

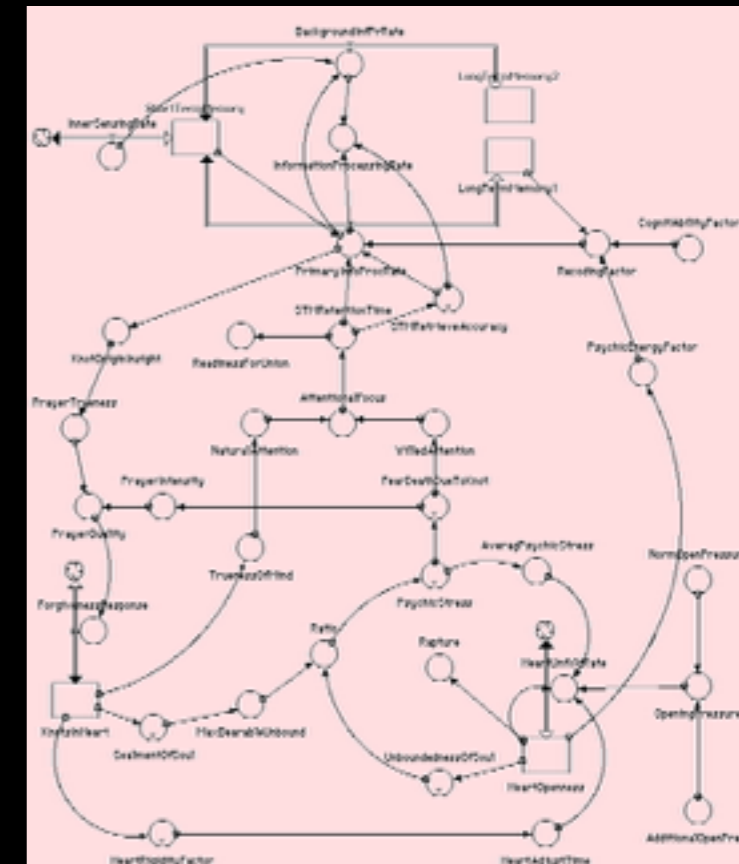
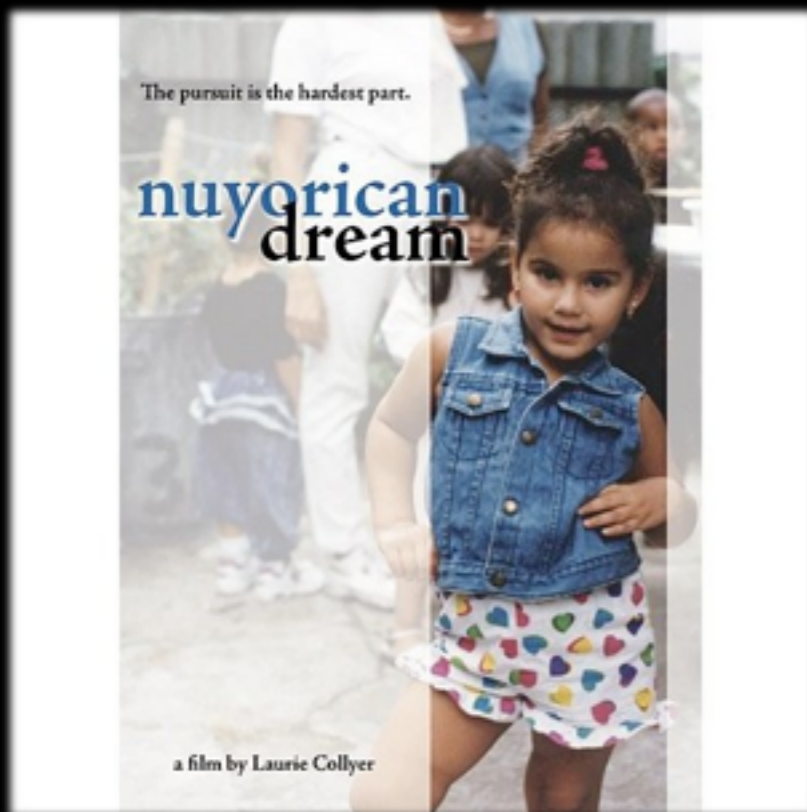


Media Impact Forum  
Remaking Public Media  
June 4 2014



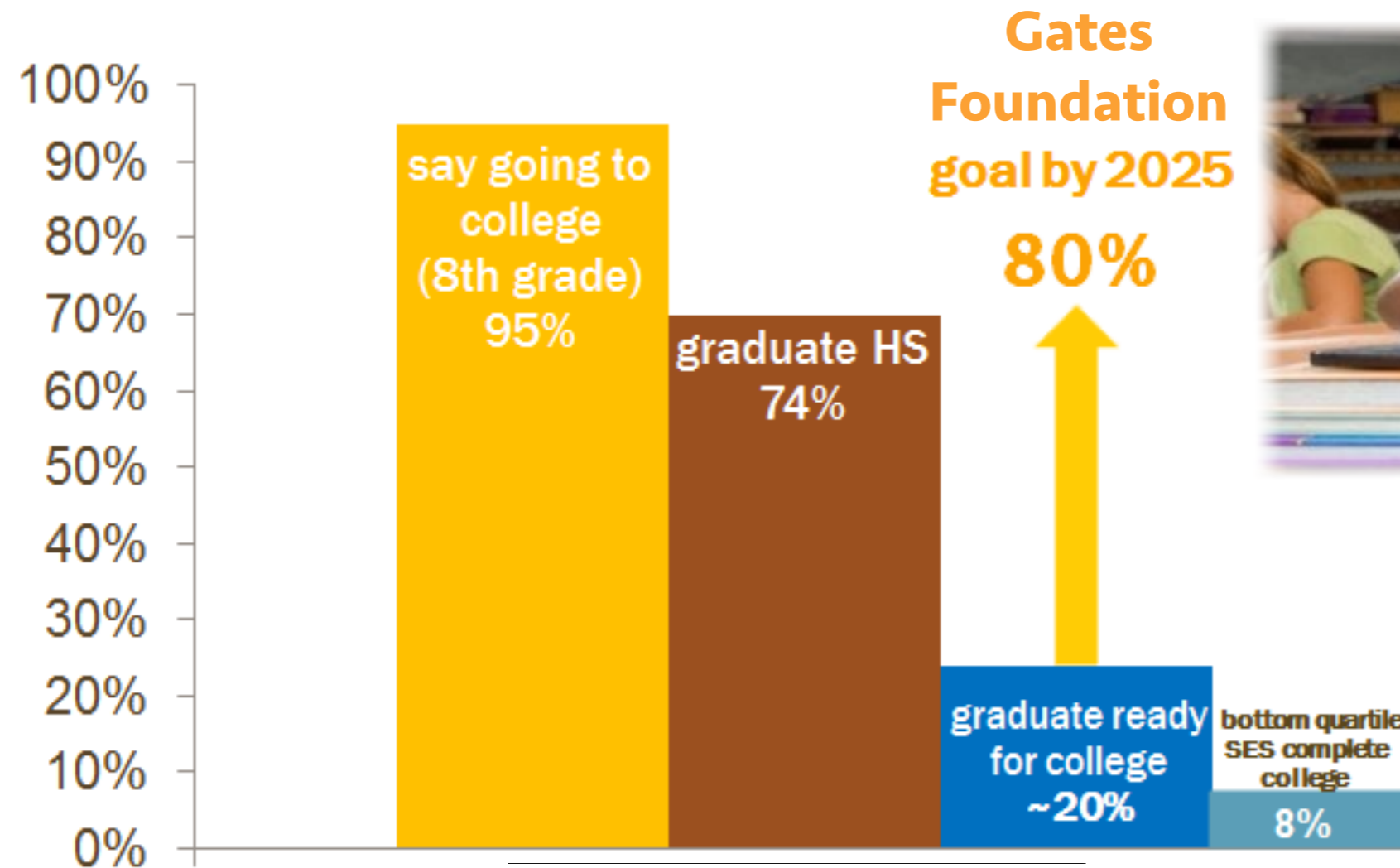
Robert Torres, phd  
senior program officer  
 @robjtorres

# ...winding up in games/personalized learning



(the assessment problem)

# ...landscape



**SYSTEM OUTCOME**

**58% Latinos graduate**  
**57% African American**  
**78% White**

irrelevance cited as a main factor in decision to drop out





**8,300** kids drop out of school daily

**SYSTEM OUTCOME**

# ...digital landscape

Black and Latino youth between ages 11 -18 spend on average 13 hours daily engaged with media

(Kaiser Family Foundation 2010)

57% of youth are Internet “content creators”

(Lenhardt & Madden (2005). Pew/Internet and American Life project.

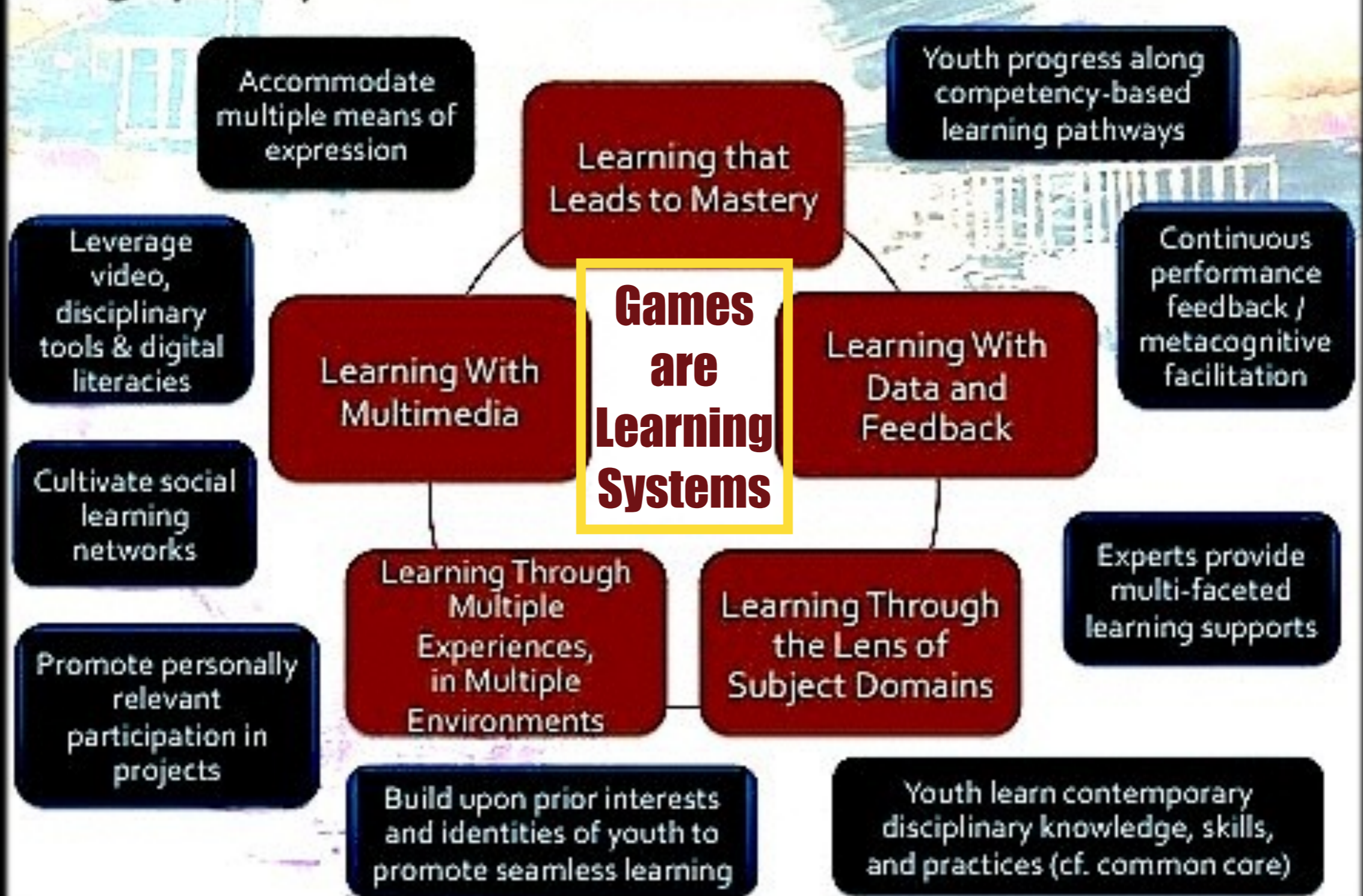
97% of youth are playing video games

(Lenhart, A., Kahne, J., Middaugh, E., Macgill, A. R., Evans, C., & Vitak, J. (2008). Pew/Internet & American Life Project)

the learning sciences meet a convenient solution

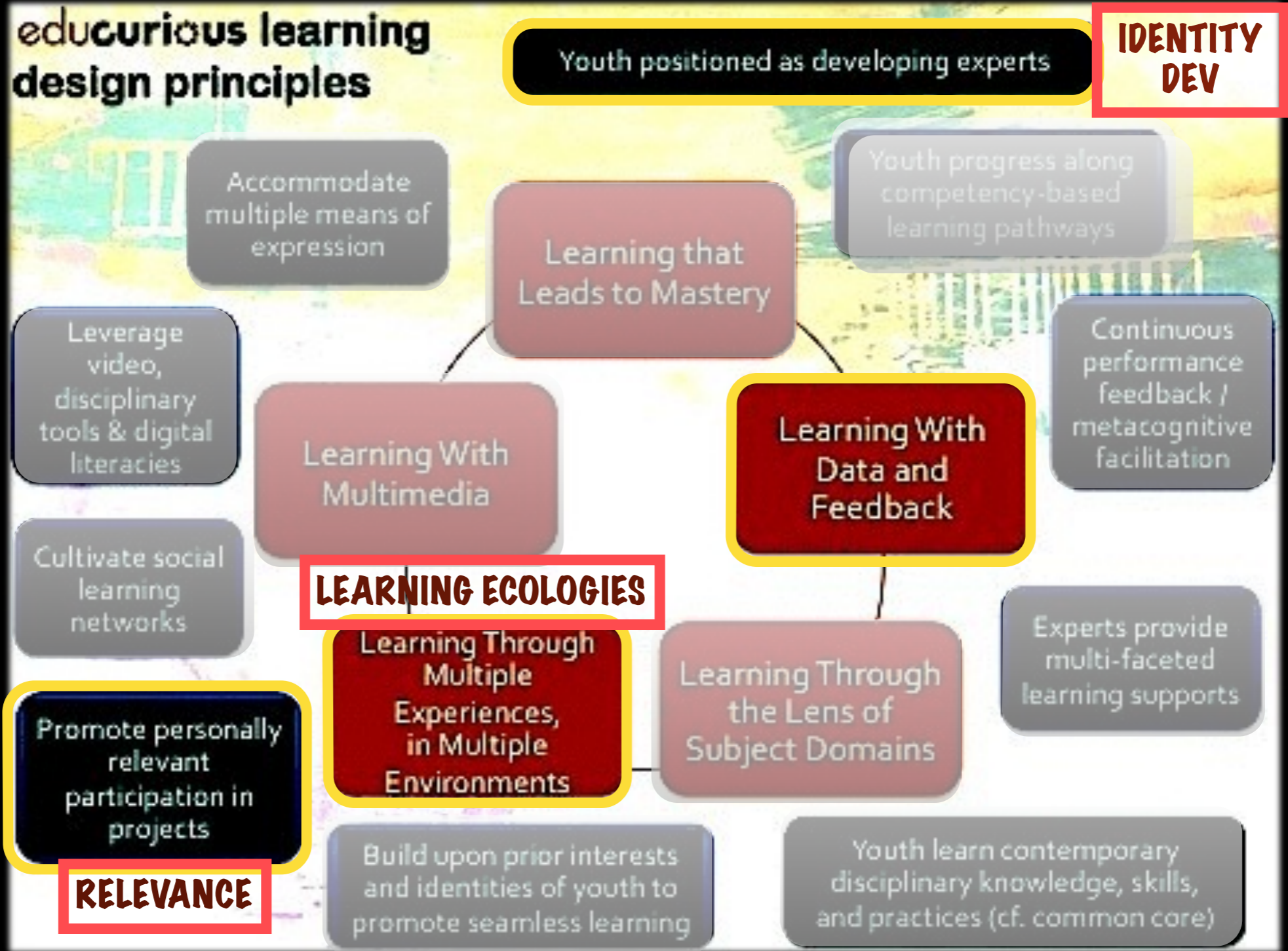


# educurious learning design principles





# educurious learning design principles





...a field quickly evolving

1980s >> 2000s >> now

focus on games  
focus on games as assessments



**....imagine a day when the game is the test**

catalyzing markets  
challenging developers to respond to...

**5 design requirements**



assess

*application*

of

Common Core and  
Next Generation  
Science Standards



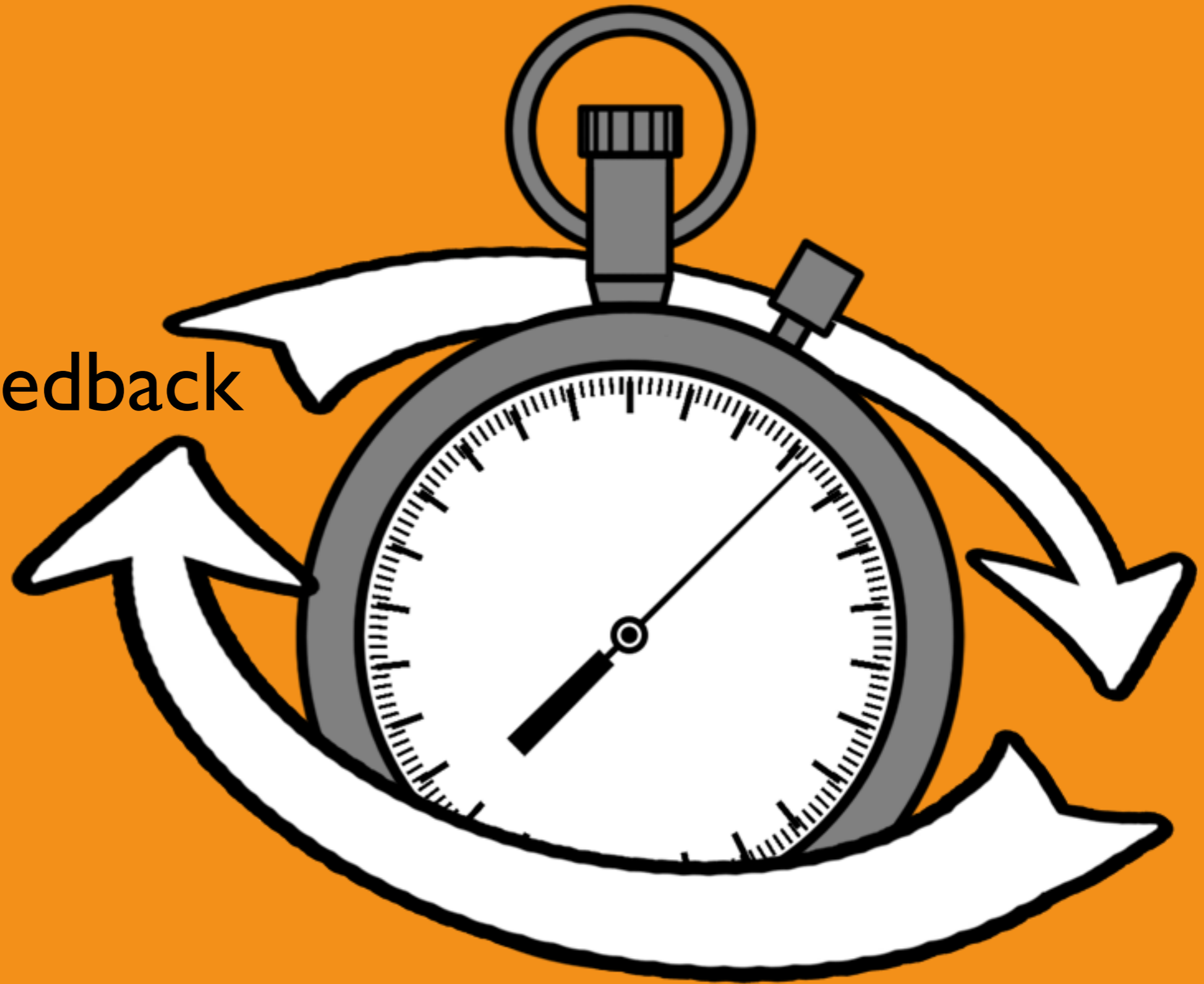


engagement



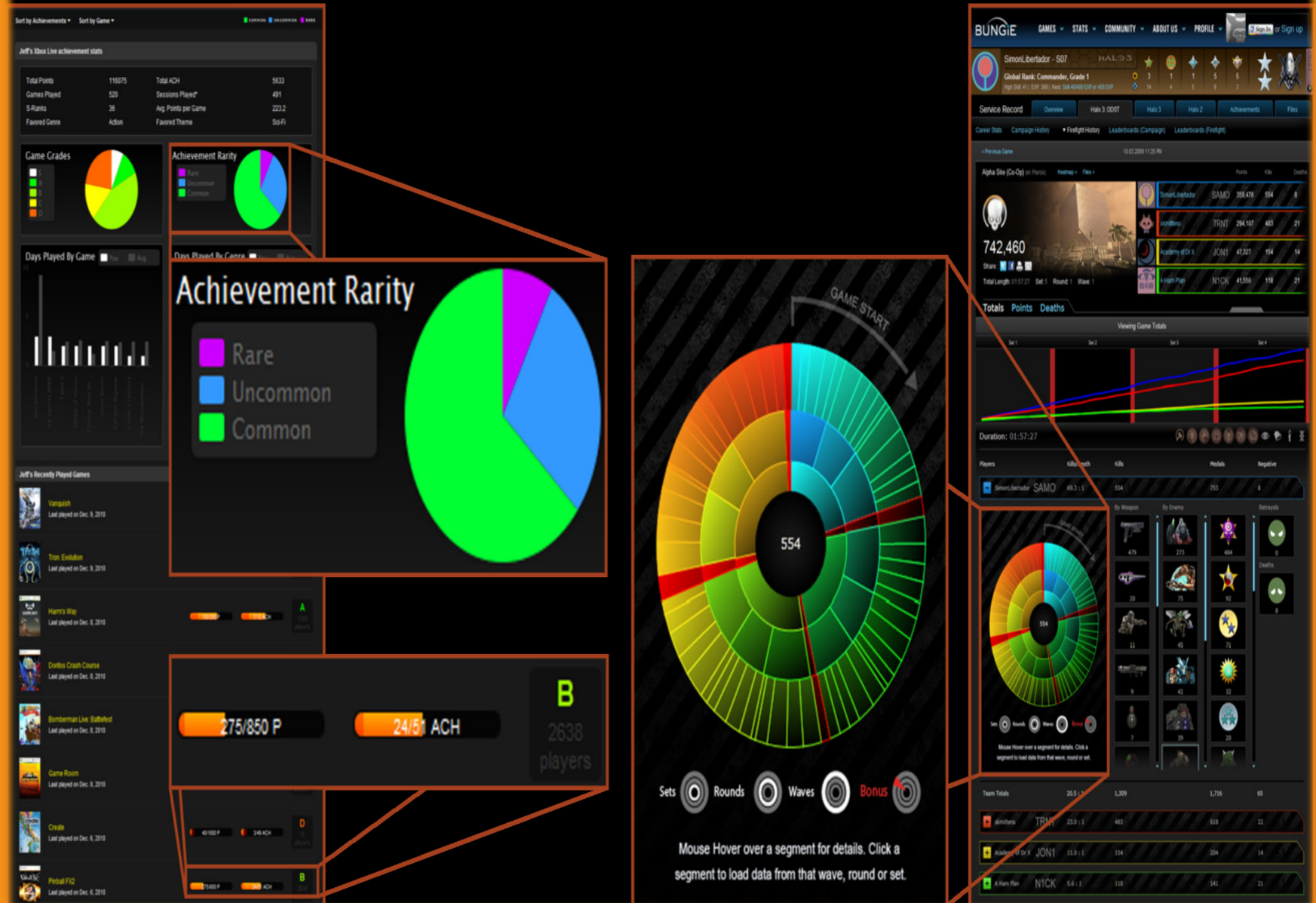


immediate feedback



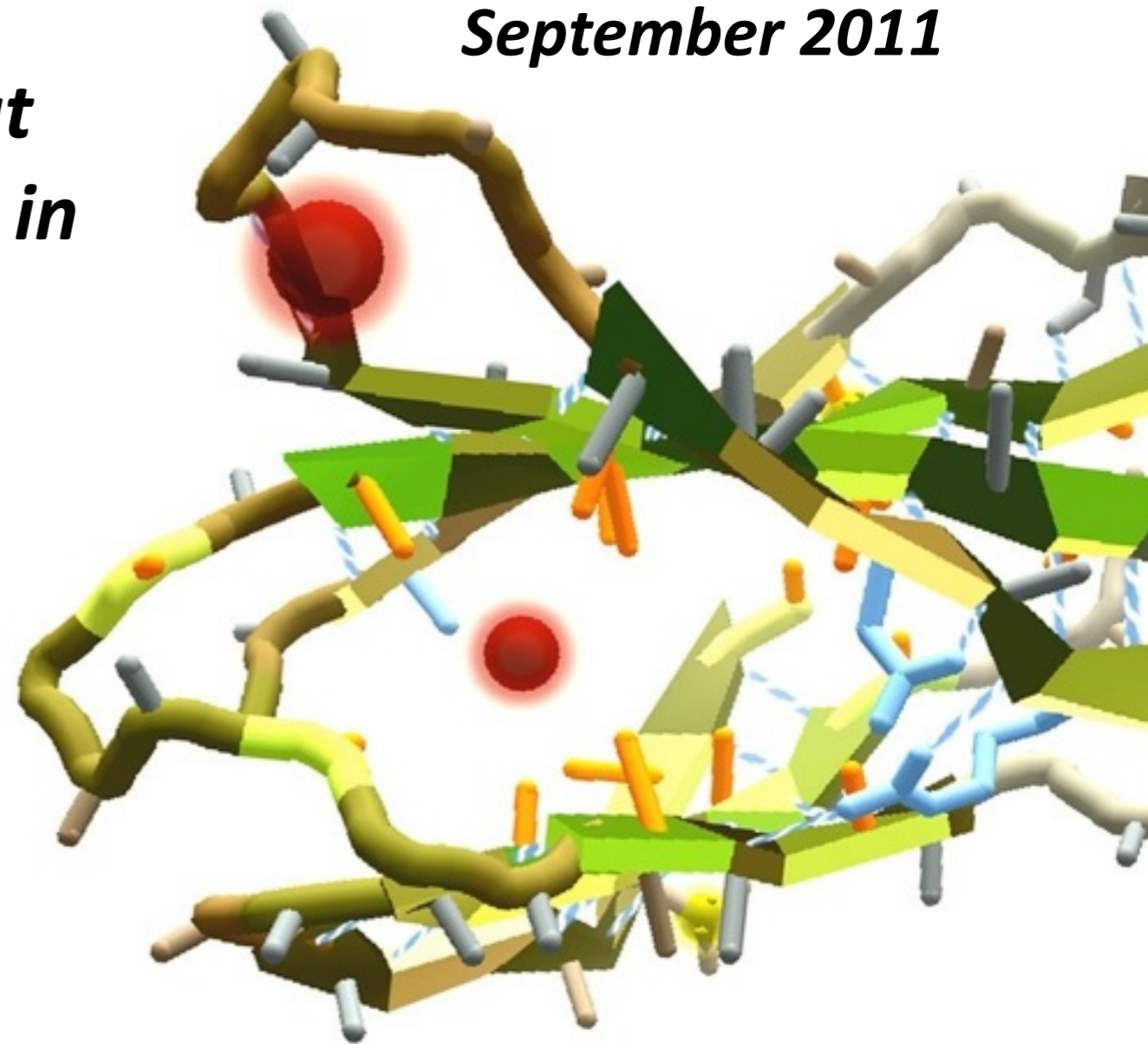
# Performance Data

data analytics



**September 2011**

***players decode AIDS protein that  
stumped researchers for 15 Years in  
just 3 Weeks***



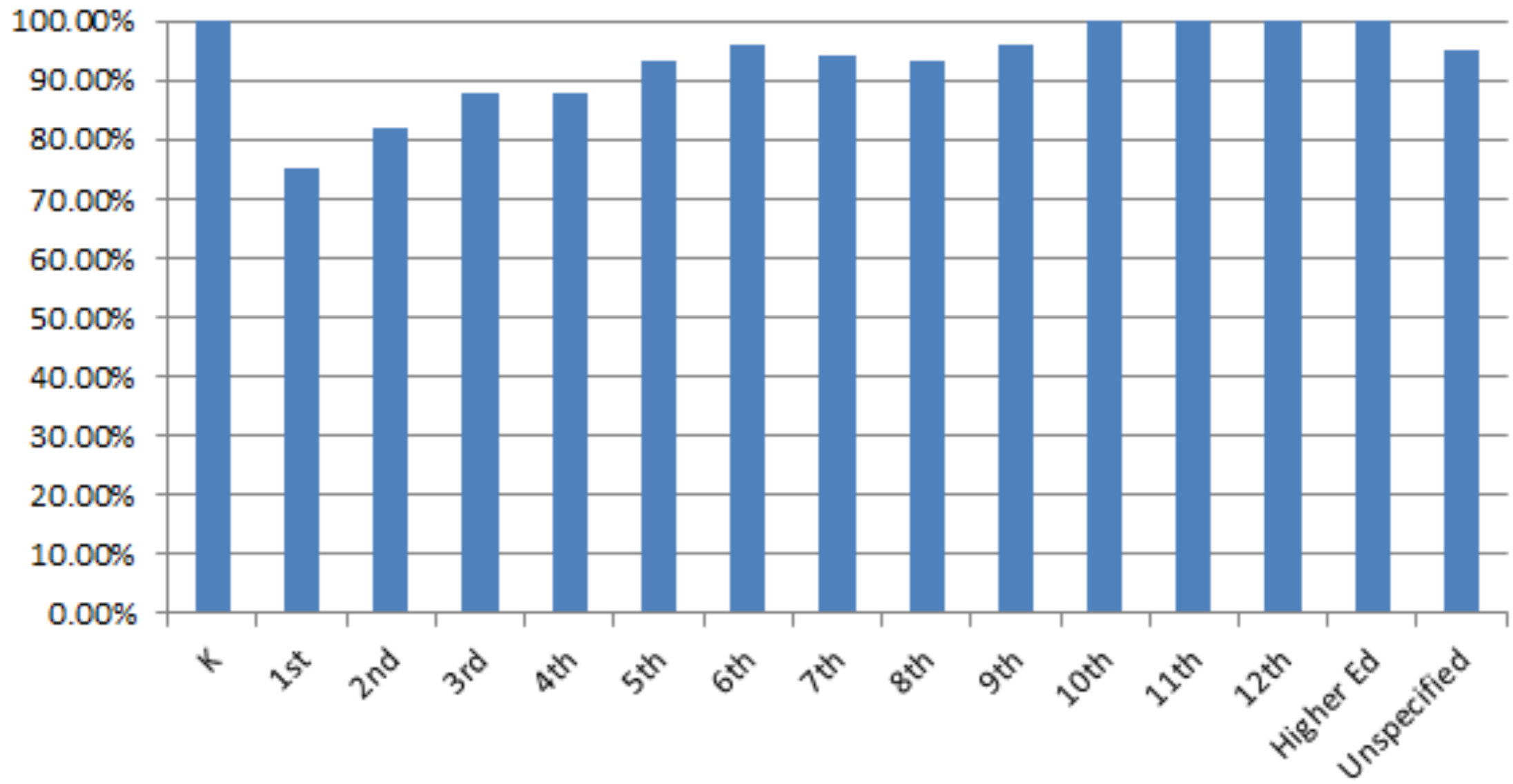
***players solve the protein  
structure that could help the  
design of new AIDS drugs***



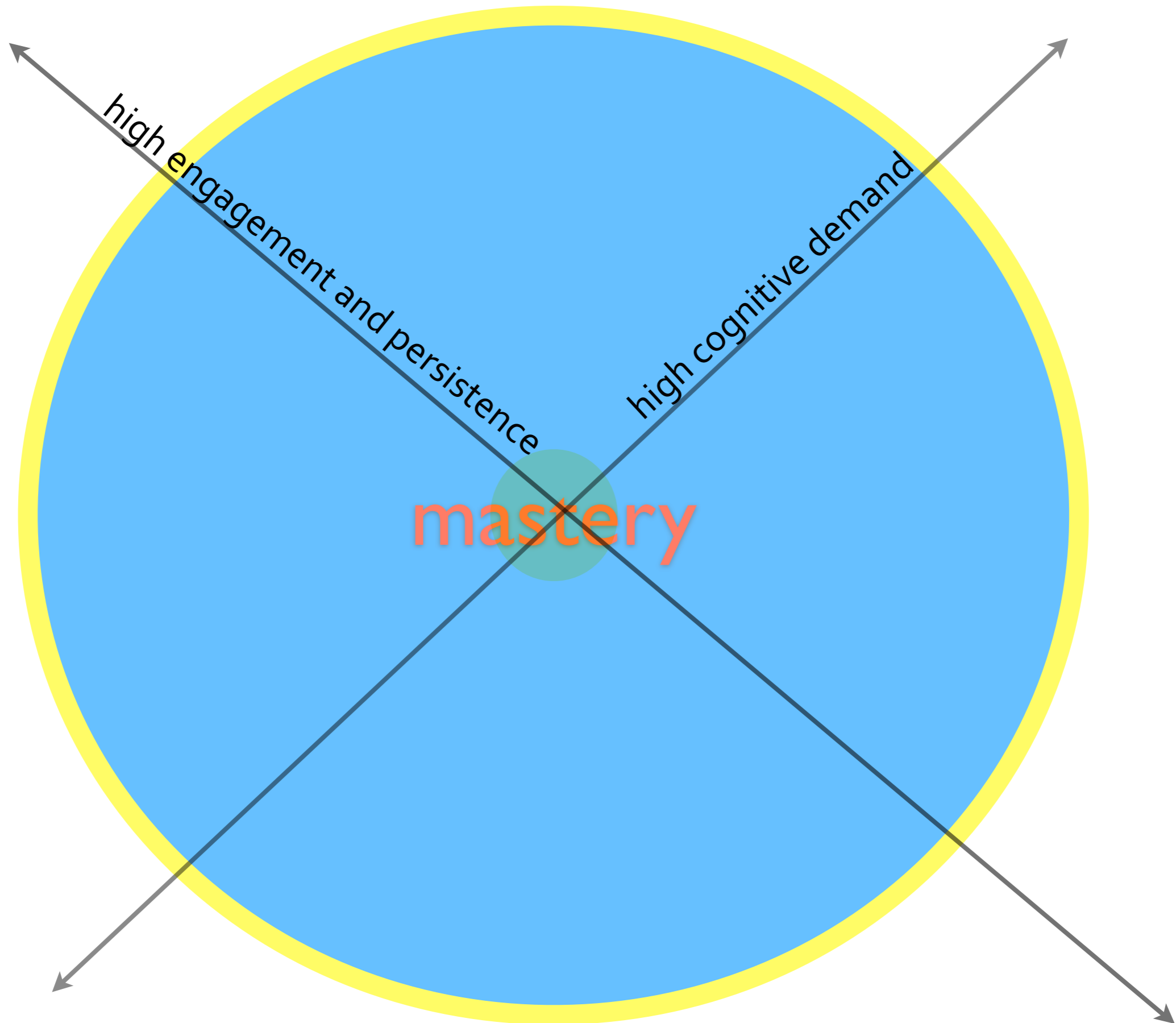


Zoran Popovic, Computer Scientist / Game Designer  
[zoran@cs.washington.edu](mailto:zoran@cs.washington.edu)

# 1.5 Hours of Play / Percent Acheived Mastery



most inspiring design challenge ever





# SRI Meta Analysis Early Findings

- approx 62,000 studies were considered
- 77 met gold research standard
- when digital games were compared to other instruction conditions without digital games, there was a **moderate to strong effect in favor of digital games in learning cognitive competencies**
- students at the median in the control group (no games) could have **raised scores by 12 percent in cognitive learning outcomes if they had used a digital game**

Anyone who tries to make a distinction between education and entertainment doesn't know the first thing about either.

Marshall McLuhan

موسم







gracias  
@robjtorres

# personalized learning



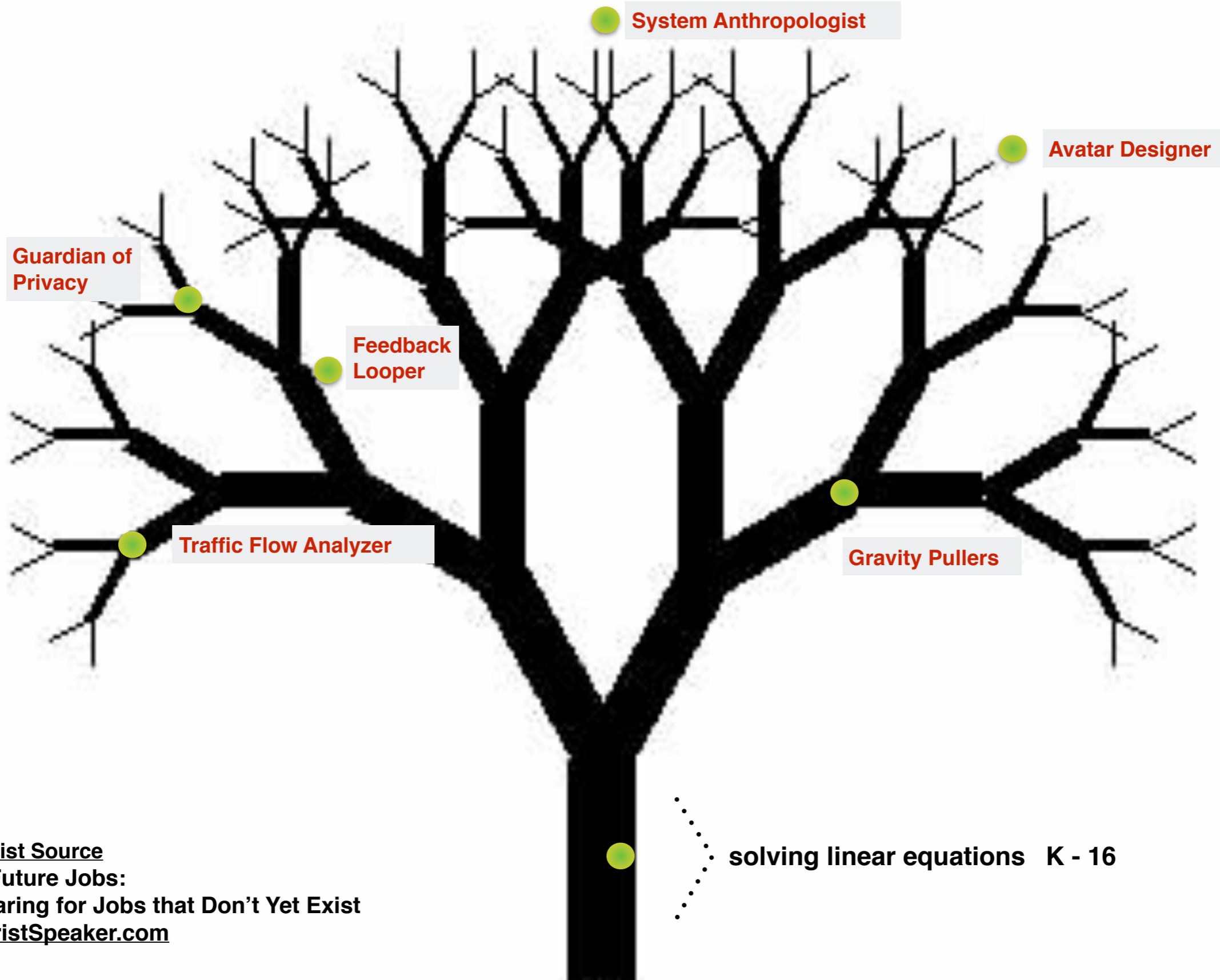
what, how, where, when  
continuously adapts to students'  
interests, need, and skills



evidence of mastery  
through application



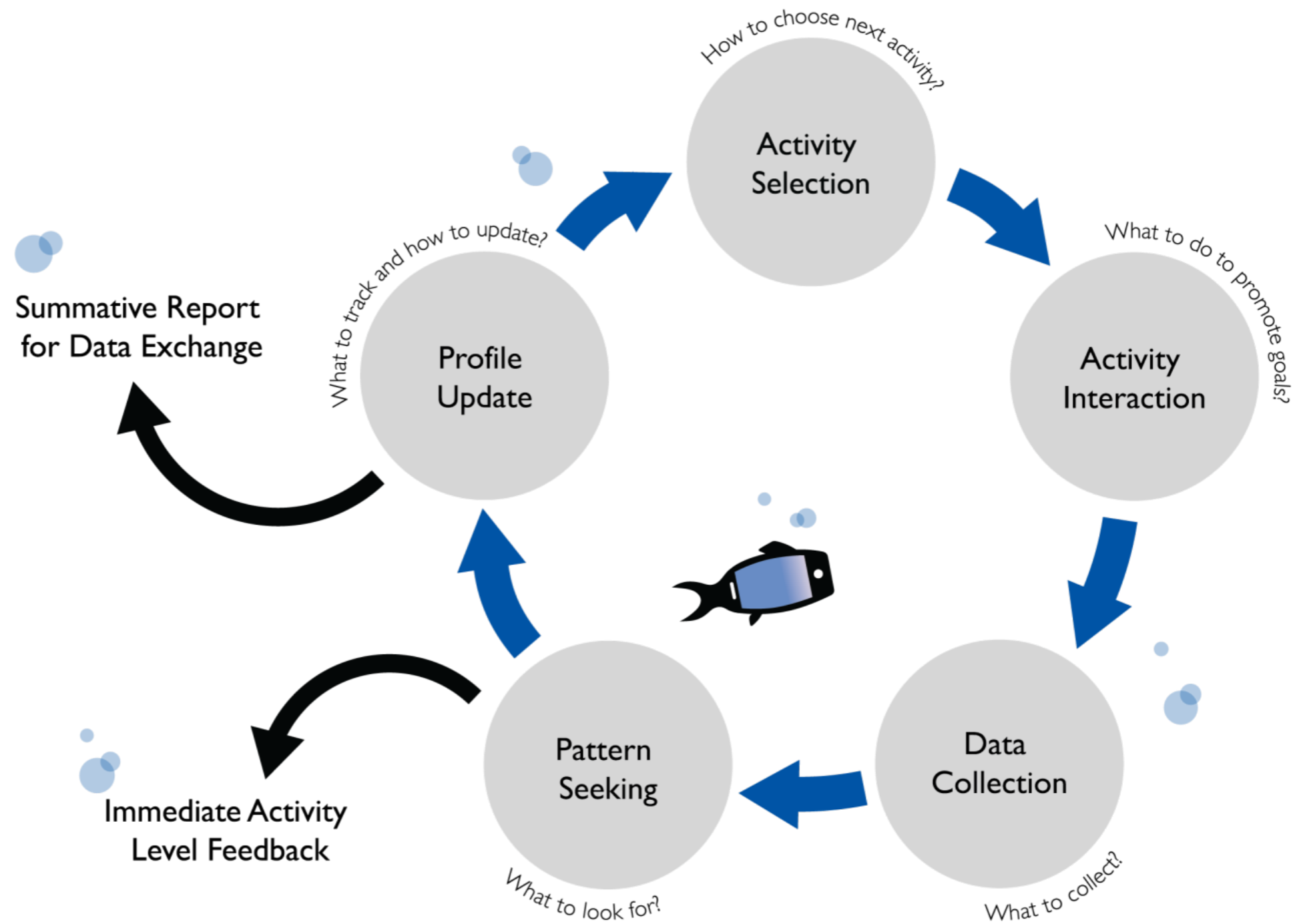
who arbitrates legitimacy



Job List Source  
162 Future Jobs:  
Preparing for Jobs that Don't Yet Exist  
FuturistSpeaker.com

solving linear equations K - 16

# Adaptive, Continuous Assessments

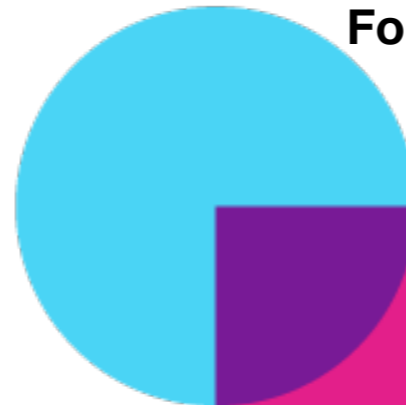




# SIMCITY edu



For ELA - Middle School Argumentation



## GlassLab

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