



DEMO DAY: ENGAGING ED TECH (EPSY/INFO 590, FALL 2016)

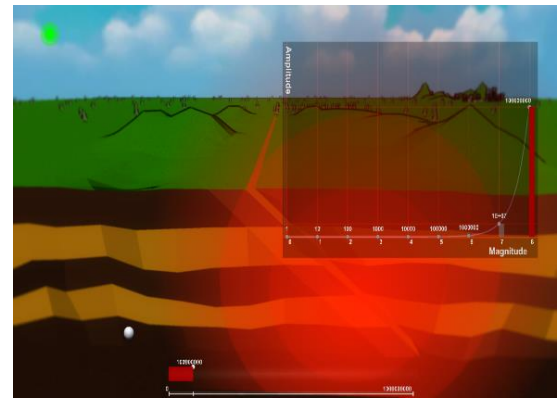
Wednesday, Dec 7, 2016
2:30 – 4:00, Education 176 (IDEALL Lab)

Please join us for an open house demo session (with refreshments!) to see class projects from the fall semester of EPSY/INFO 590, *Engaging and Interactive Educational Technologies* (taught by [Dr. H. Chad Lane](#)). Come and try the prototypes, talk to their inventors, and learn more about this interdisciplinary course (offered each fall). Send questions to hclane@illinois.edu. We hope to see you!

Embodying Exponential Earthquakes

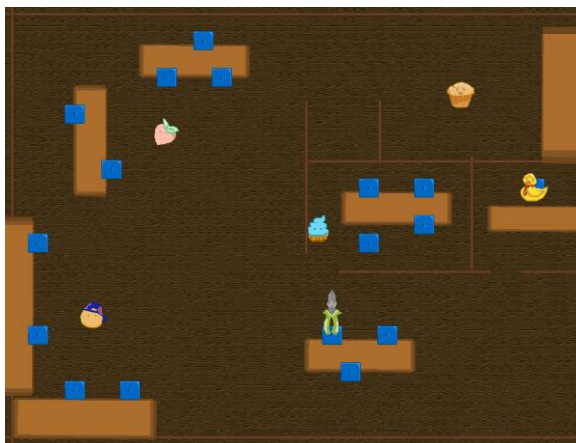
Jason W. Morphew (*Educational Psychology*) &
Ross J. Toedte (*Educational Psychology*)

The name of our project says it all. Embodied cognition is the idea that interactions between body motions and the external world are central to processes of thinking and reasoning. Our project is exponential because it involves scientific quantities that grow by powers of 10. Finally, we explore quantities like amplitudes of earthquakes as measured by the Richter scale, and acidity concentrations of liquids as measured by the pH scale. We use the Kinect camera to capture participant gestures as they interact with science simulations. Come try your hand (and arms, and legs) at using the simulations! Come and train the simulations with your gestures, make earthquakes, get engaged in science and, above all, have fun!



A Case of the Mondays

Sherry Yi (*Curriculum & Instruction*), Sahil Kumar (*Mathematics*), & Nicholas Linares (*C&I*)



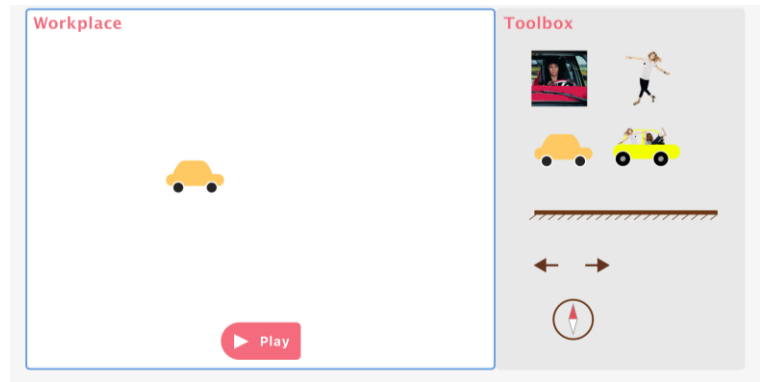
A Case of the Mondays is a dialogue driven role playing game that encourages users to interact with all those around them. While the primary goal is to work towards completing a series of tasks required in order to be considered for a big promotion, the user will inevitably face a number of distractions and complications that might make it a little more difficult than it would seem. Taking place in an office setting, the player-character Micah will interact with his or her coworkers, and make decisions as to what they will say to them, how they will say it, and possibly pay the consequences if it wasn't quite the right approach. While we urge you talk to anyone and everyone, make sure that you keep one eye on your email, another on that voicemail, and one more on Summer's daily agenda.



Using Visualizations to Improve Transfer in Physics

Aileen Bai (*Industrial Design*),
Zack Tucker (*Graphic Design*), &
Kathleen Gegner (*Electrical & Computer Engineering*)

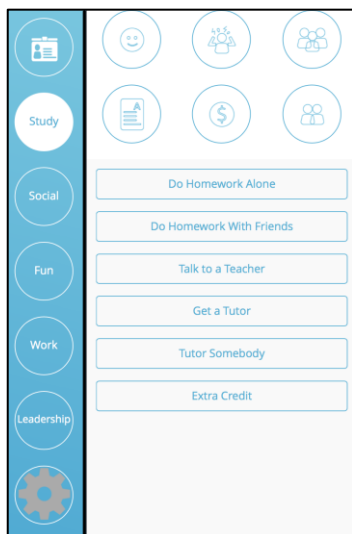
Learn Physics with Beyonce! Our application seeks to improve a student’s ability to transfer skills between contexts by helping the user visualize the problem/concept they are studying. Our application presents three physics word problems of varying complexity to allow the player to practice creating visualizations of the problems. Humorous content and animations are incorporated to help keep players engaged. Upon completion of the game, a worksheet is given to test how well the tool worked in helping students use visualizations to understand/solve their problem. Come try it out!



High School Simulator

Qing He (*Graphic Design*) &
Sneha Krishna (*Computer Science*)

Inspired by a popular Indie Game - Hobo Simulator, where the player experiences how a homeless person lives – our game seeks to teach students from grades 9-12 how to balance their life through trial and error in a game context instead of through explicit instruction. In the game, students start out as freshmen and then make a series of decisions that



influence their levels of stress, happiness, reputation, and grades. Players also have to manage their time and money. The ultimate goal in the game is to attend an Ivy League college while the learning goal is to help students better appreciate the stress of high school.

Student Teaching is Strange

Fan Yue (*EPSY*), Ursulla Idleman (*C&I*),
Anas Koshak (*C&I*), & Katherine Seol (*C&I*)

Every educator has one or two horror stories from their days as a student teacher. Sadly, there are surprisingly few resources for helping pre-service teachers cope with the experience. We have developed an interactive fiction game that guides the player through common challenges of student teaching: getting to know the students, controlling a classroom, dealing with content area impostor syndrome, managing time, etc. By targeting the affective side of student teaching, we hope to A) foster empathy in players who are not in education, B) help pre-service teachers develop realistic expectations of their future student teaching experiences, and C) give student teachers a chance to experiment with different choices in a safe environment. Our demo will consist of a short version of the game covering the first days of student teaching.

