

TERMS AND CONCEPTS

- **Active learning** - Active learning is any learning activity in which the student participates or interacts with the learning process, as opposed to passively taking in the information. Active learning occurs when Learning to experience (see and act on) the world in a new way. Gaining the potential to join and collaborate with a new affinity group. Developing resources for future learning and problem solving in the semiotic domains to which the game is related. Learning how to think about semiotic domains as design spaces that engage and manipulate people in certain ways and, in turn, help create certain relationships in society among people and groups of people, some of which have important implications for social justice.
- **Affective Filter** - That is a filter that shuts out input from the world when a person is fearful, emotionally resistant, frustrated, or otherwise emotionally overburdened. (eg: when someone is trying to learn a foreign language but is fearful of failing and looking silly.)
- **affinity group** - People in an affinity group can recognize others as more or less “insiders” to the group. They may not see many people in the group face-to-face, but when they interact with someone on the Internet or read something about the domain, they can recognize certain ways of thinking, acting, interacting, valuing, and believing as more or less typical of people who are “into” the semiotic domain.
- **Appreciative system** - Your set of goals, desires, feelings and values in respect to the domain being engaged with, helping you determine what you “Like” or what is “Good”.
- **Autotelic Activity** - A self serving/fulfilling activity. One done for its own purpose.
- **Collective imagination** - he Collective Imagination explicates the media of social creativity and explains how the imagination has shaped historically significant social institutions. It focuses on the media of wit, paradox, and metaphor, and develops a distinctive and original interpretation of the imagination's oppositional quality.

- **Concentrated sample** - Concentrating certain basic artifacts, skills and tools that people need to learn to have a solid foundation to explore the rest of the semiotic domain. Eg. Often games have tutorials that feature all the main elements in a quick short level.
- **Connectionism** - a view that stresses the ways in which human beings are powerful pattern-recognizers. This body of work argues that humans don't often think best when they attempt to reason via logic and general abstract principles detached from experience. Rather, they think best when they reason on the basis of patterns they have picked up through their actual experiences in the world, patterns that, over time, can become generalized but that are still rooted in specific areas of experience.
- **Constructivism** - Constructivism is a theory in education that recognizes the learners' understanding and knowledge based on their own experiences prior to entering school. It is associated with various philosophical positions, particularly in epistemology as well as ontology, politics, and ethics.
- **Couching Information** - is when you seat the information within a context. Eg "When games say press the 'jump button' , what is a 'jump' button?"
- **Cultural models** - Are images, story lines, principles or metaphors that capture what a particular group finds "Normal" or "Typical" in regard to a given phenomenon.
- **Design grammars** - Each domain has an internal and an external design grammar. By an internal design grammar, I mean the principles and patterns in terms of which one can recognize what is and what is not acceptable or typical content in a semiotic domain. By an external design grammar, I mean the principles and patterns in terms of which one can recognize what is and what is not an acceptable or typical social practice and identity in regard to the affinity group associated with a semiotic domain.
Eg. Elagro is not a killer so I won't let her kill.
Eg. I am a father/banker/ect... that is playing a real time video game.
Eg. I am elagro a half-elf mage in world of warcraft,
- **Distributed Knowledge** - The act of achieving something beyond one's individual knowledge by combining or integrating it with others around.

- **Embodied Actions** - Action actually carried out in the game world or simulated in your mind.
- **Embodied Stories** - Experiences that connect mind and body, It covers perceptions, actions, choices and mental simulations of action or dialogue.
- **Epistemic Learning** - “kind of means *learning by teaching*” to use a quote... “Epistemic learning looks to the ways that certain games afford their players the opportunity to step virtually into the shoes of a specific profession and, through game play, become familiar with its domains of knowledge, skill base, values, identities, and ways of thinking about the world.
- **Fiero** - Italian for “Pride”. It is that hard to explain the feeling you get in a game when you overcome an obstacle/ achieve your current goal.
- **Flow** - A state of flow is when one is completely engaged in an activity. The activity is neither too hard or too easy, always operating within one's regime of competence. It is the state of working at the very limits of your ability.
- **Garden Paths** - a seemingly interesting solution to a problem that does not lead to a good hypothesis about the solutions to later related problems. Hypothesize.
- **Hedonic Treadmill** - The phenomenon for humans tendency to return to a stable level of happiness despite different extrinsic factors of happiness and sadness.
- **Jigsaw method** - Each module (Team) is initially expert on only our part of the whole topic, no team is expert on the whole. But each team distributes its knowledge to the whole. There is no single “leader” (teacher); each member plays the role of researcher, student, and teacher in different configurations and contexts.
- **Lusory Attitude** - is the psychological attitude required of a player entering into the play of a game. To adopt a lusory attitude is to accept the arbitrary rules of a game in order to facilitate the resulting experience of play.
- **Models / Modeling** - Models are depictions of real things for example a toy airplane is modelling a real one but only may depict realistic proportions but not

show the material or mechanical function of each part. A spreadsheet of airplane parts in relation to their temperature change based on elevation is still a model of an airplane albeit a much more narrow and specific one. Both models have uses and value and can be transferred when going from one field to another.

- **New Literacy studies** - The NLS opposed a traditional psychological approach to literacy. Such an approach viewed literacy as a “cognitive phenomenon” and defined it in terms of mental states and mental processing. The “ability to read” and “the ability to write” were treated as things people did inside their heads. The NLS saw literacy as something people did not just do inside their heads but inside society. It argued that literacy was not primarily a mental phenomenon, but, rather, a sociocultural one.
- **Pedagogy** - most commonly understood as the approach to teaching, refers to the theory and practice of [learning](#), and how this process influences, and is influenced by, the social, political and [psychological development](#) of learners. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Both the theory and practice of pedagogy vary greatly, as they reflect different social, political, and cultural contexts.
- **Psychosocial moratorium** - A learning space in which the learner can take risks where real-world consequences are lowered. Eg. In a game you can save and start over, players can fail as much as they want. “The cost of caring is not prohibitive, as it so often is in school”
- **Reciprocal Teaching** - the teacher and the group of students take turns leading a discussion about a reading passage. The leader begins by asking a question. The group rereads the passage and discusses the possible problems of the interpretation when necessary. Attempts to clarify any comprehension problems occur opportunistically. At the end of the discussion, the leader summarizes the gist of what has been read. The leader also asks for predictions about future content.
- **Regime of competence** - The areas within which you can still navigate different semiotic domains, whether it be by your own knowledge/ deciphering or taking in new information by research.

- **Semiotic Domain** - The term “semiotic domain”, as proposed by Paul Gee, a PhD in linguistics, refers to a distinct collective consciousness shared by people with similar interests, attributes or skill sets. The domain is defined by modalities such as images, words, sounds, gestures and symbols; in other words, the design grammar associated with that domain. The modalities convey meaning to people who understand the language, or literacy, of a specific semiotic domain.
- **Separate World Views** - Concept that states that games/media exist and are experienced in their own sectioned off world from the everyday.
- **Serious Game** - A serious game or applied game is a game designed for a primary purpose other than pure entertainment.^[1] The "serious" adjective is generally prepeded to refer to video games used by industries like defense, education, scientific exploration, health care, emergency management, city planning, engineering, and politics.
- **Situated Cognition** - Situated cognition is the theory that people’s knowledge is embedded in the activity, context, and culture in which it was learned. It is also referred to as “situated learning.” That “Knowing” is inseparable to “Doing”.
- **Situated Learning Matrix** - The idea of learning where it is done from the bottom up, from Identity -> Norms/goals -> tools/tech -> content. This is the opposite of traditional classes.
- **Stealth learning** - making a game that incorporates education without making it the explicit purpose.
- **The social mind perspective** - If the human mind is a powerful pattern recognizer and the evidence very much suggests it is. Then what is most important about thinking is not that it is “mental”, something happening inside our heads, but rather that it is social, something attuned to and normed by the social groups to which we belong or seek to belong.
- **Transfer of knowledge** - Transferring some understanding of a different semiotic domain into the current one to help you make more sense of it. Eg. Schools do this when they try and build on classes like math and science.
- **Virtual , Real & Projective Identity** - Identities here are a set of values/beliefs/symbols/ect that define an affinity group as it pertains to an individual.

Virtual Identity : One's Identity as a virtual character in a virtual world.

“ME AS A **CHARACTER**”.

Real Identity : One's Identity/identities that they bring to playing the game

“**ME AS A CHARACTER**”.

Projective Identity: One's' Identity that is projected from their real onto the virtual

“ME **AS A CHARACTER**”.

- “Semiotic domains require people new to it to take on and play with new identities”