## Information Literacy Through Digital Games

### Introduction
- Pac-Man
- Q*bert
- Bubble Bobble
- Super Mario Bros. Show
- The Legend of Zelda
- Cloak and Dagger
- Tron
- Blade Runner
- The Last Starfighter
- Metroid Prime
- We Ski

### Genre
- Sam & Max
- Super Street Fighter II
- Tetris
- Baldur’s Gate: Tales of the Sword Coast
- Microsoft Flight Simulator
- Madden NFL ’07
- Command and Conquer: Red Alert
- Halo 2
- Half-Life 2
- Benevolent Blue

### Narrative
- Benevolent Blue
- BioShock

### Play
- Math Fun
- DoomEd
- Making History
- Benevolent Blue

### Skills
- DoomEd
- Altered Learning
- Benevolent Blue

### Advocacy
- America’s Army
- The ReDistricting Game
- Food Force
- Benevolent Blue

### Representation
- Call of Duty
- S.T.A.L.K.E.R: Shadow of Chernobyl
- Police on the Scene
- Benevolent Blue

### DGBL
- Civilization / Civilization III
- Revolution
- Making History
- ECON 201
- Benevolent Blue
Chapter One

‘Genre’

Game Genres¹:
Action, Adventure, Fighting,
Puzzle, Role-playing,
Simulations, Sports, Strategy

‘[G]ame designers and producers determine what counts as recognizable content for first person shooter games by actually making such games. Over time, as they apply certain principles, patterns, and procedures to the construction of such games, the content of first-person shooter games comes to have a recognizable shape…’²

Modding Half-Life 2
• What is a mod?
• Half-Life 2
• Modding Tools
• Challenges

‘Why choose action genre?’
1. First-person point of view
2. Progressive three-act narrative
3. Flexibility of challenges
4. Popularity

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After decades of one party rule, democracy has faded into memory, replaced by a totalitarian regime where government controlled information is an opiate administered to the people to control their culture, thought and ideas. Citizens have long since been indoctrinated to this way of life and seem quite content. But are they? The player will discover the truth buried beneath the propaganda saturated media and aid dissidents in revealing the long-lost memory of a nation.

Narrative Structures

1. **Embedded elements** are pre-generated narrative components such as video clips and scripted scenes.

2. **Emergent elements** are created on-the-fly as the player interacts with the game, arising from the operation of the game system.
Chapter Three

‘Play’

RELATIONSHIP BETWEEN GAMES AND PLAY

- **Games are a subset of play**: Games constitute a formalized part of all activities considered to be play.

- **Play is an element of games**: Play is one way to frame the complex phenomenon of games. It is an essential component.

- **Game Play**: Game Play is the formalized interaction that occurs when players follow the rules of a game and experience its system through play.

- **Meaning**: The context of a game’s meaning is the space of experience where interpretation takes place. Interpretation in games is the act of play.

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The need for [play] is only urgent to the extent that the enjoyment of it makes it a need. Play can be deferred or suspended at any time. It is never imposed by physical necessity or moral duty. It is never a task. It is done at leisure, during ‘free time’.

MAKING HISTORY

“Different games emphasize different types of enjoyment and different players may even enjoy the same game for entirely different reasons”
Chapter Four

‘Skills’

Skills in BB

- Use self-checkout to check out a book
- Search the catalogue to find call number
- Use call numbers to locate a book
- Read a citation
- Distinguish between book and article citations
- Evaluate resources

“It is a basic paradox of games that while the rules themselves are generally definite, unambiguous, and easy to use, the enjoyment of the game depends on these easy-to-use rules presenting challenges that cannot easily be overcome. Playing a game is an activity of improving skills in order to overcome these challenges and playing a game is therefore fundamentally a learning experience.”

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In addition to becoming instrumental tools for institutional goals, videogames can also disrupt and change fundamental attitudes and beliefs about the world, leading to potentially significantly long-term social change.

Advocacy

- Freedom of speech
- Literacy
- Civic responsibility
- Intellectual Freedom
- Copyright
- Privacy
- Access to information
- Diversity
- Life-long learning
- Critical thinking
- Preservation of resources

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Chapter Six

‘Physical Representation’

S.T.A.L.K.E.R.: Shadow of Chernobyl

Police on the Scene

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Chapter Seven

‘Digital Game Based Learning’

Out of the Box
- Using a commercial-off-the-shelf (COTS) game (eg. Civilization or Sims)

Modded
- Modding a COTS game (eg. Revolution—based on the roleplaying game, Neverwinter Nights)

Built from Scratch
- Creating a course as an online game (eg. University of North Carolina-Greensboro’s Econ 201)

“as challenging as it is to design a good educational game, it may be more challenging to design a good educational system for educational’ games to flourish in” 10


5. Ibid.


8. Ibid.


*Special thanks to Richard Phillips (http://richardphillips.awardspace.com) for Benevolent Blue book models and textures.*