Globaloria.org, a resourceful game-design platform for youth, is driving educational transformation and advancement of digital-media literacies, including game-media literacies, among students, educators, and policy makers. Globaloria is a first-of-its-kind social network for learning how to master game creation in Flash programming, with social media technology and Web2.0 applications such as MediaWiki, Blogger, Google tools, and WebEx video conferencing. Students focus their games on educational social issues in science, health, civics, news, environment, poverty, or peace.
1) Learn by creating functional and representational educational games.
2) Master complex subjects and social issues by constructing pedagogical games for others.
3) Learn in a transparent, collaborative design studio setting where work is jointly constructed and shared.
4) Spend significant time on task by engaging daily in year-long, project-based learning.
5) Have ample opportunities for social expression and discussion about game projects.
6) Have ample time for self-learning and reflection about games, wikis, blogs, and presentations.
7) Use programming and computational design tools as primary constructs and modes of learning.
8) Utilize multiple modalities in the learning process (text, imagery, audio, video, simulation).
9) Learn alongside educators and from experts, on demand.

The Globaloria Platform: A Social Network for Learning Game Design

10 Principles for Integrating Social Game Production into Education the Globaloria Way

1) Learn by creating functional and representational educational games.
2) Master complex subjects and social issues by constructing pedagogical games for others.
3) Work on open-ended and creative design tasks on topics of choice.
4) Learn in a transparent, collaborative design studio setting where work is jointly constructed and shared.
5) Spend significant time on task by engaging daily in year-long, project-based learning.
6) Have ample opportunities for social expression and discussion about game projects.
7) Have ample time for self-learning and reflection about games, wikis, blogs, and presentations.
8) Use programming and computational design tools as primary constructs and modes of learning.
9) Utilize multiple modalities in the learning process (text, imagery, audio, video, simulation).
10) Learn alongside educators and from experts, on demand.

The West Virginia Pilot: Growing a Gaming Culture in Public Schools

Game Design Pilot Year 1 (2007-08)
Participants: 114
7 schools
8 groups
89 students
18 educators
7 principals
30 games

Game Design Pilot Year 2 (2008-09)
Participants: 325
13 schools
24 groups
291 students
21 educators
13 principals
95 games

Game Design Pilot Year 3 (2009-10)
Participants: 966
22 schools
53 groups
968 students
36 educators
22 principals
300 games

Game Design Pilot Year 4 (2010-11)
Participants: 3,000
37 schools
120 groups
2,940 students
60 educators
37 principals
1,000 games

Game Design Pilot Year 5 (2011-12)
Participants: 10,000
60 schools
300 groups
9,850 students
150 educators
60 principals
3,000 games

Assessing Game Media Literacy Development among Game Designers

Research is a significant component of Globaloria. We evaluate the cognitive, behavioral and affective impact of our game-making curriculum on students and educators in middle schools, high schools and colleges.

Fig. 1: Daily participation over 2 semesters resulted in higher quality games and concepts.

Fig. 2: More year 2 students created social issue games, and did so in teams.

Total Game Projects Created: Year 1 (Sem 1&2) 30  Year 2 (Sem 1&2) 95
Student Games by Focus
Games on Traditional Educational Subjects: 13(43%) 36(38%)
Games on Global and Social Issues: 8(27%) 48(51%)
Entertainment Games: 9(30%) 11(12%)

Individual vs. Team Games
Total Games Made by a Team: 17(57%) 51(54%)
Total Games Made by an Individual: 13(43%) 44(46%)

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