
Games and Simulations for E-Learning

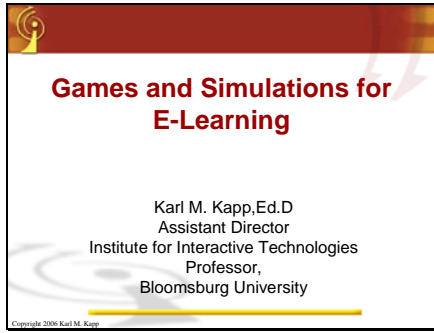
Presented by:

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Learning Objectives:

- Learn where games are being used in corporations and large government organizations.
- Understand what games are appropriate for what type of learning.
- Experience examples of games used in e-learning.

Slide 1

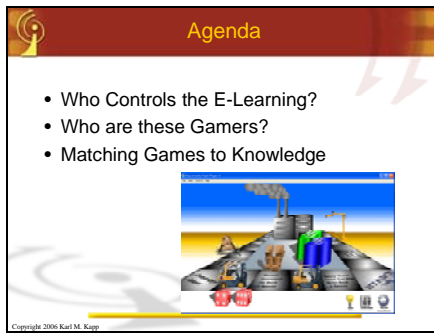


Games and Simulations for E-Learning

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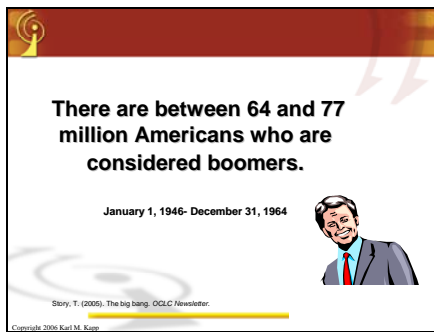
Agenda

- Who Controls the E-Learning?
- Who are these Gamers?
- Matching Games to Knowledge




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There are between 64 and 77 million Americans who are considered boomers.

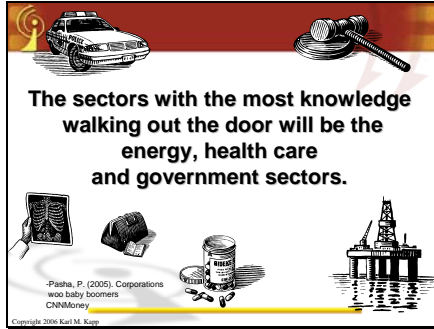
January 1, 1946- December 31, 1964



Slory, T. (2005). The big bang. OCLC Newsletter.

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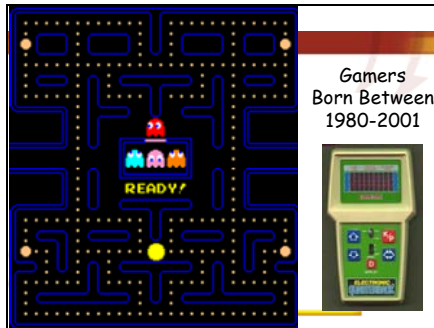
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Slide 5



Slide 6



Slide 7




Kids ages 8-10 play video games for about one hour every day.
Male teenagers play 13 hours of console video games a week.

Digital divisions. Report by the Pew-Internet, Pew-Internet & American Life, U.S. Department of Commerce.

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Almost 43% of the gamers are female and 26% of those females are over 18.

Females play 5 hours a week of console games.
They make up the majority of PC gamers at 63%.

Leaders: Breeding evil, Defending video games. The Economist.
Game enthusiasm rises up from the basement. Advertising Age.

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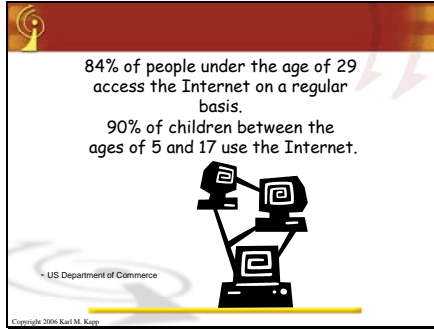
By the time a student graduates from college he or she will have played over 10,000 hours of computerized game



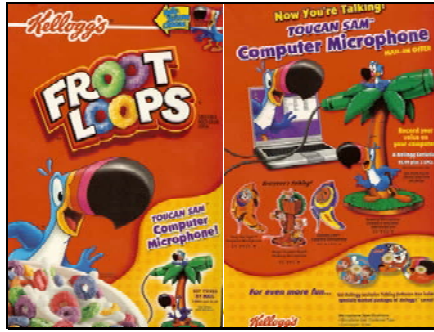
Kochan, P. (2000) Members of video-game generation transfer skills to workplace. Knight-Ridder. Tribune Business News.

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Slide 11



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Slide 13




Slide 14



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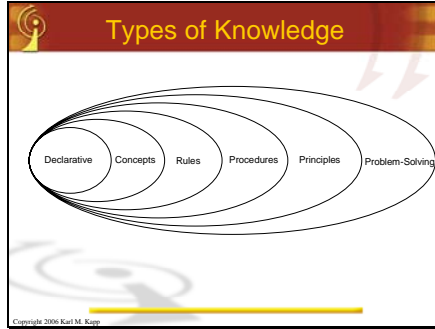
Compounding Factors

- Two Forces Coming Together:
 - Boomer Knowledge
 - Formal
 - Structured
 - Hierarchical
 - Interface and information are not the same
 - Gamer Knowledge
 - Informal
 - Unstructured
 - Non-hierarchical
 - Information is the Interface

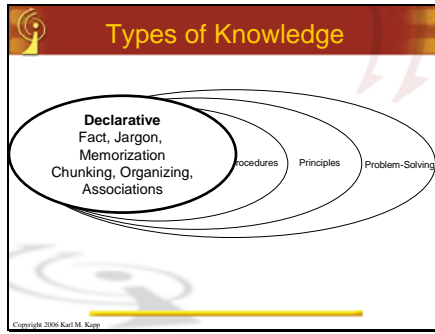


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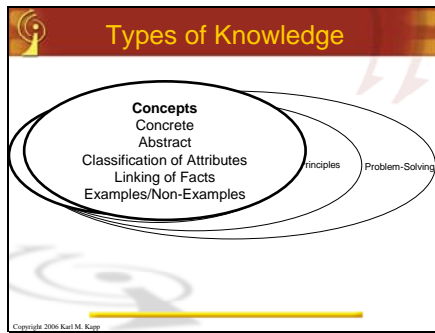
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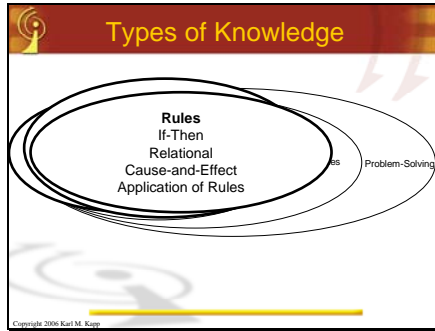
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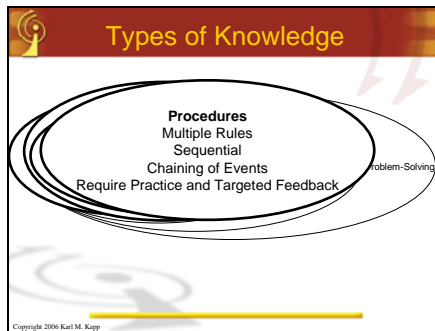
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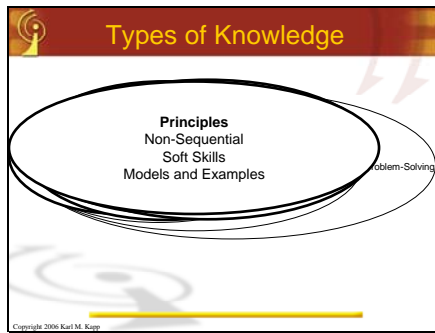
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Slide 22

Types of Knowledge

Problem-Solving
Application of Rules, Procedures
Experience
Practice
Feedback
Social Interaction

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Learning Facts

- Memorization of Information
 - Names
 - Jargon
 - Facts
 - Acronyms
- Methods of Teaching Facts
 - Chunking
 - Drill and Practice
 - Mnemonics

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Game Engines

- [Word Search](#)
- [Free the Road Runner](#)
- [Bop The Fox](#)
- [Bop The Word](#)

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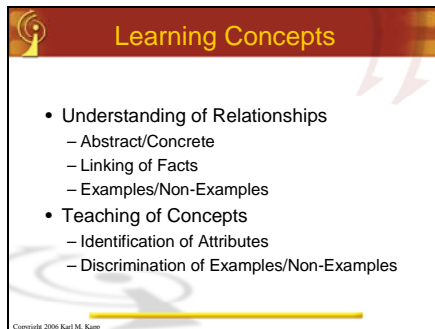


More Game Engines

- [Race Car Game](#)
- [Safety Showdown](#)

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Learning Concepts

- Understanding of Relationships
 - Abstract/Concrete
 - Linking of Facts
 - Examples/Non-Examples
- Teaching of Concepts
 - Identification of Attributes
 - Discrimination of Examples/Non-Examples

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Concept Games

- [Goat Climb](#)
- [Corporate Climb](#)
- [Duck Hunt](#)

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Concept Game

- [Rabbit Race](#)
- [Corporate Race](#)



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Concept Games

- Board Game
 - Different variations
 - [Manufacturing](#)
 - [Banking](#)

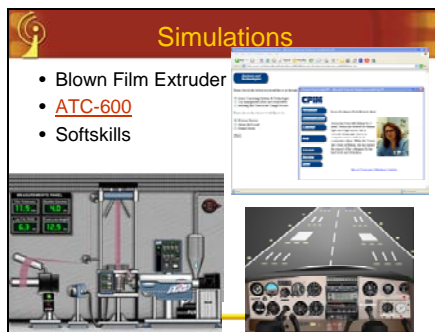


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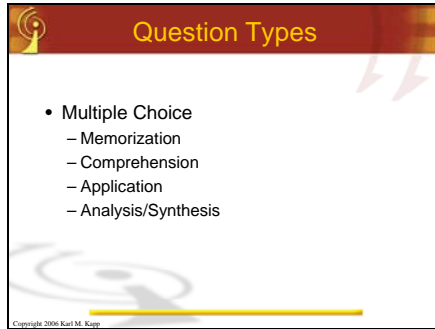
Simulations

- Blown Film Extruder
- [ATC-600](#)
- Softskills



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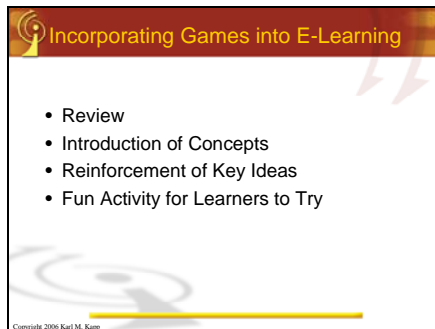


Question Types

- Multiple Choice
 - Memorization
 - Comprehension
 - Application
 - Analysis/Synthesis

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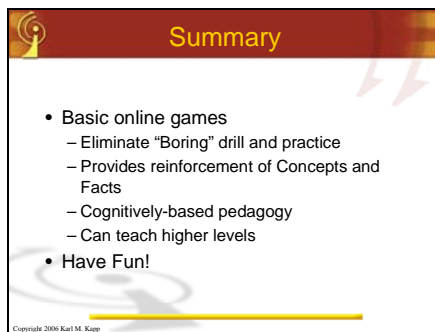


Incorporating Games into E-Learning

- Review
- Introduction of Concepts
- Reinforcement of Key Ideas
- Fun Activity for Learners to Try

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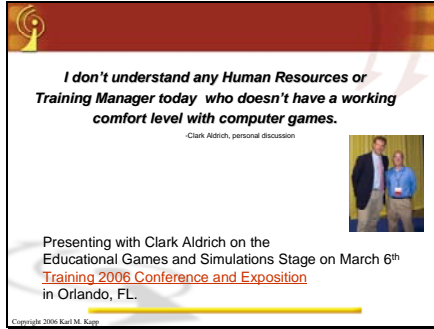


Summary


- Basic online games
 - Eliminate "Boring" drill and practice
 - Provides reinforcement of Concepts and Facts
 - Cognitively-based pedagogy
 - Can teach higher levels
- Have Fun!

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I don't understand any Human Resources or Training Manager today who doesn't have a working comfort level with computer games.
Clark Aldrich, personal discussion



Presenting with Clark Aldrich on the Educational Games and Simulations Stage on March 6th [Training 2006 Conference and Exposition](#) in Orlando, FL.

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Slide 35



Questions?

For More Information
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About the Author:

Karl M. Kapp, Ed.D., CFPIM, CIRM, is a speaker, scholar, consultant, and expert on the convergence of learning, technology and business operations. His background teaching e-learning classes, knowledge of adult learning theory, and experience training CEOs and line staff provide him with a unique perspective on organizational learning.

Karl understands how to promote effective learning within an organization. He received his Doctorate of Education in Instructional Design at the University of Pittsburgh in Pittsburgh, PA. The field of Instructional Design focuses on the systematic design, development, delivery, implementation and evaluation of instruction.

As Assistant Director of Bloomsburg University's Institute for Interactive Technologies (IIT), Bloomsburg, PA, Karl helps organizations write proposals, develop effective sales presentations and serves on the board of several e-learning firms. On the client side, Karl has helped with the e-learning vendor selection process, coached e-learning selection teams and counseled organizations on the best course of action for enterprisewide e-learning roll-outs and implementations.

As a Professor of Instructional Technology at Bloomsburg University, Karl teaches a unique class. Students are formed into "companies," write a business plan, receive an e-learning Request for Proposal (RFP), respond with a proposal, develop a working prototype, and present their solution to representatives from various corporations.

Karl has written an informative book containing information about writing and responding to RFPs which covers both the vendor and the client's perspective titled ***Winning E-Learning Proposals: The Art of Development and Delivery***. He is currently under contract with Pfeiffer for a book titled ***Gadgets, Games and Gizmos: Tools for Transferring Knowledge from the Boomers to the Gamers*** which is scheduled to be published in 2007.

Karl often speaks to organizations about developing a strategic, enterprisewide approach to organizational learning as well as e-learning games and simulations. He believes that effective education and training are the keys to increased productivity and profitability for both vendors and clients. Visit Karl at www.karlkapp.com.