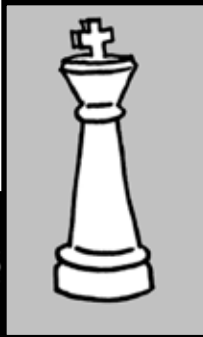


THE STORY OF G4LI



LIKE WORK AND RELATIONSHIPS, GAMES ARE AN EXPRESSION OF A BASIC PART OF HUMAN NATURE. SINCE ANCIENT TIMES, GAMES HAVE BEEN AN ESSENTIAL PART OF HOW SOCIETIES THINK, LEARN, AND COMMUNICATE. WITH THE ADVENT OF DIGITAL TECHNOLOGY, GAMES HAVE MOVED FROM THE TABLE TOP TO THE VIDEO SCREEN, AND ARE THRIVING IN AN ERA OF NEARLY LIMITLESS POTENTIAL AND INFLUENCE.

HOWEVER, AT THE DAWN OF THE 21ST CENTURY, VIDEO GAMES, ALTHOUGH IMMENSELY POPULAR, WERE STILL NOT A PART OF AMERICA'S EDUCATIONAL CULTURE. THE LANDSCAPE FOR EDUCATIONAL GAMES WAS STILL LARGELY UNINHABITED.

THEN, IN 2003, THREE FRIENDS WHO WERE PASSIONATE ABOUT SOCIAL CHANGE AND COMPUTER LITERACY DECIDED TO COLLABORATE.

KEN PERLIN

PROFESSOR OF COMPUTER SCIENCE, NYU

WHY CAN'T WE USE GAMES FOR TEACHING?

JAN PLASS

PROFESSOR OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY, NYU

MARY FLANAGAN

PROFESSOR OF DIGITAL HUMANITIES, HUNTER COLLEGE



WITH A GRANT FROM THE NATIONAL SCIENCE FOUNDATION, THEY CREATED *RAPUNSEL*, A GAME DESIGNED SPECIFICALLY TO TEACH GIRLS EIGHT TO TEN YEARS OLD HOW TO DO COMPUTER PROGRAMMING.

HOWEVER, IT WASN'T JUST THE GAME THAT WAS INNOVATIVE.

COMPUTER SCIENCE

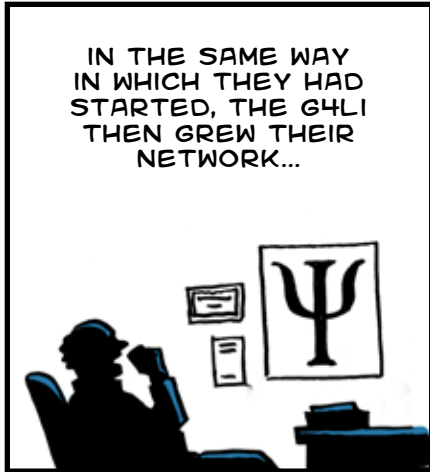
THEIR CROSS-DISCIPLINARY APPROACH TO GAME DESIGN WAS JUST AS INNOVATIVE, AND IT PROVED TO BE AN EFFECTIVE WORKING MODEL.

EDUCATION

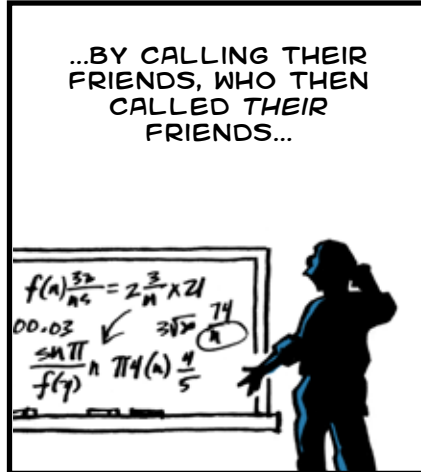
ART/DESIGN



IT WAS SO EFFECTIVE, IN FACT, THAT IN 2008, THE NEWLY FORMED G4LI ("GAMES FOR LEARNING INSTITUTE") WAS THE SOLE RECIPIENT OF A HIGHLY COMPETITIVE GRANT FROM MICROSOFT RESEARCH TO ESTABLISH A MULTI-INSTITUTIONAL GAME RESEARCH ALLIANCE TO SUPPORT GAMES AS LEARNING TOOLS. IT WAS THE FIRST OF ITS KIND.



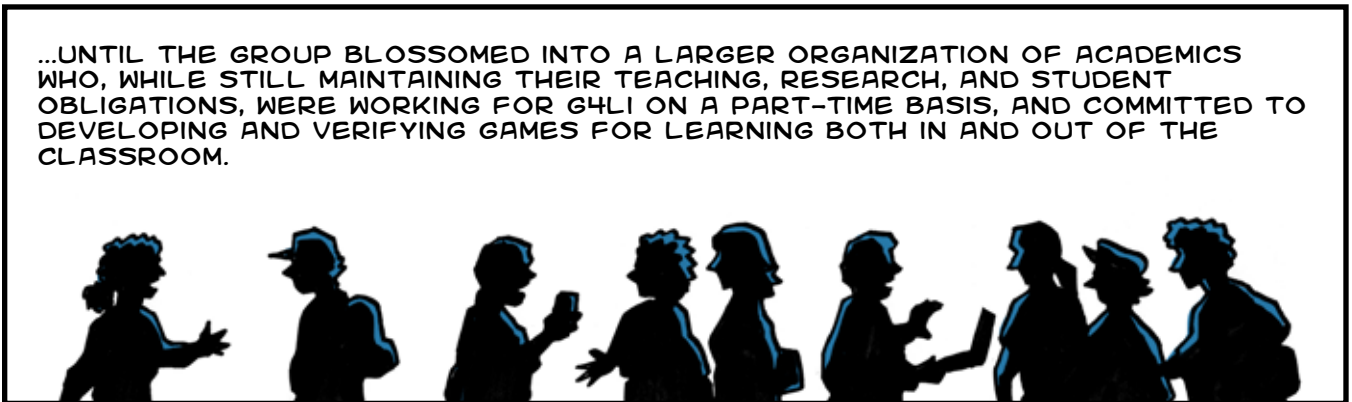
IN THE SAME WAY IN WHICH THEY HAD STARTED, THE G4LI THEN GREW THEIR NETWORK...



...BY CALLING THEIR FRIENDS, WHO THEN CALLED THEIR FRIENDS...

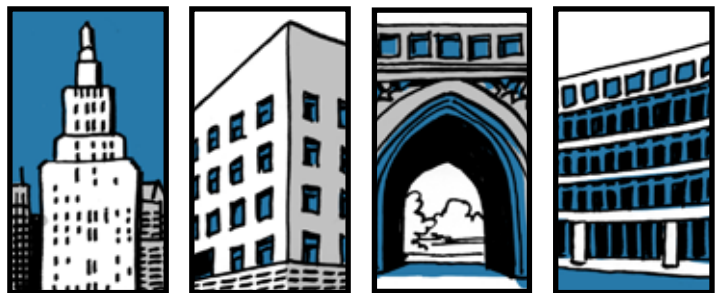


...ACROSS A VARIETY OF DIVERSE RESEARCH SECTORS AND ACADEMIC DISCIPLINES...



...UNTIL THE GROUP BLOSSOMED INTO A LARGER ORGANIZATION OF ACADEMICS WHO, WHILE STILL MAINTAINING THEIR TEACHING, RESEARCH, AND STUDENT OBLIGATIONS, WERE WORKING FOR G4LI ON A PART-TIME BASIS, AND COMMITTED TO DEVELOPING AND VERIFYING GAMES FOR LEARNING BOTH IN AND OUT OF THE CLASSROOM.

OVER A PERIOD OF THREE YEARS G4LI, IN COLLABORATION WITH MICROSOFT RESEARCH, DISTRIBUTED FUNDING AMONG ELEVEN DEPARTMENTS AT NINE UNIVERSITIES, EMPLOYING SCIENTISTS, INVESTIGATORS, RESEARCHERS, GRADUATE STUDENTS, AND POST-DOCTORAL STUDENTS...



...WITH THE MANDATE TO EXPLORE THE VERIFIABLE SCIENCE THAT MAKES A VIDEO GAME TRULY EDUCATIONAL, BY MAKING ACTUAL LEARNING GAMES.

WHAT THE G4LI TEAM HAD CORRECTLY ANTICIPATED WAS THE GROWING PUBLIC OUTCRY FOR SYSTEMIC EDUCATIONAL REFORM IN OUR SCHOOL SYSTEM.



THE NEED FOR STUDENTS TO IMPROVE THEIR PERFORMANCE IN THE STEM SUBJECTS (SCIENCE, TECHNOLOGY, ENGINEERING AND MATH) IS GROWING EVER MORE URGENT. WHERE ARE TOMORROW'S INDUSTRY LEADERS GOING TO COME FROM?



IN BOTH THE BUSH AND OBAMA ADMINISTRATIONS, RAISING THE BAR FOR EDUCATION HAS BECOME A NATIONAL CONVERSATION.



GOVERNMENT, INDUSTRY, PRIVATE FOUNDATIONS AND SOCIAL ENTREPRENEURS: EACH HAS MADE IT A PRIORITY TO FIGHT FOR EDUCATIONAL INNOVATION BY BRIDGING THE DIGITAL DIVIDE.

AND NOW, THE GAMES FOR LEARNING INSTITUTE HAS JOINED THE CONVERSATION.



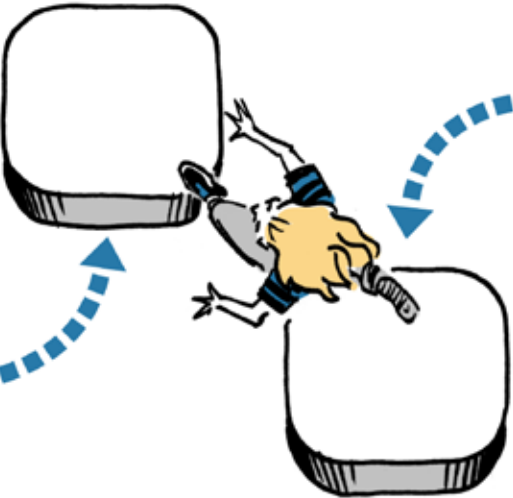
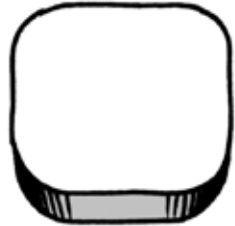
G4
LI



TODAY ALMOST ALL TEENS PLAY GAMES, AND HALF OF THEM PLAY DAILY, SO GAMES ARE AN IDEAL VEHICLE FOR DELIVERING LEARNING. BUT IT'S NOT JUST ABOUT POPULARITY. IN MANY WAYS, GAMES ARE SUPERIOR TO OUR CURRENT METHODS AND MATERIALS, WHICH ARE INCREASINGLY OUT OF DATE.



GOOD GAMES OFFER COMPLEX INTERACTIVE SYSTEMS, OFTEN DRIVEN BY STRONG NARRATIVES, THAT PROVIDE MOTIVATION TO TEST HYPOTHESES, SOLVE PROBLEMS, AND DEVELOP EXPERIENTIAL UNDERSTANDING.



THE TYPES OF HIGHER LEARNING (AND GRACEFUL FAILURE) THAT ARE OFFERED BY GAMES HAVE BEEN KNOWN TO EDUCATORS FOR SOME TIME, BUT HAVE NOT BEEN READILY AVAILABLE TO SCHOOLS.



SINCE KIDS PLAY GAMES BOTH INSIDE AND OUTSIDE THE CLASSROOM, THEY ARE A NATURAL BRIDGE BETWEEN FORMAL AND INFORMAL LEARNING. IT IS IDENTIFYING THESE LEARNING PATTERNS IN CHILDRENS' GAME PLAYING AND THEIR DIGITAL LITERACY WHICH INFORMS G4LI'S RESEARCH INTO PRODUCING EDUCATIONAL GAMES.



G4LI'S COLLABORATIVE DESIGN PROCESS IS IN ITSELF A KIND OF GAME.

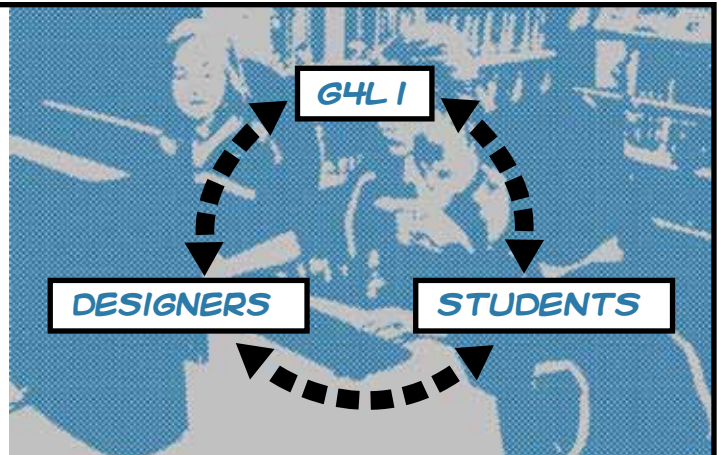
RESEARCHERS CREATE GAME PROTOTYPES BASED ON N.Y. STATE SCHOOL STANDARDS, WHICH ARE THEN PLAY TESTED IN A NUMBER OF "EARLY ADOPTER" SCHOOLS.

THE PROTOTYPES ARE THEN REFINED BY AN INTERDISCIPLINARY GROUP OF DESIGNERS, SCIENTISTS AND EDUCATORS BEFORE GOING BACK TO THE SCHOOLS FOR FURTHER TESTING AND EVALUATION.

ONCE THESE ROBUST PROTOTYPES HAVE BEEN TESTED IN A VARIETY OF FORMATS (ONLINE, CONSOLE, HANDHELD, MOBILE) G4LI BRINGS THEM TO PROFESSIONAL GAME COMPANIES, WHO BRING THE GAMES TO MARKET.



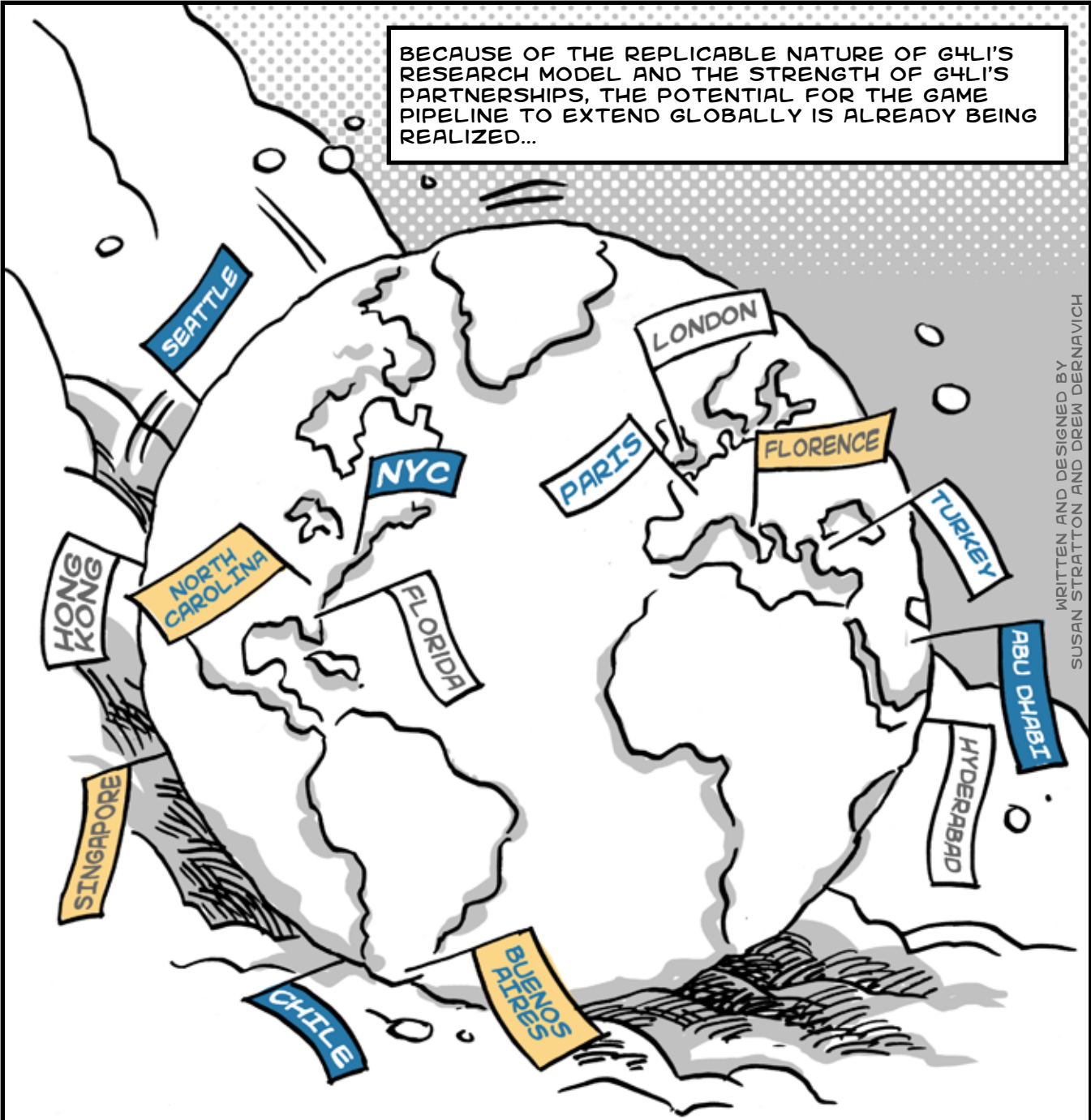
THIS THREE-WAY STRUCTURE PROVIDES BOTH SCIENTIFICALLY VERIFIABLE RESULTS AND USER VALIDATION AND CONTINUOUS DATA FEEDBACK, WHICH IS COLLECTED AT EVERY STAGE OF THE GAME DESIGN PIPELINE.



THIS PROCESS CAN BE SCALED UP FROM RURAL, URBAN AND SUBURBAN SETTINGS, AND CAN BE IMPLEMENTED GLOBALLY ON A LOCAL OR NATIONAL LEVEL.



BECAUSE OF THE REPLICABLE NATURE OF G4LI'S RESEARCH MODEL AND THE STRENGTH OF G4LI'S PARTNERSHIPS, THE POTENTIAL FOR THE GAME PIPELINE TO EXTEND GLOBALLY IS ALREADY BEING REALIZED...



WRITTEN AND DESIGNED BY
SUSAN STRATTON AND DREW DERNAVICH

...AND IS SNOWBALLING INTO A WORLDWIDE COMMUNITY DEDICATED TO TRANSFORMING THE FUTURE OF LEARNING!



ONE OF THE FIRST GAMES CREATED THROUGH THIS PROCESS IS **FACTOR REACTOR**, CREATED TO TEACH MULTIPLICATION TO MIDDLE SCHOOLERS USING MICROSOFT'S XBOX CONTROLLER. IN ORDER TO MAKE GAMES LIKE THIS AFFORDABLE AND AVAILABLE TO EVERYBODY, G4LI IS ESTABLISHING GAMES FOR LEARNING ENTERPRISES (G4LE), WHICH WILL LINK G4LI RESEARCH TO THE COMMERCIAL MARKET, AND ALSO GAMES FOR LEARNING SEARCH (G4LS), WHICH WILL AGGREGATE THE RESEARCH TO CONTINUALLY INFORM THE INNOVATION CYCLE.

TO SEE WHERE G4LI'S STORY IS CONTINUING TODAY, CLICK [HERE!](#)