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The Lost & Found Game Series: Teaching Medieval Religious Law in Context

Owen Gottlieb

Rochester Institute of Technology

Ian Schreiber

Rochester Institute of Technology



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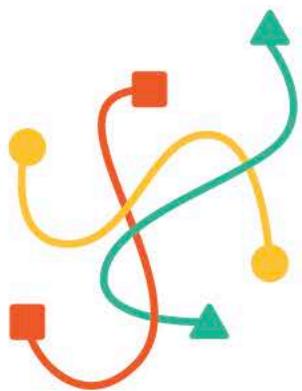
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CONNECTED LEARNING SUMMIT

Create. Play. Mobilize.

Proceedings of the 2018 Connected Learning Summit

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The Connected Learning Initiative (CLIX) is a collaboration between Tata Trusts (India), Massachusetts Institute of Technology (MIT), and Tata Institute of Social Sciences (TISS, India). CLIX has been created to provide young people from underserved communities in India opportunities for participation in quality education offerings through the meaningful integration of technology. This Tech Demo will showcase two platforms: the Unplatform and Open Embedded Assessment (OEA) player. Unplatform is a lightweight, stand-alone content-delivery environment developed to be used in rural schools with limited or no Internet connectivity. The Open Embedded Assessment (OEA) player is an open-source platform and widget that presents the student with one or more questions, tracks his or her responses, offers feedback if needed, and saves student data.

Gem Spinner: Teaching Probability With an Idle Game

Ira Fay (Fay Games, Hampshire College)

Gem Spinner is a game designed to help students learn probability, with a particular focus on expected value, independent events, and dependent events. The core of the gameplay involves placing items on spinning wheels to earn mana, then reinvesting that mana to earn better items and bigger wheels. *Gem Spinner* also includes other features, such as: a minigame that uses a deck of cards with a suit-and number-matching mechanic; a prediction mechanic where players predict their earnings from 100 bonus spins; and a quest mode with achievement quests, puzzle quests, and long-term quests to discover and construct GemBots (creatures in the game world). Very early in the game, players will grapple with questions such as “Where should I put my items to maximize my mana payout?” or “How long will it take to earn 100 more mana?” These questions naturally follow from playing the game, but to answer them accurately, players must understand probability. To facilitate and assess that understanding, the game offers a series of progressively more difficult puzzle quests, which scaffold learning and are supported by context-sensitive hints. As players solve easy puzzles and earn rewards, they unlock more puzzles. Conveniently, the puzzles also provide assessment opportunities for teachers to review, if desired. *Gem Spinner* is nearing completion and has undergone significant playtesting via several public school math classroom collaborations. We welcome further collaboration by anyone interested—please feel free to get in touch!

<http://irafay.com>

The *Lost & Found* Game Series: Teaching Medieval Religious Law in Context

Owen Gottlieb (Rochester Institute of Technology) & Ian Schreiber (Rochester Institute of Technology)

Lost & Found is a strategy card-to-mobile game series that teaches medieval religious legal systems with attention to period accuracy and cultural and historical context. The *Lost & Found* project seeks to expand the discourse around religious legal systems, to enrich public conversations in a variety of communities, and to promote greater understanding of the religious traditions that build the fabric of the United States. Comparative religious literacy can build bridges between and within communities and prepare learners to be responsible citizens in our pluralist democracy. The first game in the series is a strategy game called *Lost & Found* (high school and up). In *Lost & Found*, players take on the role of villagers who must balance family needs with communal needs. Play is at times cooperative, at times competitive. The game emphasizes the prosocial aspects of religious legal systems, including

collaboration and cooperation through trade-off decisions. The second game in the series, *Lost & Found: Order in the Court—The Party Game* (junior high school and up) is a fast-paced storytelling and judging game. Players compete to tell the best story about how a medieval legal ruling may have gotten to court in the first place. The game emphasizes legal reasoning. Both games are set in Fustat (Old Cairo) in the 12th century, a crossroads of religions. *Lost & Found* and *Order in the Court* both teach elements of the Mishneh Torah, the Jewish legal code written by Moses Maimonides. An Islamic law expansion module is currently in development.

<http://www.lostandfoundthegame.com>

Hurl the Harasser: Making Games at the Pace of News

Lindsay Grace (University of Miami), Maggie Farley (American University), & Joyce Rice (Teeny Robots)

Hurl the Harasser is an experiential metaphor for the situation of women who have been subjected to sexual harassment. The metaphor is that it takes lots of people speaking up to tip the scales of justice against the harasser—particularly when the harasser is a high-profile professional like the cases we have seen of late in popular media. The game was created at the first “Newsjam,” a game-building experience that links journalism and games. The “Newsjam” is a Knight Foundation–funded effort between the public, the University of Miami, and American University Game Lab, <http://newsjam.persuasiveplay.org/>. The goal was to demonstrate that games can be made on current news topics at the pace of news. The game concept was created on October 20, 2017, completed by October 22, 2017. It was picked up by several news organizations within seven days. By November 2, the game was featured in news outlets in the Philippines and Indonesia. Players are tasked with breaking women out of bubbles to tip the scales. But much like in real life, the harasser makes winning the game anything but easy. With victims of sexual harassment often shamed into silence or blamed for their harassment, the game gets people to think more critically about the undue power harassers tend to have and the hurdles victims have to jump to get justice. *Hurl the Harasser* was created by University of Miami Knight Chair Lindsay Grace, adjunct professor Maggie Farley, and American University Game Lab alumna Joyce Rice. It features three levels, depicting the environment and likeness of prominent sexual harassment cases. It is playable on mobile devices and the web.

<http://hurl.persuasiveplay.org/>

Getting Started With Teaching E-Textiles

Caroline Hardin (University of Wisconsin Madison)

E-textiles are fun, creative, and a great way to engage underrepresented groups in tech (Buechley, 2013). Many excellent resources exist to help beginners get started as individuals; this work will share years of experience in translating these resources into workshops that fit a variety of price points, workshop time lengths, participant backgrounds, and instructional settings (from guided to drop-in). This Tech Demo will feature the resources, materials, and finished demonstration projects created by the author to make it easier for nonexperts to run e-textile workshops on their own. Included will be first e-textile project variations, a first programming project workshop, and a showcase of inspirational projects. These are