Topic: Assessment Methodologies for Game-Based Learning
Moderated by: Tamir Nadav
Facilitated by: A. Walton

Attendee's: Ellen Menaker, Sonny Kirkley, Perry McDowell, Michael Forteir, Adam Greenwood, Joseph Pellegrino, Andrew Tosh, Christopher Stapleton, Peter Smith, Laura Blasi, Jeonghu Hich, Terry Tao, Carol Prickett, Ron Tarr, and more.

The Assessment Methodologies for Game-Based Learning working group was an insightful look on whether or not games can be used as an assessment tool for educational and training benefits. Here, over thirty attendee's were involved in an open discussion of; the advantages of storytelling versus gaming to educate and train, applied ideas of educators through gaming, the success of governmental training through gaming, and the challenges of adapting pre-existing systems of learning.

One of the most important and least understood informational tool is assessment. The assessment of game based learning could prove the effectiveness on education or training simulations. By challenging the already assessed existing systems of learning you can compare how utilizing gaming can be seen as an enhancement. Games are seen as a catalyst to improve the developmental stages of children and novices by different training situations.

"I will play with a man for an hour and know more about him than a year of conversation" – Plato

As quoted above, it is widely accepted that a person can learn more from playing/interacting than by being taught by traditional lectures. The reason games are a successful tool is because games can be anything as a function and still be fun. The application of games through learning is immeasurable. Games, as a rule of thumb, set objectives for succession or training. These objectives can then be assessed to determine the level of success or failures on those objectives. It is a fine balance of 'game-ability' and getting the training objectives accomplished. Even by defining the initial settings of game play can games already give an assessed understanding of the person's abilities (beginner, novice, and expert).

The point of training games is to somehow develop an interactive story that allows assessment of relationships on a social scale as well as education and training. Being able to infuse emotion into very dry content will keep motivation and show the importance of why the user is learning. Seeing a player's decisions and how it interacts to the overall plot of story gives an indication of the personality and an intimate frame of reference of the person. It will be able to assess the negative 'gaming-behavior' of a person by allowing them to deviate from seemingly linear paths. Even if it is a training simulation for something intently serious, there should be allowance to purposefully 'screw around' so that people can asses their own skills and knowledge learned. Some of the more fun aspects of games is the ability to screw up or by to learn through the digits.

Using game-based learning as a way to teach education and new techniques only helps and enriches users. It does this by introducing a factor of fun that seems lost on traditional methods of education. Games present objectives as a challenge that can be overcome in an entertaining fashion. It brings learning to a common language that everyone can understand. There is no denying that using games as an assessment tools is a brilliant idea for use in education. Educational game-development for complex education has a definite use in the future. And as these assessment methodologies continue to expand, the proof will be conclusive that game-based learning is vital to the progress of education.