programming in Unity with Deborah Sturm - Rm. 1302

Digital games offer unique affordances for learning. Deborah Sturm has taught hundreds of undergraduates how to build games in the Unity game engine and will guide you through the process. Attendees will learn many skills related to digital game development for education including (1) how digital games can be used to shape behaviors in a target population; (2) how iterative design can be used to build effective software; (3) how to use a commercial game engine; (4) the basics of the C# programming language; (5) game asset creation; and (6) the principles of object-oriented programming.

12:1-30 PM - Poster and Game Demo Session 1 - Rm. 1306/7
Take some of this time to grab lunch at the BMCC cafe on the first floor, at Chipotle around the corner, or at the Amish Market (great deli and salad bar).

• Caudillo: A Gaming Simulation of Government Corruption; M. Gross
• Chemiga - A Mobile game to reinforce Chemistry concepts; V. Flaris, D. Sturm
• Code Control: A Game for Teaching Introductory Computer Science; D. Kletenik, R. Pantaev, M. Wilcutts, K. Holloway, D. Sturm
• Cross-Indexing Game Characteristics to Test Media Literacy Game Design; L. Miles, C. Lyons
• Cyber Secured: A Serious Game for Cybersecurity Novices; D. Kletenik, A. Bubbal, D. Chan, W. Chen, D. Kwock, M. LaSpina
• DazzLinks in the Classroom: Exploring Creative Contraptions; P. Frisch & G. Morris
• From eSports to Education: Understanding the Relationship Between Performance, Team Cohesion, and the Big Five Personality Traits; D. Reyes & R. Duncan
• Games & Pedagogies: Supporting Paradigm Shifts and Cultures of Social Responsibility; S. Abrams
• THE JOURNEY FARAFINA; M. Diallo
• Leveraging Cognitive Science to Develop Killer Games; L. Portney, J. Ochoa Hendrix, M. Hofford
• Mindfulness & Business Simulations; R. Shane Snipes
• The Physiological Correlates of Body Self-Consciousness in Virtual Reality; E. Owens & R. Duncan
• Power Up: Motivating Student Learning through Super Power Challenges; D. Seelow
• Simulation Evolution: A Study of Structural Inequality and Reform; V. Lim & E. Mead
• Social Media Scavenger Hunt; J. Caplan & C. Brown
• Supplementary Use of Games in Collaborative Sessions; A. Spryszynski

1:30-3:15 PM - Workshops
Game up your Math and Science Classes with Kathleen Offenhoy - Rm. 1302
Would you like to get your students to actually want to work together? Get them excited about doing problems? This workshop is for you! Learn some easy math and science games you can use to get your students ready to work together, then create your own game.

What’s Your Game Plan? with Joe Bisz, Anders Wallace, & Carolyn Stallard - Rm. 1304 -- 1 hour, from 2 to 3 pm -- a shorter version of Joe’s game creation workshop, using his special game design card game for inspiration.
What do the lesson “Finding Citations,” the game “Trivial Pursuit,” and the mechanic “Bluffing” all have in common? In this bookcamp brainstorm, attendees are broken up into design teams whose job is to enhance an instructional plan with the mechanics of popular board games in only 20 minutes.

3:30-5:30 PM - Workshops
Introduction to Game Design and Programming in Unity - taught to both faculty and students – with Robert Duncan - Rm. 1302
Digital games offer unique affordances for learning. Robert Duncan has taught hundreds of undergraduates how to build games in the Unity game engine and will guide you through the process. Attendees will learn many skills related to digital game development for education including (1) how digital games can be used to shape behaviors in a target population; (2) how iterative design can be used to build effective software; (3) how to use a commercial game engine; (4) the basics of the C# programming language; (5) game asset creation; and (6) the principles of object-oriented programming.

Allure of Play Game Design Workshop with Joe Bisz - Rm. 1304
What if you could be given a method for designing learning activities around lessons you already use? Are you interested in making your lessons and activities more innovative and playful? Joe Bisz will discuss the principles behind game-based learning, then explain his “Complex Mechanics” method for designing rigorous classroom games. Next, Joe will show you how to incorporate game mechanics and learning principles into your exercises, as you work together with fellow faculty to build a non-digital game for your classroom. This workshop is born from methods researched in his upcoming book for faculty, with Tori Mondelli.

5:30-6:30 PM - Poster and Game Demos II - Rm. 1306/7
• CANDIDATE: L. Andreassen
• Croodles; B. Shuttleworth, J. Sul, C. Huang
• The CUNY Game: An OER RPG about CUNY History; H. Singh & L. Albrach
• DevilForge: A Prototype of Small-Scale Game Making Tools; H. Ramsay & H. Allen
• Free Digital Math Games for Algebra and PreCalculus; K. Offenhoy
• “Fresh Start” – An Interactive Video Game with Narrative Immersion to Promote Mindful Drinking Among College Freshmen; J. Fishburn, Y. Hu, D. Amarosa, D. Desantis, N. Laureano
• Fun Discussion to Develop Critical Thinking; S. Jeshmaradian
• Learning to Program with CUNYBot; B. Weber, A. Mohamed, J. Jackson
• Line it up – A card game for arguments in Social Policy class; K. Rajendran
• Mission-Based Learning: Transforming A Music Survey Course to Build Community; C. Stallard & R. Duncan
• Player-Designer Meta-communication, Interactive Digital Narrative Design and Perspective-taking Skills; C. Dalute, R. Duncan, F. Marchenko
• Playing Novels and Reading Games: On Strategic Choice and Power; L. Evans
• Rethinking Gaming & Representation in Pedagogy; A. Wheeler & R. Gomez
• Teaching history using ancient games; M. Tibaldini

Day 2: January 19, 2019, 11:00 am to 7:00 pm
Location: Borough of Manhattan Community College’s Fiterman Hall, F904 (BMCC), 245 Greenwich Street, New York, New York 10009

The heart of game-based learning lies in its inspiration: the games we play.
Therefore, on the second day of the conference, we will be playing board and card games in a social, bonding atmosphere. This is a more informal event and we expect turnout to be smaller than the first day, which is a good opportunity for further networking. You are welcome to bring your own educational games for play testing, as well as your own breakfast. We will provide a large selection of board and card games of various complexity levels, so even if you’ve never played a game before, you will discover something to suit. BMCC is very close to Whole Foods if you need to take a lunch break or pick up food before you arrive.
Acknowledgements

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Administrative Events Coordinator

Vivian Soh
Assistant in the Media Center

The Borough of Manhattan Community College (BMCC)