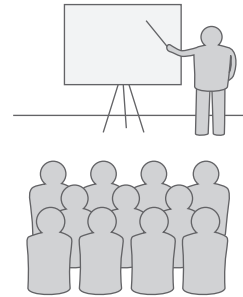


Checklist to Plan and Repair for a Digital Game-Based Lecturing Experience

Learning Outcomes and Pedagogy

- Does gameplay support the learning objectives or expected student outcome(s)?
- Can you use multiple games during instruction to address more or all of the learning objectives or expected student outcome(s)?
- Is gameplay realistic, and does it involve skills that are useful in the real world?
- Is the game fun, engaging, and challenging for players?
- Will the game challenges evolve with better player performance?
- Is one game better aligned with the expected learning outcomes than the others?
- Will gameplay address other content areas to provide a multidisciplinary experience for the students?
- Is the game a teaching game or a testing game? How do you intend to use it with your students?



Assessment



- Does the game contain assessment tools or performance measurements to provide users and instructors with player feedback?
- Can the game-based facilitator (educator) incorporate reality-based assessment strategies, measuring knowledge attained during gameplay?
- How might the game be incorporated into classroom instruction or assessment?

Technical Aspects

- Is the presentation of the game clearly visible and audible, and does it provide an appealing aesthetic experience?
- Are there enough game stations to promote a low enough student-to-game ratio?
- Are appropriate peripherals and accessibility tools provided to each game station for the gaming experience?
- Is the game control or manipulation transparent, intuitive, and logical for players?
- Is the digital-game content appropriate for the students' academic or maturity level?



Schaaf, R. L. (2015). Using digital games as assessment and instruction tools (pp. 26–27). Bloomington, IN: Solution Tree Press.