

A Spartan soldier in a dark, atmospheric environment. The soldier is wearing a helmet and holding a rifle. In the background, a large, glowing eye is visible in the sky, and a structure resembling a bridge or a piece of machinery is illuminated by a bright light source, possibly a sunset or sunrise.

# Implementing Games Within A Non-Tactical Curriculum

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# DA-who?

- 150,000+ civilians and govt AT&L
- Ft Belvoir, VA HQ
- Areas of concentration cover
  - Program Managers
  - Business and Finance
  - Contracting
  - System Engineering
  - Logistics
  - General Acquisition

# You're using games for what?

- Acquisition Education and Training
  - Almost 100 courses
  - 70% Blended or exclusively online
  - Over 50 Continuous Learning Modules



# How's that working out for you?

## Research

DAU Baseline Survey of current DAU use of Games and Sims

- 16 DAU courses using a total of 27 Games and Sims

UCF's Curriculum Matrix

- Identified 40+ courses amenable to the inclusion of G&S

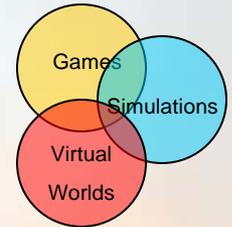
BCF Totals Summary	
	TOTAL
GURPS	43.33
Cassandra	42.72
Rainroads	12.25
CIO Wargame	10.13
MIT Beer Game	7.50
GlobalSCM	7.00
SimuLearn	6.67
Executive Challenge	6.42
Breakaway Federal	4.83
DMCTI	0.50

## Results

LCIC's "Top 15" identified, 3-5 courses will be enhanced with G&S in FY08

ACQ 404  
BCF 103  
BCF 301  
CON 215  
CON 217  
CON 234  
CON 353  
LOG 201B

LOG 235  
PMT 352B  
LOG 350  
PQM 201  
PQM 301  
SYS 203  
SYS 302



## ACQ 202

Flash 2-D On the Job Simulation with motivation and reinforcement based activities.



## Products

CASSANDRA

UCF's Card Based Acquisition Game Electronic Version

BARDA BRIDGE

Will Interactive's VEILS system for Contingency Contracting



# That sounds easy!

- Challenges
  - Most of our students are baby boomers
    - How much gaming experience do they have?
    - How will they receive them?
  - Our courses do not cover the most exciting content
    - Relevance is key
  - We have to make our blended and online courses available to just about everyone, everywhere
    - Installing software, not easy to do

# So how do you do it?

## Step 1

### Functional Decomposition

- Content Typification
- Course Level
- Course Format
- Course Standing
- Course Enrollment
- Content Stability
- Available \$\$\$

# Uh huh, and then?

## Step 2

Proposal

## Step 3

Re-propose

## Step 4

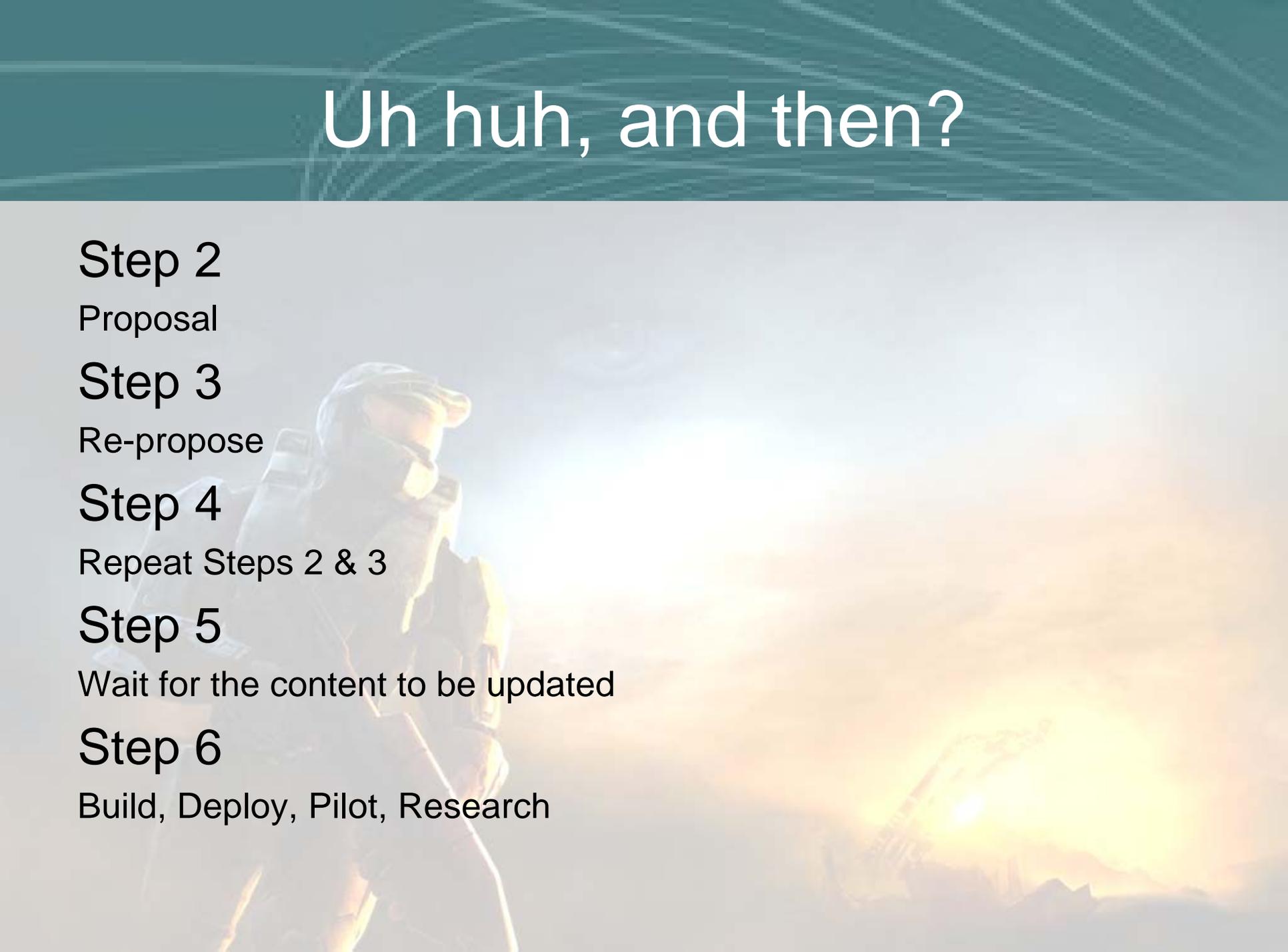
Repeat Steps 2 & 3

## Step 5

Wait for the content to be updated

## Step 6

Build, Deploy, Pilot, Research



# Does that mean I'm not going to get to shoot anybody?

## Games in Curriculum

Games to be used within courses, DL or classroom; fully aligned with learning objectives targeting learning and retention through motivation.

FY08

BCF 103 – Custom Mini Games

SYS 203 – Cassandra

PQM 301 – FlexSim (COTS)

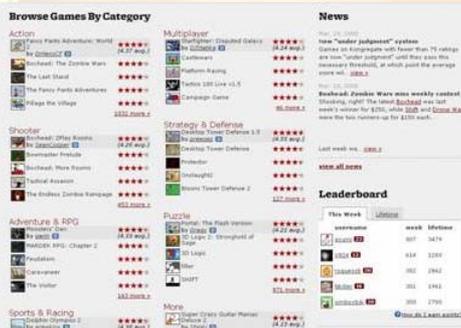
FY09

CON 217 – Adventure Story



## CSTAR Games

COTS and DOD built game to be used both within CSTAR and on the new CSTAR website. Games can be used by students to reinforce learning, as homework assignments, or as refreshers and prerequisites to coursework. Faculty can browse by topic and content areas and specify games that could be implemented into their courses in the future.



## CLM Games

Games to support areas currently covered by CLMs to serve as reinforcements, supplemental information, or refreshers for course related and Core Plus Plus concentration areas. CLM games might be entirely game based (Barda Bridge, Corrosion) or might alternate between game and content. Current initiatives include machinima decision making scenarios.





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