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Infographic Unit
Contains outline, readings, and assignment sheet

*Please Note: The following material is from Dr. Daniel-Wariya’s Infographic workshop, so there may be slight differentiations between this and the updated course sequence. Please remember the update contains the most current information.

Unit 3 - Evaluating Sources: The Infographic Portfolio - 20%

For some, this unit will be the least familiar. We will provide you with plenty of examples and resources and the FYC staff is happy to work with you to help you feel comfortable with the unit assignment.

By the end of this unit, students should be able to

- Research their topic and describe, summarize, and visually represent various points of view on the topic;
- Identify, analyze, and describe the rhetorical purpose of various types of infographics;
- Draft an infographic by hand and then use that draft to design a digital version using software;
- Reflect upon and describe the rhetorical moves made in their infographic.

research and evaluate sources for varying contexts, including but not limited to the scholarly researched argument.

Sample Infographic Assignment Sheet

Assignment Description and Outcomes

By the end of this unit, students will be able to

- Describe the process of refining their research topics;
- List six to eight sources they intend to use in their research papers and describe what each will bring to their topics of inquiry;
- Research their topic and describe, summarize, and visually represent various points of view on the topic;
- Identify, analyze, and describe the rhetorical purpose of various types of infographics;
- Draft an infographic by hand and then use that draft to design a digital version using software;
- Reflect upon and describe the rhetorical moves made in their infographic.

Unit Purpose
As the outcomes above suggest, students will be further developing their sources during this unit. Students may choose to use the four they located during Unit 2 or they may replace some of these with others. However, the infographic should be developed with a minimum of six to eight sources that students judge to be valuable to their inquiry questions.

Infographic Purpose
The purpose of this infographic is to propose visually represent the various points of view in a research topic of your own choosing. In assignment one, you focused on a close, rhetorical reading of
a particular text to summarize an argument for a particular audience, in this infographic, you will present the various points of view in a particular debate using an infographic. In a sense, you will tell a story about your research topic using a variety of modes, including—but not limited to—words, image, color, and number.

**Audience**
This infographic should be geared to a non-specialized audience. As the researcher, your job is to compile data related to your research topic and to then present that data to a general audience.

**Key Terms**
visual rhetoric, design, data visualization, multimodal, non-discursive

**Assignment Form**
For this project, you will turn in a portfolio consisting of the following:

1. **A first draft/mock-up of your proposed infographic, which will be drawn by hand.** If your final portfolio is submitted digitally, you will need to scan or take an image of your first draft;

2. **The final, digital version of your infographic,** which may be designed using an infographic maker such as PiktoChart or using your own custom design;

3. **A 500-word Summary.** Here, students should select one text visually represented in their Infographic and do a traditional written summary.

   **An optional assignment: A 500-word Statement of Goals and Purposes.** This short reflection should explain the purpose of your infographic and the specific rhetorical strategies you used to design it. For example, if you used a pie chart in your infographic to visualize data from a source, you should explain how and why you made that decision and how it supports the purpose of your infographic overall. **The points for this assignment will come from your discretionary points**

**Assignment Weight**
The infographic project will count as 20% of your grade for this course. The summary should count for no more than 10% (20 points out of 200 for the project, or 2% of the total course points) of the total grade for this project, as the majority of the evaluative weight will be placed on the infographic itself.

**Overview of the Unit Process**
This project will transpire over a four-week unit. Below, you will find descriptions of the work to be completed each week.

**Week 1:**
Goals: identify and describe various types of infographics and their rhetorical purposes; research and evaluate additional sources for final paper.

Instructors: introduce students to a variety of infographic types with an emphasis on rhetorical purpose; create and practice invention activities geared toward helping students devise a research topic for their infographic project.

Students: develop a research question for your infographic by the end of this week; make sure you have a clear understanding of what infographics are as well as their types and purposes. Identify a
larger pool of useful sources.
Readings
IRA has essays that will help students narrow their topics and write the summary.

Readings that Define the Genre:
· Piktochart. “8 Types of Infographics. Which One is Right For You?”<http://piktochart.com/8-types-of-infographics-which-right-for-you/>

Link to award-winning infographics:

Note: These provide some basic definitions of various types of infographics, and they also include examples of each. Instructors should consider any given infographic a full “reading,” and work with students to read and analyze them closely.

Week 2:
Goals: identify and describe best design practices for infographics;
In this week, students should be continuing to research their topics and analyzing the rhetorical moves made in various types of infographics.

Instructors: guide students through the process of rhetorically analyzing infographics; relate design strategies to the overall rhetorical purpose of particular infographics to help students understand good practices for design.

Students: research your question; identify and read a variety of sources to help you arrive at an argument that gives some answer to your research question; develop your own list of best practices for design; begin mocking up a draft version of your infographic. Note: It may be a good idea to draft up several versions

Some Readings:

Note: These articles cover some best and worst practices of infographic design, as well as how infographics can obscure or misrepresent information. Instructors should cover these with students and ideally pair them with analysis of particular infographics.
**Week 3:**
In this week, students should be finishing first drafts of their infographics, preferably by hand.

Instructors should be doing some type of revision activities and strategies this week. This could include peer review workshop, individual conferences, and so on.

Some Readings:

Note: These are all very short pieces where designers discuss the use of drawing and sketching in the drafting stage of infographic design.

**Week 4:**
Students should be revising their hand-drawn infographics in a digital medium. Instructors should be covering the Statement of Goals and Purpose and what their expectations are for students.

**Potential Readings and Infographics for Analysis**

Quick Startup Resources:
Infographic Maker: http://piktochart.com/
Piktochart Tutorial: https://www.youtube.com/watch?v=G1a0v_inDOM
Piktochart Tutorial 2: https://www.youtube.com/watch?v=--wOlcf5lcmd

Creating Infographics with PowerPoint:
Tutorial 1: https://www.youtube.com/watch?v=HexiBkfmkFc
Tutorial 2: https://www.youtube.com/watch?v=rmuqp1HiPgM
Infographic Evaluation Activity

This is an in-class activity that is best suited for the **first week** of the Infographic Portfolio Project. However, you might also return to elements of this activity throughout the 4-week unit. You will likely need a couple of class periods to work through this particular activity. **Its goals and outcomes** are to:

- Work with your students to define and describe good rhetorical design practices for the types of Infographics you want them to produce.
- Provide students with a basic framework for evaluating their own Infographic designs.
- Provide students with some basic terminology to use for describing the rhetorical purpose of their own design choices.

**Part I:**
First, locate 3-5 infographics that you believe embody good design choices that you could use to evaluate their final projects. The Comp II assignment sequence you were given at orientation includes several links that will take you to sample infographics, as well as a sample assignment sheet. Once you have located your sample infographics, locate and describe the particular design features you want your students to be aware of. Walk them through a few examples via class discussion. For example, I might use a well-known Infographic, “The Dangers of Sleep Depravation” (you can simply Google that title to find the example) to identify a few design practices I value in infographics.

Remember to focus on **general rhetorical strategies** you want your students to practice in their composing, much like you would with a discursive text. Think of things like organization, citations, and clarity.

**Part II:**
Create a short, evaluative rubric that names and describes the features you have identified for infographics in class. Bring a sample Infographic or two to class, and have students use the rubric to evaluate how well each infographics does or does not meet each evaluative criterion. This can both help students in their evaluation of design choices, and it can help you understand if your criterion need to be described more fully or clearly as you work toward creating your final rubric. Below is a short example of a rubric you might use initially, depending on the features your class identifies. This rubric would likely need more detail and description, which you can get to in your class during this activity.

<table>
<thead>
<tr>
<th>Feature 1: Organization</th>
<th>Good</th>
<th>Acceptable</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Text should be organized in such a way so that the reader can easily discern which elements go with others, and with where one block of information ends and another begins. A reader should be able to easily locate and read any text on the page.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feature 2: Citations</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Any outside sources referenced in the Infographic</em></td>
</tr>
</tbody>
</table>
should be presented somewhere on the Infographic that is easy to locate. A reader should be able to easily identify which information came from which source. However, the citation information should also not clutter the overall design.

**Feature 3: Icon use**

Icons should be used sparingly and should avoid cluttering the page. When they are used, they should be readable at a glance (meaning the reader can tell what they are) and they should have a discernable relationship to the information being presented.

Remember, your goal is to get students to link design choices to particular rhetorical goals. You will likely need to work with them through a short rubric like this a few times in order to help them understand how each element is related to considerations of audience, purpose, situation, or constraints, for instance.

**Part III and Beyond:**

You have a number of options here once you have established the first parts of this activity. As students invent, draft, and revise their infographics, you may have them self-evaluate their initial sketches or the drafts in Piktochart. If you do individual conferences with students, you might compare your own evaluation of their draft to theirs to help establish expectations. Additionally, students can use rubrics like this to guide peer-feedback in a workshop setting.
Block Recreation Activity

This is an in-class activity that could come at just about any time during the Infographic Portfolio, depending on when you want to introduce Piktochart to your students. I recommend saving this activity for the end of week 2 or beginning of week 3 so that students can spend the early weeks drafting by hand and working on their research. However, some instructors may find it preferable to get students comfortable with the software early on. This choice is entirely yours. This activity is conceived as being a single day in class, although you may need more in a shorter class session. Students will need computer access for this lesson. Its **goals and outcomes** are to:

- Familiarize students with the basic elements of Piktochart.
- Help students better identify and distinguish between elements, such as blocks, icons, and photos.
- Model good practices of Infographic design.
- Provide a mechanism for helping students help each other with technical issues in Piktochart.

**Activity Introduction**

The most basic element of a Piktochart Infographic is the *block*, which is essentially a specific section of the Infographic into which you dump content, such as text, icons, graphics, and photos. From a design standpoint, you might think of an individual block as similar to an individual section within an essay. For students to design Infographics successfully in Piktochart, they will need to be able to work with blocks comfortably. This simple activity should help them get there.

**Part I - Your Preparation:**

Prior to the class in which you do this activity, go to Piktochart.com and log in. Click the “long form Infographic” on the left-hand side, then scroll down to the templates. Select an Infographic and click “Create.” This will pull up an Infographic template where all elements within the Infographic are designed using standard Piktochart features. Select a single block from this Infographic, as follows:
Ideally, you want to select a block that has a number of different elements, but isn’t so complex as to be overwhelming. This block, for instance, has fonts of different sizes and styles, has, uses a couple of different icons, and has some shapes. When you click this block in Piktochart, a number of grey icons will appear in the upper left. Click the “+” button to add a new, blank block directly below this one. Prior to class, make sure that you can reasonably recreate the above block in Piktochart.

Part II - In Class:
For homework, you will want your students to have created a Piktochart account and watched some tutorial videos. In class, you can review some of the basics about what blocks are, but you want your students to have some familiarity already. You will essentially have your students do the same thing you did. Individually or in groups, have them attempt to recreate a pre-fabricated block in Piktochart (you may even want to list some rules on the board, such as “no copy and pasting!”). As students figure out how to recreate a particular element, have them come to the front of the room and show other students how to do it. You may even want to do this a few times. If students can recreate template blocks in Piktochart, they have the basic skills necessary to make an Infographic. This will also give them a sense of the possibilities and limitations of the software as they begin their designs.
Templates Only! Activity

This is an in-class and out-of-class activity that culminates toward the end of week 3 or the beginning of week 4, but involves work throughout the unit. Before you do the in-class session, you will want students to have finished a full by-hand draft and ideally to have received your feedback. Students will need computer access for this activity as it is written, though you might think of ways to do it without computer access. Its **goals and outcomes** are to:

- Help students think of ways to radically revise their Infographics using templates.
- Raise awareness of the limitations of Piktochart templates and get students to figure out what materials they need to realize their by-hand drafts.
- Push students beyond only using templates while also helping them see aspects of their design that may not be feasible in the time they have.
- Freewrite and brainstorm material to help with their Statement of Goals and Purpose.

**Part I - Their Homework**

In the class prior to this activity, put the students in small, peer-review workshop groups, and advise them that they will be sharing work with one another and providing feedback on this activity. Instruct them to take their by-hand Infographic and attempt to design it using a Piktochart template. When I do this activity, I give them the following rules, which you might adjust, depending on your own class goals:

1. You may choose any Infographic template you want on Piktochart.
2. You can add new blocks if you choose, but you must retain the overall style and layout of the original template. You should not be making large-scale changes to the design in terms of backgrounds, fonts, or overall look.
3. You may not use any elements that are non-standard in Piktochart, such as icons, graphics, or photos that you import.

Tell them to create their Infographic in the template to the best of their abilities, and then to download it as a JPEG and share it with their workshop peers. Their peers should write feedback to the Infographic and share it with the student electronically (such as by e-mail or through D2L discussions).

**Part II - In-Class Writing**

To begin class, have them review their feedback. They might meet in their groups to discuss the feedback, or they may just review it individually. After they have done so, ask them to write responses to the following questions (10-15 minutes):

1. Which elements of your hand-drawn design were you able to recreate using the Piktochart template, and which were you not? Why? How do you think this impacted your ability to effectively communicate your rhetorical purpose?
2. Did your peer reviewers understand the overall purpose of your Infographic? What else do you wish you could have incorporated that may have helped them understand what you were doing?
3. In order to **fully realize** your Infographic as it is drawn, what other stuff will you need to be able to import to Piktochart? This might include images, icons you have to create, or colors for your background that Piktochart does not seem to have. Is it possible for you to obtain these materials? How?

4. In what ways will the new elements you bring to your custom design help you better achieve your **rhetorical purpose**? How might they be better suited to your **audience**? Or how might they be better suited to your overall research topic?

**Part III: Class Discussion**
Here, you want to call on students or get as many student volunteers as possible to primarily talk about problems they encountered in attempting to achieve the rhetorical purpose of their Infographics using only the templates. See what common themes emerge, and work with them to brainstorm ideas for how they can address these issues in a custom design. End this discussion by having them write for about five minutes on their next step. In other words, have them write/think about their plan for obtaining the things they need to obtain, and scrapping the things they need to scrap.

**Part IV: For Next Time**
For homework prior to their next class, you can ask your students to obtain the materials they need to help design their custom Infographic. Have them come to class prepared with those materials to spend a day composing, with you there to give them guided, one-on-one feedback as they work toward completing the unit.
Charts Can Lie: Bibliometric Activity

This is an in-class activity that can be done at any time in the Infographic unit. Personally, I do this activity at the end, because I find it is most helpful when they are making fine-toothed revision decisions regarding their infographics. However, if ethics are a major consideration in your course, or if you are really stressing visualizing numerical data, you may want to do an activity such as this earlier. Students could technically do this activity without computer access, though it would take significantly more than a single class day without a computer. Its goals and outcomes are to:

- Show students some ways to represent their research data visually and/or numerically.
- Raise awareness of and discuss ethical issues that emerge from visualizing data.
- Practice using bibliographies to better understand the ways scholarly conversations and conventions work.
- Help students critically read and respond to visualized data with an eye toward their Statement of Goals and Purpose.

Note: In the Comp II assignment sequence, we have provided multiple links and videos to resources that discuss the ethics of data visualization.

Part I - Their Homework
Prior to this day of class, have students obtain full-text documents of as many of their sources as possible, which they should be storing in Zotero. Have them look through the bibliographies of their articles, and ask them to come to the next class with answers to the following questions:

1. As you look through the bibliographies for your various articles, take note of authors who appear in multiple articles. Come to class with a list of those names.
2. Among this list of authors, rank the top three who seem to be cited most often.

Part II - Compare Different Types of Charts
Using Zotero, show students how to pull up their individual PDFs and perform a “Command F” search in order to check the number of times each of their three authors is cited. Once they have those exact numbers, have them go into Piktochart Tools and create at least three different types of charts using their numbers. Once they have the finished charts, have them write in response to questions such as these next to each:

1. In what ways does this chart seem to accurately represent the data I have put into it? In what possible ways might it misrepresent that data?
2. How easy is it for my audience to read this particular chart? Can someone understand it from a glance, or do they have to stop and look it over closely to get it? How might that help or hurt my purpose?
3. What changes could I make to this chart in order to make it more rhetorically effective?

Part III: Adjust the Scale of Charts
After students have finished writing about the charts they created, have them pick 1 type that they think most effectively represents the numbers they have entered. Ask them to adjust the size...
and scale of that chart to see how changes to its width and height influence the way it might be read. Encourage them to push the scale of the charts to extremes to see the effect. You could ask them to write about or to discuss in class the following:

**Part IV: In-Text Citation vs. Bibliographies**

Here, have students search the texts citing their most-cited author to see how frequently that author is directly referenced in-text. Instruct them to create a chart or charts comparing how often individual articles cite a particular author, and take a moment to review their results. Then, have them write and reflect on the following, and discuss after:

1. Do particular articles reference this author in the text much more often than others? If so, why do you think that might be?
2. Pay attention to particular places in the texts that this author is cited. For instance, are they frequently cited in introductions or conclusions? What might this reflect about how and why your articles are citing this person?
3. If articles cite this author in the bibliography, but they do not appear in the body of the text frequently or at all, what might that indicate?

**For Next Time:**

Ask students to brainstorm a list of other possible kinds of data they might represent visually from their articles. Come to class prepared to discuss their ideas next time.
HEAVY RAIN

Choices enter a different plot and change different characters' identities.

MASS EFFECT

Choices enter a customized character and change identity and philosophical questions.

SPORE

Even games without choices often have strong messages of ethics and morality.

SOURCES

Achievement Unlocked!

The Achievement Principle states that "for learners of all levels of skill there are intrinsic rewards from the beginning, customized to each learner’s level, effort, and growing mastery and signaling the learner’s ongoing achievements."

Difficulty Levels:
- Easy
- Standard
- Hard

The greater the challenge, the greater the reward. Gamers must learn to master the game to achieve higher success.

Games provide rewards for success:
- Power Ups and special items...
- Reward for being diligent in exploring the game

What drives us to play...
- You have earned a trophy.
- Game Over

...our human need of accomplishment

In-Game Achievements...
- Entice us to expend effort to learn the game
- Condition us to explore new ways to play the game
- Serve to drive the gamer to improve at the game
ACHIEVEMENT THROUGH FAILURE

By Jordan Ray

Why Would It Be Worth It?

It provides a fun challenge

A study conducted by Queen Mary and University College London researchers had volunteers play 40 hours of either StarCraft or The Sims during a six to eight week period.

After the gaming period was over, the researchers found that the volunteers who played StarCraft improved their performance and had greater speed and accuracy in cognitive flexibility tasks than the volunteers who played The Sims.

The researchers also found that the volunteers who played the most complex version of StarCraft performed the best in the post-game psychological tests.

Basicall, the volunteers that were challenged the most in a fun and interesting way without a boring punishment of a possible F made the most gains.

It could improve behavior issues

By giving students the ability to "replay" their tests to improve their scores, morale would improve as the risk for failure isn't as high. You can also argue that, without the inherent risk, students would base their negative view of school and its disruptions.

If something like this were to happen, studies have shown that this would allow students to improve their test scores and be more motivated in the classroom.

How could I differentiate a classroom?

Jeff Fiscina, a math teacher at New Milford High School in New Jersey, instituted a new policy allowing students to re-take tests. The policy has four ground rules:

1. Get the test paper signed by a parent/guardian
2. Attend extra help session for corrections on the test
3. Complete given assignment on your own (if necessary)
4. Make an appointment after school to take the re-take

According to Fiscina, "Once students take the re-take, bok at how much knowledge they have gained, and use my professional judgment to assign a new grade. Students are appreciative of the second chance and are taking full advantage of it."

Paul Gee's Achievement Principle and put the effort back in the "growing mastery" of a learner's "ongoing achievements."

Without the opportunity to correct our own mistakes, how can we be expected to do better? Would we still learn how to ride bikes if they exploded the first time we fell? The penalty for failure is too high in today's school system without the reward making it worthwhile.

By allowing students the opportunity to fail and learn from their mistakes through replayability, you are further improving students' likelihood to succeed.

The Difference Is Reversibility

Why

Matter

Achievements

This chart details the mechanisms of action that are featured in modern day achievement design.

In most cases, if you miss on the achievement (grade) in real life, you're stuck without another opportunity to correct your mistakes.

HOW WE SEE ACHIEVEMENTS...

IN VIDEOGAMES

According to James Paul Gee, the Achievement learning Principle states that "for learners of all levels of skill there are intrinsic rewards from the beginning, customized to each learner's level, effort, and growing mastery and signaling the learner's ongoing achievements."

How we actually are...

You can keep replaying a game multiple times to try and unlock all of these achievements. There are no penalties for trying again.

The principle

According to James Paul Gee, the Achievement learning Principle states that "for learners of all levels of skill there are intrinsic rewards from the beginning, customized to each learner's level, effort, and growing mastery and signaling the learner's ongoing achievements."

Easy Medium Hard

Grades

A B C D F

Why

Matter

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Easy Medium Hard

Grades

A B C D F
exponentially increase their ability and desire to learn.

As Stephen Hawking once said, “Intelligence is the ability to change and adapt.” If we fail to adapt and change with technology, our education and the education of our children will suffer.

makeinformationbeautiful
According to Gee, learners at all levels of education are intrinsically motivated by intrinsic rewards from the act of learning, creative thinking, and growth. For learners at all levels of skill, there is an intrinsic reward in the fun of learning, customization to their level, effort, and growth in mastery and knowledge. Learners’ ongoing achievements are valued.

WHAT DO VIDEO GAMES DO FOR OUR BRAINS?

**Memory**

When a group of adults played Neuroracer, a car racing game, for 12 hours, aged 65-75 year old players showed increases in memory. Games like Lumosity can improve memory in older adults. For example, the game helped 60-85 year old players improve their memory.

**Attention**

Fast-paced decision-making games like Lost in Migration and Lumosity increase attention spans. Games like Neuroracer and Lumosity are used for increasing work productivity. For example, students with attention-deficit disorder who played Dance Dance Revolution on Lumosity showed increases in their reading scores because the game helped improve their concentration.

**Problem Solving**

When you play games such as Angry Birds, you train your brain to think of creative ways to solve problems. Games like Sims require you to solve problems that are not only fun but also challenging. For example, how do you make sure you save enough money? This is a problem you face every day.

**Conclusion**

Gee’s Achievement Principle can be used to argue how video games positively affect our brains. There are many intrinsic rewards gained through video games.
HOW IS IT AN ACHIEVEMENT?

- Gamers need to be rewarded for their actions.
- They need to be motivated to keep playing.
- Some players are finding that certain games can help them reach certain goals.
- Many gamers report that they enjoy playing video games.
- It is also important to note that gamers need to be rewarded for their actions.
- They need to be motivated to keep playing.
- Some players are finding that certain games can help them reach certain goals.
- Many gamers report that they enjoy playing video games.

Wait, It's Used in Healthcare?

- The repetitive gameplay is a key to promote learning.
- Computers generate educational software to teach children at home.
- The doctors allow medical personnel to use this software to learn how to improve their patients.
- These children can use the software to improve their patients.
- This software also allows for higher precision in the treatment of children.

Achievements in Portal

- Portal, a video game, is taking the world by storm.
- The game is simple, but it is fun.
- The game has a lot of potential for replay value.
- In Portal, the player must solve puzzles to progress through the level.
- Achievements in Portal are awarded for solving puzzles.

Video Games and School "gasp"

- Research shows that using instructional games improves learning outcomes.
- Students who play video games, even in the classroom, can do better than those who only attend traditional classrooms.
- This is because video games can be more engaging than traditional lectures.

"Look Momi! I earned an Achievement in Bioshock Infinite! I'm going places!"

- This achievement system is similar to the one used in Portal.
- Players can earn achievements by completing certain tasks.
- These achievements can help motivate players to continue playing the game.

IN THE END...

- Improving video games in the classroom can help students achieve better scores on tests.
- Video games can be used to improve learning outcomes.
- This approach can be beneficial for students who struggle with traditional learning methods.

Sources: