Interpreting Videogames into Classroom: 
A Game-Designed Operations and Supply Chain Management Course

Hee Yoon Kwon and Koray Özpolat

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TEACHING BRIEF

Interpreting Videogames into Classroom: 
a Game-Designed Operations and Supply Chain Management Course

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ABSTRACT

The traditional classroom lectures are increasingly less attractive to the younger generation that enter higher education. University students in business major crave for more real-world exposure and hands-on work. Based on the games in learning literature, we design an introductory Operations and Supply Chain Management course as a multiplayer RPG, following the stream of game-informed learning. We apply various principles found in videogames that make learning a more fun and immersive experience, and provide a proposed course syllabus design.

Subject Areas: Undergraduate Education, Classroom Dynamics, Experimental Learning, Pedagogical Approaches, Videogames, Gamified Course Design, Game-Informed Learning, Multiplayer Games, Alternate Reality Games.

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INTRODUCTION

“The content of video games, when they are played actively and critically, is something like this: They situate meaning in a multimodal space through embodied experiences to solve problems and reflect on the intricacies of the design of imagined worlds and the design of both real and imagined social relationships and identities in the modern world.” – James Paul Gee

Transfer of academic knowledge taking place in the university classroom, most commonly, takes form of lectures. The typical classroom formation that consists of rows of desks and the lecturer in the front of the room hasn’t changed much from 17th century European universities, and neither has the interaction by which knowledge is transferred. Professors and lecturers, over time, have come up with various ways of transferring knowledge that deviate from the typical classroom lecture – lecture slides, flipped classroom, etc.. Recently, more attention is directed to the use of videogames (for the purposes of this paper we use the term ‘videogame’ in a comprehensive manner so as to include all platforms of modern digital games: video consoles (Playstation4, Xbox One, etc); PC; mobile devices, etc.. However, it is to be distinguished from ‘board game’).

The attitude towards videogames in the learning literature can show stark differences. Behaviorists, following Thorndike (1913) and Skinner (1968), consider the learning process a reinforcement through stimulus-response and repetition. Thus, videogames are often criticized upon behaviorist ground for ‘reinforcing’ violent behavior in children and young adults.

However, behaviorism has been accused of ignoring the private, mental processes inherent in individual human beings, leaving no room for human subjectivity (Bogost, 2007). The constructivist theory of learning, following Piaget (Brainerd, 1978) and Vygotsky (1978), assume that the learner “constructs” knowledge individually, that learning is inseparable from the learner’s interaction with the environment (Bogost, 2007). It also focuses on “learning by doing”, thus viewing videogames as a tool that teaches abstract principles that service general problem-solving skills and learning values (Bogost, 2007).

“... more generally it encourages the learner to experiment within knowledge domains freely, without fear of incompetence due to incomplete mastery.” (Bogost, 2007)

Lee Sheldon (2012) proposes a unique and innovative alternative of designing a “multiplayer classroom”, or coursework as a multiplayer game in which the students will be players of the game. While integrating
computer software to educational methods is not exactly a novel endeavor, designing a whole course as if it were a multiplayer game has not been tried widely.

We design a ‘game-informed’ syllabus for BUS 355: Operations and Supply Chain Management, which is an introductory course and also a required course for undergraduate business students at the University of Rhode Island. In the remainder of this article, we illustrate the reasons to design said course as a game, identify the issues and challenges we face as instructors of said course and provide an outline of a multiplayer-game-design syllabus of BUS 355. We start by these two questions: Why are students not happy in the courses we teach, and how can we make them happy?

**LECTURE VS. GAME**

Games have formed an integral part of human life from ancient times. From sticks to dice, checkers to go and chess, elaborate set of playing cards, board games and modern videogames, it is one of the most popular pastimes in which we engage ourselves in. We play games because they are fun activities that give us unique sense of joy, engagement and achievement, and we sometimes immerse ourselves in them so much that some would say that we are addicted to them.

What makes games so fun and immersive? Jane McGonigal (2011) identifies the four defining traits of a game, in other words, what makes games so much more fun and immersive than reality itself: a goal, rules, a feedback system, and voluntary participation (McGonigal, 2011, p.21). The goal provides a sense of purpose; the rules unleash creativity and foster strategic thinking; the feedback system provides motivation; and voluntary participation establishes common ground and ensures a safe and pleasurable activity. These four traits, when generalized, can be measures of human interactions and experience.

A typical lecture course, where the lecturer speaks and the students take note, would have a goal: to transfer knowledge, to get a good grade, etc.. It would also have rules: punctuality, academic honesty, classroom civility, etc.. The feedback system for the course would be the graded homework assignments, answers to questions, and eventually, the final grade. It is important to note that while the feedback for games are constant and immediate, that of lectures are not. In a videogame every small decision, every keystroke or mouse click the player makes matters, and the results of those decisions are immediately realized visually. This, in a lecture, is not the case. Many scholars have identified ‘immediate feedback’ as one of the essential elements to be implemented in a game-based or game-informed course (Gee, 2005; Jackson, 2009; Mayo, 2009).
The typical classroom lecture also lacks is the voluntary participation. The university curricula often times cannot assure the voluntary enrollment, as many students, especially in their junior and senior years, have to take certain required courses in order to qualify to graduate. The classroom interaction of a typical lecture is limited in its participatory possibilities. In line with voluntary participation, academics have found in various research that incorporating a high level of learner control or autonomy to be one of the most important features of videogames that can enhance learning (Jackson, 2009; Mayo, 2009; Vogel et al., 2006)

McGonigal (2011) draws from positive psychology that certain categories of intrinsic rewards are key to human happiness: satisfying work; the experience, or at least the hope, of being successful; social connection; and meaning. Clear goal and actionable next steps for achieving the goal are the elements of satisfying hands-on work. If the goal is clear and achievable, however challenging, failure in the process can be even more rewarding than achieving the goal itself. Repeatability, which comes standard in most videogames but not in the classroom, is key to eliminating fear of failure. According to Sir Ken Robinson’s popular 2006 TED talk,

“...by the time they get to be adults, most kids have lost that capacity. They have become frightened of being wrong. And we run our companies like this. We stigmatize mistakes. And we're now running national education systems where mistakes are the worst thing you can make. And the result is that we are educating people out of their creative capacities.”

THE GENERATION QUESTION

The generation that constitute current undergraduate student body is often referred to as the “millennial generation”. The term “millennial” commonly refers to those that are in college from the early 2000s to late 2010s (Bergman, 2011) They are more confident, assertive, entitled – and more miserable – than ever before (Twenge, 2006).

On average, they are overconfident, have high expectations, report higher narcissism, are lower in creativity, are less interested in civic issues, and are less inclined to read long passages of text. They are highly confident of their abilities and received higher grades in high school despite doing fewer hours of homework than previous generations.
They also believe in equality regardless of ethnicity, gender, or sexual orientation. 
(Twenge, 2013)

Another characteristic of the younger generation is that they have been exposed to IT devices such as PC, cell phones, smartphones, and videogames from their early childhood. As a result, they accept information quite differently from the generation that teaches them. Prensky (2001) points out that “Today’s students are no longer the people our educational system was designed to teach” (cited in Jackson, 2009). Jackson goes on to conclude,

Considering the amount of time and passion some students devote to videogames (Prensky, 2006), to reach future generations of digital natives, perhaps countering school norms is what is called for. If we as educators do not do what is necessary to adjust to the cognitive structures of digital natives, computers may replace us. (Jackson, 2009)

RECENT TRENDS IN THEME

In order to create an immersive environment to which students can relate themselves, we explore the characteristics of video games that attract massive volumes of players. Recently, the videogame market has seen a rise of AAA games, meaning games that entail: long development periods; large, increasingly multinational teams; big budgets on development, marketing, and promotion; and are generally related to high quality and large player base. In short, they are the videogame equivalent of blockbuster movies. These blockbuster games also tend to form a franchise that continue to publish sequels with new contents in similar world view. Some of the most popular among the games in this category includes: Halo, Grand Theft Auto, Call of Duty, Battlefield, Medal of Honor, Assassin’s Creed, Fallout, Diablo, World of Warcraft, Metal Gear Solid, Final Fantasy, etc.

These games, although they may differ in genre and world view, have a common characteristic: epic scale. McGonigal (2011) defines “epic” as something that far surpasses the ordinary, especially in size, scale, and intensity (McGonigal, 2011). Epic scale empowers the player to achieve something much bigger than oneself – with epic contexts, epic environments, and epic projects.

In these epic-scale games, the player assumes the role of: an elite spy or special forces soldier (Call of Duty, Battlefield, Medal of Honor, Metal Gear Solid), a lone hero on a treacherous quest (Final Fantasy, Diablo, World of Warcraft, Fallout), and a member of a secret order (Assassin’s Creed). The players are
granted extraordinary powers and resources, and are expected to accomplish seemingly impossible missions.

Another trend in recent videogames is the rise of open-world games. Open-world games provide players with nearly infinite possibilities in the way the game is played, the missions are cleared, and the contents that are derived from the game. This open-world construction also strengthens the multiplayer experience, empowering players to either team up with other players to achieve an epic mission, or engage in a player-versus-player (PvP) gameplay. The openness of gameplay essentially grants the players a co-authorship of the narrative which, as aforementioned, is identified by many scholars as an improving element for learning.

*Learner control over navigation through tasks and activities is a surprisingly important feature of effective learning games. The metastudy by J.J. Vogel et al. (2006) found learner control/autonomy to be one of the few easily identified predictors of enhanced learning outcomes. (Mayo, 2009)*

We examine the baseline scenarios and basic designs of some of the recently-released games that possess both of the characteristics listed above: *Rise of Tomb Raider (January 2016); Assassin’s Creed: Syndicate (November 2015); Hitman (March 2016); and Tom Clancy’s The Division (March 2016).*

*Rise of Tomb Raider* (Square Enix, 2016), marking 20 years of franchise since 1996, features an iconic virtual archaeologist, Lara Croft, who is on a quest she inherited from her late father. The most recent publication, *Rise of Tomb Raider*, depicts the early days of Lara Croft on her career. She tracks down the “Divine Source” that grants immortality, fighting against an ancient order of enemies. Although there is a set path of story missions to follow, the player can always go back to previous mission areas to explore more.

*Assassin’s Creed: Syndicate* (Ubisoft, 2015), following the tradition of depicting actual historical places, events, and people, is set in the Victorian era London. The player can switch back and forth between to characters – the Frye twins, Evie and Jacob. Against the order of the Templars that dominate the city, they must win the hearts and minds of the people of London, not to mention eliminate the Templars that plague the city. The player can conquer parts of the city by any preferred order, and the city is available for a thorough exploration.
Hitman (IO Interactive, 2016), also a franchise started in 2000, takes the player to when the protagonist, Agent 47, was first recruited by the International Contracts Agency. The player must accomplish the early missions of 47 in order to progress with his memory. The most recent version of the game releases a new target with certain interval, and the destination of mission grants infinite freedom of play.

Tom Clancy’s The Division (Ubisoft, 2016) is set in New York, present day. The description on the official homepage reads:

“New York is in trouble. A devastating epidemic sweeps through the city and in the wake of the disease basic services fail one by one. Without food and water, the streets are in chaos and new factions rise to profit from the mayhem. Amid the chaos, a classified unit of self-supported sleeper agents known as The Division is activated and tasked with one mission: take back New York.

Fighting to piece the city back together one block at a time, the agents of The Division will combat the chaos driving New York to the brink and be face not only the effects of the deadly virus, but the rising threat of those who unleashed it. New York is in trouble. And it’s up to you to save the city.”

Tom Clancy’s The Division is unique in the industry because it incorporates a third-person shooter (TPS) element with massively multiplayer online role playing game (MMORPG). The physical space is set not in a mythical medieval kingdom, but present day downtown Manhattan. Also, it is inspired by an exercise actually conducted in 2001 by National Security Council (NSC) members responding to a hypothetical smallpox bioterrorist attack, augmenting to the plausibility of the scenario.

Ubisoft, publisher of Tom Clancy’s The Division, provides an interactive game online called Collapse: The End of Society Simulator. The simulator allows the player input his/her own address, and then goes on to show how the choices one makes spreads the disease and eventually leads to massive casualties and societal collapse. An essential part of the promotion efforts for the game, the simulator reinforces the immersion to the scenario of the game, making it personal to every player.

We thus use the world view of The Division to be applied in our course design.

THE NEED FOR A WORLD
The academic approach on using videogames in the classroom has been twofold: game-based learning, which embeds curricular content in an actual digital videogame, e.g. educational/serious games (Mayo, 2009); and game-informed learning, which implements the processes of learning that are identified in successful gameplay, informing the learning processes themselves with the good learning principles of gaming (Gee, 2005; Jackson, 2009), e.g. ‘gamifying’ the course.

Game-based learning, with the direct use of technology, graphic contents, and other technical aspects that augment to the immersion, tend to work more efficiently than game-informed learning. However, Begg et al. (2005) argue that the game-based learning approach can be problematic, because it may be based on the premise that learning is not fun, but it can be made fun simply by introducing a game element. It must be noted that when gamers are encountered with a series of dull or frustrating experience with a game that exceeds their tolerance limit, they are very likely to never go back to playing it.

Jackson (2009) relates the reason of students being “engaged all the time” in the Reacting to the past” courses at Barnard University, described by Denby (2000), to Gee’s “identity principle” where learners learn by taking on different roles (Jackson, 2009). Begg et al. (2005) conclude that “Rather than perceiving games solely as a platform in which learning content can be delivered, educators might offer more effective learning opportunities by integrating the learning principles within games into teaching practice” (cited in Jackson, 2009)

Sheldon (2012) depicts his experience of designing and conducting a multiplayer course in the university classroom and proposes that the method be tried in every level of education, including graduate, and in every discipline and subject. The course designed by Sheldon was on game and character design, but he also provides feedback from teachers and professors in various subjects, and conclude that multiplayer classroom is indeed applicable in other subject areas.

Business students in the undergraduate level are generally goal-oriented, and appreciate real-world case studies and hand-on work, and even crave for them. They are apt in relating an academic topic to a real world example, whether it be based on personal experience or major corporate cases or events. They are also compliant to the university and college standards of conduct and requirements. A multiplayer game design will greatly benefit in heightening the engagement of the students to the subject topics and activities.

In order to do so, we apply the world view of *The Division* into the classroom. We use students’ real names instead of avatar names, because the scenario is based on the reality. We also incorporate the
PSAid annual national contest for smart compassion. For details of the humanitarian logistics project, see Özpolat et al., (2014)

**ALTERNATE REALITY**

According to Sheldon (2012), alternate reality game (ARG) uses the real world as a platform, often involving multiple media and game elements, to tell a story that may be affected by participants’ ideas or actions. It is a type of pervasive game, where the line between the game and reality is blurred and is difficult to distinguish one from the other (Sheldon, 2012).

> Historically, in fact, most ARGs, like most computer and video games, have been designed simply to be fun and emotionally satisfying. But my research shows that because ARGs are played in real-world contexts, instead of in virtual spaces, they almost always have at least the side effect of improving our real lives. – McGonigal (2011)

Blurring the line is often used as a franchise effort in videogame industry, taking form of collectibles, or “artifacts”. Often complementary to limited editions or “season pass”, which includes all updates and downloadable contents (DLCs), firms offer action figures, static figures, miniature models, diorama items, 1:1 replica of key items in the game, or spin-off books that depict the world view of the game.

*Tom Clancy’s The Division* offers a replica of an agent’s watch, a stand-out feature in the game, in its limited edition. A book titled *New York Collapse: A Survival Guide to Urban Catastrophe* is also published, bearing the name of a fictitious author. The book is filled with clues and removable artifacts such as map, metro card, and poster, as well as hand-written notes of the fictitious owner of the book, who also appears in the game as a non-player character (NPC). The book gives the reader/player a unique sense of immersion at the verge of the game and reality.

The feature of ARG, incorporated into the multiplayer classroom, could be packets of instructions, hints for quiz and exam separated into multiple pieces that students have to come together to figure out, and password-protected document files of which password hints are hidden within the college building, etc. By engaging in actual physical activity, the students will be more engaged in the activities, and eventually, the topics of the course.
COURSE OVERVIEW

On the first day of the semester, students are introduced to the game design of the course, along with the semester schedule. The students will be given a questionnaire with questions on when and where they were born, their major, their goals, their non-academic passions, etc. This background will form the context for each of the agents in the game. This will give them a sense of urgency, because the scenario will force their normal lives to a halt and they will have to resolve the situation in order to win their lives back.

The course is based on the students reading the chapters of the textbook, taking quizzes, and presenting on the reading. The instructor has several options regarding lecturing: Although spending the whole class time with traditional lecturing is to be avoided and replaced by student presentations and discussions, as well as real-world case presentations, the instructor may choose to complement the student presentations with explanations and examples, or secure half of the class time for lectures on basic concepts or application. The quiz element enforces the students to keep up with the weekly reading.

The Level and experience point (XP) system builds toward the final grade. Starting from 0 XP at Level 1, students must surpass the threshold of Level 10, or 630 XP, to pass the course. The XP of all available activities listed sums up to 1030, which is slightly higher than 1,000 for Level twenty. This is to allow to mitigate the loss of XP due to inevitable absence or slightly poor performance in certain areas. In the lower levels, the XP required to level-up increases with each level, resembling the structure of MMORPGs. The XP structure for levels higher than 10 resembles percentages associated with letter grades. The status of every student is to be immediately accessible via classroom portal (Sakai) or other media.

Student groups are called Waves, resembling the categorization in The Division into First Wave, Second Wave, etc. This would be the equivalent for guilds in medieval-world RPGs. The wave membership is fixed within the first two sessions of class. Wave activities include the Humanitarian Logistics Project (HLP), chapter reading presentation, peer review, etc. Additional projects, such as Ocean State Circuits, Inc. Forecasting Project (Kroes, Chen, & Mangiameli, 2013), as well as video resources from TED, RSA, etc., are to be added to the available activities for students to be able to have ample opportunity to level up.

Another activity required in the early Activation stage is to conduct a research on the professors in SCM area in the college, and then visit those professors as a wave, present their agent credentials, and obtain proof of contact establishment. The form of proof is to be left to the students’ discretion and creativity.
Students will be able to choose which chapter they will read and present. Although the structure of the textbook is to be generally respected, other than the first two chapters coming first, students will be able to determine the order of chapter progress. The larger categorization of chapters, or “Parts”, will be represented as different geographical areas with different goals to achieve in the game scenario.

Reading and quiz is labeled as Resource Gathering. Based on these resources, they will conduct Crafting activities, which include writing individual summaries, team report for HLP, and individual case analyses. Raids represent presentations and exams. These activities include possible extra credit for superb performance, labeled “raid strategies”.

The Dark Zone, in Tom Clancy’s The Division, is a dangerous zone where the pathogen is still active and violent factions are in power. Agents explore the Dark Zone for valuable loots, such as weapons and equipment. In the classroom, the Dark Zone will represent real-world case analysis presentations and current news article presentations relevant to the topics of the course.

Attendance and participation is crucial and will be taken into the XP system for evaluation, as well as a peer evaluation within Waves. The 5-point Likert scale for group performance is labeled as Wave Leader, Raid Leader, Equipment Crafter, Support and Civilian, in a descending XP attribution.

As the semester progresses, ARG elements are to be introduced with packets and hint-hunting. Along with the introduction of ARG packets, the progress tracking mechanism requires further development and resource allocation. Although the course is designed in a way that does not involve actual videogames, the progress of the game needs to be available to students to allow close-to-instant feedback. Also, a visual representation of the progress the whole class makes in securing the city needs to be accumulated and represented to give students a sense of collective achievement. In the city progress representation, the accumulative progress of the class will be translated into the world of The Division.
APPENDIX: PROPOSED COURSE SYLLABUS DESIGN

University of Rhode Island
College of Business Administration

BUS 355-0006: Operations and Supply Chain Management
Fall 2016
Instructor: Hee Yoon Kwon
Email: hykwon@uri.edu
Office: 216 Ballentine Hall
Office hours: Mon: 2:50 PM – 3:50 PM
            Wed: 1:50 PM – 2:50 PM
Lecture hours: Mon, Wed: 11:30 AM – 12:45 PM (Ballentine 251)

Objectives

- Provide you with the core knowledge in:
  - the foundations of operations function in manufacturing and services;
  - interaction of business units across functions; and
  - interaction of firms across the supply chain.

- Familiarize you with the new supply chain management concepts to see the bigger picture where competition is not between firms but between whole supply chains.

- Develop information literacy by conducting web-based research analyzing data using Excel, and developing public service announcements.

- Improve your teamwork and oral communication (presentation) skills.

Format
This course is designed as a multiplayer game. You are the players. You will each create an avatar that will represent you in the game.

A deadly virus has swept the world, and the society as we know it has collapsed. Far too many have died of disease, and more are suffering from the lack of basic resources: shelter, food, water, electricity, communications, and transportation. To make matters worse, violent factions have risen in the wake of disorder to exploit what remains and terrorize the survivors.
You are a member of a government sleeper agency, created for a doomsday scenario like this. You were living a normal life when the outbreak happened, and shortly after, you were activated. Once activated, you are to respond and act on your own discretion to save what remains of our society and restore order. Together, you must gather resources and reestablish the infrastructure around the city. These are extremely hazardous tasks, but if humanity is to survive tomorrow, we must fight today.

You will work alone and as a team. You will scavenge to gather vital resources (chapter reading and quizzes), craft materials and equipment (chapter summaries and group reports), and engage in battles against dangerous and powerful enemies (presentations, midterm and final exams). As you progress through the journey as an agent, your agent will gain new skills and level up.

At the beginning of the semester everyone in the class will fill out a name and background story of their agent, and set a personally distinguishable item. The next task is to decide a nickname and the base of operations for your wave. A wave is a group of agents. Wave size and membership will be determined by the final class size. You will begin your mission in your base of operations. However, progress with your missions will take you outside of your base, the neighborhood, the classroom, and into the treacherous Dark Zone.

**Grading Procedure**

You will begin on the first day of class as a Level One agent. Level twenty is the highest level you can achieve. Your class letter grade will be determined by your final level. You must be at least Level Ten to pass this course.

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<td>Level Seventeen</td>
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1Your level will be determined by experience points (XP) on a 1,000 XP scale. You gain XP by defeating mobs, solving puzzles and crafting.

**Activation**

- Solo: Create your Level One agent. (Written, 1 page, 15 XP)
- Solo: Introduce your agent to the class. (5 XP)
- Solo: Get placement in a Wave. (5 XP)
- Wave: Create a name and insignia for your Wave. (5 XP)
- Wave: Contact Establishment: Gather intel on the SCM professors in the CBA and their specializations, then present your agent credentials in return for a proof of meeting. (5 XP)

**Resource gathering**

- Solo: Read chapter of textbook and answer quiz at the beginning of class. (10 XP each quiz)
- Wave: Upload your PSA for the annual PSAid national contest. (15 XP each agent)

**Crafting**

- Solo: Read chapter of textbook and write a summary. (Written, 10 XP)
- Wave: Gather intel on Humanitarian Logistics and write a report on Cash Donation. (Written, 5 pages, 50 XP each agent)
- Wave: Based on your intel on Cash Donation, create a public service announcement, either in print or video format. (75 XP each agent)
- Solo: Analysis of a case of your choice (Written, 3 pages, 75 XP)

**Raids**
• Wave reading presentation (50 base XP each agent, 1 presentation per wave)
• Quick Match Team: 2-player reading presentation (75 base XP each agent, cannot team with fellow wave agent) OR
• Solo: 1-player reading presentation (75 base XP, but easier than above)
• Wave: Present your experience creating the public service announcement. (75 base XP each agent)
• Developing clever strategies to defeat presentation mobs can increase XP gained by up to 50 additional XP. (See Raid Strategies below)
• Solo: Defeat Level Boss (Midterm Exam, 125 XP)
• Solo: Defeat Season Boss (Final Exam, 150 XP)

Dark Zone Survival Skills
• Quick Match Team: 2-player presentation on a real-world case analysis relevant to chapter topics and concepts (10 XP each agent)
• Solo: presentation on a current news-article relevant to chapter topics and concepts (10 XP)

Agent Evaluation
• Solo: class attendance (140 XP total, 5 XP per day of attendance)
• Wave: Peer Review Secret Ballot – Extra credit. 0-50 possible XP as follows:
  • Wave Leader 50 XP
  • Raid Leader 40 XP
  • Equipment Crafter 30 XP
  • Support 20 XP
  • Civilian 0 XP

Grading is rigorous. Spelling, grammar, and punctuation must be proofed. Total XP will suffer otherwise.

Hints
Information that may help you succeed in your mission:
• Careful readers will notice that from Level 10 up the XP system mirrors percentages associated with letter grades.
• We will supplement the XP chart with a Leaderboard that indicates the number of students at each level to help track personal progress, particularly in the lower levels.

Raid Strategies
As noted above, clever raid strategies can increase the amount of XP awarded for defeating presentation mobs. As in any MMO, successful raids are built upon the attempts of others. Your basic slideshow presentation where you read off the bullet points like some tired clerk will only qualify for the base number of XP. Other methods such as videos, contests, performances, and any other method to engage the audience are encouraged, even expected.

**Attendance and conduct**
Attendance will be taken, and will count toward the final grade (see above). You are expected to attend every class. Assignments are due at the beginning of every class. Late assignments will fail to achieve the highest amount of XP for that assignment.

Plagiarism, submitting assignments written by others, and other forms of academic misconduct are governed by university policy. In a word: DON’T.

Classroom conduct: Participate with civility and an abiding appreciation for the power of words. Respect others, even those who hold opposing views.

**Required Text**

**Special Needs**
Any student with special needs (such as disability or health issues) should bring this to attention as soon as possible, no later than the second week of class so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098.

**All materials in the syllabus is subject to updates and patches.**
REFERENCES


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Founded in 1892, the University of Rhode Island is one of eight land, urban, and sea grant universities in the United States. The 1,200-acre rural campus is less than ten miles from Narragansett Bay and highlights its traditions of natural resource, marine and urban related research. There are over 14,000 undergraduate and graduate students enrolled in seven degree-granting colleges representing 48 states and the District of Columbia. More than 500 international students represent 59 different countries. Eighteen percent of the freshman class graduated in the top ten percent of their high school classes. The teaching and research faculty numbers over 600 and the University offers 101 undergraduate programs and 86 advanced degree programs. URI students have received Rhodes, Fulbright, Truman, Goldwater, and Udall scholarships. There are over 80,000 active alumnae.

The University of Rhode Island started to offer undergraduate business administration courses in 1923. In 1962, the MBA program was introduced and the PhD program began in the mid 1980s. The College of Business Administration is accredited by The AACSB International - The Association to Advance Collegiate Schools of Business in 1969. The College of Business enrolls over 1400 undergraduate students and more than 300 graduate students.

**Mission**

Our responsibility is to provide strong academic programs that instill excellence, confidence and strong leadership skills in our graduates. Our aim is to (1) promote critical and independent thinking, (2) foster personal responsibility and (3) develop students whose performance and commitment mark them as leaders contributing to the business community and society. The College will serve as a center for business scholarship, creative research and outreach activities to the citizens and institutions of the State of Rhode Island as well as the regional, national and international communities.

The creation of this working paper series has been funded by an endowment established by William A. Orme, URI College of Business Administration, Class of 1949 and former head of the General Electric Foundation. This working paper series is intended to permit faculty members to obtain feedback on research activities before the research is submitted to academic and professional journals and professional associations for presentations.

An award is presented annually for the most outstanding paper submitted.