Program:

8:00-9:00 AM Registration & Welcome

9:00-9:45 AM Keynote

"Structured Signifiers and Infinite Games: Serious Play @ Microsoft," Donald Brinkman, Microsoft Research Program Manager, Games for Learning, Digital Humanities

10:00-11:15 AM Session I

"A Video Game Alternative for In-Home Thermo-Energy Savings" by Sarah Churng, Stefani Bartz, Stephen Rice, & Nick Stoermer

"Increasing Novice Learners' Engagement in an Online Programming Game" by Michael J. Lee & Andrew J. Ko

"Investigating Knowledge Transfer through Gaming: A Study of Implicit-to-Explicit Knowledge Extraction Promoted through Collaboration in Portal 2" by Michelle Zimmerman & Jeremy Stalberger

11:15-11:30 AM Break

11:30 AM-12:30 PM Session II

"Leet Noobs: The Life and Death of an Expert Player Group in *World of Warcraft*" by Mark Chen

"Let's Plays and Internet Content About Games" by Solon Scott, Michael Pfeiffer, & Vince Blas

12:30-1:30 PM Lunch/Break

1:30-2:30 PM Session III

"Imaginary John Cage, No. 1 (for 12 Videogames)" performed by John Russell & David Baker

"Hey, Listen! An Examination of the Importance of Audio in Gaming" by Bennett Schatz

2:30-2:45 PM Break

2:45-4:00 PM Session IV: Lightning Talks

"Games for Health: Past, Present, and Future?" by Alan Au

"Finding it Hard to Breathe in the Cloud" by Alenda Chang

"Examining Game Feel in *Journey* and *Shadow of the Colossus*" by Blaine Doherty

"Practicing Paidia" by Eliot Hemingway

"Complexities in Evaluating the Effectiveness of Games for Learning" by Theresa Horstman

"Gaming Gender: Systems, Literacies, and Play" by Merritt Kopas

"The Problem of Lore in Contemporary Game Design" by Terry Schenold

4:00 PM Closing

"Project Epiphyte," Donald Brinkman

The colloquium is free and open to University of Washington students, faculty, staff, and community.

The Keywords for Video Game Studies working group, in collaboration with the Critical Gaming Project at the University of Washington and the Humanities, Arts, Science, and Technology Advanced Collaboratory (HASTAC), is supported by the Simpson Center for the Humanities. For more about the Keywords group email critgame@uw.edu or go to http://bit.ly/dqlF4E

The Keywords for Video Game Studies colloquium invites game scholars, artists, designers, developers, and enthusiasts to participate in roundtable discussions, presentations of individual and collaborative work, scholarship, and play. This year's colloquium, broadly themed by the keywords "research/design," is the capstone event to a year-long series of workshop sessions democracy, time, altplay/fandom, gold farming, and hack/mod. The colloquium, now in its second year, hopes to foster the growing engagement with what it means to study or make or play digital games.

RESEARCH/DESIGN
Keywords for Video Game Studies Colloquium
Saturday ▱ May 19, 2012 ⚟ 8-4 PM ▱ Communication 202
University of Washington ✫ Seattle

8:00-9:00 AM Registration & Welcome

9:00-9:45 AM Keynote

"Structured Signifiers and Infinite Games: Serious Play @ Microsoft"
Donald Brinkman
Microsoft Research Program Manager
Games for Learning, Digital Humanities

What is a badge? Is it a certification? Is it a mile marker? Is it some form of currency? Perhaps it is just a badge? Badges are all of these things and none of them. They are structured signifiers that have the potential to transform the way we learn skills and record experiences. The 'badge-o-sphere' is currently a chaotic and disconnected space but it is rapidly beginning to congeal into a unified repository for actionable analytics. We will discuss how badges are evolving and how Microsoft is exploring their potential.

10:00-11:15 AM Session I

"A Video Game Alternative for In-Home Thermo-Energy Savings"
Sarah Churng, Stefani Bartz, Stephen Rice, & Nick Stoermer
Division of Design, School of Art, University of Washington

Our presentation is about a revolutionary home thermostat interface that uses video game technologies to engage behavioral modifications for energy saving habits among occupants. The gaming aspect of the redesign encourages long-term energy-saving habits among individual users, and promotes positive social change among communities of dwellers.

Residential thermostats control 9% of the total energy use in the United States and similar amounts in most developed countries (Haiad et al. 2004). Many building landlords and agents choose to install programmable thermostats because of their assumed energy savings, as established by the Energy Star Program. However, several recent field studies have found no significant savings in households equipped with programmable thermostats compared to households with manual thermostats (Haiad et al. 2004, Shipworth et al. 2010). Moreover, the details of how occupants actually use them have been largely ignored. In fact, most home occupants generally operate thermostats manually, rather than relying on their programmable features, and almost 90% of respondents from a 2011 preliminary study reported that they rarely or never adjusted the thermostat to set a weekend or weekday program (Meier 2011).

We take as one source of inspiration the interface of the Toyota Prius hybrid car, which enables drivers to improve their driving efficiency. The visual user interface communicates with the engine control module of the car and outputs an "energy monitor" with graphical flow data of current energy consumption, and a "consumption screen" for logs over the individual user's average consumption.

Our thermostat interface redesign adopts this model of goal directed behavior as a solution for home energy cost cuts, by empowering the user to engage with perceived control over transparent methods for energy saving. We extend the model further by using Ian Bogost's tenets on the technology and cultural aspects of video gaming, to foster fun user experience and inter-user play for sustainably long-term habit-forming goals toward energy cuts.

"Increasing Novice Learners' Engagement in an Online Programming Game"
Michael J. Lee & Andrew J. Ko
Information School, University of Washington

Many novice programmers view programming tools as all-knowing, infallible authorities about what is right and wrong about code. This misconception is particularly detrimental to beginners, who may

view the cold, terse, and often judgmental errors from compilers as a sign of personal failure. It is possible, however, that attributing this failure to the computer, rather than the learner, may improve learners' motivation to program. To test this hypothesis, we present Gidget, a game where the eponymous robot protagonist is cast as a fallible character that blames itself for not being able to correctly write code to complete its missions. Players learn programming by working with Gidget to debug its problematic code. In a two-condition controlled experiment, we manipulated Gidget's level of personification in: communication style, sound effects, and image. We tested our game with 116 self-described novice programmers recruited on Amazon's Mechanical Turk and found that, when given the option to quit at any time, those in the experimental condition (with a personable Gidget) completed significantly more levels in a similar amount of time. Participants in the control and experimental groups played the game for an average time of 39.4 minutes (SD=34.3) and 50.1 minutes (SD=42.6) respectively. These finding suggest that how programming tool feedback is portrayed to learners can have a significant impact on motivation to program and learning success.

"Investigating Knowledge Transfer through Gaming: A Study of Implicit-to-Explicit Knowledge Extraction Promoted through Collaboration in *Portal 2*"

Michelle Zimmerman, Learning Sciences, University of Washington &
Jeremy Stalberger, Microsoft

Thirty-eight middle school students ages 9-15 are taking part in participatory action research (Langhout, & Thomas, 2010) investigating gaming in the classroom. This part of a larger design-based (Baumgartner et al., 2003) research project is in the second cycle of its multiple iterations and re-design that will span the length of the school year. The longer-term goal of the study is to investigate ways children come to develop the ability to identify their own implicit learning as they progress through the game, *Portal 2*, communicate that learning leading to reciprocal interdependence (Lew et al., 1986; Skilton et al., 2008) while engaging in socially mediated learning (Vygotsky, 1987a, 1987b) and verbal communication over a technological device (Mercer, Wegerif, & Dawes, 1999).

Further iterations of the design-based study will examine implicit to explicit knowledge extraction and physics learning transfer from *Portal 2*. Children need to be able to make implicit learning that occurs through gaming explicit as they verbally identify knowledge gained in order to communicate effectively in collaboration over a technological device. Results from the first iteration in May 2011, revealed the necessity of training in this area and literature confirmed how those conclusions apply in collaborative work in the presence of a technological tool including science simulations (Mercer, Wegerif, & Dawes, 1999).

This is the primary focus of the current iteration of the design-based participatory action teacher research, as well as a greater understanding of the implementation process and challenges of getting commercial gaming into the classroom. In order to establish asymmetric pairs for students to play *Portal 2* in cooperative mode where positive and reciprocal interdependence (Lew et al., 1986; Skilton et al., 2008) is a necessity, baselines were administered and analyzed. The best matches were established through multivariate analysis of scores on levels of interpersonal communication, multiple intelligence focused on the interpersonal domain, conceptual physics baselines, visual-spatial intelligence test, time to complete single player mode, as well as pre- and post-single player mode surveys in confidence and comfort levels in navigating a 3D environment, first person shooter, and serving as a guide in a pairing. Students were trained in the TRAC system prior to being placed in asymmetric pairs, and students collaboratively established ground rules for interaction based on the findings of Mercer, Wegerif, & Dawes (1999).

11:15-11:30 AM Break

11:30 AM-12:30 PM Session II

"Leet Noobs: The Life and Death of an Expert Player Group in *World of Warcraft*"

Mark Chen

LIFE Center, UW Institute for Science and Math Ed

Imagine 40 people grouped together in a dark, hot, volcanic cavern deep beneath the earth. Some of them appear to have been human at one point, but the flesh rotting off their frames clearly points to some supernatural force. Others are muscular, green-skinned brutes or wiry, purple-skinned figures sporting mohawks and tusks. Finally, a few hefty, cow-like, bipedal forms stand much taller than the others. Some in this exotic group are dancing, some are jumping up and down, others are sitting and drinking water and various other liquids, but the majority of them are just standing around, waiting or watching the large, spiky snake-man creature in the middle of the chamber. The humanoids are wearing an assortment of leather or metal armor and/or cloth or silk robes, and they are equipped with glowing swords, maces, and staves. A few of them are discussing the upcoming fight. One of them in particular is talking about the specific positions and roles for the others during the fight. Many of the others are talking privately with each other at the same time, sharing pleasantries or chatting about more mundane events, as if oblivious to their locale and the upcoming fight.

The apparent leader of this raiding party, the one who was summarizing roles and positions, yells, "Get in positions!" and everyone spreads out, running to various parts of the large cavern. A sizeable group of them bunches up near a lava flow, directly across from the snake-man.

"Talk to Domo!" yells the raid leader, and one of the green orcs, decked out in full metal armor, rushes to the snake-man, Majordomo Executus.

Domo, seeing the orc approach, yells, "Impudent whelps! You've rushed headlong to your own deaths! See now, the master stirs!" He then summons his boss, the overlord of this intricate cavern system known as Molten Core.

His name is Ragnaros, and he emerges from the center of the chamber, adding to the sweltering heat, his fiery, semi-liquid form towering and massive like no other monster in this harsh land known as Azeroth.

The raid leader, unfazed, yells, "ATTACK!" and a flurry of activity commences. Within moments, the raiders are all dead.

This event was experienced repeatedly by a group of players in the massively multiplayer online game (MMOG) World of Warcraft (WoW) that delved into an in-game zone known as Molten Core weekly for a period of about ten months in an activity called "raiding." This presentation will cover an ethnography of this group and the collaborative learning and expertise development that occurred through its use of dynamic communication practices and its successful enrollment—that is, adoption and deployment—of both human and nonhuman resources. I will also cover issues of trust and surveillance with particular tools the group came to enroll, as well as the eventual downfall of the group as they bickered over changes to player raiding motivations over time.

"Let's Plays and Internet Content About Games"

Solon Scott, Michael Pfeiffer, & Vince Blas

The Professionalists & University of Washington

Solon Scott, Michael Pfeifer, and Vince Blas represent small-time Youtube channel 'The Professionalists' are exploring new and insightful ways to approach game reviews and critiques through their Youtube channel and through running their Focus Group at the UW titled "Video Games: Close Playing and Critical Reviews." With the accessibility of the Internet, methods for creating content about games have changed to the point to where anyone with internet access can create a review, an analysis, or any other kind of content about any game they would like. This dynamic has shifted power from game

publishers and marketers to the consumers giving us gamers the power over what we want to see from the future of games.

12:30-1:30 PM Lunch/Break

1:30-2:30 PM Session III

"Imaginary John Cage, No. 1 (for 12 Videogames)"
performed by John Russell & David Baker
University of Oregon

This is a performance of our "Imaginary John Cage, No. 1 (for 12 videogames)" [hereafter IJCno1]. Using aleatoric compositional principles borrowed from the American avant-garde composer John Cage, we have created a work that explores the auditory experience of video game play. We have been blogging about the compositional process and some of the issues that have been raised by our work: http://imaginaryjohncage.wordpress.com/ IJCno1 is interactive, relying on live video game play to provide sonic input, input that we manipulate using a soundboard. The piece is written in such a way that we can scale the number of video games used from 4-12, and we would want colloquium participants to participate as our video game players.

"Hey, Listen! An Examination of the Importance of Audio in Gaming"
Bennett Schatz
DXARTS, University of Washiongton & Blacktorch Games

This presentation is sound design in video games and the tremendous variety and uses of sound in games. The presentation will cover a spectrum of games, highlighting the caricature-esque sounds of action-adventure platformers, the nearly invisible, hyper-realistic sounds of *COD* and *Battlefield*, the minimal use of sound and dialogue in *FFVII*, the sound driven gameplay of *FractOSC*, the subtle, gameplay driven music of *Limbo*, and a range of other games and styles. The talk will not only focus on an aesthetic inquiry of sound, but also look at the technical aspects of sound design and implementation, as well as the use of music in games. Sound and music are two of the most important yet least discussed elements of modern games, and there are many trends in the industry that can be analyzed, as well as a number of games that call into question the role of audio in video games, especially in relation to narrative and gameplay.

2:30-2:45 PM Break

2:45-4:00 PM Session IV: Lightning Talks

"Games for Health: Past, Present, and Future?"
Alan Au
Biomedical Informatics and Medical Education, University of Washington

This presentation will highlight how games are being used to promote healthy behaviors, ranging from diet and exercise to smoking cessation and stress relief. The focus will be on classic and contemporary games, with an eye towards what new opportunities the future might
bring.

"Finding it Hard to Breathe in the Cloud"

Alenda Chang

Rhetoric & Berkeley Center for New Media,
University of California, Berkeley

How can games contribute to environmental awareness and local engagement, particularly by incorporating scientific data and methods into gameplay? *AirQuest* is a civic-action game currently under development at UC Berkeley's Social Apps Lab, which brings together environmental engineers, climate scientists, artists, and game designers to address asthma and poor air quality in California's agricultural Central Valley.

"Examining Game Feel in *Journey* and *Shadow of the Colossus*"

Blaine Doherty

CHID, University of Washington

In his book, *Game Feel*, Steve Swink defines game feels as real-time control of virtual objects in a simulated space, with interactions emphasized by polish. Equipped with these three "building blocks," Swink proceeds to outline the five most common experiences of game feel: 1) The aesthetic sensation of control, 2) The pleasure of learning, practicing and mastering a skill, 3) Extension of the senses, 4) Extension of identity, and 5) Interaction with a unique physical reality within the game. Through a close playing of *Journey* and *Shadow of the Colossus*, I will examine their specific configurations of game feel and how it is that these particular assemblages work to produce the above listed experiences.

"Practicing Paidia"

Eliot Hemingway

From Odin's Forge

This will be a brief presentation on the lessons learned from a year of beginning indie game development, having started from a point of limited technical skills but substantial theoretical grounding. Emphasis will be placed on the importance of time in development, the play involved in learning, and the resulting influence that game engines have on game designs.

"Complexities in Evaluating the Effectiveness of Games for Learning"

Theresa Horstman

Learning Sciences, University of Washington

The success of an entertainment video game can be measured by the number of sales, replayability, the size of the fan and player base, respect within the gamer/gaming community, innovation, quality of game play (fun, engaging, challenging), and the quality of game overall (art, lore, music) are measures of the success of a video game (or a combination of these). Game designers recognize meeting these expectations requires knowing the target audience (Crawford, 2003; Schell, 2008; Rollings & Morris, 2004) and striving to innovate game design and game play.

With growing attempts in both industry and academics to use games for learning, the measures of success leverage the entertainment industries standards in addition to meeting the learning objectives. Game design is already a complicated endeavor but including the additional requirement of meeting educational needs adds another layer of complexity.

In educational research, the research practices of evaluating the effectiveness of games for learning is a developing area. Emphasis is often placed upon evaluating the supported learning theories to measure the learning outcomes of games. However, some educational research neglects tapping into the gaming industry standard's of good game design to evaluate the quality of game play as it relates to the learning outcomes. In addition, a closer look may reveal in educational research the qualities of game play assumed to be beneficial to learning are often overgeneralized and attributed to all types of games regardless of the quality of their design.

There are some interesting issues that arise when evaluating the effectiveness of games for learning through looking at the quality of the design of the game. By including research on how design decisions relate to the desired outcomes, both for entertainment and games for learning, then perhaps we can gain insight as to why some games are so much more successful than others.

"Gaming Gender: Systems, Literacies, and Play"
Merritt Kopas
Sociology, University of Washington

The concept of "gaming literacy" has been elaborated by a number of writers. For Zimmerman, such a literacy consists of knowledge about systems, play, and design. The concepts of systems and play have also featured prominently in the field of gender studies, in which some authors argue for playful engagement with the system of gender as a form of resistance to the societal regulation of bodies and desires. This kind of play requires a deep familiarity with the "rules" of gender, which we might term "gender literacies." Compared to other media, do games offer a unique way to build such literacies? What kinds of designed experiences can games provide around gender, and how do players explore and play with gender in games even when it is not at the core of the design? And perhaps most interestingly, how might such play transform the system of gender outside of the game? Some examples to consider include the *Mass Effect* series, *dys4ia*, and *World of Warcraft*.

"The Problem of Lore in Contemporary Game Design"
Terry Schenold
English, University of Washington

The status of lore in contemporary game design is marked by a deep contradiction. On the one hand, the incorporation of rich lore is an integral part of the creation of compelling fictional worlds like Tamriel of *The Elder Scrolls* series that captivate the imagination of so many players and facilitate enduring fandoms. On the other hand, there seems to be a growing sentiment that the ways in which this lore is communicated, often through long NPC conversations, actually frustrates or even undermines gameplay. After playing *The Elder Scrolls V: Skyrim* critic Tom Bissell goes so far as to conclude that "dense expositional lore has no place in video-game stories [...] and it seems increasingly clear that video games are neither dramatically effective nor emotionally interesting when the player's role becomes that of a dialogue sponge." Bissell offers that the problem is with the expository mode, suggesting that lore should be mostly "implied" in games, but the problem is much deeper. In this short presentation I will try to identify the general source of this problem with lore, which has to do with a narrow conception of the purpose of lore in CRPGs, and offer some examples for open discussion of the implications for future design.

4:00 PM Closing

"Project Epiphyte"
Donald Brinkman, Microsoft

Alan Au is an academic and game industry advocate. He is completing his PhD in Biomedical Informatics and Medical Education at the University of Washington, focusing on the use of technology to improve healthcare practice and policy. He is also exploring the use of games and simulation to support medical education in conjunction with the UW Institute for Simulation & Interprofessional Studies.

Alenda Chang is a Ph.D. candidate in the Department of Rhetoric and the Berkeley Center for New Media at the University of California, Berkeley. Her dissertation, *Playing Nature*, maps the intersections between game studies and the environmental humanities (read more in *Qui Parle* and *Interdisciplinary Studies in Literature and the Environment*, or on the *Growing Games* blog).

David Baker is a Classroom Technology Specialist at the University of Oregon and co-founder of the UO Libraries' Video Game Collection. His research focuses on issues of subjectivity and performativity in video games.

Stefani Bartz is an undergraduate in the Design Division of the School of Art at The University of Washington. Stefani's experience is in print design and sales. Her interests lie primarily within Visual Communication Design, with a focus in Interaction Design and Entrepreneurship. She is co-founder of Step, a student-run design firm serving local startup and small business needs.

Vince Blas is the sound and video editor for 'The Professionalists' YouTube channel. He is an undergrad in the CSE department and enjoys *Guild Wars* and the *Tales* series of JRPGs. When he isn't slaving away in front of an Adobe product or assembly code he enjoys cooking and creating campaigns for tabletop RPGs.

Donald Brinkman manages external programs in digital humanities, digital heritage and games for learning at Microsoft Research. Donald supports the Games for Learning Institute, a consortium of 8 universities, 14 principal investigators, and a small army of graduate students whose mission is to explore what makes games fun, what makes them educational, and how to best blend the two goals. He is the Microsoft champion for the Just Press Play project, an experiment to transform the undergraduate education of 750 students at Rochester Institute of Technology into a gameful narrative. Other projects include Project Garibaldi and Game Show NYC.

Mark Chen is a postdoc at the University of Washington in the LIFE Center and the Center for Game Science looking at player learning with science and math games such as *Foldit* and *Refraction*. He is also helping the Educurious project by integrating games and gameplay into the redesign of high school biology, English, and algebra. He has a new book out based on his dissertation work on learning in online games titled *Leet Noobs: The Life and Death of an Expert Player Group in World of Warcraft*. Prior to doctoral work, Mark was the webmaster and a web game developer for the Oregon Museum of Science and Industry, and he holds a BA in Studio Art from Reed College. You can read more about Mark on his blog at http://markdangerchen.net

Sarah Churng is a post-baccalaureate in Interaction Design at the Division of Design at The University of Washington. She holds degrees in Linguistics and Computer Science, with research and data analysis on automatic gesture recognition. She currently works as a Computational Linguist, though through Design; she hopes to create innovative user experiences that change human behaviors toward sustainable efforts.

Blaine Doherty is a student in the Comparative History of Ideas (CHID) department at the University of Washington.

Eliot Hemingway is a longtime gamer fascinated by methods of learning. He earned a Bachelor of Arts degree in Comparative History of Ideas from the University of Washington, and facilitated several small classes there under the aegis of the Critical Gaming Project. Since graduating, Eliot has worked at meshing theory with practice as part of the small development group From Odin's Forge.

Theresa Horstman is a doctoral student in Learning Sciences at the University of Washington, U.S.A. She received her B.A. with a focus in philosophy from The Evergreen State College and her M.Ed. from the University of Washington. Her interests include comparative analysis of video game and e-learning design methodologies and the correlation between the metaphoric process and creative process in designing instruction for virtual environments.

Andrew Ko is an Assistant Professor at the University of Washington Information School and an Adjunct Assistant Professor in Computer Science and Engineering. His research areas are human-computer interaction and software engineering; his research specifically focuses on software defects and how people and society deal with them, spanning people use software and people who develop it. In 2010, he was awarded an NSF CAREER award to support his research and teaching on evidence-based bug triage. He received his Ph.D at the Human-Computer Interaction Institute at Carnegie Mellon University in 2008. He received degrees in Computer Science and Psychology from Oregon State University in 2002.

Merritt Kopas is a doctoral student in Sociology at the University of Washington in Seattle. Their work draws upon a variety of disciplines, such as science and technology studies, literary criticism, women's and gender studies, and geography. They bring these perspectives to bear on their research interests in trans* and queer politics, embodiment, sexuality, and technologies. Their master's thesis, "The Illogic of Separation," examines the discourses that arise when people are confronted with the possibilities of configuring public bathroom spaces in new and previously unimagined ways.

Michael J. Lee is a PhD Candidate at the University of Washington Information School. His research areas are human-computer interaction and end-user programming; his research specifically focuses on examining the factors that engage novices' to learn programming through interactive video games. His work on computer science education has received best paper and best poster awards. He received an M.S. in Information Management & Systems from UC Berkeley, an M.S. in Information Science from the UW, and a B.S. in Cognitive Science and Human-Computer Interaction from UC San Diego.

Michael Pfeifer is the 'driver' of 'The Professionalists' YouTube channel, enjoys watching british television on Youtube, and refuses to stop playing *The Binding of Isaac* on his computer. He is an undergrad in the Mathematics department and he is Solon's assistant in his focus group. Michael takes pride in his status as a freelance Mathematician and his misunderstandings of world accents.

Stephen Rice is an undergraduate in the Design Division of the School of Art at UW. Stephen has worked in logo design, page layouts and poster design. His interests lie in Visual Communication and Interaction Design, with focus on sustainability and humanitarian awareness infographics. He also enjoys creating music posters concert flyers.

John Russell is a Social Sciences Librarian at the University of Oregon, where he specializes in History, African Studies, and Medieval Studies. His academic background is in European intellectual history and history of media.

Bennett Schatz is a strange man currently residing in the strange city of Seattle. He hails from the slightly stranger city of San Francisco. Currently pursuing a double degree in Digital Arts & Experimental Media and the Comparative History of Ideas with a minor in music, he still isn't really quite sure what any of that means. He does know that his 12 years of musical experience, work in numerous post-production studios, and love for video games has come full swing with his work designing sound and music for Blacktorch Games. When he is not figuring out which 'oof' sounds the 'oofiest' you can find him staring at a calendar waiting for *Diablo 3* to come out, playing music in strange places, electrocuting himself, and cooking open-faced sandwiches.

Terry Schenold is a Ph.D. candidate in English writing his dissertation "Reading and Reflection in the Novel and New Media," which includes an exploration of digital roleplaying games as the best potential analog to literary media, as instruments for reflection, within the emerging digital media ecology. As an instructor in CHID he has taught several classes on digital games. He is also the founding member of the Critical Gaming Project and continues to work closely with undergraduates to develop new focus group courses addressing digital games. His specific research interests in the field of game studies include ergodicity and narrative, time, sources of "immersion," and comparative configurations of imaginative work in different game media.

Solon Scott is the director and host of small-time YouTube channel 'The Professionalists,' which focuses on a brand of live video game critique called 'Let's Plays' where one creates commentary while they play a game of their choosing. Solon also designed and is running the CHID focus group titled "Video Games: Close Playing and Critical Reviews." When he isn't talking video games he is busy being a third-year undergrad in the CHID and Informatics department.

Jeremy Stalberger, MBA, is a Washington native and proud Sounders fan. Also a fan of many disciplines, he has applied his background in mathematics and business to several areas including e-commerce, small business startups, and Actuarial Analysis. Analyzing how gaming impacts education has been a natural progression merging many of his interests. He currently lives in Bellevue and works as a consulting financial analyst for Microsoft.

Nicholas Stoermer is an undergraduate in the Design Division at The University of Washington. His background is in 3D modeling/animation. His work has been featured in TED talks, National Geographic, Seattle King5 News, and Press Releases by the former UW President Mark Emmert. His interests are in Interaction Design, with focus on interfacing for a progressively mobile world.

Michelle Zimmerman attained her Ph.D. in Learning Sciences and Human Development from the University of Washington. As a full time lead teacher, the opportunity for her classroom to inform her research and studies has been mutually beneficial. In the past 11 years, she has taught all subjects and ages from 3-14 and implemented the school's 1:1 laptop program. Her research has been presented at teachers' conferences, AERA, ISTE, Pacific Science Center, and Microsoft US IEF.