



Mending the Digital and Knowledge Divides in Civics: The Globaloria Approach to Civics Education in the 21st Century

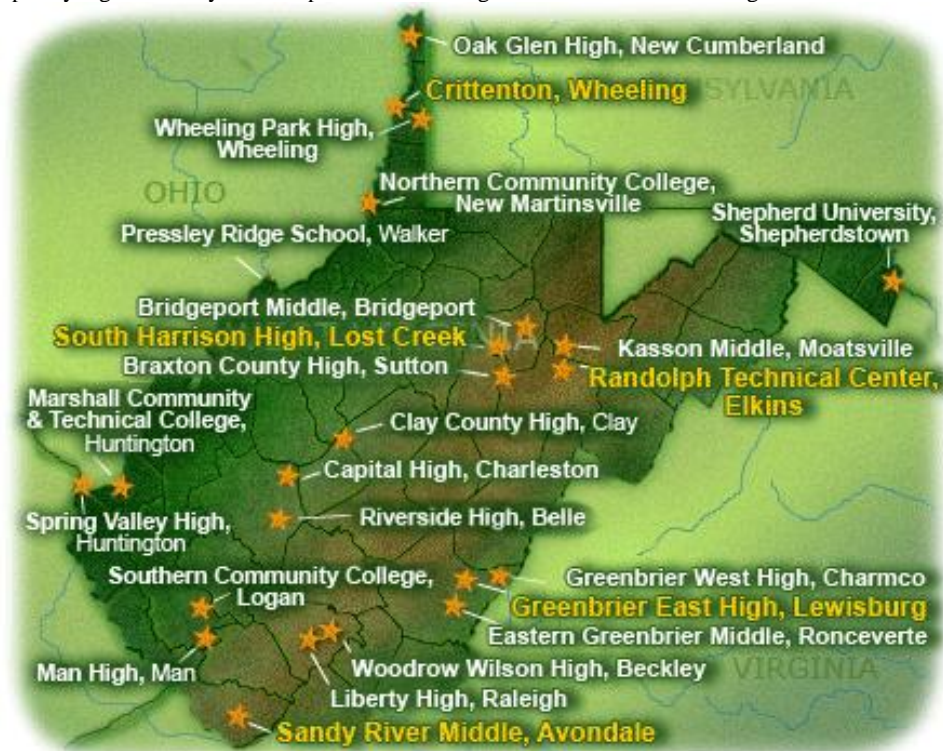
Rachel Rosenfelt, Idit Harel Caperton, David Lowenstein, Shannon Sullivan, and Amber Oliver

The World Wide Workshop Foundation

www.WorldWideWorkshop.org

New York, NY: January, 2010

Globaloria is a social network for learning that empowers students to go deeper into *any subject* by creating web-based videogames about the subject. In doing so, students learn the subject matter at hand, practice computational inventiveness and software design, and develop the skills of creating and using Web2.0 digital media. The learning comes through doing—as articulated in the Constructionist model of education. With the central objective of creating original video games using Adobe Flash Animation and ActionScript programming language, participating classrooms become skilled at utilizing wiki-based project-learning spaces, multimedia blogs, and other creative and social media technologies, tools, and resources. Typically, students work daily, at least five to seven hours per week, for one academic year, to create a game. Globaloria was designed and first tested in 2006 and introduced to five West Virginia schools in 2007. This comprehensive program demonstrates MIT-style Constructionist learning principles developed by Idit Harel Caperton (founder and president of the World Wide Workshop) and her MIT mentor and colleague Seymour Papert, in concurrence with their MIT colleagues such as Uri Wilensky, Mitch Resnick, Yasmin Kafai, and other digital learning theorists such as John Seely Brown, Allan Collins, Chris Dede, among other scholars in the so called Learning Sciences and Computational Creativity fields. Now in its 3rd pilot year, this innovative and bold 5-year Globaloria pilot in WV is already being practiced in 23 schools for the purpose of learning science, mathematics, health, civics, or game literacy. This paper tells the story of our newest sub-pilot initiative within five classrooms that use Globaloria for teaching contemporary digital literacy and computational thinking interlaced with the learning of civics.



Mending the Digital and Knowledge Divides in Civics: The Globaloria Approach to Civics Education in the 21st Century

Table of Contents

Media, Democracy, and Civics Education in the 21 st Century:	3
Changes and Consequences.....	3
The Globaloria Learning Philosophy.....	6
Learning Civics in the Digital Age	7
Civics Knowledge	7
Civics Capabilities 2.0.....	8
Civics Literacy in Action: Stories from the Field.....	9
Case Study 1: How Caleb’s Ambitious Self-Learning and Collaboration Matches His Ambitious Game Design about the Three Branches of Government	10
Case Study 2: Matt and Nick Team Up and Tinker with their Wikis and Blogs for Envisioning their Games about the Electoral Process	12
Visual Snapshots: A Visual Collage of Civics Games in Progress	16
The Language of Civic Engagement: Blog Excerpts from Globaloria Civics Game Designers	19
Looking Ahead: Can Globaloria Help Restore Civics Education?	23
Acknowledgements.....	25
References	25
Appendices	28
Appendix A: Globaloria Civics-Initiative Schools in West Virginia.....	28
Appendix B: Globaloria Civics Curriculum Resources	31
Appendix C: 1st Annual Globaloria Civics Games Competition	33
Appendix D: Letter from Justice O’Connor Announcing Globaloria.....	35
Appendix E: Sample Globaloria Civics Educator Progress Report.....	36

Abstract

As the connected world continues its headlong advance into a media-rich and socially-dynamic Information Age, youth in underserved communities fall further behind in their ability to enjoy the rights and assume the responsibilities of democratic citizenship. Three realities prevent youth in rural and low-income communities from engaging fully in 21st-century civic life: 1) Out-of-date civics curricula in their schools, or no civics education at all; 2) Lack of access to high-speed internet; and 3) Lack of the digital literacy needed to create (and not just consume) the web-based media that are the contemporary medium of civic participation. Reforming the way civics education is conceived and delivered in 21st-century classrooms is thus an urgent national need; we must ensure that *all* youth are equipped with the tools and education necessary to participate in a healthy democratic process.

This paper describes **Globaloria**, a transformative learning technology innovation that was recently applied to civics education, in order to restore the role of civics education in our public schools using the very same technology tools and social media experiences that are crucial to real world democratic participation. Globaloria is currently being piloted in five poor and low-income communities in West Virginia, where it is simultaneously addressing the need for teaching civics in a new way and for advancing capabilities in the use of computational technology and 21st-century public media.

In this paper we show how Globaloria is integrated into classroom teaching and learning, and we demonstrate the impact it is having on the way students perceive civics and interact about it using today’s web-based media and computational creativity and thinking. Just five months into the civics pilot initiative, it is too soon to have collected hard data measuring its long-term effectiveness. Moreover, the true effectiveness of civics education will be best measured when today’s students take their place as voters and taxpayers. Therefore, instead of presenting outcome data, the aim of this paper is to present how the application of this new approach to civics intertwined with digital learning is working in the field, with the understanding that further scaling and research is required to fully attain the potential of Globaloria to contribute substantively to our national effort to mend the digital knowledge and civics divides afflicting our nation today.

Media, Democracy, and Civics Education in the 21st Century: Changes and Consequences

“I really did not know my rights until I took Globaloria...”

- Charles, 7th grade, Sandy River Middle School, Avondale, West Virginia

Since its founding, the United States has cherished the conviction that an informed citizenry is necessary for the proper functioning of our democracy. Historically, we have entrusted the informing responsibility to two key institutions—public education and the press. Courses in civics have been a traditional mainstay of elementary and secondary education, while a range of media entities have reported on the actions of government and those who govern.

As we commence the second decade of the 21st century, this conviction remains as strong as ever while the ways in which the informing responsibility is carried out has changed radically. We are in the midst of a transformation in the way journalism works, with the internet undermining the pervasiveness of print journalism and giving rise to a blogosphere full of citizen journalists. At the same time, media consolidation has lessened the diversity of perspectives presented by the major national conglomerates which hold near-monopolies of newspapers, radio, and television stations. As revenue shares decline, these traditional information resources seem focused on printing and/or airing sensational news stories that attract eye-balls (and increase subscriptions/ratings) rather than on fulfilling their responsibility to report on stories that are arguably more related to the public interest. Public broadcasting stations and independent news organizations that utilize the internet are doing their part to keep our citizenry engaged and informed of multiple perspectives. Unfortunately, young people are not likely to follow these independent news sources.

This evolution will clearly change the way citizens ingest and engage with news and information about civic life—more interaction, less consumption. Understanding that evolving interaction will be as essential for today’s students as knowing how their town is governed or the number of justices on the Supreme Court.

In the schools, civics education in general is widely agreed to be in woeful decline. A study by the Center for Research on Civic Learning and Engagement (CIRCLE, 2006) found that 58 percent of youth aged 15-25 were disengaged from civic life and unable to define more than one or two forms of civic participation. Among high school seniors, only a shockingly low 9 percent were able to identify two different benefits to civic involvement (Lutkus & Weiss, 2007).

It is ironic that both shifts—the decline in civics education and the corporate-driven consolidation and fixation on sensational news—are occurring at a moment when networking technology has the power to enable ever wider and deeper civic engagement and more extensive and varied information-sharing. Recognizing the opportunity that digital media presents to address these problems, the Knight Foundation and the Aspen Institute formed a special commission in 2008 to explore the matter. Funded by Albert Ibargüen, CEO of the Knight Foundation, and Walter Isaacson, CEO of Aspen Institute, the Commission was led by Charlie Firestone, and co-chaired by Marissa Mayer of Google and Theodore Olson of Microsoft. The Commission’s goal was twofold: 1) to investigate and report on how Americans in the digital age will access the information they need to keep their democracy vibrant, and at the same time 2) to assess the information needs of communities in a democracy.

Where schools are concerned, the Knight Commission’s report, *Informing Communities: Sustaining Democracy in the Digital Age*, (Knight Commission, 2009, p.xi), notes that while

digital media are creating an “information and communications renaissance” at a dizzying pace, civics education remains stuck in a stagnant one-to-many model of information *distribution*. This disconnect is disturbing. As the Knight Commission puts it, “students who are deeply immersed in the world of online communication outside of school, may find classrooms that marginalize new technologies both tedious and irrelevant” (Knight Commission, 2009, p.46). Public schools, the Commission adds, must recognize and fix this disconnect if they are to do the job of civics education effectively.

How can this disconnect be fixed? To answer this question we must first explore how online communication and new technologies are at work in our public life. We all know that public media plays an increasingly important role in democracy; indeed, the Obama administration has declared it “will encourage the creation of Public Media 2.0 as the next generation of public media” (Obama, 2007). And we recognize, with Mossberger, Tolbert, and McNeal’s *Digital Citizenship: The Internet, Society, and Participation* (2007), that “information technology... has assumed a secure place today in the civilized life and prevailing standards of U.S. society” and that “the internet has the potential to benefit society as a whole, and facilitate the membership and participation of individuals within society” (pp. 22 and 33).

But how, precisely, does public media affect and advance that participation? The American University Center for Social Media has developed a framework for thinking and talking about the critical ways that social and political practices have changed in the digital age. The Center’s construct identifies five major categories of practices it collectively calls Public Media 2.0. (Clark & Augfderheide, 2009):¹

1. **Choice Practices:** Public media practices led by individual choices, passions, and interests. Media and information are actively sought, rather than passively received by citizens, whose efforts focus on seeking, exploring, comparing, and choosing media.
2. **Conversation Practices:** Commentary and discussion enabled by social media tools, blogs, comment threads, and forums. New conversational technologies allow citizens to share interests, mobilize around passions, and collaborate.
3. **Curation Practices:** Public media practices of aggregating, sharing, ranking, tagging, reposting, juxtaposing, and critiquing content on a variety of platforms. Expressive Web2.0 tools such as social networking platforms, blogs, and wikis allow citizens to gather and distribute media and information.
4. **Creation Practices:** Media practices of creating or remixing a range of multimedia content (audio, video, text, photos, animation, etc.) through collaborative, project-based initiatives or personal self-expression.
5. **Collaboration Practices:** Media practices involving collective media creation and distribution through a variety of participatory platforms, to mobilize publics around issues, organize communities, and execute projects through remote teaming.

All five categories of Public Media 2.0 practices were vigorously at work in the unprecedented surge of virtual civic participation that occurred during the 2008 presidential election,² when, according to the Pew Internet and American Life Project (Smith, 2009), 74

¹ This language is ours and should be considered a paraphrase of the original Public Media 2.0 framework.

² According to the Aspen Institute’s Forum on Communications and Society (FOCAS) Media and Democracy Forum in 2008, 24 percent of Americans claimed to use the Internet as a source of information about campaigns. 42 percent of young people ages 18 to 29 claimed to have used the Internet for information during the election. Both of these figures have doubled since 2004 (Adler, 2009).

percent of internet users were politically active online—getting information, sharing it, talking to one another, blogging, initiating action, collaborating on projects, etc. That watershed election process vividly exemplified how the Internet has become “a strong democratizing tool because of its inherent interactive capabilities” (Kenix, 2008). The increased use of the internet in subsequent elections, and in a wide variety of other political and social action movements, continues to validate the claim that it is a public responsibility to ensure that all citizens are trained to use social media technology effectively.

And what happens if they are not so trained? In the words of the Knight Commission report, “people with digital tools and skill have distinct political, social and economic advantage over those without them” (Knight Commission, 2009, p.i). Since the internet has become today’s medium of human interaction, and since online communication is today’s language of democracy, literacy in this language—the ability to engage in a range of public media practices—is the pre-requisite of participation in our civic life. Citizens who are not versed in the new literacy are therefore disempowered from engaging in civic life, and they are in danger of becoming altogether disenfranchised as the use of public media grows and advances.

This is precisely the plight of students in rural and poor communities with no broadband access or out-of-date broadband capabilities.

In such communities, despite significant growth in the use of broadband, broadband penetration remains at 75 percent—well below the national average of 89 percent. The lower penetration is compounded by lower internet usage overall. A 2007 analysis by the U.S. Department of Agriculture Economic Research Service found that while 73 percent of urban households had at least one member able to access the internet, only 63 percent of rural households could make that claim (Lipsman, 2009).

If such access is not available in the home, school may provide the only access to high-speed internet and computers. But as the Knight Commission finds, “for students who lack online access at home, schooling that fails to provide digital and media skills threatens to leave them at a profound social, economic, and cultural disadvantage” (Knight Commission, 2009, p.46).

The good news is that significant financial resources are being allocated to ensure nationwide broadband access and to alleviate this disadvantage, and doing so is a top priority of the Obama administration (Lipsman, 2009). Additional support and advocacy for digital literacy also come from such groups as the One Economy Corporation, the National Cable and Telecommunications Association, the MacArthur Foundation, and the John S. and James L. Knight Foundation, which grants significant funding to initiatives that promote digital literacy and participatory media practices for the teaching and learning of civics.

Providing technology access is a crucial part of the solution, but as the Knight Commission report recognizes, access is only the beginning. It must go hand-in-hand with the implementation of new classroom practices that leverage these tools. Such educational reform has been notoriously difficult, and it will require a profound pedagogical shift for our schools to take the first step toward meaningful education in Public Media 2.0 practices.

That is why the Knight Commission report calls for “new thinking and aggressive action to dramatically improve the information opportunities available to the American people.” Where civics education is concerned, *Globaloria* represents precisely that—new thinking and aggressive action both to instill knowledge and simultaneously to enable the skills and capabilities 21st-century citizens will require for participation in the public life of their community and their nation (Harel Caperton, 2010).

The Globaloria Learning Philosophy

“I have learned things about civics that I have never even heard of before I got involved in Globaloria’s civics track.”

- Holly, 8th grade, Crittenton High School.

Globaloria is a social network for learning that empowers students to go deeper into any subject by creating web-based video games about the subject. In doing so, students learn the subject matter at hand, practice computational thinking and software design, and develop the skills of creating and using Web2.0 digital media. The learning comes through doing—as articulated in the Constructionist model of education.

With the central objective of creating original video games using Adobe Flash and the ActionScript programming language, participating classrooms use wiki-based project-learning spaces, multimedia blogs, and other creative and social media technologies, tools, and resources. Typically, students dedicate five to seven hours per week for one academic year, or sometimes one semester, to create a game.

Globaloria was designed and introduced in 2006 by the World Wide Workshop Foundation (www.WorldWideWorkshop.org). The MIT-style Constructionist learning principles on which it is based were developed by Idit Harel Caperton, founder and president of the World Wide Workshop, and Seymour Papert (e.g., Harel, 1991; Harel & Papert, 1991; Harel Caperton, 2010), and support the learning theory of John Seely Brown (2008), and others.

Constructionism finds a positive correlation between a concrete or object-driven process of conception, construction, and creation and the abstract process of learning, knowing, and understanding. It brings this finding to life in virtual communities of practice, which, as Harel Caperton writes in *Toward a Theory of Game Literacy*, transform the traditional one-to-all lecturing model of classroom teaching into student-centered, creative and participatory learning environments. In these Globaloria communities, students learn by tinkering and building digital projects in a studio-like environment; in this way, they are not simply learning *about* a subject but are learning to *be active and contributive within* its dynamic field of knowledge. Moreover, the learning happens within a social context and is fueled by self-determination and passion; it is creative, relevant, and concrete (Harel Caperton, 2010).

In creating their games, Globaloria students *learn how to learn*. The process is self-led; as the students experiment with digital tools to follow their interests, they are free to channel their unique talents and passions into an expertise within the parameters of designing the game and achieving complex digital problem-solving. They collaborate in peer-to-peer sharing of expertise and information. Educators co-learn along with students, transforming the instructor-to-student hierarchy into a democratic, reciprocal relationship that affirms the ethic of lifelong learning. Finally, students learn how to seek expert help from outside the classroom through the use of virtual tools. This powerful learning platform and program, and the professional development that goes with it, have been described in detail elsewhere online, in print, even in video (e.g., Annual Reports by Harel Caperton, Oliver, & Sullivan, 2008, 2009; and www.WorldWideWorkshop.org).

Since its initial launch, Globaloria has been successfully implemented as a pilot program for students ranging from 6th grade to university level in underserved regions as distinct as Dammam, Saudi Arabia; Dimona and Nazareth, Israel; Elkins, Welch, Clay, and Huntington, West Virginia; East Austin, Texas; and New Orleans, Louisiana. It has been successfully led by

educators with varying backgrounds, most of them with little or no prior technological expertise.

From conception to completion, Globaloria students learn to *be* digitally competent and to participate in networked learning communities—a useful model for civic participation in the age of Public Media 2.0.

The Globaloria civics education curriculum seeks to take this learning experience even further. In requiring that the games students create be a study of a civics topic, it propels students directly into practicing Public Media 2.0 as they acquire civics knowledge. That is why we believe Globaloria is uniquely positioned to address the crisis in digital literacy and civics learning across the nation today.

Learning Civics in the Digital Age

“While making their Globaloria games in the Civics Track, I see students stepping out of their comfort zone to expand their understanding of what civics actually means. This is not an easy topic. You can almost see the wheels turning as they try to use new eyes to look at what is for them often just an annual repetition of dry phrases and catchwords. My students are starting to be excited by the possibilities.”

- Liz, Educator, Greenbrier East High School, WV

In the age of participatory media, knowing about civics and engaging in digitally-infused civic participation are inseparable, and mastery of both constitutes civics literacy 2.0. That is why our Globaloria civics learning curriculum is two-pronged, teaching both **civics knowledge** and what we call **Civics Capabilities 2.0**. These two constituent elements of the Globaloria curriculum help answer these questions: What civics knowledge must students learn, and what capabilities must they master to be able to apply what they know?

Civics Knowledge

In the Globaloria curriculum, students select a topic for their game at the start of the course—i.e., even before acquiring the level of civics knowledge competency the course aims at fostering. To assist them in indentifying a meaningful and level-appropriate topic to explore, a framework of civics knowledge was created by the World Wide Workshop Foundation in collaboration with OurCourts.org, Sandra Day O’Connor’s game-based civics learning website. This knowledge framework meets the existing Content Standards and Objectives (CSOs) of the West Virginia State Department of Education, where the Globaloria civics pilot is being conducted, and is designed to orient students towards established civics knowledge. In other words, the State of West Virginia established knowledge standards in civics, but no contemporary curriculum to cultivate it in today’s youth. Globaloria students’ game topics must fit into one of the three domains of civics knowledge the framework has identified:

Domain 1: Ideals What are the key principles and values underlying US government?	<ul style="list-style-type: none"> • Origins/history of key ideas and values • Government systems (democracy, dictatorship, communism, monarchy) • Majority rule • Minority rights • Separation of Powers • Individual Rights and Freedoms
Domain 2: Function How does the US government work?	<ul style="list-style-type: none"> • Local, state and national/federal levels of government systems • Local, state and national/federal court systems • The three branches of government (Executive, Legislative, Judiciary) • Role of citizens and outside groups (unions, lobbyists, media)
Domain 3: Citizenship How can I be an active and effective citizen at any age?	<ul style="list-style-type: none"> • Stay informed (locally, nationally, globally) • Explore a variety of sources and perspectives • Develop a position on local, national and global issues • Volunteer and participate in community service • Develop a strategy for achieving results on the ground • Learn to use action tools: protest, petition, letter writing, town meeting • Lead and/or support at different capacities and levels (student government, community, local, national, etc.) • Vote (whenever able)

Civics Capabilities 2.0

With this framework as the basis for what students need to know about civics, the next issue was to define the capabilities they must master in order to grow, practice and apply their newly-acquired civics knowledge. By mapping the Public Media 2.0 practices identified by the American University Center for Social Media onto Globaloria's established pedagogical framework of Six Contemporary Learning Abilities (6CLAs, e.g., Reynolds & Harel Caperton, 2009; Harel Caperton, 2010), we defined Civic Capabilities 2.0 as follows:

1. Capabilities related to **self-led invention**, prototyping, progression, and completion of an original project, such as an educational web-game about civics or a simulation of a civics topic of choice (**PM2.0: creation, choice**)
2. Capabilities related to project-based self-learning and project management within a democratic, open, wiki-based networked environment (**PM2.0: collaboration, creation, choice**)
3. Capabilities related to **producing interactive digital media**, posting, publishing, and distributing self-created media, graphics, designs, videos, prototype notes, and completed games about civics (**PM2.0: conversation, collaboration**)

4. Capabilities related to **social-based learning** about civics, socio-cognitive participation and exchange of ideas, opinions, reflections, process notes, code (**PM2.0: conversation, collaboration**)
5. Capabilities **in information-based learning** about civics, online research, purposeful search and exploration from multiple online sources; (**PM2.0: choice, curation**)
6. Capabilities to surf and **critically analyze websites, games, and web applications** about civics (**PM2.0: curation, choice**)

Fusing these two frameworks (PM2.0 and the 6CLAs) provides the glue that makes Globaloria work. After choosing a specific game topic within the framework—for example: in Ideals, the rights of minors; in Function, how a bill becomes a law; in Citizenship, community organizing—students plan and prototype educational game-play informed by research in the selected area. The idea is that students master a knowledge topic they are interested in *as they apply it* in multiple ways through Civic Capabilities 2.0. This is how they will successfully couple civics context with civics abilities and become civics-literate in the 21st-century.

Civics Literacy in Action: Stories from the Field

“Globaloria is definitely helping my students develop critical thinking and evaluation skills when it comes to various civics topics. Through the creation of games on civics, the students explore the issues of rights, freedoms, court systems, or responsibilities of the branches of the government... They get to question, argue, and develop scenarios...”

- Ingrida, Educator, Sandy River Middle School, Avondale

The World Wide Workshop Foundation chose West Virginia as the pilot location for its Globaloria program at large because, along with Mississippi, West Virginia is the least internet-connected state in the union, with only a third of its population able to access broadband at home (Knight Commission, 2009). The state also has a longstanding commitment to educational innovation and the use of technology in schools.

Funded by the Knight Foundation, the Globaloria civics initiative is being piloted in classrooms in five schools across the state (see Appendix A). By design, the five schools represent a diverse sampling of poor, rural, and underserved middle schools and high schools, including one special facility for at-risk young women. The pilot is led by educators from varying backgrounds; they are certified in business, English, French, and GED. Not surprisingly, each of the five teachers takes a slightly different approach to implementing the pilot, customizing it to their students and their own teaching objectives.

A range of outside resources enriches the core pilot (see Appendix B), and a game competition has been added to generate excitement and engagement in the program (details in Appendix C). Both the competition and, by extension, the Globaloria civics initiative itself have received the enthusiastic support of Justice O'Connor (Appendix D), with whose OurCourts.org initiative Globaloria is aligned.

As this paper is being written five months into the pilot course, it is still too soon to measure long-term results. Preliminary empirical evidence suggests that students are acquiring civics knowledge and the skills of Civic Capabilities 2.0 in a fresh and effective way through this new pedagogical construct. The pilot is also succeeding in pinpointing problem areas and raising issues that must be addressed to refine the concept and add value to its implementation.

“It is very fun working on the civics topics. I get to learn so many things when I come to class to work on it, because civics is one of my low points in school and every day I get to learn more about civics, it was also pretty hard though coming up with a topic but in the long run it is very fun!!!

- Matt, Student, South Harrison High School

“This Online Social Network scene is really starting to make sense to me. I like being able to read my student's blogs and those of other Globaloria educators and their classes. I learn from them, I am inspired by them. In concentrating on having my students writing, reading, commenting, learning from each other and their peers, reaching out for help..... it happened to me. I like it. Surprise, surprise.

“As Jim Alder was saying the other day, lessons learned, and confidence gained here in Globaloria are now spilling over into our other classes as well. I have my International Studies class posting research on a wiki with collaborating students from Japan, Scotland and Germany, so far. I am setting up a wiki for my French students to post their writing. I hope to soon set up a blog with an American ex-pat living in Paris where he can answer questions that my students want to know about living in France. The possibilities are endless.”

- Mrs. Daigle, Educator, Greebrier East High School

A selection of quotes and empirical evidence is presented herewith. First, two case studies show how the two strands of knowledge—how government and civic life work, and the use of communications tools and technologies—grow together and are inextricably intertwined. These case studies demonstrate how the self-learning that Globaloria makes both necessary and possible can help students mature, find or strengthen their talents, and think and perceive in fresh ways.

Following the case studies, a selection of screen shots of games-in-progress and blog entries by students and educators show how the Globaloria pilot, as one student put it, is setting students' brains “on fire.” Finally, an educator's progress report (Appendix E) offers reflections on both student and educator project-based-learning.

Case Study 1: How Caleb's Ambitious Self-Learning and Collaboration Matches His Ambitious Game Design about the Three Government Branches

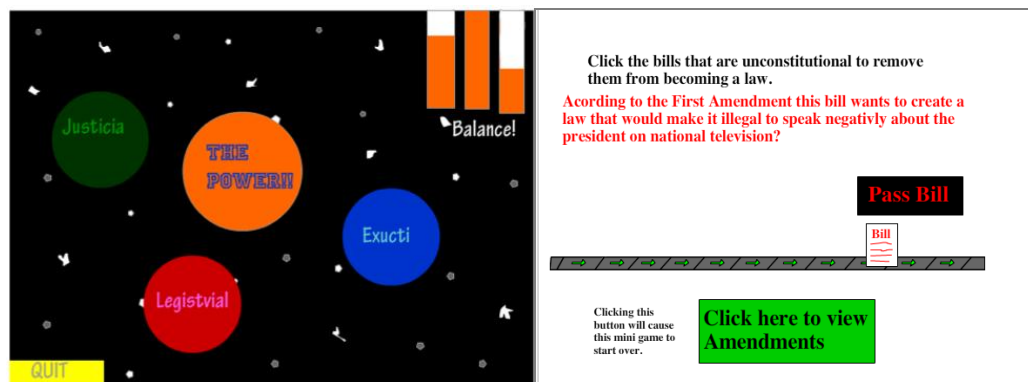
Caleb is a junior at Elkins High School in Elkins, West Virginia, a town with a population of 6,926 and with a median income just below the state average. Elkins is also home to the Randolph Technical Center (RTC), a federally-funded vocational school where Digital Imaging and Business teacher Mrs. Stalnaker is the designated educator for the Globaloria civics initiative. Stalnaker is a veteran Globaloria educator; she joined the program in summer 2007 and now serves as a mentor to other Globaloria educators.

Caleb joined the RTC Globaloria civics course because he had an interest in game design and, in his words, hoped “to achieve a wider knowledge of computer technology.” After first considering a game about “green energy,” Caleb decided in October, 2009 to work on a civics game. The reason? “Too many people have no idea how our government works,” he told educator Stalnaker. Working with a teammate named Adam, Caleb spent the months of October, November, and December conceiving, researching, planning, and creating an ambitious civics game focused on the three branches of the federal government. A demonstration of the game was presented to the class and to representatives of the World Wide Workshop and OurCourts in mid-January 2010.

The game, *Galaxy Guide: Operation Government Branches*, is designed to teach players about the checks and balances among the three branches of government. The player must keep the planets **Legisativo**, **Judiciante**, and **Executivo** in balance by winning a different branch-

themed mini-game on each planet.³ “If you lose,” Caleb wrote, “you knock them out of orbit. The basic idea is to learn the basic philosophy of how the branches operate” (October 27, 2009: <http://judyshotspot.blogspot.com/2009/10/civic-game9-weeks-info.html>).

Caleb’s game design required complex and labor-intensive coding in a rather short time frame of 10 weeks. In order to complete his game in time, Caleb frequently stayed after school throughout the semester to work on *Galaxy Guide*. Caleb showed further initiative in venturing beyond the resources Globaloria provides to find outside tutorial sources for the “Tower Defense” coding in Flash that helped him create the final product.⁴



Figures 1 & 2: Sample Screens from Caleb's Game *Galaxy Guide: Operation Government Branches*.

From a technical standpoint, Caleb's greatest challenge was coding a conditional statement in ActionScript that would take the game player to either a win or lose screen when the timer ran out.⁵ For help, he turned to Meredith, the World Wide Workshop Foundation's Wiki- and Webmaster. Between November 20, 2009 and January 15, 2010, Caleb and Meredith collaborated frequently and productively; he shared his code and sought her expertise to facilitate his self-guided learning in just-in-time, on-demand.

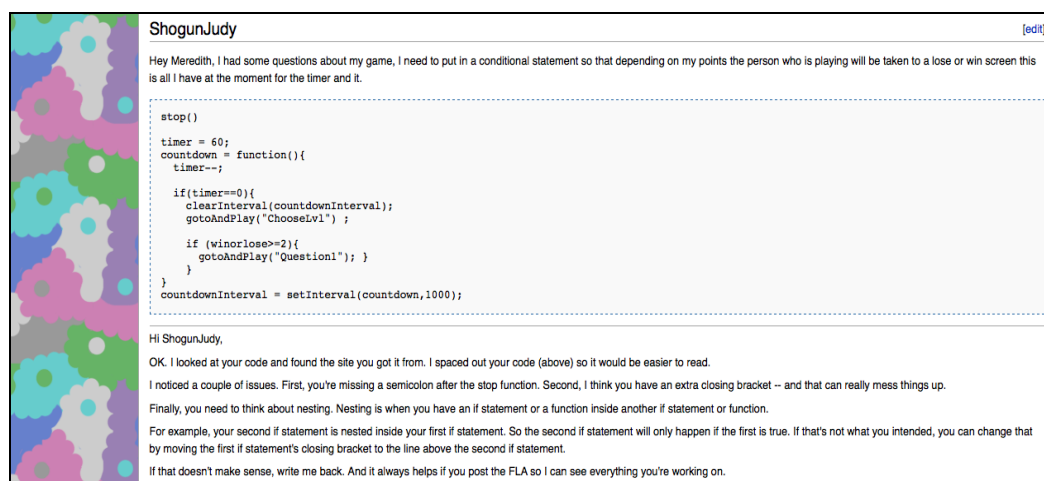


Figure 3: Meredith and Caleb interact on Meredith's “Talk page” on her wiki.

³ For example, before the user begins the Judiciante level, he or she must study a list of 10 Amendments. Once the user is ready, the game begins: a bill travels down a conveyor belt, a caption indicating what kind of law the bill is proposing. The user must decide if the bill is unconstitutional before it reaches the end of the conveyor belt.

⁴ <http://www.walterreid.com/blog/53/how-to-build-a-tower-defence-flash-game-part-1-waypoints-and-enemies>

⁵ Expressed in blog post dated November 20, 2009 (<http://judyshotspot.blogspot.com/2009/11/my-game-updates-2.html>)

As all of these behaviors indicate, Caleb has achieved substantial mastery of key **Civic Capabilities 2.0**—especially in the Public Media 2.0 practices of collaboration, creation, and choice—in just three months of game-creation in the Globaloria program.



Figure 4. Caleb expressed himself by installing a Blogger template to personalize his blogging space on his own (without the guidance of Mrs. Stalnaker or the Globaloria curriculum). He also added an information aggregation widget to the blog, unprompted.

Caleb also acquired significant civics knowledge. Although he admittedly had little interest in civics before starting the course, he was intrigued to find that “when you actually make a game, you want every detail you can.” The result, as he expressed it in an interview, is that “I’ve really learned more in depth about how the government branches balance their power.” In fact, the collaborative studio-like environment of the Globaloria classroom taught him more than that, as he posted on his blog in December, 2009:

“I’ve learned many things about civics since I started this game project, and the interesting thing is that I didn’t learn it all from my game. My class did presentations the other day and I found all of the information that they had gathered very interesting. Such as, how Luke’s game goes off of the court system, I learned there are many long, drawn, out intricate situations. And such as another project that a classmate is working on where it deals a lot with EPA, a protection agency.” (December 14, 2009: <http://judyshotspot.blogspot.com/2009/12/civics-learning.html>)

Case Study 2: Matt and Nick Team Up and Tinker with their Wikis and Blogs, Envisioning their Game about the Electoral Process

Greenbrier East High School (GEHS) is in Lewisburg, West Virginia—population 3,533. Nearly half of the students attending GEHS participate in free or reduced-cost lunch programs, which suggests a median income level below the state average. Liz Daigle, a teacher of French, joined the Globaloria pilot in the summer of 2009 and decided to lead a civics-initiative class at GEHS. Her lack of technical abilities at this early stage of her participation and a number of unavoidable absences have meant that the GEHS pilot has moved more slowly than pilots at other locations, and with less direct guidance from an educator.

One by-product of this particular set of circumstances is that the GEHS pilot has fostered considerable peer-to-peer and self-led learning among its students. Although the students have done little actual game programming as of this writing, the qualitative evidence of blogs and wikis affirms that deep civics learning is taking place, as evidenced in the dynamic partnership between high school senior Matt and sophomore Nick in their team, which the two dubbed *Super Squirrel Alpha Beta*.

Super Squirrel Alpha Beta is a pairing of opposites. Our data from Matt's pre-course survey indicates that he tends to keep to himself, is not close to many other people, and often finds it easier to do as he's told passively rather than to self-initiate. The pre-course survey also showed that he likes technology. Nick has a contrasting personality; he is extremely social, outgoing, and not particularly oriented toward technology. Matt's pre-course survey reveals a young man who is ambivalent about in-person teamwork and has a preference for virtual collaboration; Nick's shows a firm dislike of virtual collaboration and strong preference for in-person teamwork.

Yet through their teamwork in the civics initiative, Matt emerged as a leader given to collaboration with peers and actively engaged in self-motivated tinkering, while Nick has strengthened his talents for drawing and art and has discovered the expressive capacities of such virtual platforms as blogs and wikis. In the process, both have shown dramatic improvement in the development of Civics Capabilities 2.0. Just follow the learning curve in this timeline, taken from Matt's blog:

- **September 21, 2009:** *"I've messed around on my blog, adding stuff then removing it if it didn't work how I wanted."* (<http://darkmatticus.blogspot.com/2009/09/up-and-running.html>)
- **September 21, 2009:** *"I found one gadget that worked well and I liked, which was a Google Talk chat room... Personally, I didn't really know that Google had a chat thing, but I guess it's pretty interesting to learn that and maybe use it."*
(<http://darkmatticus.blogspot.com/2009/09/up-and-running.html>)
- **September 23, 2009:** *"I finally have a music player on my blog. It took soooooo long, but it's finally up and running."* (<http://darkmatticus.blogspot.com/2009/09/finally.html>)
- **September 29, 2009:** *"I messed around with Choosing a Topic a little bit, but I still have some work to do on it. And as usual, we had fun messing with the music gadgets and fooling around, which is almost a necessity for us."*
(<http://darkmatticus.blogspot.com/2009/09/beauty-day.html>)
- **October 30, 2009:** *"So, I was told today that people were unable to comment on my blog. After searching and looking at the HTML for around thirty minutes or so and finally found out how to fix this annoying problem."* (<http://darkmatticus.blogspot.com/2009/10/you-may-comment-once-again.html>)
- **November 18, 2009:** *"Well, today was my multitasking day. First, Nick and I finished up the Imagining Your Game project and uploaded it to the wiki. Then I helped my friend Matt with his flash game. At the same time, Nick and I were working on the paper prototype. I have to give Nick some props, well a lot, because he sure knows how to draw (not one of my personal*

skills). We got a few more 'screens' created with some cartoony and kind of comical drawings. Also, Matt did finally finish his game after I showed him some way to program things on Flash. It's actually a rather entertaining game, as I believe Super Squirrel Alpha Beta's final game will be." (<http://darkmatticus.blogspot.com/2009/11/im-helper.html>)

Matt's burgeoning leadership abilities grew from month to month. As Mrs. Daigle replied to Matt in a comment thread for his November 18 blog excerpt, "you have a great way of helping your fellow students. I saw patience, an amazing mastery of flash and a gift for presenting the directions with clarity. Good job! Thanks for your willingness to help."

Matt's propensity for self-led learning has become an impetus to further peer-to-peer collaboration and co-learning with his educator. As a result, he has become the natural team leader in *Super Squirrel Alpha Beta*. Meanwhile, with Matt's technical guidance, Nick has been able to contribute actively in his own area of passion as an artist and designer. As the course progresses, it is clear that the personality profile differences between the two boys fosters a symbiotic partnership where each is able to leverage his interests and talents to achieve the common goal of game-creation and to extend and expand their abilities as public actors—that is, as citizens.

Here's what their blog posts show about their advances in Civics Capabilities 2.0:

Civics Capabilities 2.0	Matt	Nick
<p>Capabilities related to project-based self-learning and project management, within a democratic, open, wiki-based networked environment (PM2.0: collaboration, creation, choice)</p> <p>Capabilities related to producing interactive digital media, posting, publishing and distributing self-created media, graphics, designs, videos, prototype notes, and completed games about civics (PM2.0: conversation, collaboration)</p> <p>Capabilities related to social-based learning about civics, socio-cognitive participation and exchange of ideas, opinions, reflections, process notes, code (PM2.0: conversation, collaboration)</p>	<p>I found a template online. If you want to put up a new template, maybe because the one's online are just too plain for you, check out this website Blogger Templates (http://darkmatticus.blogspot.com/2009/09/finally.html)</p> <p>But today in Globaloria, we mainly focused on helping each other with our blogs to put new things on there and explored the website a bit more to greater understand what exactly we will be doing later on this year. If anyone needs help, feel free to ask anything. (http://darkmatticus.blogspot.com/2009/09/finally.html)</p> <p>Well today, after some collaboration with fellow classmates, we updated the Wiki Home. None of us liked the photo that was there, so we decided to update it...I still have some work to do, either at home or next class, and I'm guessing that we are going to continue to work on the Wiki Home until it's a more enjoyable site to see. (http://darkmatticus.blogspot.com/2009/09/beauty-day.html)</p> <p>Well today, I added everyone in my class into my blog log. So, now it'll be easier to access their blogs and see if they posted anything interesting or helpful to me and my "walk" in Globaloria. (http://darkmatticus.blogspot.com/2009/10/ets-bring-in-others.html)</p> <p>If anyone else is dealing with [malfunctioning blogger templates] feel free to ask and I can help. (http://darkmatticus.blogspot.com/2009/10/you-may-comment-once-again.html)</p> <p>[W]e (Nick and I) will give greater detail once we have a fully planned idea and a good beginning of our game. If you have any ideas that may help us along, please share. (http://darkmatticus.blogspot.com/2009/10/honey-will-you.html)</p> <p>Nick and I got to play with the flip video camera today to test out Viddler so we'd have some knowledge we could share with other classmates if they need help. (http://darkmatticus.blogspot.com/2009/12/survey.html)</p>	<p>WOW my blog is really looking great..... I've added songs and an avatar that looks like Borat!! HOW COOL IS THAT!!!! next time I'm going to try to edit my wiki and my blog with Videos and more animation... I just have to find out how to..... any advice? (http://bigkillernick.blogspot.com/2009/09/yeahhhhhh.html)</p> <p>I got some Major ideas for some game topics that I must share with my Globaloria friend MATT.. O yeah and If any one can tell me what all went down the the class room that will be great. Peace out (Matt comments): SKIPPER!!!! >.< so share these "ideas" you have sir (http://bigkillernick.blogspot.com/2009/09/home-all-alone.html)</p> <p>Today as many of my Globaloria classmates should know I didn't show up for school totally today, but that doesn't mean I didn't do some gaming research!!! (http://bigkillernick.blogspot.com/2009/09/home-all-alone.html)</p> <p>Yet another day at home sitting on the computer.....but yet I do not slack on my blogging and having fun on some games. (http://bigkillernick.blogspot.com/2009/09/alone-in-dark.html)</p>

As the blog posts make clear, Matt has learned to use virtual platforms to offer real-world help to his peers, and he consistently asks for their insights and opinions to aid his own progress. He is demonstrating an investment in outreach to others and a level of collaboration that are in stark contrast to his anti-social viewpoint at the start of the course. When asked to reflect on civics three months into the program, he declared that “the civics track is interesting because civics is normally considered a 'boring subject,' but using games may cause a spark of interest in people's minds. With growing interest, more and more people may be drawn to study civics and who knows what a simple change of many minds could cause in the future.” This statement indicates a remarkable shift in both social and civic disposition.

Nick, while still oriented towards his immediate environment, is learning from Matt’s example to use the digital tools at his disposal to reach beyond his immediate locale. For example, he used his blog to communicate with Matt on two separate occasions while he was absent from school. Nick is also excited by the creative potential of blogs and wikis, and he seems to have learned from Matt the habit of asking others for their input and help. In his mid-course survey, Nick claimed that “before joining this class, I only had a small understanding of what was happening around me, but afterwards I have a wide knowledge of conflict from around the world.” Nick’s reflection demonstrates an imaginative shift beyond the immediate and local to the national and global, instilling in him a true civic sensibility.

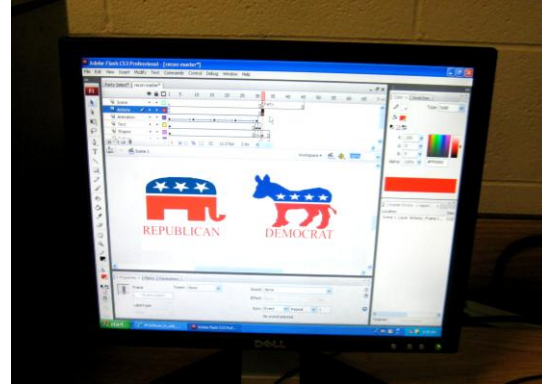
As this paper is being written, the *Super Squirrel Alpha Beta* team has chosen to create a game about the electoral process. It is requiring a great deal of research on both their parts, as Matt’s post reflects: “Most of this class has been filled with research though, because we need to find out which state focuses on which political party the most and what major concerns it focuses on. Those aspects are essential to finish our game, so they must be known and noted.” (<http://darkmatticus.blogspot.com/2009/11/some-more-paper.html>).

As they work on their game design and prepare for programming, the teammates are clearly excited. Matt writes: “Now, the true adventure begins as we build our game up from the ground. We aren't just building a little house, we're going to try and make a skyscraper, don't be surprised when we ask for help along the way.” (<http://darkmatticus.blogspot.com/2009/10/you-may-comment-once-again.html>)

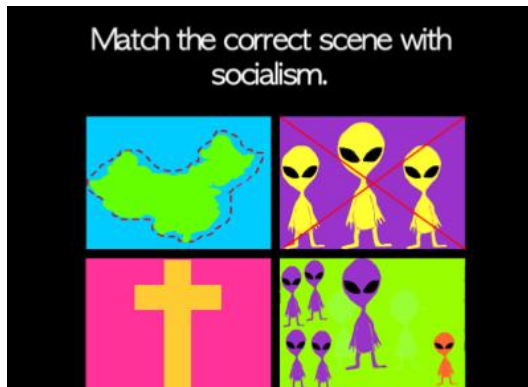
To which Nick adds, “So heads up everyone this is going to be EPIC!!!” (<http://bigkillernick.blogspot.com/2009/10/competitions-suprise-visit.html#comments>)

Visual Snapshots: A Collage of Civics Games in Progress

In Globaloria, students’ learning is open and transparent. Students post their research and design process and creative products of thinking and problem solving on their wikis and blogs; students’ erudition is saved for others to observe and comment, interact, and help. That’s what being a citizen in a Globaloria classroom means. It is a recapitulation of what’s needed from 21st-century citizens nationally: to make an effort to read and observe everybody’s work, contribute, and be active on various public networks. These daily digital outputs offers substantive insight into what students are practicing in these areas. For example, an examination of student posts on the community wikis of the Globaloria civics classrooms shows their progress in learning both content and capabilities, as this sampling of games-in-progress demonstrates:



Figures 5 & 6. South Harrison High School student team, *Ethnix*, designs a game about the different political parties (<http://www.myclife.org/usa/wv/shhs/wiki/index.php/Team:EthniX>)



Figures 7 & 8. Randolph Technical Center student team, *Prestige WorldWide*, creates a game demo about matching forms of government with representative imagery (http://myclife.org/usa/wv/rtc/wiki/index.php/Team:Prestige_WorldWide)



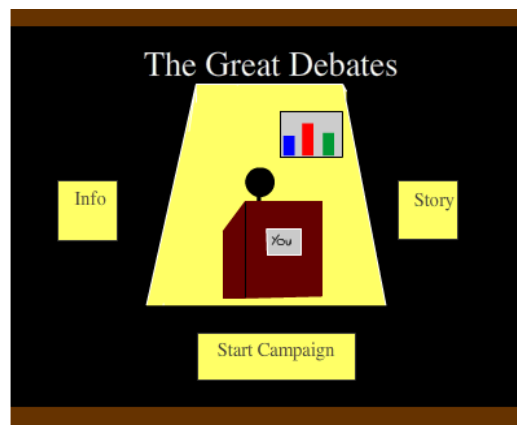
Figures 9 & 10. Sandy River Middle School team, *The Dancing Goombas of Doom!!!!*, plan and research their game on the journey of Lewis and Clark (http://www.myclife.org/usa/wv/srms/wiki/index.php/Team:The_Dancing_Goombas_of_Doom!!!!)



Figures 11 & 12. Sandy River Middle School team, *Smarties*, conducts research and prototyping for a game on the Executive Branch (<http://www.mylife.org/usa/wv/srmswiki/index.php/Team:Smarties>)



Figures 13 & 14. Florence Crittenton student, Mandy, is creating a game called “The Rights of Teenage Parents.” As a single mother herself, Mandy has written about this important topic in her blog. (http://www.mylife.org/usa/wv/fchwiki/index.php/Team:Top_Chicks), (<http://mandysglobaloriablog.blogspot.com/>)



Figures 15 & 16. RTC team, *The Free Riders*, creates a game about the importance of debate in the electoral process (http://mylife.org/usa/wv/rwcwiki/index.php/Team:The_Free_Riders)

The Language of Civic Engagement: Blog Excerpts from Globaloria Civics Game Designers

Blogs by students and educators alike illustrate the growth of a richly expressive civics-oriented language among participants in the Globaloria civics pilot. The blog posts present the Globaloria participants' reflection-in-action, showing the extent of the interactive reading and writing generated daily or weekly during the civics project. Here are ten samples of these blog posts from the first few months (out of a total of approximately 5,000 blog posts in the Globaloria civics community):

Florence Crittenton Center for Girls

1. Freedom of Speech

Blog: <http://aprilsmyglife.blogspot.com/2009/10/freedom-of-speech.html>

Profile Page: <http://www.mylife.org/usa/wv/fchwiki/index.php/User:April>

Date: Friday, October 2, 2009

"Our country is blessed with many different rights. The most important one to me is our freedom of speech. To me, that is the most important because it's good to hear and know what other people think and feel. It is important to and for everyone to say what you think and believe in everyone has there own opinion. I as a citizen have the right to speak my mind. The purpose of this right is not to put someone down or to hurt their feelings but to express yourself and your rights in a positive and appropriate way --without being offensive, hurtful, or bringing someone down. That's not the way we as citizens should represent our right to freedom of speech."

2. Civics, Rights, and Responsibilities

Blog: <http://ashleysglife.blogspot.com/2009/09/civics-rights-and-responsibilities.html#comment>

Profile Page: <http://www.mylife.org/usa/wv/fchwiki/index.php/User:Ashleyr>

Date: Wednesday, September 30, 2009

"Civics is the study of what it means to be a U.S citizen. As a U.S citizen, I have freedom, rights, and responsibilities. I have the freedom to learn, which is protected in the United States. One of the responsibilities associated with this freedom is to attend school. I have to show up at school and to be respectful to everyone. I choose to act on the freedom to learn because I want to get a good education, so I can get a good job. I have the responsibility to support my family, and the only way I can do that is to have a good education. I wonder if education is a freedom, why do people go against it and not attend school?"

3. My Rights As A Mom

Blog: <http://ashleysglife.blogspot.com/2009/10/my-rights-as-mom.html>

Profile Page: <http://www.mylife.org/usa/wv/fchwiki/index.php/User:Ashleyr>

Date: Monday, October 12, 2009

"If I could make a law it would be to have the right to decide about the care of my child, even though I'm in the states custody. For example I should be able to choose my child's doctor, day care, and how much I think he need's to eat. When I think my son needs to see a doctor I should be able to get an appointment set up.

"I think we should have this as a law because when your child is no longer in states custody you should be able to take responsibility as a mother. Practicing making these types of

decisions now will help be more informed parent later. It is my own decision how I take of my child.”

2 comments:



[melonie'snewglifeblog](#) said...

“Ashley, maybe you and Chelsey should get together and look at each other's research. I suggested to Chelsey that she (as well as you) may want to post an entry listing resources for information on parent's right when they are in placement.

[October 13, 2009 7:22 AM](#)



[David Lowenstein](#) said...

“Hi Ashley. Your blog was very thought-provoking. I think the whole issue of parents rights is very important. A friend of mine runs an organization in New York called In Arms Reach and it's all about helping children of parents who are incarcerated and helping to ensure that parents in custody can still have meaningful relationships with their children. It doesn't exactly deal with the issues you've raised, but it's another resource that might be worth looking at. I'm friends with the founder of the organization. The website is <http://www.inarmsreach.net/>

4. Freedom Thinker...

Blog: <http://heatherglife.blogspot.com/2009/09/fredom-thinker.html>

Profile Page: <http://www.mylife.org/usa/wv/fchwiki/index.php/User:Heather>

Date: Thursday, October 1, 2009

“We have been learning that civics is the study of rights and duties of citizenship. Last week I watched a very compelling movie, Freedom Writers, for what seems like the fifth time. This movie was about gang violence and how students can overcome any obstacles they face. The movie had many shootings, and when the right to bear arms came up in a discussion, I started thinking about gun violence, gun control, and the right to bear to arms.

“All Americans have to right to bear arms by the Constitution of the United States. So do you think gang members are taking advantage of this right by illegal carrying guns? With rights come great responsibility and the responsibility is yours to take advantage of. In order to legally carry a gun and also, be able to purchase a firearm you have to pass a criminal background check. But it is just as convenient for criminals and gang members who cannot pass a background check to illegally purchase guns on the “streets” or Black Market”. Thousands of innocent people die each year to violence; do you think the citizen’s right to bear arms is more important than their right to live?

“I understand why this is such a controversy and can see points on both sides of the argument. As a person who desires to become a responsible citizen, I think that some people who illegally or legally carry guns do it for their own protection and there is no doubt in my mind that it has probably saved their lives on more than one occasion. However as I write this I realize that this is a tough topic to discuss and there is no right or wrong answer. The thing to consider is does the right to bear arms infringe on the rights of others and how does it affect you?”

Sandy River Middle School

5. Do rights come with responsibilities?

Blog: <http://ingridasblog.blogspot.com/2009/09/do-rights-come-with-responsibilities.html>

Date: Thursday, September 10, 2009

“As citizens of the United States of America, we have the privilege of enjoying many freedoms people in other countries cannot even imagine having. We have the rights that have a long history and are given to us at a price: they come with responsibilities towards our country, our fellow citizens, and ourselves. We know that the [Bill of Rights](#) protects us from unfair treatment by our national, state, and local governments, but as good citizens we have the responsibility of elect great leaders who would make and enforce the laws that protect our rights. But, is it enough? We do enjoy such basic rights as freedom to speak freely, believe in what we desire to believe, and feel free to express our individuality without being afraid for our lives or the well being of our loved ones. What do we do to handle these rights responsibly? Do our rights come with responsibilities?

“Suppose you have formed a committee to decide about the rules of the dress code at school in collaboration with your principal. You have the right to speak and add your suggestions. What responsibilities come with your speech and the speech of other members of the committee? What happens to your right to free speech if these responsibilities are not followed? How would you form the rules about the dress code? How can your freedom of expression be restricted by your rights and responsibilities within the school? What if your right to freedom of expression offensive to others?

Before you write your blog, check out these cool resources and express your opinion!

[Do I Have A Right?](#)

[Seattle Times Article on Student Rights to Expression](#)

Student Rights and Responsibilities:

Good Blogging to you all!

Mrs. B.

6. Freedom of Speech

Blog: <http://brookesglobaloria.blogspot.com/2009/10/freedom-of-speech.html>

Profile Page: <http://www.mylife.org/usa/wv/srmswiki/index.php/User:Brooke09>

Date: Friday, October 9, 2009

“To me freedom of speech means that you should be able to say what you want. When you want, I think that there should be some limit at some point. Like for example if some one starts to curse some one else out. That's the limit. I don't think that people should do that because you should be courteous and nice. If some one else doesn't understand what you mean just simply explain it to them in a nice way. The freedom of speech that I mean is like if some one wants you to change your shirt you have the freedom of speech to tell that person why you shouldn't have to take that shirt off. If they still don't agree with you then you probably will have to take it off because it may be harming another student. If Mr Campbell didn't want me to wear my favorite shirt then I would not wear that shirt any more because it may not be appropriate to wear to school and I respect that. I don't think that freedom of speech applies to buying your clothes because that's just a fashion statement and your shirt can not be for you. If the faculty made us have a locker check then I think that

they shouldnt be able to do tat unlesstey are looking for something that can harm us.I tink that our locker is our personal space and they should not be loooking in our lookers just to be doing it.I have my freedom of speech and I can tell them how I feel because thats what freedom of speech is all about.If they still wanted to do a locker check then I could not do anythinf about that because this is Mr.Campbells school and he has the right to do that.”

7. My Game Idea

Blog: <http://rogersglobaloria.blogspot.com/>

Profile Page: <http://www.myclife.org/usa/wv/srmswiki/index.php/User:Bolen96>

Date: Thursday, October 8, 2009

“I am in a team group.The team name is Halo Machines.My group partner is Stephen Baker.He is a great partner and he keeps his work up to date.He helps me all the time. We came up with a game idea. Our game name is The Courthouse.Our game topic is rights and responsibilities. At first when we were thinking of a game we were going to call it the rights and responsibilities of citizens, but then we decided to call it The Courthouse.

When kids play our game we want them to learn about rights and resonsibilities. We want the kids to learn and have fun at the same time. We want our game to be realistic and have good graphics.

“In our game the characters are the judge, the plaintiff, the jury, and the defendant.In the game the defendant will have to answer questions and the judge will pick when the plaintiff can ask his questions and when the defendant can answer the questions.At the end of the trial the jury will pick if the defendant is guilty or not.”

Greenbrier East High School

8. Civics- topic is government

Blog: <http://southpark8787.blogspot.com>

Profile Page: <http://www.myclife.org/usa/wv/gehswiki/index.php/User:Southpark8787>

Date: Friday, October 9, 2009

“We branched out into GOVERNMENT which is the design of an electoral system and ongoing electoral reform. This involves explicitly comparing voting systems, wealth distribution, and the decentralization of political and legal power, control of lega systems and adoption of legal codes, and even political policy—all seen as important to avoid a dystrophy Canaveral state or a lapse into some undesirable state of totalitarianism or theocracy. Each of these concerns tends to make the process of governance different, as variations in these norms tend to produce a quite different kind of state. Civics was often simply concerned with the balance of power between say an aristocracy and monarchy—a concern echoed to this day in the struggles for power between different levels of rulers—say of the weaker nation states to establish a binding international law that will have an effect even on the stronger ones. Thus world government is itself properly a civic problem. Also, it is the study of duties and rights of citizenship.

On smaller scales, modern human development theory attempts to unify ethics and small-scale politics with the urban and rural economics of sustainable development.

(info taken from Wikipedia)”

Randolph Technical Center

9. Civics Game Info for Nine Weeks Test

Blog: <http://emy388.blogspot.com/2009/10/civics-game-info-for-nine.html>

Profile Page: <http://myglife.org/usa/wv/rtcwiki/index.php/User:Emzirbs388>

Date: Tuesday, October 27, 2009

“For our new game, me and Corey have chosen to address the issue of gun control and the Right to Bear Arms. The game will be called Bear Arms, and it is a game where you get to decide what is right and wrong when the issue of gun control is brought up.

“Our game plays off of what happened after the Columbine school massacre. A city is trying to sue the gun industry after a school shooting, saying that the gun industry is liable for the actions of the owner of the gun. You are part of a jury and you must decide whether the gun industry should be held accountable for the actions of the person with the gun or if the gun industry is not at all at fault. In one level you will look at criminal records of people and decide whether or not that person should be allowed to have a gun.

“I think this game will be both fun and educational, and really makes you think and decide what YOU THINK is right.”

10. Civics Game Idea

Blog: <http://myglife.org/usa/wv/rtcwiki/index.php/User:IanMaster360>

Profile Page: <http://ianmaster360.blogspot.com/2009/10/civics-game-idea.html>

Date: Tuesday, October 27, 2009

“Our new idea for our civics game is your a candidate running for President of the United States and of course you have to debate with they other candidates in order to express your views against theirs. When ever you first start out you are against smaller candidates and the issues aren't main topic issues such as abortion, gun control, and health care. The way you win is to keep all the voter from each party happy, and this will be represented by a bar graph that will show the approval of the Democrats, Republicans, and the Independents. If you manage to keep all the voter happy your approval rating with be good and you might get elected president!”

Looking Ahead: Can Globaloria Help Restore Civics Education?

Civics education in the U.S. has fallen by the wayside in public schools at precisely the moment that technology offers the promise of wider civic participation and deeper civic engagement. Like any looming crisis, this situation also constitutes an opportunity. The opportunity is to use the web-based public media 2.0 that are the new medium of civic participation—the language of civic engagement—as the teaching tool of cultivating civics knowledge. Call it civics literacy through digital literacy—i.e., learning civics by “designing” civics and by “speaking” civics, through the new literacy of web game design. It is an opportunity that should be seized by both the education and the public policy communities.

The locus of the opportunity is those parts of the country—primarily rural and poor—that are now underserved by technology and where the citizenry is therefore increasingly cut off from civic life; the two facts are inseparable.

Specifically, the opportunity must be seized in the schools in those areas. Schools have traditionally served as the first source of civics education; they must now teach both the basic facts of civic life and the online communication tools that have become the language of participation in civic life. If we as a nation do not bring this education to underserved students, the digital and civics divides will continue to leave them behind, effectively preventing them from becoming active members of a voting public. Reforming civics curriculum for the 21st century with the most advanced digital media technology is not just needed to maintain a high standard of public education—it is a matter of civil rights.

Our work is inspired by and in synch with the Aspen Institute’s Forum of Communication and Society (FOCAS), especially their Media and Democracy Reports, by the Knight Commission Report and their call to action, and by former Supreme Court Justice Sandra Day O’Connor’s recent initiatives of developing game media for teaching about the legislative system. Based on our preliminary findings in the first five months of our pilot, we believe that our approach as expressed in Globaloria is uniquely equipped to bring civics and digital education to these communities that need it the most. We contend also that further research is needed to confirm that the program’s implementation fulfills its promise that:

- Learning-how-to-learn and learning-by-doing principles can teach content and digital capabilities simultaneously and inseparably.
- Through a hands-on participatory media practices, aided by computational thinking and game design, students in public school settings can personally and communally arrive at a relevant understanding of civic and political processes.
- Student self-directed learning is both effective and efficient, especially when situated in a social media network, filled with relevant resources and tools, driven by a common goal (make a game about civics, or represent complex information in a game format), and supported by experts, educators and friends who all care about what they are building.
- Daily activities in a one- to two-semester course in the context of Globaloria can help students gain both civics knowledge and social public media 2.0 capabilities that are also visible on the network itself.
- Globaloria can empower tomorrow’s voters with the tools and abilities they need for whatever form of learning and civic engagement they themselves choose.

Acknowledgements

This paper and the Civics Learning Initiative work described in it were made possible by a grant from the John S. and James L. Knight Foundation, with additional support from the Claude Worthington Benedum Foundation, West Virginia Governor and First Lady Joe and Gayle Manchin, the West Virginia Department of Education (WVDE), the West Virginia Center for Professional Development (WVCPD), Verizon-WV, Advanced Micro Devices (AMD), and the Caperton Fund. We thank the 1500 students and educators, principals and superintendents who, with passion and commitment, have been pioneering our Globaloria invention in their schools over the past three years. Often working outside their comfort zone, they have taught us daily, through their learning-by-doing, how to improve our ideas and designs in order to expand this innovation nationally and globally. Because of them, we know it is possible to engage educators and students in the kind of civics learning that will be the bulwark of our 21st-century democratic society. Specifically, we wish to thank our Civics Initiative Globalorians from Randolph Technical Center, Greenbrier East High School, Sandy River Middle School, South Harrison High School, and the Florence Crittenton Center for Girls; as well as our project partners Abby Taylor and Justice Sandra Day O'Connor of OurCourts.org (Our Courts is a web-based education project designed to teach students civics and inspire them to be active participants in our democracy. Our Courts is the vision of Justice Sandra Day O'Connor, who is concerned that students are not getting the information and tools they need for civic participation and that civics teachers need better materials and support). Finally, we thank Charlie Firestone, Executive Director of the Aspen Institute Communications and Society Program, for including Idit Harel Caperton in the Institute's annual Forum on Communications and Society (FOCAS) during the past decade. FOCAS has addressed the impact of new technologies on democratic and social institutions, and the development of new communications policy models and options for the public interest. Her participation in these summer sessions of the Aspen Institute were the catalyst and inspiration for the work presented in this paper.

References

- Adler, R. P., (2009, May). Media and Democracy. A Report of the 2008 Aspen Institute Forum on Communications and Society (FOCAS). Washington D.C.: The Aspen Institute
- Adler, R.P., Clark, D., & Wallman, K. (2008, May). Media and Values: Issues of Content, Community and Intellectual Property. A Report of the 2008 Aspen Institute Forum on Communications and Society (FOCAS). Washington D.C.: The Aspen Institute
- CIRCLE (2006). Civic and Political Health of the Nation Survey. Center for Information and Research on Civic Learning and Engagement (CIRCLE). New York, NY.
http://www.civicyouth.org/research/products/youth_index_2006.htm (accessed June 13, 2008).
- Clark, J., & Augfderheide, P., (2009, February). *Public Media 2.0: Dynamic, Engaged Publics*. The American University Center for Social Media. <http://futureofpublicmedia.net>
- Firestone, C. M., (2008, October). The Responsibilities of Citizenship: A Bundle of Literacies.
http://www.huffingtonpost.com/charles-m-firestone/the-responsibilities-of-c_b_134385.html (accessed January, 2010).

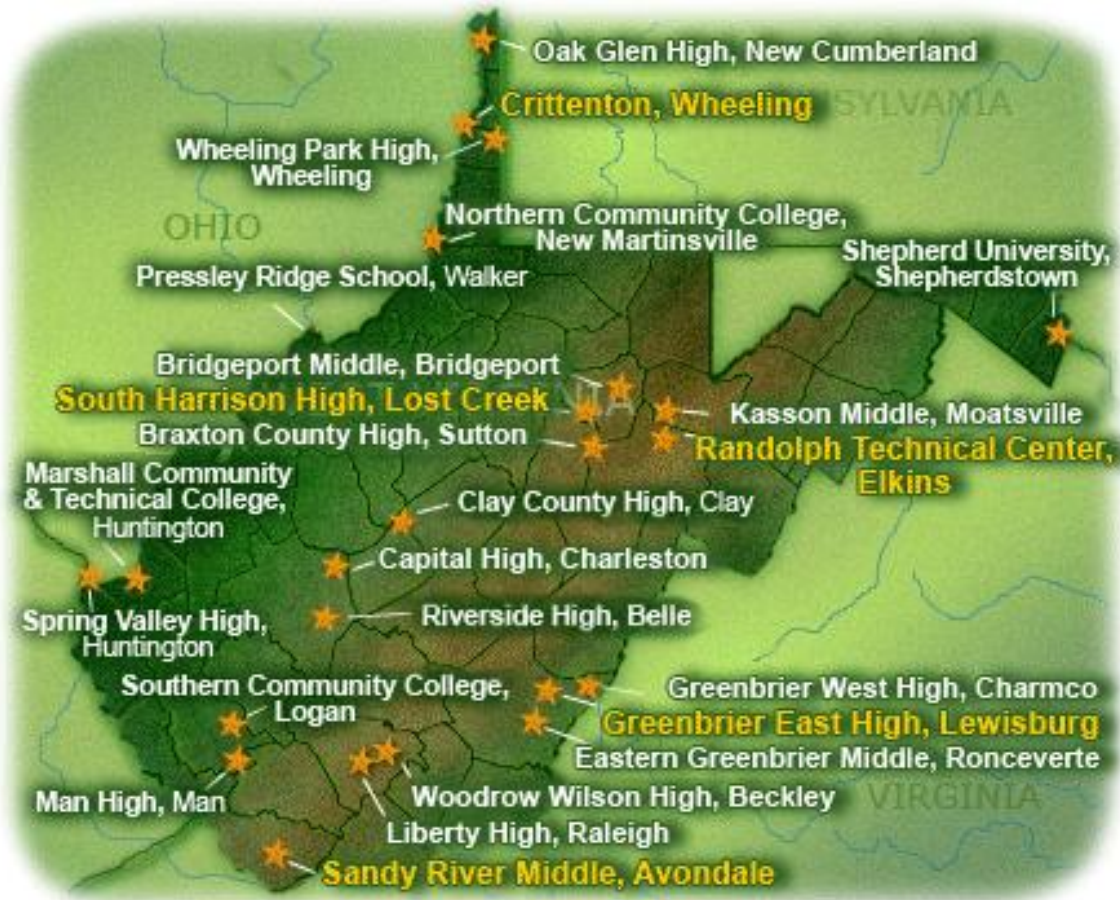
- Firestone, C.M., (2003, May). From vast wasteland to electronic garden: Responsibilities in the new video environment. *Federal Communications Law Journal*. Los Angeles, CA: 55 (3), p. 499.
- Harel, I. (1988). Software design for learning: Children's learning fractions and Logo programming through instructional software design. Unpublished Doctoral Dissertation, MIT Media Laboratory.
- Harel, I. (1991). *Children Designers: Interdisciplinary constructions for learning and knowing mathematics in a computer-rich school*. Norwood, NJ: Ablex.
- Harel, I. & Papert, S. (1991). *Constructionism*. Norwood, NJ: Ablex.
- Harel, I. (2002). Learning new-media literacy: A new necessity for the Clickerati Generation. *Telemidium Journal of Media Literacy*. Wisconsin.
- Harel Caperton, I. (2010). Toward a Theory of Game-Media Literacy: Playing and Building as Reading and Writing. In press, *International Journal of Gaming and Computer-Mediated Simulations*, 2(1).
- Harel Caperton, I., Oliver, A., & Sullivan, S. (2008). Implementing Globaloria in West Virginia: Results from Pilot Year-1. New York: World Wide Workshop Foundation. Retrieved from <http://www.worldwideworkshop.org/reports>
- Harel Caperton, I., Oliver, A., & Sullivan, S. (2009). Implementing Globaloria in West Virginia: Results from Pilot Year-2. New York: World Wide Workshop Foundation. Retrieved from <http://www.worldwideworkshop.org/reports>
- Kenix, L.J., (2008, July). The Internet as a tool for democracy? A survey of non-profit Internet decision-makers and Web users. *First Monday*. Vol 13, No. 7. <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2124/1984> (accessed January, 2010)
- Knight Commission on the Information Needs of Communities in a Democracy, (2009, October). *Informing Communities: Sustaining Democracy in the Digital Age*. Washington, D.C.: The Aspen Institute.
- Lasica, J.D., (2008, July). Civic Engagement on the Move: A Report of the 2008 Aspen Institute Forum on Communications and Society (FOCAS). Washington D.C.: The Aspen Institute
- Lipsman, A., (2009, August) Broadband Plays Catch-Up in Rural Areas, Outpaces Growth in Big Cities. comScore.com. http://www.comscore.com/Press_Events/Press_Releases/2009/8/Broadband_Plays_Catch-Up_in_Rural_Areas_Outpaces_Growth_in_Big_Cities (accessed January, 2010).
- Lutkus, A., & Weiss, A.R., (2007). *The Nation's Report Card: Civics 2006*. National Center for Education Statistics (NCES) no. 2007-476. Washington DC: U.S. Government Printing Office.
- Mossberger, Tolbert & McNeal (2007). *Digital Citizenship: The Internet, Society, and Participation*. Cambridge, MA: MIT Press.
- Obama for America. (November, 2007) Barack Obama: Connecting and Empowering All Americans Through Technology and Innovation. http://www.barackobama.com/pdf/issues/technology/Fact_Sheet_Innovation_and_Technology.pdf (accessed Jan 22, 2010).
- Reynolds, R., & Harel Caperton, I. (2009a, June). Development of Students' Six Contemporary Learning Abilities in Globaloria. Paper presented at the Annual Conference of the American Educational Research Association, San Diego, CA.
- Reynolds, R., & Harel Caperton, I. (2009b, June). Development of High School and Community College Students' Contemporary Learning Abilities in Globaloria. Paper presented at the Annual Conference of the American Educational Research Association, San Diego, CA.
- Seely Brown, J., & Adler, R. P. (2008). Minds on Fire: Open Education, the Long Tail, and Learning 2.0. Educause Review.
- Smith, Aaron (2009). *The Internet's Role in Campaign 2008*. Pew Internet and American Life Project. Washington, D.C.: Pew Institute and American Life Project. <http://www.pewinternet.org/Reports/2009/6--The-Internets-Role-in-Campaign-2008.aspx> (accessed January 2010).

- Whitehouse, P., Reynolds, R., & Harel Caperton, I. (2008). The Development of a Research Framework to Examine Teacher Professional Development and Educator Experiences in Globaloria, Pilot Year 1. West Virginia University and World Wide Workshop. Retrieved from <http://www.WorldWideWorkshop.org/Reports>
- Weiser, P.J., (2008, January). A Framework for a National Broadband Policy. A Report of the 2009 Aspen Institute Forum on Communications and Society (FOCAS). Washington D.C.: The Aspen Institute
- Wilkie, S. (2009m July). *ICT: The 21st Century Transitional Initiative*. A Report of the 2009 Aspen Institute Forum on Communications and Society (FOCAS). Washington D.C.: The Aspen Institute

Appendices

Appendix A: Globaloria Civics-Initiative Schools in West Virginia

Twenty-three West Virginia schools participate in the overall Globaloria pilot in West Virginia, in a program now (2009-2010) in its third year of operation. The five that have initiated Globaloria civics tracks are highlighted in yellow text in the map below and are profiled in the charts that follow.



School	Profile
South Harrison High School	<p>South Harrison High School serves 427 students in grades 9-12 in Lost Creek, WV, a rural community with a population of 501. SHHS students are slightly above the statewide poverty level, with 44 percent eligible for free or reduced lunch programs, as opposed to the state average of 50 percent. Students at South Harrison achieved average to high performance on the statewide standards-based test, WESTEST, with students scoring 76 percent in reading, 72 percent in math, and 90 percent in science.</p> <p>(http://www.harcoboe.com/SouthHarrisonHighSchool/) (http://www.myclife.org/usa/wv/shhswiki/index.php/Main_Page)</p>
Randolph County Vocational Technical Center (RTC)	<p>RTC is a federally funded vocational school affiliated with Randolph County public high schools—especially with Elkins High School. At present, all RTC students are enrolled at Elkins High School. RTC is located in the town of Elkins, WV with a population of 6,926. In 2007, the median income was just below the state average at \$32,130.</p> <p>(http://www.rtcwv.org/) (http://myglife.org/usa/wv/rtcwiki/index.php/Main_Page)</p>
Florence Crittenton Center for Girls	<p>Crittenton is a residential maternity facility and a Level II Behavioral Health Center and child care agency located in Wheeling, West Virginia. Crittenton serves young women between the ages of 10 and 20 years who suffer multiple acute conditions like substance abuse, mental health issues, interpersonal violence, and unhealthy relationships. Many of the young women are mothers, pregnant, or in trouble with the law. Crittenton students are working toward their GED and may or may not stay in the school long enough to complete a game, but the research, planning, wiki-editing, community-building, and blogging are emphasized as a meaningful way for these girls to learn from the Globaloria curriculum. We will not anticipate completed games from these participants, but we are eager to discover what their process teaches us.</p> <p>(http://www.florencecrittenton.net/) (http://www.myclife.org/usa/wv/fchwiki/index.php/Main_Page)</p>
Sandy River Middle School	<p>Sandy River Middle School serves 317 6th-8th graders in McDowell County. Student performance on standardized tests has been consistently below average, with only half of 8th graders showing proficiency in social studies (47 percent) and math (63 percent), and with scores in reading and science only marginally higher at 72 percent and 85 percent respectively. McDowell County is one of the poorest and most rural in the state, with one of the lowest median household incomes at \$21,129; 83 percent of students receive free or reduced-cost lunches.</p> <p>(http://boe.mcdo.k12.wv.us/sandyriver/) (http://www.myclife.org/usa/wv/srmswiki/index.php/Main_Page)</p>
Greenbrier East High School	<p>Greenbrier East High School serves 1,220 students in grades 9-12 in Lewisburg, West Virginia, a small city with a population of 3,533. Approximately 43 percent of students from this school participate in free or reduced-cost lunch programs. Student achievement rates at this school are low-to-average, with students scoring 79 percent in reading and 71 percent in math.</p> <p>(http://www.angelfire.com/sc/gehs/) (http://www.myclife.org/usa/wv/gehswiki/index.php/Main_Page)</p>

Classroom Breakdown:

School	Educator's Name	Students' Grades	Total Number of Students
South Harrison High School	Mrs. Chenoweth	10 th -12 th (3 in 10 th grade; 2 in 11 th grade and 8 in 12 th grade)	13
Randolph Technical Center	Mrs. Stalnaker	10 th -12 th (2 in 10 th grade, 9 in 11 th grade and 7 in 12 th grade)	18
Florence Crittenton Center for Girls	Mrs. Cox	9 th -12 th (all students obtaining GED)	16
	Mrs. Milliken	9 th -12 th (all students obtaining GED)	10
Sandy River Middle School	Mrs. Barker	7 th (all students in 7 th grade)	14
Greenbrier East High School	Mrs. Daigle	9-12 th (5 in 10 th grade, 7 in 11 th grade and 1 in 12 th grade)	13
Totals			
5 Schools	6 Educators	n/a	84 students

Appendix B: Globaloria Civics 2.0 Curriculum Resources

The below resources are available to the Globaloria community on our resource website:

<http://www.myclife.org/usa/wv/resources/en/explore/socialchange/games>

Civics Games

Civics Games are geared toward civic knowledge appropriation to help you be an informed and active citizen.

What is Civics?

Civics is about learning your rights and duties as a citizen and how the government in which you live functions.

Civics Games

- [Pick Twelve](#)
In Pick Twelve you get to play the role of an attorney for the prosecution or defense of a civil or criminal case and analyze the likelihood of potential jurors to issue a verdict in your favor. Read the short biographies of these candidates and receive a score on your ability to project how these citizens' backgrounds may shape the outcome of trials.
- [Pirates of the Preamble](#)
Help a band of pirates answer questions about American history and civics in order to find all the missing pieces of the Preamble of the United States Constitution. This is a fun way to reinforce the knowledge every United States citizen should have.
- [There Should Be a Law](#)
Carry a bill from its inception into law by navigating the political process with fun multiple choice questions that test your knowledge on the civic "roadway".
- [Image Detective](#)
Play the role of an investigative historian as you ask questions about images, then use your observational and critical-thinking skills to collect clues and draft conclusions, just like real historians (and journalists) do.
- [News Gaming](#)
The "games" on News Gaming, which include "September 12" and "Madrid", are closer to editorial (or opinion) pieces, than the traditional news-based game. Interact with these graphics and consider what the commentary may be. These flash "games" strengthen the interpretive skills we put to use when encountering news stories with complex implications.
- [An Ordinary Day: The Impact of Congress/Government](#)
This interactive flash graphic leads you through an average American town, showing how the actions of the United States Congress impacts everything that surrounds us.
- [News Mania!](#)
Play a quiz-show about current events in News Mania! This continuously updated flash graphic tests and reinforces your knowledge about the "big headlines".
- [Government Games](#)
- Checks and Balances, Branches of the Government, Who's in the Obama Administration, and What is in the Executive Branch?
- [Play the News](#)
Learn about current events and play a role in their outcome with the games on Play the

News. These games are constantly updated and are not only great sources for information, encourage players to formulate opinions or project the outcome of on-going events.

- [Interactive Narratives](#)
Check out the best interactive narrative graphics in the news! These graphics (flash-based and more) visually enhance, provide clarity or offer perspective on the news stories they support.
- [Mercury News Photos](#)
Explore these Flash and Quicktime supported narrative news photo stories, which help link news writing and news photography in these dynamic presentations.
- [New York Times Multimedia](#)
Learn with the interactive features on the New York Times multimedia site. Their interactive graphics are fascinating! Check back periodically to see what new projects they've uploaded.
- [Student Voices](#)
The Student Voices Project is an excellent resource for young people who want to learn about current events and the civic process.
- [Justice Learning](#)
An issue-based resource that helps high school aged students become informed about important themes in our democracy by connecting them to the best audio-based and written news sources online.
- [Our Courts](#)
Our Courts provides resources for learning about all three branches of government from the vantage point of the judicial branch.
- [PBS News Hour Extra](#)
A comprehensive, non-partisan, student/teacher geared news resource to learn about current events.
- [Journalism 2.0](#)
An e-book about journalism in a New Media age.

Appendix C: 1st Annual Globaloria Civics Games Competition

*The World Wide Workshop Foundation (inventors of Globaloria)
with Former Supreme Court Justice Sandra Day O'Connor and OurCourts.org announce*

GLOBALORIA

1st Annual Civics Games Competition

GRAND PRIZE:

Laptops with Flash for each member of the winning team!

SUBMISSION DATES:

1. **Registration: November 2, 2009**
2. **Paper Prototype: December 11, 2009**
3. **Game Demo: February 12, 2010**
4. **Game Presentations: May 1-15, 2010**
5. **Final Game: May 15, 2010**

WINNERS ANNOUNCED: JUNE 1, 2010

All Globaloria students making a game about civics are eligible to enter.

Winners will be chosen based on:

1. How well the game works (**Technical quality**)
2. How well the game-making process is presented (**Production quality**)
3. How well the game represents civics knowledge and facts (**Research quality**)
4. How well the game teaches U.S. Ideals, Function or Citizenship (**Content quality**)

Ideals

What are key principles/values underlying US government?

- Origins/history of key ideas and values
- Government systems (democracy, dictatorship, communism, monarchy)
- Majority rule
- Minority rights
- Separation of Powers
- Individual Rights and Freedoms

Function

How does the US government work?

- Local, state and federal levels of government systems
- Local, state and federal court systems
- The three branches of government (Executive, Legislative, Judiciary)

Citizenship

How can you be an active and effective citizen at any age?

- Stay informed (locally, nationally, globally)
- Explore a variety of sources and perspectives
- Develop a position on local and global issues
- Volunteer and do community service
- Learn to use action tools: protest, petition, letter writing, town meeting
- Lead and/or support causes at school, and on the local, state and national levels
- Vote!

Think hard, work hard, and show your games to a panel of **expert judges** from West Virginia, New York, and Washington DC!

Good luck with your Globaloria Civics games!

Competition Rules and Regulations:

1. **By November 2, 2009: Register your game and your team** on the 1st Annual Civics Games Competition website:
www.MyCivicEngagement.com
2. **From November 2009 to May 2010: Demonstrate what you've learned** via frequent posts on your wiki and blogs.
 - **Judges will evaluate your entire game-creation process** by looking at your blogs, and wiki pages. The more you share, the better your score. So post often, all year long!
 - **Fill your wiki TEAM page with game details and assets.** Include a detailed written game plan. Load it up with embedded media files, including videos of your paper prototype and presentations, game graphics, animations, character designs, and 'in progress' versions of your game (.swf and .fla files.)
 - **Use your BLOG to reflect on your game making experience.** Post ideas and observations about your civics topic, and your experiences with research, technology and game design throughout the year.
3. **By December 11, 2009: Submit your Paper Prototype video.** Upload it on your TEAM page, then go to the competition website to alert the judges that your entry is ready.
4. **By March 12, 2010: Submit your Flash Game Demo.** Upload it on your TEAM page, then go to the competition website to alert the judges that your entry is ready.
5. **Between May 1 and 15, 2010: Present your game to your class** and videotape your presentation. Upload the presentation video to your TEAM page, then go to the competition website to alert the judges that your entry is ready.
6. **By May 15, 2010: Upload your final game** to your TEAM page, then go to the competition website to alert the judges that your entry is ready.

What YOU Can Win:

- ✚ **GRAND PRIZE:** The team who made the game that receives the highest score wins **laptops with Flash software for each of the team members!**
- ✚ **OTHER COOL PRIZES:** Flip cams! Flash software! Top games will be **published as featured games** on Our Courts (www.ourcourts.org) and the World Wide Workshop Foundation (www.WorldWideWorkshop.org).
- ✚ **ALL COMPLETERS:** All participating students who complete their work properly receive a **letter of participation and commendation** from former U.S. Supreme Court Justice Sandra Day O'Connor and West Virginia Governor Joe Manchin.

Big Ideas Change the World

Appendix D: Letter from Justice O'Connor Announcing Globaloria Civics Games Competition



September 23, 2009

Dear Globaloria Students:

In my lifetime, I have been fortunate to have had many jobs that were interesting and important – working in government on the state, local and national level and as the first woman on the U.S. Supreme Court. One of the most important and most rewarding things I have done, however, is to help engage your generation in civic awareness, participation, and leadership.

It is imperative that you and your fellow classmates, as citizens, understand how your government works and how you can participate. Our future as a nation depends on it. That is why I founded *Our Courts*, a web-based education project that uses computer games to teach civics to you and your fellow students, and inspire you to be active participants in our democracy.

So it is with great excitement that *Our Courts* has joined with West Virginia's Globaloria program to launch the **1st Annual Globaloria Civics Games Competition**.

You and other students creating civics games will have the opportunity to enter this competition, in which your games will be judged by me and a panel of distinguished civic leaders and game design experts. The game that receives the highest score will win the competition and be featured on the *Our Courts* web-site and will receive a special grand prize.

I encourage you all to visit the *Our Courts* website (www.ourcourts.org) to play the civics games on our site to see how games can be created around civics topics. Abigail Taylor (Executive Director of *Our Courts*) will be visiting your schools in-person and via WebEx this Fall to talk with you about your civics game ideas and share her perspective on why civics is so important.

I applaud you and your Globaloria classmates at Sandy River Middle School, South Harrison High School, Florence Crittenton Center, Randolph Technical Center and Greenbrier East High School for your willingness to become game-making pioneers and civic leaders for your generation. I look forward to playing your games!

Good luck,

A handwritten signature in black ink that reads 'Sandra Day O'Connor'.

Justice Sandra Day O'Connor



Appendix E: Sample Globaloria Civics Educator Progress Report

REPORT DATE: September 15, 2009

Educator Details

First and Last Name: [REDACTED] Barker

Globaloria Role (choose one): **Lead Educator** Co-Educator Support Educator

School name: Sandy River Middle School

Number of Globaloria students: 14

Grade level(s) of students: 7th

Days and times of class meetings: Mon-Fri; 8: 00-8:40; 9:24-10:04

Your Wiki Profile URL: <http://www.myclife.org/usa/vv/srmswiki/index.php/User:MrsBarker> (teaching);
<http://www.myclife.org/usa/vvwiki/index.php/User:Ingridabarker> (learning),

Your Blog URL: <http://ingridasblog.blogspot.com/>

Tracking of your Globaloria Hours This Quarter

Hours	09/15	09/21	09/28	10/05	10/12	10/19	10/26	11/02	11/09	11/16	11/23	11/30	12/07	SUB-TOTAL
Teaching	5 hours 10 min	6 hours 40 min	6 hours 40 min	6 hours 40 min	4 hours	5 hours 20 min	6 hours 40 min	6 hours 40 min	5 hours 20 min	6 hours 40 min	4 hours	6 hours 40 min	6 hours 40 min	77
Admin-Support	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	15 min	4 hours 15 min
Self-Learning	30 min	1 hour 30 min	30 min	1 hour 30 min	30 min	30 min	30 min	30 min	1 hour 30 min	30 min	30 min	1 hour	2 hours	11 hours 30 min
GRAND TOTAL													92 hours 45 min	

Personal Progress

Q1: This quarter has been a rewarding, challenging but not frustrating in comparison to the last year's huge learning curve because I was comfortable with the Globaloria platform and its challenges, requirements, and structure. I have still tons to learn in Flash, but at least I have the basics now. I had a chance to really master the basics after getting to teach a Flash session to TEACPA educators in Austin, TX. Additionally, Brian gave us tons of new experience with more advanced aspects of Flash, which helped me navigate this software a little easier. Having to work with the existing game and enhance it helped me put more practice in with bitmap images as well as the button functions. Having to work in groups also helped me gain a better insight into the group dynamics my students might experience this year thus making me spend a considerable amount of time contemplating the group set up. The new wiki setup is great as it lets educators and students build community in such a productive way!

When it comes to setting my personal goals for further developing skills in Flash, I can certainly say that this year is going to be more about Action Script and exploring pen tool and tracing as a way to improve game graphics. I am planning on trying my skills in developing a game following the same track as my students to let them see that their teacher is learning alongside with them, and that this process never stops, no matter how experienced the teacher is.

This year I am trying out the civics track in hopes of engaging students into thinking about the topics of citizen rights and responsibilities as well as the government roles. I have decided to devote Fridays to blogging and added the requirement of commenting on others' posts. Through our blogs, my students and I will explore the issue of civics together thus accomplishing some of the knowledge base creation needed for the game development.

Q2: This quarter has let me truly see how much I have learned last year, as I was able to be a better guide for my students in helping them navigate through Globaloria curriculum. Throughout this time, I refreshed my skills in creating buttons, navigating from one page to another, as well as creating motion and shape tween. I finally got to sit down and go through tutorials on adding a sound and using AI for enemies. Meredith's tutorial on the loading screen and working with timeline within a movie clip was a

lot of fun. I have created a file on learning to use the latter but impatiently waiting on the addition of the loading screen tutorials to the wiki, so that I could teach this to the students, as many of them are drawing loading screens for their games.

One of the biggest challenges was to be able to let the students work through the units independently; allow them to struggle through trying to figure out what is not working and how to achieve success without me giving them an answer. I learned to step back and watch them become self-sufficient learners, which is one of the biggest challenges in the beginning months of Globaloria. My students have been communicating with RTC students and will hopefully start communication with Melanie's 7th grade students.

This semester I have started using blogs as a tool for leaving prompts, which worked well to communicate with students but I kind of deviated me from reflecting on my Globaloria experiences. I am thinking of starting a different blog to be able to reflect on my experiences as an educator and as a learner instead of mixing reflection and prompts for students.

This year has added a different spin on Globaloria as I embarked on using Civics as the topic for student games. This endeavor has become a big learning curve for my students as well as me. As a language arts teacher, I really had to network with our social studies teachers, Rachel, and my administrators to seek ways to start talking with my students about civics, the importance of being knowledgeable in this field, and being able to teach the chosen topic to others. I had to read up on various subtopics, sift through the 7th grade social studies SCOs, and browse through tons of websites, including the great source provided by Our Courts website to be able to engage my students in thinking about civics critically, to help them express their views and be able to back them up by the research, and to evaluate the sources so bountifully present in their books as well as online. I just used one lesson presented on Our Courts but intend to use more of these resources in future and differentiate instruction meeting the needs of each group. The process of growth and reflection was not easy for our class, but the fact that my students acknowledged that they were learning more about civics in my class than in their social studies class says a lot about the work accomplished, even though this acknowledgement is a little saddening.

Additionally, participation in the civics games contest helps my students work harder and sift through information a lot more responsibly. To my mind, any fear about not being able to succeed in this class has disappeared after students talked to Abby Taylor and shared their ideas about the games. Actually having their ideas acknowledged and validated by somebody very knowledgeable in the field gave the students confidence they were lacking and more creative ideas about their games as well as the wealth of information I could not offer them from me.

Presentations, Demonstrations, Talks

Q1: In August, I have attended WV State Technology Conference and participated in the session led by Monica and Brian helping them present this program to WV educators, TIS, and administrators.

On August 24, our school held an open house for 6th graders, and Globaloria program was presented to the new students as one of the offerings in SRMS in 7th and 8th grades.

Q2: In the end of September, we had a Title I open house event where we talked about Globaloria and focused on the 6th grade parents and students to promote the program for the next year's 7th graders.

As a member of LSIC team, I also informed parents and the board of education about the student accomplishments in Globaloria.

On October 20, Abby Taylor together with David and Rachel visited my classroom. This visit gave my students an opportunity to share their knowledge and their game ideas with Abby as well as to obtain feedback from her as well as from Rachel and David. My students really enjoyed the visit and learned a lot from Abby.

Open Feedback

Please share any additional ideas, suggestions, concerns or questions you have about Globaloria.

Q1: We are truly starting to build a learning community where support and collegiality are constant and consistent! It was great to see educators deliver sessions during Globaloria August Academy!

Q2: The WebEx sessions with tutorials by Meredith have been great!

Progress Reports for Each Student in Your Class (Add more entries as needed)

STUDENT FIRST/LAST NAME: Courtney [REDACTED]

Consent form collected ☒

Pre Course Survey taken ☒

Mid Course Survey taken ☐

Post Course Survey

taken ☐

Wiki User Name and URL: 42srmstigers - <http://www.mylife.org/usa/wv/srmswiki/index.php/User:42srmstigers>

Blog URL: <http://courtneyglobaloriablog.blogspot.com/>

Q1 Comments and Grade: Courtney is very conscientious and does not hesitate to come in after lunch to make up her work. Originally, Courtney was hesitant to stay in Globaloria as she did not consider herself confident enough in using technology. She is slowly moving along as it takes her longer to catch on to new stuff. So far, Courtney has created her profile page and added colors, videos, pictures, and the links to her favorite website. She has also started her blog and is slowly working up to creating good posts. Courtney has started on Playing to Learn unit and has been playing games very conscientiously. Grade: A

Q2 Comments and Grade: Courtney dropped out of class on September 20th. She said that she could not handle the rigor of the class.

Q3 Comments and Grade:

Q4 Comments and Grade:

STUDENT FIRST/LAST NAME: Josh [REDACTED]

Consent form collected ☒

Pre Course Survey taken ☒

Mid Course Survey taken ☒

Post Course Survey taken ☐

Wiki User Name and URL: Josh [REDACTED]213 - [REDACTED]

Blog URL: <http://joshsglobaloriablog.blogspot.com/>

Q1 Comments and Grade: Josh has joined the class a week later than most of the students and has been eager to start working on the program. Josh kind of dances to his own tune, catching onto some of the requirements and suggestions I have for blogs or the student pages. Josh's blogs are interesting to read, and in time, they might become fascinating insights into his thinking and perceptions about Globaloria. Josh has accomplished some work with his page but hasn't added any videos or pictures to the page. He did complete his social profile and friended other students. In Playing to Learn he works according to his own schedule and hopefully will be ready to write great game reviews in the end of the unit. Josh could turn into a visionary for the game of the team. Grade: B

Q2 Comments and Grade: Josh is probably my biggest challenge with this class because he sings to his own tune and gets carried away with his interpretation of what needs to be done in Globaloria class. Josh definitely needs daily reminders and modeling of the mundane tasks, such as blogging and learning logs because he is a dreamer who very often is not concerned with the exact representations of his progress. However, when it comes to his work with Flash, Josh enjoys this part tremendously. As I predicted earlier, he has become a visionary for his team coming up with some interesting ideas for the game. Josh partnered up with Clyde, and the boys are creating a game on history working around Lewis and Clark's journey. So far, Josh has learned how to add sound to the scenes, how to make buttons and navigate from scene to scene, and how to work with motion and shape tween. Action script needed more effort on his part, but after several meetings with me, Josh has grasped the concepts quite easily. His team filmed the paper prototype successfully, after several attempts to create a vision where learning and fun are implemented. Grade: B

Q3 Comments and Grade:

Q4 Comments and Grade:

STUDENT FIRST/LAST NAME: Stephen [REDACTED]

Consent form collected ☒

Pre Course Survey taken ☒

Mid Course Survey taken ☒

Post Course Survey taken ☐

Wiki User Name and URL: Bubbystevie01 - <http://www.mylife.org/usa/wv/srmswiki/index.php/User:Bubbystevie01>

Blog URL: <http://stephenglobaloria.blogspot.com/>

Q1 Comments and Grade: Stephen very quiet but is not afraid to experiment and has worked quite a lot on his page. Stephen really personalized his space and completed social profile as well as friended other students. He takes more time to write blogs and is slowly working up to writing good posts. The student is hard working and conscientious and should have a great year in Globaloria. Grade: A

Q2 Comments and Grade: Stephen has been proving again and again that he does not hesitate to work extra time to learn the Flash and be successful in class. He has come after school several times to tackle the units he struggled with. He was one of the first students to understand the coding for navigating from scene to scene (after several sessions with me) and helped others to finish that unit various times. Stephen keeps up with the learning log very well and is becoming a better blogger. He needs to constantly keep up with his work and take extra time to do so because, if he lets go, he might lose some of the knowledge and skills. Up to date, Stephen learned how to create a button and how to write action script to navigate from one scene to another, how to work with motion and shape tween, and how to add a sound (this was the unit he struggled with the most!). He teamed up with Roger and is slowly adding to the game scene files. The team managed to film the paper prototype even though they had to take more time to make it right. Both boys said that Abby Taylor's visit to school helped them tremendously with their game

ideas. Grade: A

[Q3 Comments and Grade:](#)

[Q4 Comments and Grade:](#)

STUDENT FIRST/LAST NAME: Roger [REDACTED]

Consent form collected ☒

Pre Course Survey taken ☒

Mid Course Survey taken ☒

Post Course Survey

taken ☐

Wiki User Name and URL: Bolen96 - <http://www.myclife.org/usa/wv/srmswiki/index.php/User:Bolen96>

Blog URL: <http://rogersglobaloria.blogspot.com/>

Q1 Comments and Grade: Roger is also very quiet and independent in his work but never hesitates to come up after lunch to work extra on his assignments. Roger has accomplished every assignment thoroughly and hasn't asked for much help figuring stuff mostly on his own. The student enjoys playing games in Playing to Learn unit and discusses their specifics with Garrett, who is sitting next to him. Roger is organized, so he might become a very good group manager. Grade: A

Q2 Comments and Grade: Roger is very conscientious and has been working hard through the units. He has accomplished a lot and has been the leader of his little team. Roger keeps up with his learning log well and blogs frequently. He has been coming after lunch and staying after school to keep up with his work even though he does not seem to struggle with the units and Flash. Up to date, Roger has learned how to add sound, how to create buttons and navigate from scene to scene, how to work with motion tween and move the object with arrow keys. Roger has partnered up with Stephen, and they are working on the game about court system and citizen's rights and responsibilities. They manage to reach consensus quite easily, but both are taking time working on game scenes and Flash files for tutorials, so sometimes they need more encouragement to move on and get things accomplished. Grade A

[Q3 Comments and Grade:](#)

[Q4 Comments and Grade:](#)

STUDENT FIRST/LAST NAME: Chelsey [REDACTED]

Consent form collected ☒

Pre Course Survey taken ☒

Mid Course Survey taken ☒

Post Course Survey

taken ☐

Wiki User Name and URL: Cheergirl09 - <http://www.myclife.org/usa/wv/srmswiki/index.php/User:Cheergirl09>

Blog URL: <http://srmscheerleader09.blogspot.com/>

Q1 Comments and Grade: Chelsey has really taken off since the very beginning. She has been independent in her work and asks for explanation if she needs to find out certain specifics about an assignment. Chelsey has really made her page personal and completed her social profile as well as friended other students in her grade level as well as the 8th grade group who are working with Aaron. Chelsey has also personalized her blog and could be an organizational as well as the creative mind in her team. Grade: A

Q2 Comments and Grade: Chelsey has done well with working on her wiki pages and her blog. However, Flash has been giving her some trouble, which she manages to overcome by asking her peers and me for help. Chelsey needs constant encouragement with getting her learning logs finished, and it's probably because of her trying to catch up with learning about Flash. Chelsey's project page is up to date, but it takes her a lot of hard work to keep it up this way. Chelsey has partnered up with Brooke to create a game. Together, they have successfully videotaped their paper prototype and were always ready to take my suggestions about the learning part of the game. They have also been able to keep their team game page updated showing their progress through the units. Grade: B

[Q3 Comments and Grade:](#)

[Q4 Comments and Grade:](#)

STUDENT FIRST/LAST NAME: Garrett [REDACTED]

Consent form collected ☒

Pre Course Survey taken ☒

Mid Course Survey taken ☒

Post Course Survey

taken ☐

Wiki User Name and URL: POPCORN99 - <http://www.myclife.org/usa/wv/srmswiki/index.php/User:POPCORN99>

Blog URL: <http://garrettglobaloria.blogspot.com/>

Q1 Comments and Grade: Garrett is a social fly, which can be seen by his profile page. He likes to hang out with his friends, which is depicted by his learning style. Garrett loves the concept of Globaloria and the first one to unhesitatingly say "yes" to taking this class. Garrett cannot wait to start developing his game and has been tremendously enjoying the Playing to Learn unit. He has been blogging well but for now the student is sticking to the prompt to a tee and does not want to step out of the topic

assignment. I can see Garrett being a creative force behind the game concept of his team. Grade: A

Q2 Comments and Grade: Garrett has caught on to Flash part of the class really fast. He is one of the first ones to master the concept and never hesitates to teach his peers what he has learned. In the beginning of the year I was really afraid that Garrett would be more of a trouble than anything to have in class because his energy level and being a socialite would get him in trouble with other educators. However, I haven't seen him act up in my class yet, as he is always engaged and responsible. He and Chuckie have partnered up and are coming up with some great concepts. Both are very creative in nature, which might get us to see a great game. Garrett has become more proficient with his blogging and has started coming out of his comfort zone and adding comments to the blogs and work posted by other students. However, his learning logs are not as updated as I would have liked to, but this is something we will be working on. Up to date, Garrett has learned how to add sound, add interaction, create buttons and add navigation from one scene to another, and to use motion and shape tween. Garrett proved to be very good in tracing for some of the characters for the game and has some great potential for developing a good game. Grade: B

Q3 Comments and Grade:

Q4 Comments and Grade:

STUDENT FIRST/LAST NAME: Amber [REDACTED]

Consent form collected ☒ Pre Course Survey taken ☒ Mid Course Survey taken ☒ Post Course Survey taken ☐

Wiki User Name and URL: Daunez12 - <http://www.myclife.org/usa/wv/srmswiki/index.php/User:Daunez12>

Blog URL: <http://www.ambersglobaloriablog.blogspot.com/>

Q1 Comments and Grade: Amber is very quiet but communicates well through her wiki and a blog. She keeps up with her learning to very well and always shows up after lunch to work more on the class assignments. Amber has made her wiki page personal by adding colors, videos, and pictures. She also personalized her blog and is responding well to her assignments. Amber is willing to give her 200 percent to this class, according to her thoughts in the blog, and I fully expect her to succeed. Grade: A

Q2 Comments and Grade: Amber kept up with the communication part of the class. She writes good blogs, does not hesitate to comment on other's work and posts, as well as encourages her peers to comment on her wiki. Amber keeps up with her learning logs very well and updates her user and projects page constantly. She has not had real trouble with Flash and was able to help others if they needed it. The student partnered up with Angel in working on the civics game where a player will be a messenger from a President to the branches of the government /White House cabinets and will have to decide where to deliver the messages based on the topic. Thus far, the girls have worked on the game pitch and game plan. Up to date, Amber has learned how to add sound, how to create buttons and add navigation, and how to work with motion and shape tween. She is currently working on adding interaction. Grade: A

Q3 Comments and Grade:

Q4 Comments and Grade:

STUDENT FIRST/LAST NAME: Angel [REDACTED]

Consent form collected ☒ Pre Course Survey taken ☒ Mid Course Survey taken ☒ Post Course Survey taken ☐

Wiki User Name and URL: Ak09 - <http://www.myclife.org/usa/wv/srmswiki/index.php/User:Ak09>

Blog URL: <http://angelsglobaloriablog.blogspot.com/>

Q1 Comments and Grade: Angel probably worries me the most. She is hard working and conscientious but is dependent on advice and support from the teacher greatly. She does not have Internet at home and is always willing to come up after lunch to work on the assignments. She will definitely be spending lots of time after school once we start our afterschool program. Angel will take a lot of coaching and student support to bring her to the level of independence. The student definitely has perseverance and will build the skills necessary for successful work in Globaloria. Angel has slowly but surely finished her profile and social profile pages. She added pictures, videos, and links to her favorite websites. She is blogging well but needs extra time to finish up the assignments. Grade: B

Q2 Comments and Grade: Angel has slowly adapted to the rigors of Globaloria and has caught on to Flash quite easily. The student is keeping up with her learning logs and blogs frequently by creating rich multimedia posts. Angel is also successful in commenting on the posts and blogs of others. Up to date, the student has learned to add sound and buttons to the scenes as well as add navigation and animation. She is currently working on adding interaction. Angel and Amber are working well as a team and divide the responsibilities equally. Angel updates her projects and user pages frequently and enjoys class very much. She is one of the students coming up after lunch to work extra time on her files. Grade: A

Q3 Comments and Grade:

Q4 Comments and Grade:

STUDENT FIRST/LAST NAME: Kaitlyn [REDACTED]

Consent form collected ☒ Pre Course Survey taken ☒ Mid Course Survey taken ☒ Post Course Survey taken ☐

Wiki User Name and URL: Kaylock2009 - <http://www.myclife.org/usa/wv/srmswiki/index.php/User:Kaylock2009>

Blog URL: <http://kaylocksblog.blogspot.com/>

Q1 Comments and Grade: Kaitlyn started Globaloria a week later than everybody else. She was very excited to start the program as it posed a challenge for her, with the computers coming in "as a bonus". Kaitlyn is very smart and is often disengaged in the classroom because of the lack of challenge. Thus far, Kaitlyn has personalized her profile and social profile pages, friended other students in class, and set up a blog which shows her interest in the topics covered. Kaitlyn has a great potential and will benefit from this class greatly.

Q2 Comments and Grade: Kaitlyn seems to be enjoying the class and does not have time or willingness to get bored. She is one of the students who would get easily bored in other classes and become disengaged quickly because her needs were not met. She is a great blogger, with the insights resulting in rich multimedia posts. She is also very meticulous about her blog and comments on others' work and posts frequently. Up to date, Kaitlyn has added files as a result of her work on adding sound, adding navigation, adding interaction and animation. Kaitlyn has partnered up with Billy, and this team has been interesting to watch. They have strange dynamics going on, as fighting over ideas seem to work the best for them. When the other teams seem to divide the responsibilities, these two decided to work on the same scenes together, so it has been a challenge to get them to divide the responsibilities to be able to spend less time on creating more game files. Kaitlyn and Billy's game deals with civil law and combines this topic with their passion- car racing. Grade: A

Q3 Comments and Grade:

Q4 Comments and Grade:

STUDENT FIRST/LAST NAME: Cassandra [REDACTED]

Consent form collected ☒ Pre Course Survey taken ☒ Mid Course Survey taken ☒ Post Course Survey taken ☐

Wiki User Name and URL: Mcpeakcassie - <http://www.myclife.org/usa/wv/srmswiki/index.php/User:Mcpeakcassie>

Blog URL: <http://cassandraglobaloriablog.blogspot.com/>

Q1 Comments and Grade: Cassie has gotten to a late start because she missed a couple of days in the beginning. However, she student has caught up with her assignments and is working very well. Cassie has personalized her page by adding pictures, videos, and links and added to the social profile. Cassie is blogging well and tries to make her posts rich. We are yet to see how Globaloria can benefit the student the most. Grade: A

Q2 Comments and Grade: Cassie has been surprising me because she is putting in tons of work because she does struggle with Flash a little. Cassie blogs well and keeps up with her learning log without needing to be reminded. She has been working in Flash and was successful in adding buttons, adding sound, and working with motion tween. She still has trouble with action script, so this is something she and I need to sit down and work through. What Cassie lacks in understanding she makes up for it with her hard work. She and Heather were partnered up to work on their game, and this team has been slow to learn to collaborate with each other. However, the common projects forced the girls to communicate their ideas to each other and coordinate file creation. Cassie has established great communication with her RTC mentor and, hopefully, will become a good support for other students in other classes. Grade: A

Q3 Comments and Grade:

Q4 Comments and Grade:

STUDENT FIRST/LAST NAME: Brooke [REDACTED]

Consent form collected ☒ Pre Course Survey taken ☒ Mid Course Survey taken ☒ Post Course Survey taken ☐

Wiki User Name and URL: Brooke09 - <http://www.myclife.org/usa/wv/srmswiki/index.php/User:Brooke09>

Blog URL: <http://brookesglobaloria.blogspot.com/>

Q1 Comments and Grade: Brooke has been independent in her work but never hesitates to help others if they need assistance. So far, Brooke is ahead of most of the students as she has finished up personalizing her profile page by adding colors, videos, and pictures. She completed her social profile, friended other students, and set up a blog that she updates with every blogging assignment. To my mind, Brooke has a great potential to become a good blogger and move towards a certain goal without being sidetracked from the assignments. She is one of the first students who have started on the game review process while others are still playing the games. Grade: A

Q2 Comments and Grade: Brooke has a bubbly personality and accepts her struggles as well as successes with unwavering

optimism. She has been struggling with Flash but was able to work through the units by working independently as well as by asking others for help. This class really challenges Brooke to perform more than she was every used to, but she is not getting frustrated. The student blogs frequently but keeping up with the learning log is quite a struggle. Brooke has learned how to add sound, how create buttons and add navigation to her scenes. She worked with motion tween and added the new features to her game scenes as she went along. Brooke partnered up with Chelsey, and the girls are working on the civics game dealing with the court system. Grade: A

[Q3 Comments and Grade:](#)

[Q4 Comments and Grade:](#)

STUDENT FIRST/LAST NAME: Charles [REDACTED]

Consent form collected ☒ Pre Course Survey taken ☒ Mid Course Survey taken ☒ Post Course Survey taken ☐

Wiki User Name and URL: Chuck455 - <http://www.mylife.org/usa/wv/srmswiki/index.php/User:Chuck455>

Blog URL: <http://chuckiesglobaloriablog.blogspot.com/>

Q1 Comments and Grade: Chuckie is an out-there genius who is not very social and usually ends up willingly sitting by himself while working on assignments. The student barely ever asks any questions because he likes to tinker with stuff and figure it out by himself. He loved adding pictures to his wiki and blog and is very thorough with his work. I know without a doubt that Chuckie will be successful in Globaloria, but I am yet to see what side of him will benefit from the class the most. Grade: A

Q2 Comments and Grade: Chuckie has proven again and again how much he loves tinkering with stuff. The student likes to add new files to his user page and loves playing with Flash. He is the creative mind in his group, even though Garrett contributes quite a lot to the game scenes. It was Chuckie's idea to create a game following the principals of Guitar Hero but dealing with constitutional amendments. Chuckie has created many files showing his progress through the units on adding sound, adding navigation, adding animation and interaction. However, managing his learning log is not on the list of Chuckie's priorities. This is something we have to work on this semester. He has managed to add the new features he has learned to his game that resulted in many files uploaded to the wiki. Chuckie and Garrett even had a competition on how many files each one of them would upload trying to get to the levels of dood, elite, or wiki master. We'll see who wins. Grade: A

[Q3 Comments and Grade:](#)

[Q4 Comments and Grade:](#)

STUDENT FIRST/LAST NAME: Clyde [REDACTED]

Consent form collected ☒ Pre Course Survey taken ☒ Mid Course Survey taken ☒ Post Course Survey taken ☐

Wiki User Name and URL: Clyde.stacy - <http://www.mylife.org/usa/wv/srmswiki/index.php/User:Clyde.stacy>

Blog URL: <http://clydes-blog.blogspot.com/>

Q1 Comments and Grade: Clyde is a very quiet and shy person. Throughout last year I have barely heard him say much. However, the student has less difficulty expressing himself in writing and blogs well and works through the units on the schedule efficiently. Clyde has accomplished quite a lot: personalized his wiki page, completed a social profile and is actively playing the games in Playing to Learn unit. He is the only one in the class who did not hesitate to comment me back on the blog. Clyde is a dark horse that continues pleasantly surprising me at this point. Grade: A

Q2 Comments and Grade: Clyde continues to amaze me. He stays quiet, but nevertheless works efficiently through the units and communicated with his partner idealist Josh and keeps him grounded. Clyde is one of the few who follows my recommendations very well and always improves or adds to his work on the blogs and wikis. The student keeps up with the learning log well and blogs frequently. Up to date, Clyde has learned how to add animation, sound, and interaction to the files. He also learned how to create buttons and navigate from scene to scene. Clyde and Josh are working on a civics game dealing with the history of the country and recreating the journey of Lewis and Clark. The student likes being in this class and is definitely benefitting from it. Grade: A

[Q3 Comments and Grade:](#)

[Q4 Comments and Grade:](#)

STUDENT FIRST/LAST NAME: Heather [REDACTED]

Consent form collected ☒ Pre Course Survey taken ☒ Mid Course Survey taken ☒ Post Course Survey taken ☐

Wiki User Name and URL: Heather212003 - <http://www.myclife.org/usa/vw/srmswiki/index.php/User:Heather212003>

Blog URL: <http://heathervance21.blogspot.com/>

Q1 Comments and Grade: Heather has probably taken off with the assignments faster than anybody in class. She is always willing to help her friends even though she would not do that for other members of the class. Heather is very independent in her work and prefers to tinker first and ask second, which is ok with me. Heather has accomplished a lot so far by personalizing her wiki page, adding avatars, pictures to her blog and not forgetting about adding links to her posts. Heather sometimes sidetracks easily and prefers to spend time conversing with her friends. For now it is not an issue because she gets her work done earlier than everybody else. We'll see what Globaloria does for Heather this year. Grade: A

Q2 Comments and Grade: Heather really took on working on the wiki pages and to blogging. The girl is very enthusiastic about commenting on others' work and is probably the best on in adding something positive before she could add suggestions for improvement. Heather is also very meticulous with her learning log keeping up with her daily entries. After partnering up with Cassie, she did not like to work with her team mate. However, Heather is slowly adjusting to the concept of team work and collaboration and communicates with Cassie a lot more. Going through paper prototype and game plan was not hard for Heather, but as soon as she started working on Flash, she realized that it was not going to be as easy as the wikis and blogs were for her. We had several clashes with her this quarter because Heather did not want to keep on trying to figure out where her hang-ups were and would prefer to just give up. However, Heather is slowly gaining confidence in using Flash and asking her peers or me for help if he was not successful with the unit. Grade: A

Q3 Comments and Grade:

Q4 Comments and Grade:

STUDENT FIRST/LAST NAME: Billy [REDACTED]

Consent form collected ☒ Pre Course Survey taken ☒ Mid Course Survey taken ☒ Post Course Survey taken ☐

Wiki User Name and URL: Billy24 - <http://www.myclife.org/usa/vw/srmswiki/index.php/User:Billy24>

Blog URL: <http://billysglobaloria.blogspot.com/>

Q1 Comments and Grade: Billy is very excited to be in Globaloria. His sister, Phyllis, was my Globaloria student last year and was very successful. Thus, Billy knows firsthand the rigor and hard work that come with this class and he is committed! Thus far, Billy has personalized his page by adding colors, videos, and pictures. He friended other students and completed his social profile. Billy has also taken upon himself to shoot the first video of the class where he just asked students about Globaloria. This video is yet to be put together by me, his lazy teacher ☺ The student blogs well and has been spending all his time on task without hesitating to come up after lunch to spend extra time working on Globaloria Assignments. Grade: A

Q2 Comments and Grade: Billy is very conscientious and takes this class seriously. He is blogging well and keeps up with his learning log on a daily basis. He partnered up with Kaitlyn and is working on the game dealing with the civil law. Kaitlyn and Billy usually go through some healthy conflicts to achieve consensus on the game scenes. Billy so far has learned how to add sound, create buttons and add navigation, and add interaction to the scenes. He keeps on working on one scene constantly adding newly learned features, so it's a challenge to have him move on to another game scene and create more files dealing with the topic of his game. Grade: A

Q3 Comments and Grade:

Q4 Comments and Grade:

Syllabus Topics and Tutorials Covered This Period (Complete only the lines that apply for this period):			
Session(s)	Topic	Tutorials Students Completed	Notes
08/27/09	Course Overview		
08/28-09/02/09	Create Your Profile		
09/03-04/09	Create Your Blog		
09/08/09	Participation Guidelines		
09/09-15/09	Playing to Learn		
09/16-21/09	Choosing a Topic		
09/22-24/09	Mini Game Project		
09/28-29/09	Imagining Your Game		
09/30-10/07/09	Paper Prototyping		
10/08-12/09	Planning Your Game		
10/13-21/09	Drawing in Flash		

10/22-11/05/09	Adding Navigation
11/09-12/09	Adding Animation
11/16-19/09	Adding Sound
11/23-03/09	Adding Interaction
12/07-10/09	Assembling The Game
12/14-17/09	Presenting Your Game
12/21-22/09	Development Plan
01/04-18/10	Intro to ActionScript
01/19-21/10	Programming Practices
01/25-29/10	Learning from Others
02/01/10	Finding Solutions
02/10-04/10	Moving on a Path
02/10-04/10	Special Effects
02/10-04/10	Scrolling Background
02/10-04/10	Score Keeping
02/10-04/10	Collision Detection
02/10-04/10	Sound Effects
02/10-04/10	Timer
02/10-04/10	Character Effects
02/10-04/10	Drag and Drop
02/10-04/10	Platforms
02/10-04/10	Running, Jumping, etc.
02/10-04/10	Coding "Enemies"
02/10-04/10	Testing and Debugging
02/10-04/10	Publishing Your Game

CSO Information

Please list the CSOs that are being met in your Globaloria class. (For this period, and for the entire year.)-

WV CSO's in Globaloria

Social Studies

SS.O.7.1.2 model the actions citizens take to influence public policy decisions.

SS.O.7.1.4 research and organize information about an issue of public concern from multiple points of view.

SS.O.7.1.5 apply and practice selective forms of civic discussion and participation consistent with the ideas of citizens in a democratic republic.

21st Century Learning

21C.O.5-8.1.LS.1 Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem.

21C.O.5-8.1.LS.2 Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-

chosen images from databases, video clips).

21C.O.5-8.1.LS.3 Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.

21C.O.5-8.2.LS.1 Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.

21C.O.5-8.2.LS.2 Student draws conclusions from a variety of data sources to analyze and interpret systems.

21C.O.5-8.2.LS.3 Student engages in a problem solving process that divides complex problems into simple parts in order to devise solutions.

21C.O.5-8.2.LS.4 Student creates thoughtful ideas and solutions and takes risks as he/she works toward goal despite mistakes. Student begins to consistently think of all the possibilities and diverges to become more expansive with his/her thoughts/ideas that lead to the creation of original products.

21C.O.5-8.3.LS.1 Student manages emotions and behaviors, engages in collaborative work assignments requiring compromise, and demonstrates flexibility by assuming different roles and responsibilities within various team structures.

21C.O.5-8.3.LS.2 Student is flexible in approach to solving problems and completing tasks, considers alternative methods, solutions and perspectives, abandons strategies that do not work, and reallocates time and resources as priorities change.

21C.O.5-8.3.LS.3 Student sets challenging goals and strategically plans to reach those goals, monitors performance and adjusts effort and strategies, seeks assistance when needed, and demonstrates focused commitment to reaching the established goals.

21C.O.5-8.3.LS.4 Student demonstrates ethical behavior and works responsibly and collaboratively with others, in academic and social contexts, to accomplish both individual and team goals related to improved academic, extracurricular and co-curricular performances.

21C.O.5-8.3.LS.5 Student exhibits interpersonal and problem-solving skills when in the role of leader. He/she helps others stay focused on the goal, monitors progress of the group, and successfully moves the group toward the goal.

21C.O.5-8.3.LS.6 Student maintains focus on larger project goal, frames appropriate questions, reflects on possible courses of action and their likely consequences, develops and initiates a plan of action with appropriate smaller objectives and benchmarks, and submits the completed project when due.

21st Century Tools

21C.O.5-8.1.TT.4 Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents, and other files to create and publish electronic products to communicate with various audiences inside and outside the classroom.

21C.O.5-8.1.TT.9 Student uses telecommunications tools (e.g., email, web pages, blogs, discussion groups, list-servs, etc.) to learn academic content and to gather, share and publish information to various audiences.

21C.O.5-8.1.TT.10 Student uses Internet browsers, various search engines, book marking features, and advanced search techniques to gather information; student evaluates the information for validity, bias, appropriateness, content and usefulness.

21C.O.5-8.2.TT.2 Student collaborates with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and

outside the classroom.

21C.O.5-8.3.TT.2 Student conducts online research and evaluates the accuracy, relevance, and appropriateness of electronic information sources.

21C.O.5-8.3.TT.4 Student complies with county acceptable use policy. Student discusses legal and ethical behaviors related to acceptable use of information and communication technology (e.g., privacy, security, copyright, file-sharing, plagiarism) and predicts the possible effects of unethical use of technology (e.g., consumer fraud, intrusion, spamming, virus setting, hacking) on the individual and society, as well as identify methods for addressing these risks.

21C.O.5-8.3.TT.5 Student models ethical behavior relating to security, privacy, computer etiquette, passwords and personal information. Student demonstrates an understanding of copyright by citing sources of copyrighted materials in papers, projects and multi-media presentations.

Reading Language Arts

RLA.O.7.1.4 use pre-reading strategies (e.g., generating questions, previewing, activating and evaluation prior knowledge, scanning, skimming) and comprehension strategies to critically analyze and evaluate the composition of text by:

- generalizing to establish a purpose for reading
- interpreting the relationship between graphic aids and text
- making complex or abstract predictions by synthesizing information gained from previewing text and graphic aids

RLA.O.7.1.11 critique the usefulness of the form, and content of practical texts.

RLA.O.7.1.12 increase amount of independent reading and use appropriate graphic organizers (e.g., diagrams, flow charts, story maps, outlines, concept maps, tables, reading guides) to analyze more complex ideas in both fiction and non-fiction.

RLA.O.7.2.2 using student-prepared notes, create an outline and use it to develop a written and/or oral presentation using computer-generated graphics (e.g., tables, charts, graphs).

RLA.O.7.2.7 identify and use a variety of sources for different types of information (e.g., Internet research, databases for periodical and newspaper articles, newspapers, schedules, advertisements).

RLA.O.7.2.8 understand how to summarize and use direct quotations in writing, recognize copyright laws/issues, ethical acquisition and use of digital information in citing sources for research/report.

RLA.O.7.2.10 select and use a variety of resource materials to plan, develop, and deliver a research project (3 pages) with documented sources, using computer-generated graphic aids.

RLA.O.7.3.1 demonstrate effective oral communication skills (e.g., tone, volume, rate, audience, etiquette, standard English) through presentation of

- compositions
- reports
- scripts
- dramatizations

RLA.O.7.3.2 use oral/visual information to research, explore, question and imagine a topic.

RLA.O.7.3.3 distinguish between private and public information in research and reporting.

RLA.O.7.3.5 evaluate information to reach consensus in group discussions or settings.

RLA.O.7.3.6 plan, create and present an age-appropriate media product that demonstrates format, purpose, and audience.

Mathematics

M.O.7.2.4 analyze proportional relationships in real-world situations, select an appropriate method to determine the solution and justify reasoning for choice of method to solve.

M.O.7.2.5 solve one-step linear equations and inequalities using a variety of strategies containing rational numbers with integer solutions; graph solutions, and justify the selection of the strategy and the reasonableness of the solution.

M.O.7.2.7 determine the slope of a line from its graphical representation.

M.O.7.3.4 pose and solve ratio and proportion problems including scale drawings and similar polygons.

Visual Art

VA.O.7.1.1 select a media, technique, technology, or process to communicate a personal experience or an idea, e.g., chalk, acrylic, printmaking, painting, digital alteration, animation and sculpture.

VA.O.7.1.2 experiment and refine use of selected media, techniques, technologies, and processes in the communication of a personal experience or an idea.

VA.O.7.2.3 create a non-objective artwork using geometric and/or biomorphic (organic) shapes or forms.

VA.O.7.3.2 select symbols and ideas as a subject for artwork.