

The Wearable Learning Cloud Platform



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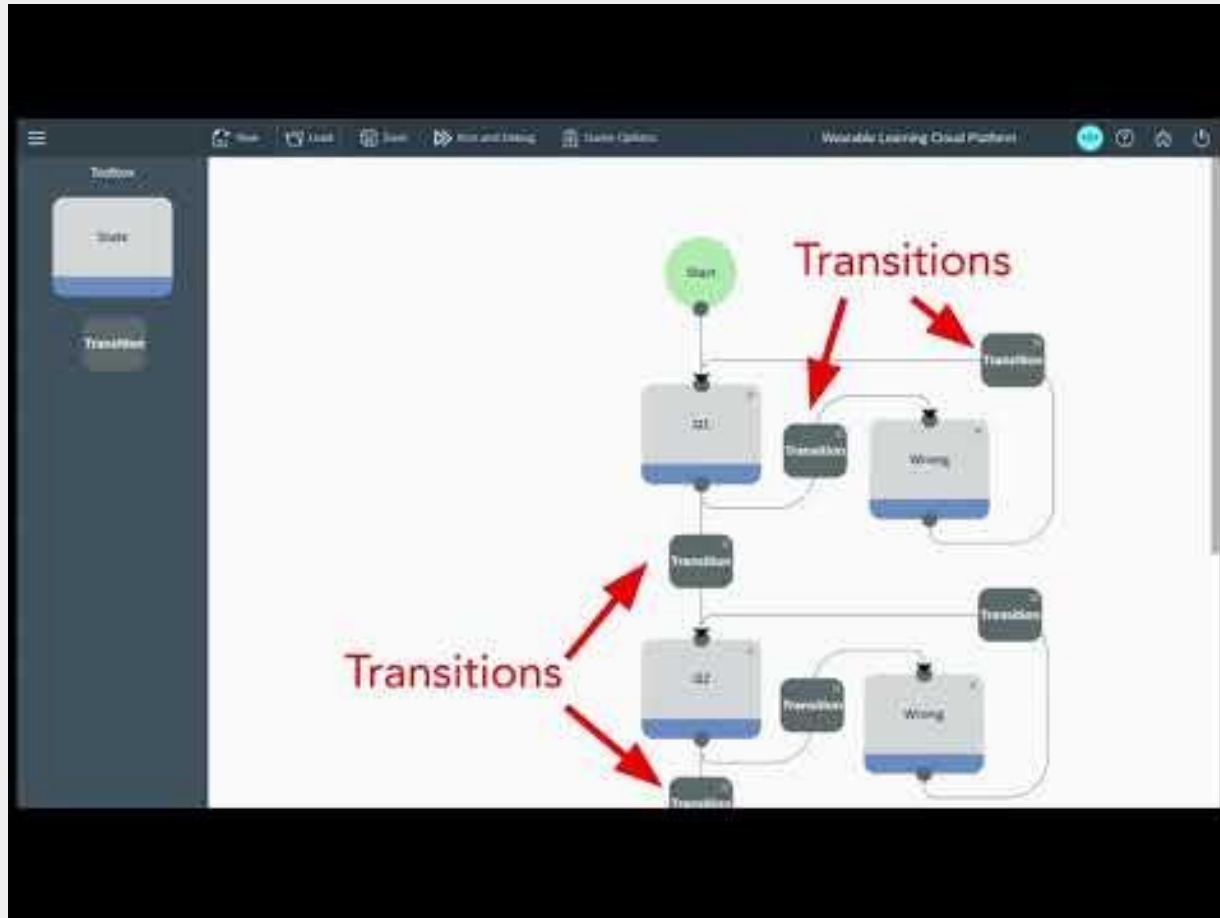
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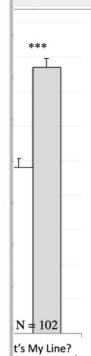
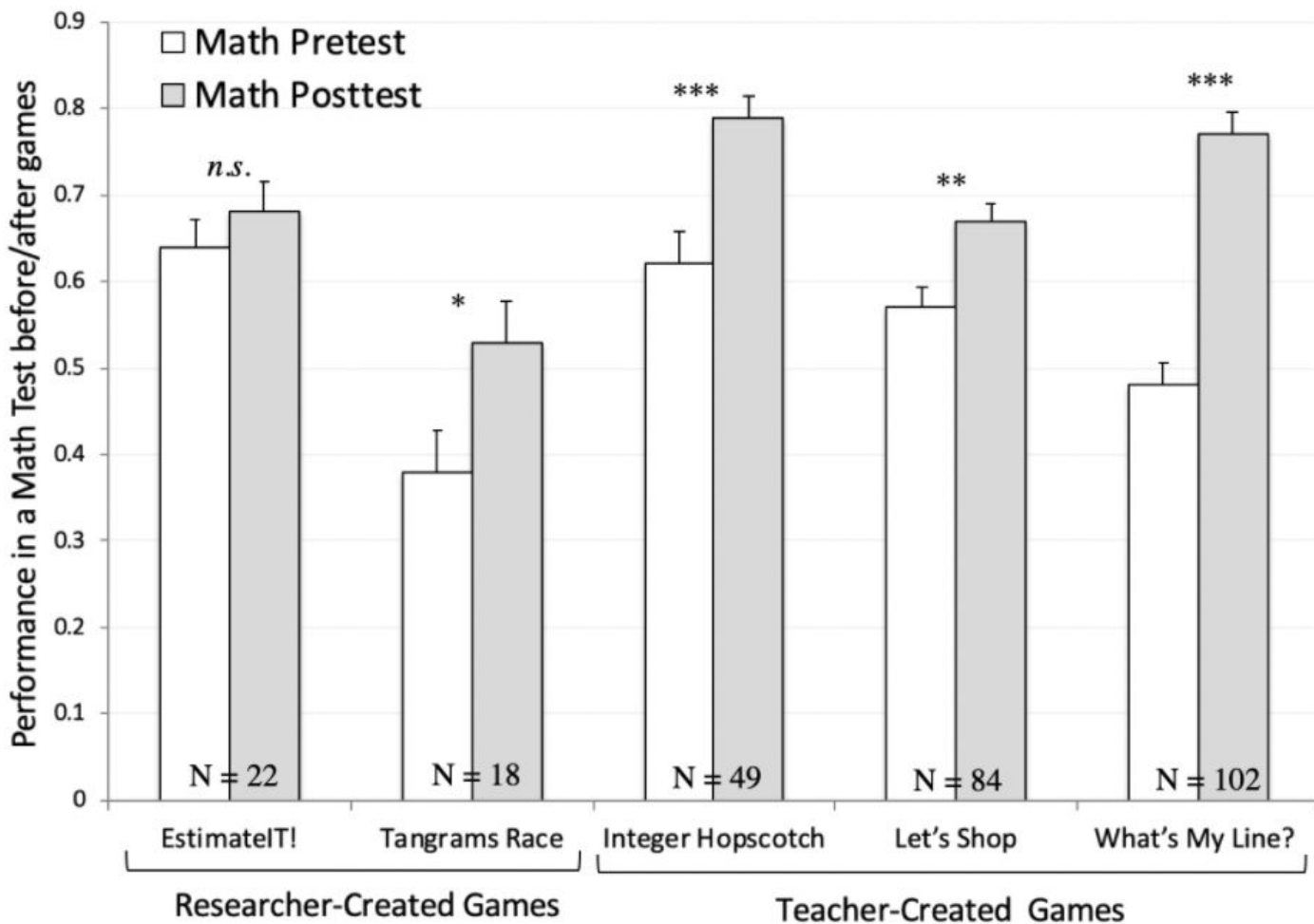


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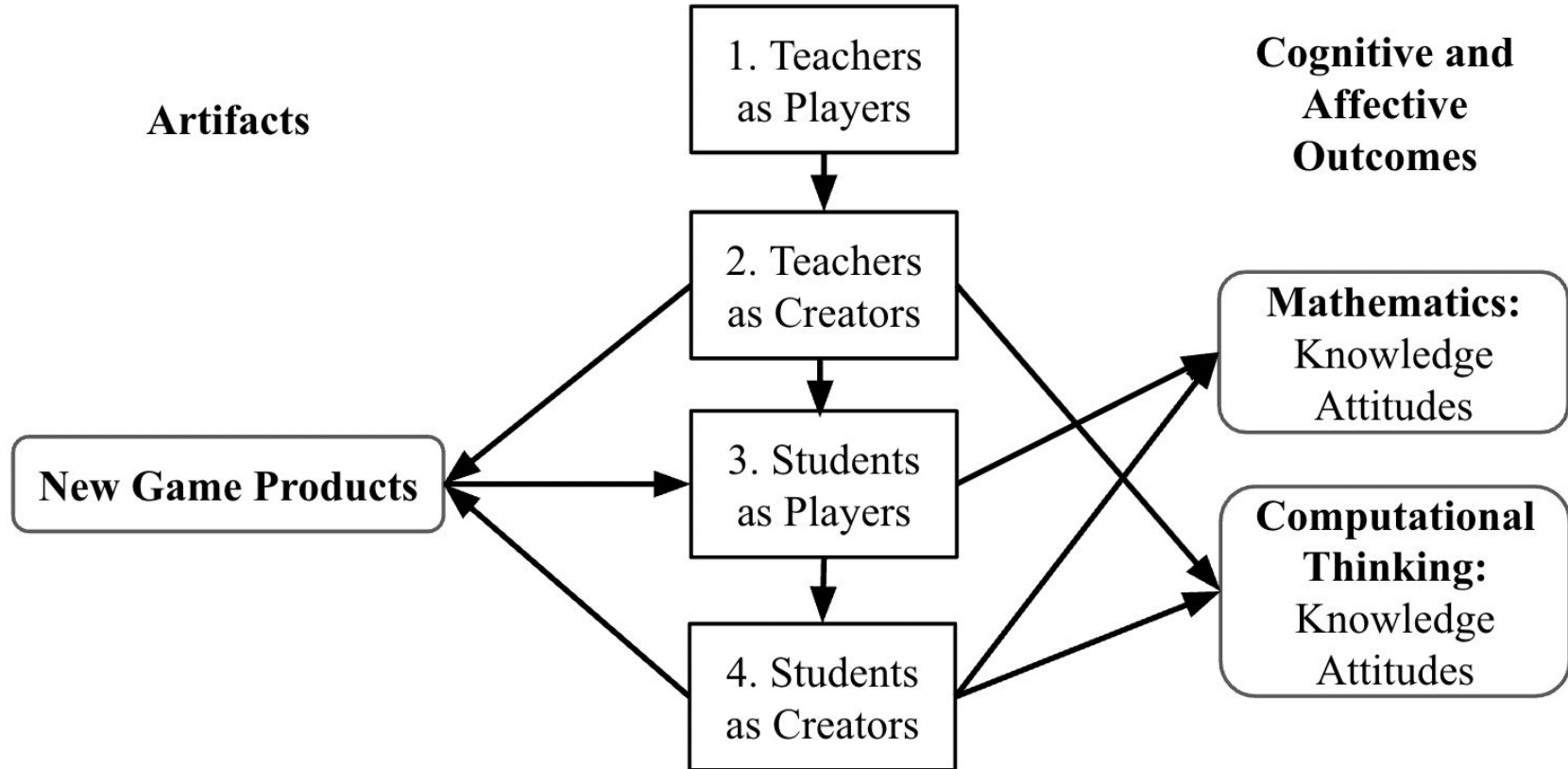


Game Creation Tutorials





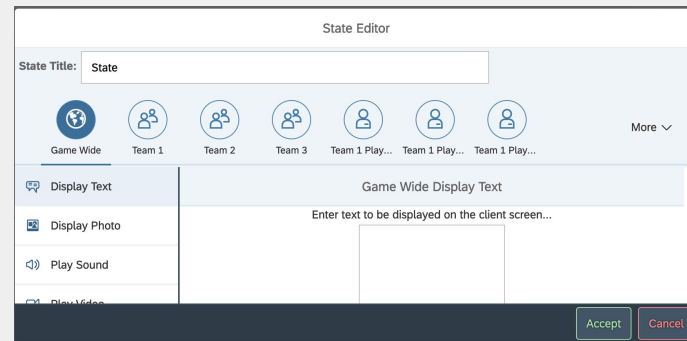
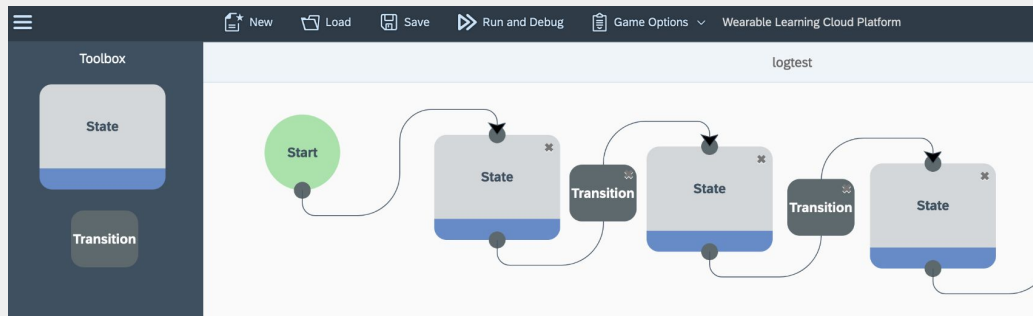
The Game Play and Design Framework



Logging user interactions within the WLCP

Game creation (on-going)

- Creation, deletion of states, transitions, connections
- Content of states, transitions, connections



Game playing (future)

- Player movement through the states (i.e. through the game)

Open Questions

1. How does your team observe computational thinking skills (e.g. sequencing, decomposition, systems thinking, etc.) in a game play and creation context and how do you utilize log data to do so?
2. What can game interactions (e.g. hint usage, correctness, most visited states, “sink states”, physical interactions, gestures) tell us about students’ content knowledge?
 - a. How can we use multimodal data and analysis to draw stronger conclusions?
3. How is your team assessing learning (e.g. science, math, etc.) when playing games?
 - a. What tools can we use to assess math learning? We currently use brief teacher-designed google forms or pencil and paper tests – can these be incorporated into the game?
 - b. Can we use log data as a proxy for math assessments?
4. How is your team assessing engagement and collaboration within a game play context?
 - a. How do you use different types of data (e.g. interactions in the environment, peer interactions, log data) to assess this?
5. What behavioral indicators can we measure and construct from log data to help us model student actions, content knowledge, and computational thinking skills?

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