

**WHAT WORLD OF WARCRAFT
IS TEACHING US ABOUT LEARNING**

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Do not go where the path may lead, go instead where there is no path and leave a trail.

- Ralph Waldo Emerson

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ABSTRACT

Video games are a growing multi-billion dollar industry. Pew Internet & American Life Project (2008) reported that 97 percent of teens ages 12 to 17 years play computer, web, portable, or console games. Of the various genres that were reported, 36 percent of teens played role playing games and 21 percent played massively multiplayer online games. The purpose of this mixed methods case study was to explore and examine the popular massively multiplayer role playing game World of Warcraft as an informal learning environment by examining adolescent game perceptions and experiences. The results will help educators and others to better understand the video game and the implications for formal and informal learning environments. The research was guided by the questions, “How does the World of Warcraft MMORPG serve as a learning environment? What game components support learning? What are game players learning?”

Study participants consisted of nine students in grades 8 through 10 in Hawaii public and charter schools. They played World of Warcraft daily, completing game quests and earning experience points and rewards. Participants wrote about their game interactions at the end of each game period; explaining characters, events, and game choices. Participants also answered survey questions regarding demographics and perceptions of self-efficacy and self-regulation and use of 21st century skills in the game world.

The researcher coded participant responses and found that participants were learning and practicing 21st century skills (critical thinking and problem solving, collaboration and communication, and creativity and innovation). Further inquiry revealed that the WoW environment incorporated three areas that aided learning: social cognitive theory, community, and game design components that provided learning support (agency, reinforcement and feedback, graphic user interface, and storytelling).

The results showed that World of Warcraft was a learning environment that integrated learning theory, community, and game design to engage and motivate participants to achieve goals within a video game framework. In addition, WoW offered collaborative experiences across participant differences to achieve common goals. The game was a great equalizer, turning

a blind eye to stereotypes of real-world race, ability, and gender as participants practiced 21st century skills in a virtual world of possibilities.

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CHAPTER 1. INTRODUCTION

Video games are a growing multi-billion dollar industry. The Entertainment Software Association, an organization representing the video game industry on State and Federal levels, released a research report in April 2015 with data from more than 4,000 American households. The report revealed 155 million Americans play video games and in each game playing household there were an average of two gamers. In addition, 51 percent of households had a dedicated game console and 42 percent played video games three or more hours per week.

The United States Department of Education (USDOE) Office of Educational Technology emphasized the importance of immersive, interactive, and creative spaces for students to learn and explore in the 21st century classroom (<http://tech.ed.gov/games/>). Recognizing the popularity and educational potential of the video game, the Department initiated events to encourage technology experts, teachers, and students to look at games as an innovative and fun way to learn.

As a result, the USDOE hosted its first Game Jam in September 2014. The opening keynote speaker, Rafranz Davis, encouraged educators to embrace games and technology as part of the changing landscape. Over 100 game developers, 35 teachers, learning researchers, and students met to develop games for learning. In addition, the USDOE and Games for Change, co-sponsored the first Games for Learning Summit in April 2015. It was held on the campus of New York University with the support of the Entertainment Software Association. Commercial game developers, publishers, educators, students, government officials, and others met to discuss the creation and use of video games in the classroom

The collaboration between New Media Consortium and the Consortium for School Networking resulted in the New Media Consortium Horizon Report: 2014 K-12 Edition. The sixth annual report in the education series examined emerging technology and trends likely to impact education in the next five years. Games and gamification were identified as having potential for learning and teaching. The report discussed the games Minecraft and Classcraft. Minecraft allowed players to explore the virtual world and use math and design skills to construct a virtual environment through building blocks. The game was used in school classrooms to support collaborative learning, as well as curriculum. Classcraft, designed by a

teacher to engage and motivate 11th graders, helped students study physics through their virtual game roles as mages, warriors, and healers. The game encouraged students to achieve curricular goals through experience points and leveling up. Gamification, the integration of game mechanics (e.g. badges, points, and other rewards), provided incentives and motivated achievement.

Another report, the 2008 Pew Internet and American Life Project, reported 36 percent of teens played role playing games and 21 percent played massively multiplayer online games. The popular World of Warcraft (WoW), released in 2004, combines both genres as a massively multiplayer online role playing game (MMORPG) and has reported millions of players throughout the world. Its rich game environment offers simultaneous worldwide competitive game play with a range of other players, complex problem solving, and imaginative storytelling as players enter virtual worlds and lead alternate lives through game characters called avatars (Thomas & Brown, 2009). WoW's longevity as a MMORPG reinforces its value in video game research.

Statement of the Problem

A review of the literature in Chapter 2 on game research showed that the video game can be a powerful learning tool. Studies showed that video games provided opportunities to learn classroom content through play. Video games offered skill introduction and maintenance through practice within a structured game environment in problem solving (Barab, Dodge, Carteaux, & Tuzun, 2005). They often required players to play at the edge of their ability by working through skill levels (Oberdörfer & Latoschik, 2013). Barab, Gresalfi, & Arci (2009) posed the concept of transformational play in Quest Atlantis where students learn academic content by taking on roles as reporters, scientists, and historians in order to solve problems in the game world.

Game-based learning also offered a way to engage students unmotivated in traditional education (Plass, Homer, & Kinzer, 2015). In the game River City, students increased their school attendance when they were 21st century scientists that traveled back in time and used scientific inquiry to find the cause of illness (Ketehut, 2010).

However, more research is needed to better understand video games and learning (Perrotta, Featherstone, Aston, & Houghton, 2013). A 2009 report by Kaiser Family Foundation

reported typical 8 to 18 year-olds played video games for 73 minutes a day. Nick Yee, known for his research on online gamers, reports 25 percent of players on MMORPGs are teens (<http://www.nickyee.com/>). However, current research focuses on adult gamers in MMORPGs as evidenced by the work of Steinkuehler (2004) and others. There is a little research on adolescents and their experiences in a MMORPG. More specifically, the questions of *how* and *what* adolescent players are learning in a MMORPG environment remain unanswered. In addition, more research is needed to expand and verify what makes for learning in a video game environment.

Purpose

The purpose of this mixed methods case study was to examine the World of Warcraft MMORPG environment through the written perceptions and experiences of adolescent game players. The study looked at how players processed their game experiences and what their experiences revealed about learning. Participant narratives were specifically examined for *how* the game environment aided their learning and *what* was learned.

The research was an exploratory step to bring increased understanding to the field.

Research Questions

The intention of this research was to answer the following questions.

- RQ1: How does the World of Warcraft MMORPG serve as a learning environment?
- RQ2: What game components support learning?
- RQ3: What are game players learning?

Significance of the Study

Current research seeks to capture, describe, and explain the different faces and implications of the game phenomenon (Ulicsak. & Wright, 2010; McGonigal, 2011). This study explored the MMORPG as an informal learning environment by looking at game perceptions and experiences of adolescents in the popular MMORPG, WoW. The results will help educators and others to better understand the video game and the implications for formal and informal learning environments.

The research explored the WoW MMORPG through adolescent game players' written responses and found evidence of the learning and practice of 21st century skills and related constructs: critical thinking and problem solving, collaboration and communication, and creativity and innovation. Further inquiry revealed that the WoW environment incorporated three areas that aided learning: social cognitive learning theory, community, and learning supports through elements of game design (agency, reinforcement and feedback, graphic user interface, and storytelling).

Conceptual Framework

Social cognitive theory (SCT) served as the conceptual framework for this study (Bandura 1986, 1991). There are five learning behaviors within Bandura's framework. The behaviors include observational learning, goal setting, self-efficacy, self-regulation, and expectation of outcomes. SCT is an outgrowth of Bandura's early work in social learning which relied upon the role of the community in learning.

Yee (2014) and Boellstoff (2008) proposed that the MMORPG is a learning community where human behavior can be studied. In the MMORPG community, players, individually and together, follow game rules and move through a hierarchy of levels to accomplish tasks. The MMORPG presented a computer-based learning community that offered players opportunities to practice self-regulatory behavior, moving back and forth between setting goals, determining strategies, and refining tasks (Azevedo, 2007). Within the MMORPG world there were intrinsic motivators (play and challenges) leading to conflict and choices with various feedback loops that led to extrinsic motivators or goals and rewards (Anderson, 2011). Learning and skill development was linked to outcomes and evaluation through game mechanics (Educause, 2014).

This research used Bandura's (1986, 1991) social cognitive theory to examine learning through the reported game interactions of adolescent game players in the game world. Figure 4 shows the relationship between social cognitive theory and the adolescent player in WoW.



Figure 1. The social cognitive theory framework in WoW.

Summary of Methodology

Case study methodology was used to guide the research design because of its ability to offer an in-depth examination of new phenomenon within its real life application (Yin, 2014). Data consisted of collecting and analyzing qualitative and quantitative information. The information enabled the investigation of a contemporary MMORPG phenomenon, World of Warcraft, in its real-world context (Yin, 2014). Data collected consisted of: narrative descriptions, closed and open-ended responses to questions about game play, and Likert survey responses.

There were nine student participants in grades 8 through 10 in a five-week summer program. Two participants were from a Hawaiian language immersion school on Oahu. Three participants were from a charter school on Hawaii Island and four participants were from one public school complex on Oahu. Participants were asked to play WoW and write daily narratives about game interactions: explaining characters, events, and game choices. They earned experience points and rewards by completing quests or tasks. The points helped them advance through the game and develop their avatar characters' storyline within the overall WoW game story.

Daily narratives were used to understand how participants organized events and actions as suggested by Connelly and Clandinin (2006) who reported the importance of told stories. Both Sarbin (1986) and Bruner (1987) further stated that narratives help to explain how people link events and create meaning from experiences. This study used the participants' daily game narratives to show what was personally significant and meaningful for them to tell in the game that was ongoing.

When the game class was over, the researcher organized the narratives chronologically by participant and read, reread, and coded the narratives for recurring themes that included Bandura's learning behaviors and 21st century learning skills and constructs identified by The Partnership for 21st Century Skills.

Participants were also asked to answer survey questions regarding their perceptions of personal self-efficacy and self-regulation in the game world. Responses to Likert questions were examined and ranked. Open-ended responses to questions were coded based on Bandura's social cognitive theory and 21st century learning skills and constructs.

Case Study Methodology

Case study methodology was used in this study because it helped to describe, explore, and explain a phenomenon (Yin, 2014). Since research into learning and the MMORPG is new, the use of case study methodology was especially appropriate. The following table shows research using the case study methodology in education, social sciences, and medicine.

Table 1. Case Study Examples in Education, Social Science, and Medicine

Author, date	Purpose	Participants	Results
Dunleavy, M., Dede, C., & Mitchell, R., 2009	Understand ways augmented reality simulation aids or hinders teaching & learning	Teachers, Students	Unmotivated students 100% engaged. Familiar technology tools help maintain engagement and aid learning
Marie Karlsson and Ann-Carita Evaldsson, 2011	Understand girls' different narrative versions of same incident	3 adolescent girls in three friendship groups	Storytelling is part of daily life; tell, probe, synthesize, eliminate different versions of actual or possible experiences
Jason Rodriquez, 2013	Describe identity & community through illness narratives	32 members of internet forum who have early onset Alzheimer's	Personal stories central to construction of self & community for home bound people
Janine A. Overcash, 2004	Understand aging	12 older women with breast cancer. Medically insured, with adequate financial resources, with generally good social support	Each participant assigns a different meaning for the same terms. Disease is the medical label, illness is a perception of symptoms and disability
Helena Blomberg and Mats Börjesson, 2013	Explore Construction & negotiation of different categories in identity process	12 people who were bullied	Identity is process. Narrator views the "I" in past & makes events relevant for telling in present

In the first case study, student and teacher narratives were collected to gauge engagement in an augmented reality simulation in Dunleavy, Dede, and Mitchell (2009). Narratives carried direct descriptions of participant engagement with expected and unexpected themes.

In the second case study, Karlsson and Evaldsson (2011) described narratives of three groups of girls whose descriptions of a single incident of bullying align with how the girls saw themselves and each other.

The third study, reported how Alzheimer's patients shared their stories on an internet forum (Rodriguez, 2013). Their stories allowed for interaction among those going through similar experiences in order for them to make sense of their illness.

Researchers in the fourth case study studied older women with breast cancer. They found that patient narrative descriptions were most often heard by attending nurses who became the story-gatherers and helped patients feel heard and validated (Overcash, 2004).

In the last example, Blomberg and Borjesson (2013) studied the narratives of twelve people who were bullied and described actions in a context related to social agreements about responsibility and the ability to make independent decisions.

Role of the Researcher

As an educator who's worked in the public school system on the school, district, and state levels, I saw children of all ages and abilities gravitate to video games. I saw the same phenomenon with my children and their friends and wanted to have a better understanding of the appeal and outcome of playing video games.

Today's game technology is a far cry from the games I played of Pac Man and Pong. Game genres are vast and have an appeal to all ages. A three-year-old played with a figure on a swinging ladder on a computer tablet, a second grader wanted me to join him in Farmville, a middle school student created his school campus using Minecraft, and an eighth grade student with autism quickly finished non-preferred tasks so that he could play a video game.

In an effort to widen my video game knowledge, I tried different game genres and found myself drawn to role playing games. The massively multiplayer role playing game (MMORPG) captured my attention with its virtual world of avatars and story creation with a multitude of online players. The ability to inhabit game characters, solve problems through trial and error, and try new ways of being became the ultimate learning playground. It was a relatively risk free opportunity to learn and create.

The MMORPG story presented an opportunity to get involved in pretend play, to create another self in another world. The traditional story of the hero or heroine's struggle for meaning was seemingly replaced by the video game where the protagonist overcame obstacles along his journey and returned triumphant.

As a parent and educator, part of my job is to help children learn and develop a sense of who they are in the great scheme of things and understand that life is a journey of learning and finding one's place in the world. As teacher researcher, my questions focused on the MMORPG as a learning environment and what it can tell us about children and learning. WoW was chosen because of its longstanding popularity, strong storytelling elements, video game rating of "T" for teen, and 2013 award for Best Use of Student Engagement Techniques in Education the MMO-School Project.

Limitations

Study limitations included: 1) researcher presence in the class may have skewed the data because students may say or do what they think the researcher wanted to see or hear; 2) data collection time was short; 3) the study was exploratory and served to prompt new questions; and 4) the results applied to this specific population.

The intent of this study was to examine MMORPG as an informal learning environment. The research was an exploratory initial step to bring increased understanding to the field of study.

Definition of Key Terms

The following terms and definitions are used in the study.

Learning: Through doing, students explore, think broadly, and make adjustments (Dewey, 1963; Bruner, 1960).

Massively Multiplayer online role playing game (MMORPG): Online game that allows people from all over the world to play together, in-role, exploring dungeons and finding treasure (Yee, 2014).

Play: An activity that we become, stretching our sense of self such that one is able to act "a head taller than himself" (Vygotsky, 1978).

Video games: Immersive, interactive media with accompanying mediated representations of self and other, representational and textual visual content, narrative cohesion and progression (Gee, 2003).

World of Warcraft (WoW): A massively multiplayer online role playing game (MMORPG) played simultaneously by hundreds or thousands of players (Blizzard, 2011).

Summary

This chapter covered the purpose of this study, research questions, study significance, methodology, and the conceptual framework used. A list of terminology is also included. The next chapter, Chapter 2, provides a review of literature on video games, community, adolescence, and learning. Chapter 3 provides information on the methodology used, including research design, study setting, participants, pilot study and IRB approval, instrumentation and procedure, data collection and analysis, and validity. Chapter 4 discusses the findings and Chapter 5 presents research conclusions and implications. The Appendices follow and include: Parent Letter and Consent, Student Letter and Assent, Demographic Survey, Game Play Survey, Daily Narrative, Final Narrative, IRB Approval, and Code Book.

CHAPTER 2. REVIEW OF LITERATURE

Chapter 2 discusses the literature related to video games: learning, community, adolescence and the research on video games and learning. The purpose of this case study was to explore and examine World of Warcraft (WoW), a massively multiplayer online role playing game (MMORPG), through the game interactions and responses of adolescent game players and discuss implications for learning.

Video Games

Video games offer fun, excitement, challenge, competition, and a way to alleviate boredom (Olsen et al., 2007). All video games consist of a system of rules that facilitate player interactions - decisions, challenges, and consequences. Players accumulate points and advance through the game levels by successfully interacting within the game system.

Player interactions serve as a way to categorize video games into genres or types, such as action, strategy, simulation, and role-playing games (Salen & Zimmerman, 2003). There are also other games that include music, sports, and dance.

Action games call for players to have quick reflexes, accuracy, and good timing to overcome obstacles. These games often include combat, fighting, and first-person shooter games. Strategy games require thinking, planning, and sometimes involve military tactics. Like a board game, strategy game players have an overall view and control of game units. Simulation games provide the player with a simulated experience, such as driving a spaceship, racing a car, and governing a country or economy. Players have a personal experience without real-life danger.

Role playing games ask players to suspend reality as they virtually inhabit roles as avatar characters with specific skills such as magicians, warriors, or scientists. Interaction with players in the virtual world can produce a state as *flow* (Csikszentmihalyi, 1991) where players experience a fading of real time and space through virtual world immersion and engagement. The game provides opportunities for players to overcome obstacles and earn experience points that increase their levels of play. Avatars can act alone or with other avatars to accomplish game goals.

Role playing games also utilize a storyline to carry the game play. Players can make different game choices within the story that initiate different play experiences. In this way, players can become joint storytellers, with visual and auditory interactions with other player and non-player characters that inhabit the virtual world real.

Games played within the virtual game environment reflect both narrative and ludology. Narrative game play focuses on how stories are told and the processes involved in the storytelling. The assumption is that stories are inherent in human nature and the computer is a tool in the telling. Proponents of ludology feel that it is also necessary to also look at game-specific dynamics such as rules, strategy, and game outcomes (Frasca, 2000). Rouse (2005) adds that when brainstorming a game idea, one looks at gameplay, technology, and story.

Massively Multiplayer Online Role Playing Game (MMORPG)

The MMORPG is one type of video game that offers gameplay, technology and story. It is a role playing game where players take on a character role and interact in-game in a virtual world through a story narrative. The MMORPG uses game technology to provide an environment with opportunities for players to inhabit avatar characters, create personal meaning within the game, and take in-game risks without suffering real-life consequences (Frasco, 1999). The MMORPG offers the player the means to shape a story within the game. The story narrative organizes episodes and actions; it links facts and fantastic creations; incorporates time and place, reasons for actions, and causes for events (Sarbin, 1986; Bruner, 1987).

World of Warcraft (WoW)

World of Warcraft (WoW) is an example of a successful MMORPG with millions of players, inspiring websites and serving as a model for other games. The game player chooses the class and race of avatar and interacts in various realms or worlds. The player's avatar provides a sense of presence or connection in the game, enabling player agency and greater immersion within the virtual world. Player customizations can include gender, skin color, clothing, or features and include character attributes, such as weaponry or magical spells that support advancement through game levels and completion of game objectives (Blizzard, 2011).

WoW is a virtual fantasy world where avatar players are immersed in the game world, individually or in guilds (groups formed to complete quests or missions) to advance to the highest levels of the game. Players receive immediate feedback and rewards according to the

rules of the game and develop critical thinking, teamwork, and problem-solving skills (Susaeta, et al., 2010). Players are encouraged to collaborate and engagement in the game world often promotes a sense of group or community.

Community

The study looked at the game environment as a community that fosters learning through the social cognitive context. The term *community* is used by both Etienne Wenger (2010) and James Gee (2007) when describing social systems or learning groups where participants interact based upon common interests and activities. The phrase *community of practice* is identified by Wenger (2010) as when members engage in joint activities and discussions, help each other, and share information. He further stated that members build relationships that enabled them to learn from each other. Gee (2007) similarly defined an *affinity group* as a system of interrelated elements that recognized a way of acting, thinking, interacting, and valuing by the group members. The group is connected through similar endeavors, goals, and practices.

Both concepts described a common framework founded in social learning theory which promotes the importance of the group or community in learning. Both also support the idea that learning takes place in social situations, as advanced by Lev Vygotsky (1978) and Jerome Bruner (1960). Both Vygotsky and Bruner state that learning is a product of participant engagement and meaning making within the context of practice. This is community.

The MMORPG provides for both a *community of practice* and *affinity space* for players to support or dismantle each other's learning (Wenger, 2010; Gee, 2007). The MMORPG offers a virtual sandbox for participant engagement, practice, and learning (Dodge et al., 2008; Vygotsky, 1978). Learning is participatory and knowledge is the result of interactive and social behavior. Participants engage in continuous collaborative activity, reflective thinking and complex problem-solving. Practice includes problem solving, requests for information, reusing assets, and discussing developments (Squire, 2005).

In addition, learning becomes more than content. Steinkuehler (2004) states that it is a matter of getting the situated community structures "right." Ducheneaut, Moore and Nickell (2007) agree that the MMORPG offers game players a neutral ground that is both a leveler and a mixture of different skill sets that promote learning. Players interact in cognitive apprenticeships as both learners and teachers. The experienced player serves as a model and coach. When the

novice player increases in skill and knowledge, the novice becomes the experienced player in the community (Steinkuehler, 2012). Thus, learning reflects stages of shared activity and reflects the aptitude, strategies, skills, and dispositions that players develop while working toward a goal within a community of others (Bronack, Riedl, & Tashner, 2006).

Learning

Experts have long theorized about learning and understanding. Jerome Bruner (1960) proposed that learning is action and students learn by experience and activity. John Dewey (1963) also stated that it is through action, that students are able to explore, think broadly, reflect on progress, and make needed adjustments. As a result, information never occurs in a vacuum, but always in activity (Bronack et al., 2006).

Through these theorist and others, it is accepted that active participation in the learning process develops understanding. Therefore, learning is not static but rather a dynamic process of gathering information, categorizing, making meaning, and integrating new information based upon prior knowledge. For example, learners are asked to look at similarities and differences in a quest to achieve knowledge. Instruction consists of: 1) relating to the learner's predisposition, and facilitating interest; 2) structuring content so the learner can easily understand; 3) sequencing the presentation of material; and 4) selecting and pacing rewards and punishment appropriately (Bruner, 1960).

Vygotsky (1978) further emphasizes the importance of the child's ownership of his knowledge and states that it is use and application that develops understanding. Vygotsky's zone of proximal development (ZPD) proposes that there is a range where independent work is easiest and an upper limit where new skill or knowledge is understood. Therefore, activities scaffold or progressively build for greater understanding and learning. The learner's understanding of easier skills makes way for more difficult ones, enlarging the repertoire of skills, and building self-confidence.

Play offers a means of scaffolding activities naturally as the learner, through trial and error, becomes more independent and self-directed. For example, the learner's imagination and creativity allows for understanding the concept of riding a horse by riding on a stick and playing through various scenarios. Children learn social rules by observing and practicing them in the doll corner in school, under a table at home, or in a treehouse.

Learning is also a process of observing modeled behavior and trial and error practice that produces feelings of self-efficacy or confidence in one's own ability to achieve goals (Bandura, 1977, 2006). Play with others offers opportunities for learning through cognitive apprenticeships or peer tutelage (Brown, Collins, & Duguid, 1989). It is a way for those with less skill to develop mastery and those with more skill to serve as mentors or coaches. In WoW, a novice player asks for help while trying to gather mithril (a game item). Her cry for aid is answered by a character of a higher skill level who gives information to help her accomplish her quest and avoid monsters (Steinkuehler, 2012). In this way, WoW offers an authentic situation where learning is dependent upon a meaningful context as the player builds confidence and skill. Players use prior knowledge and experience to explore different possibilities, integrate new information, and apply critical thought to problem solving and synthesis.

MMORPG learners find themselves motivated and engaged in situations where various learning behaviors are exercised through their game play. Learners navigate through game levels through interactive experiences that extend and scaffold learning. These experiences are mostly with others within the MMORPG community.

Participants are able to think, behave, and feel that they are capable of accomplishing goals and objectives based upon their in-game experiences in the MMORPG community. Their efficacy is built upon accepting and acting upon challenges as next steps toward accomplishing goals and not obstacles to be avoided. The practice of in-game collaboration, synthesis, knowledge application, and out-of-the-box thinking requires persistent effort without fear of failure to achieve tasks.

Video Games and Learning

Research shows a connection between video games and learning. Students develop their skill and knowledge by participating in informal learning communities in the video game world (Jenkins, Purushotma, Weigel, Clinton, Robinson, 2009). Video game players interact with other players, collaborate in teams, and apply system thinking principles within the game community. They are often mentored and assisted by more advanced players and become experts by mastering a skill through repetition in well-ordered problems. Games have many levels of difficulty that are challenging and require players to reflect and assess their individual progress. In this way, players co-design and use skill and logic to advance and achieve goals.

James Paul Gee, Arizona State University professor, studied game playing among youth and developed Learning Principles in Good Games (Gee, 2005). He offers principles as essential for student engagement, learning, and success and that contribute to capturing the interest and attention of learners. He poses and answers the question, “How do game designers get players to learn long and complex game systems and repeatedly play them over time?” His categorizes the principles under three headings: 1) Empowered Learners, 2) Problem Solving, and 3) Understanding.

In Gee’s first category, Empowered Learners, players need to be active producers of their learning, not just passive consumers. The second category, Problem Solving, states that game problems are designed so that players are led to solve easier problems early in the game and more difficult problems later on. Gee’s third category, Understanding, states that the game needs to be designed in a way that players find meaning in how skills, strategies, and ideas fit into the whole.

According to Gee (2005), game design, is critical in video game learning. Others agree that game elements help the player to engage with virtual environments as if it was real (Rouse, 2005; Baldry & Thibault, 2006). They aid player immersion and practice and guide players in absorbing information (Gee, 2007). Design elements provide opportunities for players to customize their game play, identify with the character, and live in a different time and space. A player takes on a new identity that offers abilities to make choices that engage, reinforce knowledge, and lead to consequences. Problems are well-ordered, pleasantly frustrating, and require repeated cycles of expertise as players are given information as they need it within a safe environment that allows them to practice their skills (Gee, 2009).

Online educational games such as University of Arizona’s Quest Atlantis (Barab, Thomas, Dodge, Carteaux, & Tuzun, 2005) and Harvard University’s River City (Galas & Ketelhut, 2006) provide a multi-user virtual environment (MUVE) where students (through their avatars) virtually gather information, make decisions, and experience the consequences of their actions. The game scripts in Quest Atlantis and River City give players the motivation and expertise to act in problem-filled contexts and apply their expertise to make a difference in the game world. Students bring their background information, gather new knowledge, use information in situations where problem solving has game consequences, and transform the game world.

In River City, middle school students go to the 19th century and use their skills to address rampant disease. They are virtual scientists, working together in small research teams to help the town understand why people are ill. The curriculum shows strong outcomes with at-risk youth making adequate yearly progress. Students are motivated and engaged, helping schools raise low student attendance (Ketelhut, Nelson, Clarke, & Dede, 2010).

In Quest Atlantis, children from 9 to 15 years-old, are immersed in problem solving as they travel virtually and collaborate with other users and mentors to perform quests or tasks. Students become scientists, doctors, reporters, and mathematicians who have to understand academic content to reach desired goals.

Studies show that games provide both engaging learning environments and increase achievement outcomes, particularly in mathematics and sciences (Barab & Dede, 2007). Research examined the Quest Atlantis project and academic standards. The project developed rubrics to support teacher assessment and incorporated complex activities that involved student inquiry and individualized feedback (Barab, Dodge, Thomas, Jackson, Tuzun, 2007). Barab, Gresalfi, and Arici (2009) found that students who played Quest Atlantis demonstrated increased engagement, motivation, and retained more information two months after the completion of the game than students in a traditional classroom.

Both Quest Atlantis and River City immerse students in virtual worlds and engage them in content through play. Students learn about curriculum content by making decisions, playing by the game rules, and accepting the consequences. They use the knowledge, skills, and concepts of the content to first make sense of a situation and then make choices based on that knowledge (Barab et al., 2007).

Other studies show that the player/avatar connection in role playing games has implications for learning health, academics and behavior. Role-playing enables a sense of agency and presence in games. Barab et al. (2007) found that students performed academically higher in science in a virtual role playing game setting. The game enabled students to experience situations in science that would be impossible in real life. Baranowski, Buday, Thompson, and Baranowski (2008) studied children with health issues and found that when children took on an avatar role, it helped them to learn better health habits. In addition, association with an avatar had varying implications regarding behavior. Bijvank, Konijn, and Bushman (2012) found that high ability adolescent boys identified with their avatar in role playing games involving social

interaction, while boys of low ability identified with game characters in more violent, standalone games.

Video games allow players to deal with challenges by analyzing and imagining new ways of engaging with the world and with others (Thomas & Brown, 2009). Furthermore, they offer students a consistent environment through game design that incorporates learning through dynamic images, emotions, attitudes and values (Maybin, 2006; Gee, 2005). The result is a virtual world that provides a learning community through social interaction that enables collaboration across demographics and geography (Johnson & Levine, 2008).

Social Cognitive Theory

Social Cognitive Learning Theory (SCT) served as the conceptual framework for this study. It is an outgrowth of psychologist Albert Bandura's earlier work in Social Learning Theory (SLT). SLT proposed that behavior was learned through modeling and observation, similar to how a child might imitate his parent (Bandura, 1977). It was thought that behavior was the result of external modeling. Bandura later changed his views on learning to include the individual's cognition or thought processes. This transition led him to Social Cognitive Theory. In SCT, behavior was influenced by the individual's cognitive process which included agency, perceived self-efficacy, and self-regulation.

Bandura (1986) felt that humans were self-reflective agents, able to organize, plan, and decide. He identified three determinants of learning behavior: personal, behavioral, and environmental (Bandura, 2001; Denler, Wolters, Benzon, 2014; Pajares, 2002). For example, school learning is shaped by the student's thoughts and beliefs, the people around him and his classroom, school, or community environment. Bandura also determined that there were five behaviors in the learning process: observational learning, goal setting, perceived self-efficacy, self-regulation, and expectation of outcomes.

Bandura continued to expand his theory as communication technology moved forward (Bandura, 2012). Communication technology has changed the way people learn and personal, behavioral, and environmental factors reach beyond direct experience. Bandura's current interest is using social cognitive theory to help people who are learning to cope with global problems such as population control (Bandura, 2012). The following table shows examples of studies using social cognitive theory in studies focused on game technology and learning.

Table 1. Examples of research in social cognitive theory.

Author, date	Research design	Participants	Results
Lee & LaRose, 2007	Web-based survey	388 college students	Self-regulation linked to self-reactive influences
Perlman, Forrest, Pearson, 2012	Case Study	5 experts in physical education pedagogy	Movement-based video games can develop cognitive understanding of sports

Web-based Survey. Lee and La Rose (2007) studied a proposed theoretical model that looked at Bandura’s social cognitive theory and Csikszentmihalyi’s experience of flow. They looked at the flow experience and self-regulation link in decision making processes in media usage. The 388 participants were video game players and students in one of three college classes.

A web-based survey was used to collect data on enjoyment, action and awareness, concentration, self-reactive outcome, habit strength, deficient self-regulation, optimal balance, and video game usage. The researchers proposed 11 different hypothesis. Pearson product-moment correlations were calculated. Then a path-analytic structural equation modeling technique was done to test the 11 hypothesis. Lastly, t-tests confirmed the 11 hypothesis.

All variables were correlated with all the others. The results showed 10 out of 11 hypothesis were supported. The proposed model was then revised and retested deleting the nonsignificant path from flow experience to video game usage.

The results showed that the flow experience was likely to promote lack of self-control. Another finding was when game skills were optimally matched to the level of challenge, players were more motivated to continue playing thus causing the flow experience and decline of self-regulation. However the proposed model did not show increased game play with increased flow experience. The researchers hypothesized that this may be due to the short lived aspect of “flow.”

The study suggested further research into the relationship between habit and deficient self-regulation and self-regulation across different game genres. Different genres may activate different expectations and different flow experiences resulting from varying effects on self-regulation, habit strength, and game use.

Case Study. Perlman, Forrest, and Pearson (2012) conducted a case study of five experts in physical education pedagogy. They were looking at whether movement-based technologies influenced skills that would improve student play.

Data included individual and focus group interviews and researcher field notes. Analysis included checks on video game opportunities for participants to demonstrate concepts, peer debriefing, and member checks. Researcher notes included: recording the setting, sport, participant behavior, and documenting play elements. Game play elements were base, adjust, decision-making, skill execution, support, cover and mark. Each was defined for the participants. Validity was ensured through peer debrief and member checks. Data were triangulated through use of individual interviews, focus group interviews, and field notes. Peer debrief was done through another researcher who reviewed data, themes, and interpretation. Interview interpretation was checked with participants for accuracy. All field notes and interviews were transcribed. Transcript copies were provided to two independent researchers who used open coding with all data. Codes were cross-checked until conclusion was reached.

Participants engaged in weekly 45-minute game play for 14 weeks using Nintendo Wii. They were given an introductory session on using the game system. Games included bowling, tennis, golf and baseball for 10 minutes each with a 5 minute break between games. The order of games rotated. Sessions were held individually on even weeks and in pairs on odd weeks.

The results showed the appearance of three themes: opportunities for decision making, dissonance between specific skills in authentic and video play, and video games automatic responses. First, participants stated and the field notes agreed that the games provided for opportunities to make decisions. Second, participants added that sometimes the game required execution authentic with the real sport. Other times, the worse thing was to make the movement authentic. Third, the video game controlled the player's return to a neutral stance regardless of what the participant was doing.

The results showed that people can learn game play using Nintendo Wii. The unique contribution of video games is cognitive learning. For example, the game allowed for adjustments to decision making based upon the player's skill level. Ability was not the focus as in real play. In this sense, video games, were not an alternative to authentic play but a resource. The researchers recommend future study on how video games can influence real game performance.

Adolescence

Erik Erikson (1993, 1994) proposed eight stages of human psychosocial development from birth through death. Adolescence, his fifth stage, covers the years from twelve through eighteen. It is described as when the individual interacts with culture and society and develops a sense of identity, formed by the exploration of crisis and the commitment to relevant activities towards the implementation of choices (Klimstra, Hale, Raaijmakers, Branje, & Meeus, 2009).

During adolescence, individuals ask questions that move them toward independence and the next stage of psychosocial growth. Experimentation with different roles, activities, and behavior opens possibilities and options. Social media and video games, provide opportunities for adolescents to connect with the world beyond their neighborhoods, chat with those near and far, and see and be seen by others. Technology extends the reach of adolescent interaction and exchange, to a world beyond face-to-face contact.

The virtual world of the MMORPG adds a dimension that impacts adolescent development by providing players the opportunity to create, become, and play with alternate identities called avatars. Players inhabit avatars roles, activities, and behaviors that can be tried on and discarded, like clothing. Player avatars coexist with others in a complex interactive environment (McCreery, Krach, Schrader, & Boone, 2012).

Adolescents learn, play, and grow using the virtual space as a place for interchange; like a home, school, or park (Beals, 2010; Messinger et al., 2009). Zora is an example of a virtual online environment used as a psychosocial intervention when geographic differences make face-to-face interaction difficult. It was developed for researchers and educators to use as a platform to study development in youth, from ages 11 to 14 years old.

Zora users choose how they want to portray themselves. They begin with a blank space and design a virtual city, decide its rules, write stories, create 3D characters, chat with each other, and import photos, videos, and sound (Bers et al., 2010). In an international after-school youth community, Zora users manipulated limited available shapes and objects to create other objects to populate their city. They thought about how and what to create to individualize their world.

Zora users also created a community where they exhibited their needs, fears, and feelings (Beals, 2010). In a project that included organ transplant participants, users validated and shared their experiences with others facing similar experiences. The sharing brought the participants a

feeling of normalization, enhancing a sense of self and making a contribution to others (Bers, et al., 2010).

The importance of contributing to others is a factor in the development of adolescent self-identity (Yeager, Bundick, & Johnson, 2012). Adolescents want to answer, “Why am I?” going beyond self-interest and adopting a more pro-social attitude. Personal well-being is tied to the understanding of role within the community and its impact on others.

Games utilize the virtual world as a playing space and gives rise to Erikson’s crises, the critical turning point when the player must make a decision, act upon their individual resources to grow, recover, and further differentiate (Erikson, 1994; Tanti, Stukas, Halloran, & Foddy, 2011). Virtual game play allows players to experience Erikson’s crises without real life risk.

Virtual communities allow for the creation of virtual selves who are different from real selves. The discrepancy between real and virtual selves is reflected in the behavior and psychology of those in the virtual world. Identity consists of how we see ourselves; a self-appraisal of attributes, including cognitive abilities, social roles, morality and how we relate to others (Bandura, 1986). A more positive virtual self, as compared to the real self, results in the increase of the quality and quantity of contribution to the virtual world that is task oriented, information seeking, and sharing (Suh, 2013).

In the game Whyville, the virtual space is seen as an identity playground (Kafai, 2010). For early adolescent players, there is a conscious awareness of social pressure regarding avatar construction. The pressure is similar to the real life pressure of face-to-face peer assessment of appearance, dress, and behavior. Avatar changes in Whyville reflected how players experimented with various looks, using various affinities to change friendships, and included becoming fantasy characters. Kafai’s (2010) identity playground echoes Beals’ (2010) virtual space for interchange. Their virtual worlds provide opportunities for experimentation and exploration of possibilities in an informal learning environment.

Summary

This study seeks to explore how the MMORPG can expand and enhance our understanding of video games as a learning tool. Social frameworks are appealing because they offer social situations where learning can take place among those with similar interests and

common goals. They provide a system where participants can experience social interaction, mobility, and opportunities to be experimental and creative.

The following case study methodology will explain how the WoW MMORPG experiences of adolescents will be collected, analyzed, and summarized in order to understand the implications for learning.

CHAPTER 3. METHODOLOGY

The purpose of this mixed methods case study was to explore and examine the MMORPG, World of Warcraft, as a learning environment. Research was guided by the questions, “How does the World of Warcraft MMORPG serve as a learning environment? What game components support learning? What are game players learning?”

This chapter outlines the methodology used to collect and analyze data. It includes sections on 1) research design, 2) methodology, 3) participants and context, 4) conceptual framework, 5) instrumentation, 6) data collection, and 7) validity.

Research Design

The research design is a plan for research that helps ensure that the evidence answers the research question (Yin, 2014). In case study research, Yin (2014) suggests five components: study questions, study propositions, unit of analysis, data links to propositions, and criteria for interpreting findings. First, case study research often incorporate “how” or “why” questions. Next, propositions direct focus to the areas to study to capture information. Yin (2014) adds that some exploratory studies may not have propositions but should state a criteria by which the exploration will be successful. Third, the unit of analysis defines and bounds the case. Fourth, analytic techniques will link data to the propositions. Suggestions for linking data include pattern matching and explanation building. The following discussion of qualitative, quantitative, and mixed methods addresses the collection of data.

Qualitative research addresses the “what” of the whole and its various parts. In addition, it incorporates an understanding of the “how” and offers insight into the subject in the real world (Wertz, et al., 2011). Furthermore, qualitative research offers depth and a wealth of information that is detailed and contextual about a small number of people (Patton, 2002).

In contrast, quantitative data offers breadth with standard questions that limit responses to predetermined categories (Patton, 2002). As a result, it allows for measurement of a greater number of respondents to questions that can be compared and aggregated.

Triangulation involves using quantitative and qualitative data sources in order to provide for convergence of information (Cresswell, 2003). This mixed methods process combines

different data sources in a single study. The researcher collects qualitative and quantitative data in order to develop or inform a more comprehensive analysis. This mixed methods procedure uses multiple forms of data, including closed and open-ended questions and statistical and text analysis (Cresswell, 2003). The preceding discussion informed the actual case study which follows.

Case Study

Yin (2014) states that the case study is an empirical inquiry into a contemporary phenomenon within its real-world context especially when the phenomenon and its context may not have clear boundaries. He further states that the case study defines new research, reinterprets previous research, and could potentially be applied to a variety of situations. Case study methodology informed this research and served as a guide to explore a contemporary phenomenon within its real-life application. This case study was guided by the questions, “How does the World of Warcraft MMORPG serve as a learning environment? What game components support learning? What are game players learning?”

The study of nine participants was bounded by voluntary participation in a five-week summer school World of Warcraft game class. The game was selected for its long running popularity (2004), its video game rating of “T” for teen, and its 2013 award for Best Use of Student Engagement Techniques in Education for the MMO-School Project. Students reported their game experiences through daily written descriptions of their game play, answered Likert questions with closed and open-ended responses, and completed a survey of their game backgrounds.

Yin (2014) states that the use of multiple sources of evidence strengthens the case study by corroborating the findings. The data in this research was from both qualitative and quantitative sources, including participant descriptions of game interactions, responses to open-ended questions, and responses to five-point Likert scale survey questions.

Conceptual Framework

The conceptual framework provides the lens through which the research question was examined (Cresswell, 2003). It is the organizing structure providing guidance in studying the people and issues. In this case study, the research questions, “How does the World of Warcraft MMORPG serve as a learning environment? What game components support learning? What

are game players learning?” asked the researcher to examine how learning takes place in this game environment. The following figure shows Albert Bandura’s social cognitive theory as the framework for this study.

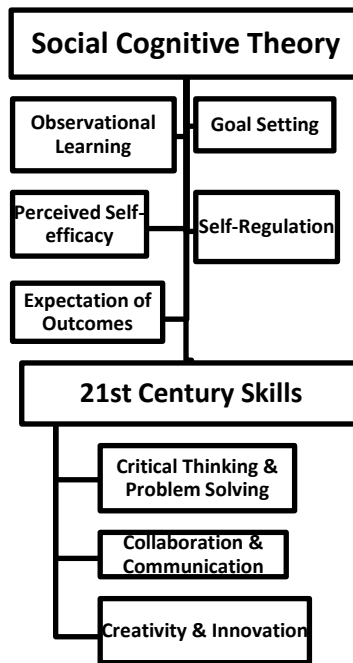


Figure 2. Social Cognitive Theory serves as the conceptual framework.

Participants and Context

Participants

Patton (2002) suggests that purposive sampling be used to focus on information-rich cases whose study can help answer the research questions. The study population for this case study was purposefully targeted for its potential to lend insight to the study questions. The nine voluntary participants were entering eighth through tenth grade students in a five-week summer program at an independent school in Hawaii. All were from Hawaii's statewide public education system and in a seven-year college preparatory summer program offered by the independent school. All students were academically grouped in the middle percentile and met the Hawaii Department of Education’s criteria for free or reduced lunch. Three students were from a charter school on another island. An additional two students were from a Hawaiian

language immersion school. The remaining four students were from one of four high school complexes on Oahu.

The summer program announced the study as a game class in which students volunteer to be part of a research study of learning and WoW. The program also mailed letters with information and consent forms to entering eighth graders and made follow up phone calls. There were three students who were not entering eighth graders who requested to be a part of the class. All students who were interested in participating were asked to return the consent forms before the start of summer school, signed by both parent and child.

Students and parents were assured that all information was confidential and that student participation was voluntary and there was little to no risk to student participants. Students could withdraw from the study at any time and could instead attend a study hall. There was no student penalty or loss for withdrawing from the study and no payment or grade for participation.

In order to protect the rights of human participants, an application was submitted to the Institutional Review Board (IRB) at the University of Hawaii for approval. Permission was granted to study adolescent game players in the WoW game environment.

Study Setting

Students met in a school classroom from June 16 through July 16, 2014 for a total of twenty-two hours during recess and study hall from 12:30 - 1:30 p.m. The game play sessions were treated as an extracurricular class during the summer school day. Students played daily for 45 minutes on laptop computers where the game was preloaded. During the last 10-15 minutes of the class period, students wrote about personal game experiences. Then they were released to rejoin their classmates in another class. The demographic survey was given at the start of the research period and the game play survey was administered at the end of the five-week period.

Students were not given game site passwords and were instructed not to play at home. There were two adults in the room. A summer school teacher was assigned to help with game navigation. The researcher, a Hawaii public school teacher, was largely an observer.

Pilot Study

A pilot study was completed in the same summer program with four entering eighth graders in the summer of 2013. The pilot study used the same research design detailed in this section and served as a trial run for the actual study in the summer of 2014 at the same

school. The pilot study highlighted several areas of need: 1) internet access and crossing the school firewall; 2) clear communication with the summer program administrators and the school technology director; 3) purchase of games for higher levels of game play; 4) student earphones; 5) alternative ways for reading and answering questions in case of student difficulty; and 6) student guidance on how to play the game. The areas needing attention were addressed in the subsequent 2014 study.

Instrumentation and Procedures

Yin's (2014) case study protocol was followed. Both closed and open-ended instruments were used. A demographic survey of the participants game play backgrounds was administered at the start of the class. Students were also asked to write daily narratives after gameplay. The narratives were chronologically organized by participant, read and reread, and coded with the help of a doctoral program colleague. Responses to five-point Likert game play survey were also collected at the end of the study. The Likert survey questions also asked students to explain their responses.

Written data was confidentially collected and recorded on Google documents. Participants were orally asked clarifying questions if the researcher needed more information. Google forms was used to record demographic and other participant survey information. A written template on Google documents was created for logging daily teacher observations.

The questions were created using information from past graduate seminars, research surveys created as a graduate assistant, WoW surveys found in ProQuest dissertations, and other research on student game play. The game background questions were created to solicit information from students about their game familiarity (with this or similar games), personal and family attitudes about games, and time spent playing games each day. Questions can be found in the Appendices.

Students wrote daily on their game interactions. The narrative data helped the researcher to the explore learning in the virtual game world by asking players to write about their game interactions and decision-making while in the WoW environment. Clandinin (2013) states that narratives help to understand the player interactions by yielding personal, practical, and social interpretations. Clandinin (2013) also states that narratives are expressions of self and

relationships within school and community. This study looked at, not what the participants did, but what they reported about what they did. Their storied experience was a phenomenon framed by living and telling (Clandinin, 2013). Therefore, the stories were not fixed but fluid in the telling, between the actual game play and the telling of the play. The resulting stories were a part of who they were at the moment and a reflection of game events and relationships which were unfolding as the game progressed. Participant narratives revealed information about how they learned and mastered their environment.

The written narratives were coded for the five elements of social cognitive theory, 21st century skills, and game components that aided player navigation and success in the game. First, participants wrote daily about their interactions. The research questions and prompt for daily narrative writing follows.

Research Question 1: How does the World of Warcraft MMORPG serve as a learning environment?
Research Question 2: What game components support learning?
Research Question 3: What are game players learning?
Writing Prompt: Write about your avatar's/character's experiences today. Where did you go? What did you do? Who did you meet? How did you meet your challenges/quests? Why/How did you make your decisions?

Figure 3. Narrative writing question as it relates to the research questions.

At the end of the research study period, participants answered Likert scale survey questions related to their gameplay and 21st century skills. The survey required each participant to respond by selecting one of five points on the Likert scale and to write why the selection was made. The responses were ranked and the explanations coded. This allowed for a multi-faceted and iterative analysis (Cresswell, 2003). The research question and Likert questions follow.

Research Question 3: What are game players learning?
Answer in terms of the World of Warcraft game world. Strongly Agree, Agree, Don't Know, Disagree, Strongly Disagree. Explain why.
Q18. I have a sense of accomplishment in what I can do in World of Warcraft.
Q19. I can pursue knowledge (skills) and understanding in World of Warcraft.
Q20. I can set and meet goals in World of Warcraft.
Q21. I have skills and knowledge that I can contribute to others in the World of Warcraft game world.
Q22. I can solve problems in the World of Warcraft game world.
Q23. I can find new solutions or approaches to a problem in the World of Warcraft game world.
Q24. I can work with others in a team to reach a goal in the World of Warcraft game world.
Q26. I can unite others to reach a goal in the World of Warcraft game World.

Figure 4. Likert scale questions as they relate to the research question.

Data Collection

Yin (2014) emphasized four data collection principles when doing case study research. First, he recommended using multiple sources of data. This recommendation helped the researcher corroborate findings through a convergence of information. Next, it is important to create a data base. The case study database was a separate and orderly compilation of all information, including narratives and other documents and materials, in order to increase was maintained. The chain of evidence led from the methodology to conclusion. Lastly, the researcher was careful of using data from electronic sources such as social media and cross-checked sources and information.

Student demographic data was collected in a survey administered at the beginning of the research study. The survey focused on game playing background and interests. Additional data was collected daily consisting of participant written narratives on game experiences. Finally, students completed a twenty-six question survey at the end of the research period. Of the twenty-six questions, this study focused on eight of the total number of questions. All

information was recorded and saved on a web-based program. Data collection followed the following sequence.

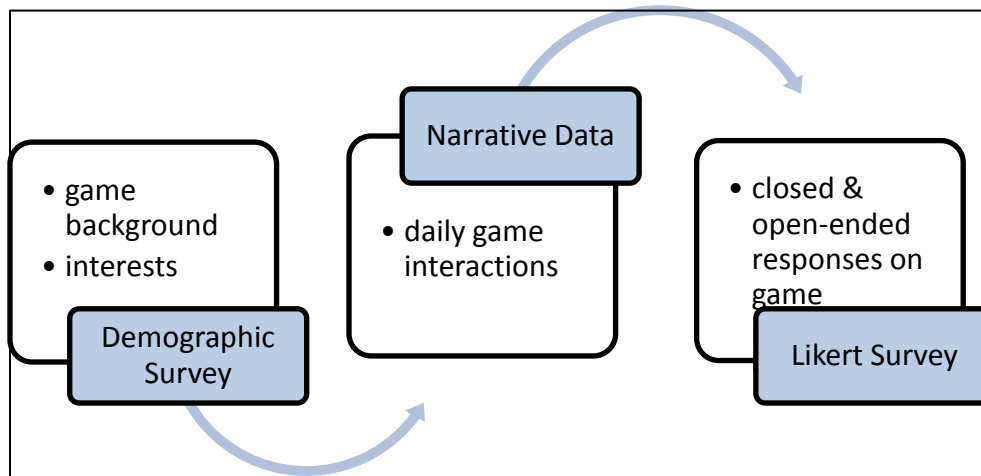


Figure 5. Data collection sequence.

Participants met daily after lunch, Monday through Friday, during summer school in June and July, 2014 (with the exception of the July 4 holiday) for a total of twenty-two hours. Participants initially completed a survey requesting demographic information. Each day, they played WoW for 45 minutes and wrote narrative reflections on their game experiences for 10 minutes. Finally, participants completed a survey on their game beliefs and perceptions at the end of the study.

There were two adults in the classroom each day. The game teacher introduced the game rules, class expectations and agreements and helped participants with tools to navigate the environment. The researcher was almost entirely a silent observer.

Data Analysis

Data analysis involved making sense of text and image data (Creswell, 2003). Data analysis for case study methodology included: organization and preparation of the data, initial read through and re-reading of the information; coding and recoding through emerging descriptions, themes, patterns; and interpreting data with more focus on verifying hunches (Creswell, 2003).

Data management. Yin's (2014) second principle of case study research recommended the creation of a case study data base. The case study database was a separate and orderly compilation of all information, including narratives and other documents and materials, in order to increase reliability of the case study. Participant daily narratives of gameplay were coded, as well as narrative responses to explain their Likert survey responses. All responses were stored on Google documents and forms. The account was private and not shared.

Initial analysis. Cresswell (2003) recommended organizing material into "chunks," segmenting text into labeled categories using a term in the actual language of the participant. In addition, Cresswell (2003) also encouraged the use of labels for data material that addressed topics related to the research. Furthermore, Saldana (2013) recommended several steps in developing codes, following a specific coding sequence from general to thematic.

Each coded construct carried the essence of what was being expressed and became the researcher-generated or meaning-making vehicle (Saldana, 2013). The researcher looked at student written narratives and did an initial read-through to get a general sense of the information. Then the researcher re-read the data several times to gain a sense of the internal meaning. Learning constructs or themes were labeled and meaning was given to participant phrases and statements.

Research data was coded manually, thus ensuring adequate attention to nuances in the text. Although coding software was available, software provided less control in the coding process because of programmed focus on specific words and phrases.

Data entries and a list of codes was contained in a codebook. The data was organized into columns: raw data (the transcript), preliminary codes, final code, and comments. The codes labeled units (word or phrases) and were defined as the interaction or experiences of participants at a specific time and place (Saldana, 2013). Labeled units defined encounters, roles, groups, and emotional aspects or feelings. The codes grouped data into a broad essence. Or sometimes codes indicated smaller units or details in order to communicate a more nuanced meaning.

Higher level analysis. Saldana (2013) suggested two general coding cycles. The first cycle focused on words, paragraphs, or pages and developed initial constructs. The second cycle takes the same words, paragraphs, pages, or notes and refines the codes already developed. The researcher followed this protocol and found that second cycle codes reduced the number as data

is revisited and similar data was labeled as one key code. Second coding elicited a second pair of eyes for inter-rater reliability in the form of a PhD colleague . During the coding process, the research questions and the codebook was visible to keep focused.

Codes were organized and recognized as themes that reflected social cognitive learning behaviors and 21st century learning constructs. The process of labeling or coding student experiences allowed for the discovery and reiteration of themes and patterns of behavior in student written narratives.

Validity

Validity and reliability were assured by the following protocol. The researcher was aware of her biases, beliefs, and cultural values during data collection (Richards and Morse, 2007). Validity and trustworthiness was ensured through 1) examination of multiple sources of data (Cresswell, 2003; Patton, 2002; Yin, 2003); 2) participants written responses recorded in google documents and forms; 3) use of a written log for coding themes; and 4) discussions with a PhD colleague on the interpretation of themes (Wertz, F., et. al, 2011); and 5) oversight of phases of this study by dissertation committee members.

Yin's (2014) criteria for case study research design includes four criteria for validity: construct validity, internal validity, external validity, and reliability. The following discusses the four areas.

Construct Validity

Construct validity addressed the use of an operational set of measures (Yin, 2014). In this case study, various data sources were used to build a justification for resulting learning constructs (Saldana, 2013). The idea was to test for what may seem to be different results that lend insight into what was being studied by illuminating the nuances (Patton, 2002). The result was corroboration of information (Cresswell, 2003, Patton, 2002, Yin, 2003).

Yin (2014) suggested multiple sources of information with a converging line of inquiry. A mix of different individual participant evidence was examined to create a better understanding of their responses. The mix included written narrative descriptions and clarifying statements to Likert responses. The researcher also kept written observations of participant classroom and game interactions. Researcher observations enhanced the study by confirming and adding to participant reporting.

Internal Validity

Yin (2014) stated that internal validity should be addressed in explanatory case studies and was not applicable in descriptive or exploratory research studies. Since this research design was descriptive and exploratory, the explanation building of internal validity was not addressed.

External Validity

Yin's (2014) third criteria dealt with generalization of the results. The results of this study reflected this sample population of adolescents and the conceptual framework of this study.

Reliability

The goal of reliability was to minimize errors and biases in a study (Yin, 2014). The researcher worked with a PhD colleague who served as an external auditor to independently and separately review the iterative coding process, resulting patterns, and derived themes (Wertz et al., 2011; Saldana, 2013). Collegial discussions during Cycle 2 coding provided inter-rater reliability and agreement on narrative codes based upon generally agreed upon intuitive and evidence-based knowledge.

Summary

Chapter 3 described the methodology used to collect and analyze data in this mixed methods case study. It discussed 1) research design, 2) methodology, 3) participants and context, 4) conceptual framework, 5) instrumentation, 6) data collection, and 7) validity. The next chapter, Chapter 4, will discuss the data.

CHAPTER 4. FINDINGS

The purpose of Chapter 4 is to provide the study findings. What follows is a discussion in four parts. Part 1 describes the game background and experiences of participants based upon their demographic survey responses. Part 2 examines participant written responses related to 21st century skills. Part 3 looks at the use of Social Cognitive Theory. Part 4 examines participant written responses for the use of game components that serve as learning supports to aid game success. Anonymity is ensured throughout the study by the renaming of participants

Participants

This section reflects participant responses to survey questions about their game experiences.

	Jn	Jy	Ku	Ki	Re	Mk	Dn	Jh	Jo
Grade	8	8	8	8	8	8	9	9	10
Gender	M	M	M	F	F	M	M	M	M
Played video games before	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Time spent daily on video games	more than 1-hour	more than 1-hour	less than 1-hour	less than 1-hour	n/a	more than 1-hour	more than 1-hour	more than 1-hour	more than 1-hour
Like about playing video games	I like being entertained by what happens in the video game	I like the interaction with other players. I also like the gameplay of the video games.	fighting other players	it's fun	I do not play	Every-thing	that you can find out if the game is fun & just keep on playing	it's fun to play & interact with different characters	just how entertaining they are to play & how you can so immersed into all the games and how much fun you can have from them

Figure 5. Participant summary.

Out of nine participants, six (78%) were male and two (22%) were female. All, but one student, played video games before. Out of those who played video games, six (67%) played for more than one-hour a day, two (22%) played for less than one-hour a day, and one never played before. None of the students played World of Warcraft before this research study.

Demographic survey questions included age, gender, games played, and time spent playing games. In addition, students also responded to what they liked about playing video

games and what would be helpful for teachers to know about video games. Six of the nine participants agreed that video games were fun. Two participants did not answer. One respondent answered, “No video game play.”

Participants also wrote about avatar choices and reported other information about themselves. The following discusses participant responses.

Jn

I like being entertained by what happens in the video game.

Game Background. Jn played first-person shooter games and platform games for more than one-hour a day. He’s played World of Warcraft, League of Legends (multiplayer battle arena game) and Defense of the Ancients 2 (multiplayer online battle arena video game).

Avatar Choice. He chose to be a Dwarf Hunter. Dwarves were stocky and muscular treasure seekers, explorers, and courageous fighters and Hunters were non-magical and had pets to aid them in combat. He reported, “I was a developing hunter with a fearsome bear as a pet. My bear has helped me so much in my life because without him, I would have died a lot more times.” He wasn’t sure if his chosen avatar was similar to him, but he liked the avatar’s appearance because he looked very funny. He felt that his avatar was his alter ego, a second self that was brave and outgoing. He stated that his avatar helped him to be “in my character’s shoes so I can experience Azeroth [game world].”

Other Information. He attends a public middle school in the city. He reports that he likes his family and watches but does not play soccer. He wants to be a teacher when he grows up.

Jy

I like the interaction with other players. I also like the gameplay of the video games.

Game background. Jy played for more than one-hour a day. He played World of Warcraft, Combat Arms (multiplayer first-person shooter), League of Legends (multiplayer

battle arena game), Blacklight Retribution (first-person shooter), and Planetside 2 (a massively multiplayer online first-person shooter game). He enjoyed the gameplay and interaction with other players. He liked leveling in a game [reaching a new level through gaining experience points through task/quest completion or killing a character].

Avatar Choice. He chose to be a Human Rogue. Humans were a proud and courageous race. As part of the Rogue class, his avatar was good at group combat, using weapons, poison, and stealth. He valued his avatar’s skills because “skills help do things quicker like defeating monsters.” He reported that his avatar was different than him, “with facial hair, muscles, and he is really tall.” He reported that his avatar was not similar to him, other than “being human and male.” He also reported that his avatar helped him interact in the game world.

Other Information. He attends a public middle school in the city but doesn’t like school much. He has two older sisters, cares about his friends and family, and played the piano when he was younger. When bored, he reads fiction books. He wants to be a game designer or programmer when he grows up.

Ku

[I like] fighting other players

I think video games that I play is really fun, more action, and fighting.

Game Background. Ku played for less than one-hour a day. He played Clash of Clans (massively multiplayer mobile game app) and enjoyed fighting other game players.

Avatar Choice. He chose to be a Gnome Hunter for the first two weeks and then changed his avatar. He became a Gnome Warlock. Gnomes are a clever and because he was a part of the Hunter class, he had a pet to help him in battle. The reason he gave for becoming a Warlock was that he wanted “to experience skills of another avatar before the Study was over.” The Warlocks cast dark magic and can summon powerful pets to help them. He felt that his avatar had a story because the storyline was necessary in the game to start or complete a mission. He valued his avatar’s skills as a Hunter class “because my character has a pet animal to help him fight other players and other animals.” He reported that his avatar was different than him “because he has these [this] mean personality in him that I don’t have but then I really like

him because he's small and strong." His avatar helped him to be a part of the game world and he reported, "I feel that I have my own powers in the game and it feels like life."

Other Information. Ku attends a public Hawaiian language immersion school. His favorite activity was surfing. When he grows up, he wants to be a history teacher at the University of Hawaii and a lifeguard.

Ki

It's [video games] fun.
Video games are fun to play and can be boring at some point.

Game Background. Ki played video games for less than one-hour a day, including Halo and Call of Duty, both first-person shooter games. She thought video games were fun but boring at some point.

Avatar Choice. Ki chose to be a Human Mage. Mages were powerful wizards who can direct large dose of damage to their enemies from a far distance. She valued her avatar's skills "because it would be easier and faster to kill and help me get on to another level." She thought her avatar was different than her because "my character is tall and has magical powers and [has] better skills than I do." Her avatar was also similar because "she and I can do cool things like I can do a backflip and she can kill and use her magical powers."

Other Information. She attends a public Hawaiian language immersion charter school and does Tahitian dance. She wants to be a doctor or nurse when she grows up.

Re

[I never play games.]
It sounds like fun to play.

Game Background. Re never played video games before but felt that "it sounds like fun to play."

Avatar Choice. Re chose to be a Human Rogue. Rogues specialized in group combat, using weapons, poison, and stealth. She valued her avatar's skills that were used in everyday

life. She felt that her avatar was different from her because “she is stronger and confident. I am just a teenage girl and not really confident. I am not an outgoing person.”

Other Information. She attends an urban public middle school and wants to be a nurse when she grows up because she likes to help people.

Mk

Everything [is fun about video games].
i think saints row and assassins creed are role playing games

Game Background. Mk played video games for more than one-hour a day and listed games such as Grand Theft Auto 4; Mortal Kombat; Modern Warfare 2 and 3; Call of Duty 1 and 2; Ghosts; Saints Row; Assassins Creed 3 and 4; Ratchet Clank; Kung Fu Panda, Incredible Hulk; Spiderman 3, Captain America, Iron Man; and Thor. When asked what he liked about games, he replied that he found “everything fun.”

Avatar Choice. Mk chose to be a Night Elf Druid. The Night Elf was an avatar race that used magic and nature for protection and strength. Druids were shapeshifters who used each form’s unique gifts to achieve goals. He valued his avatar’s ability to level up and to help him reach his goals.

Other Information. He attends a public middle school in the city and enjoys playing video games and parkour, an obstacle course-like training. He wants to be a chef when he grows up.

Dn

[I like] that you can find out if the game is fun and just keep on playing.
Sometimes in video games I don’t know what to do and the game doesn’t sometimes
help tell you where to go. I get lost easily.

Game Background. Dn reported playing games for more than one-hour a day. Games included Final Fantasy, Wizard101, Pirate101, and Elsword. He enjoyed fighting in his game play.

Avatar Choice. He chose to be a Dwarf Warrior. Warriors were masters of combat and used all types of weapons. He valued his avatar's appearance because he loved facial hair, such as beards and mustaches and loved that his dwarf is "the only race that you can change facial hair." His avatar was similar to him because, "he's about 5 feet tall with a small beginning of a mustache."

Background Information. He attends to a public charter school in Hawaii and plays video games, watches television and *anime* [Japanese computer animation], and reads *manga* [Japanese comics]. He wrote, "I am oblivious to a lot of things even when it's 5 feet in front of my face. I am really nice when you get to know me and I like making friends."

Jh

It's fun to play and interact with different characters.

Video games are a lot of fun!

Game Background. Jh played video games for more than one hour a day. He reported liking the action and fun of playing Minecraft, Halo Reach, Halo 4, Call of Duty, World at War, Homefront, Assassin's Creed, Sims, Grand Theft Auto V. He likes the graphics, action, and fun of games.

Avatar Choice. Jh chose to be a Dwarf Hunter. Hunters were non-magical but have a number of different shots and stings to use. Hunters also had tame beasts as pets to help them in battle. He felt the avatar had a story that he created every day of game play. He valued money the most, "without money you can't buy new things, such as armor, weapons, and toys and things at the Darkmoon fair." He didn't think that his avatar was like him because "he's like this huge dwarf that has a mountain lion as a pet."

Background Information. He attends a public charter school. He wants to be a professional chef or video game producer when he grows up.

Jo

[I like] just how entertaining they are to play and how you can (be) so immersed into all the games and how much fun you can have from them!

I love video games and I was practically raised using computers and other electronic devices. It's definitely a very fun hobby to have because of all the unique things I can do with them because each game I play is so very unique and diverse in its own way.

Game Background. Jo played video games for more than one-hour a day and including various role-playing games such as Elder Scrolls V:Skyrim. He also played Minecraft and first-person shooter games.

Avatar Choice. Jo chose to be a Night Elf Hunter. Night Elves blended magic and nature for protection and strength. Since he was a Hunter, he had the help of a pet to help him in combat. He understood that he was writing his character's story as the game progressed each day and valued his avatar's skills the most. He felt that his avatar helped him focus and slow down enemies "which got me out of many sticky situations." He did not believe that his character was similar to him, "he has a mustache and beard, doesn't go to school and play video games afterward. He uses bow and arrows and doesn't talk." He felt immersed in the game and reported, "It's very easy to get immersed in the game and be able to feel like you're doing something important in it."

Other Information. Jo attends a public charter school in Hawaii and reports being a dedicated gamer. He adds that avatars and immersion are things that he enjoyed about playing games.

21st Century Learning Skills and Related Constructs

The previous section discussed participant demographic information. This section discusses the learning skills and related constructs that emerged as a result of an analysis of participant surveys and written narratives. Data was coded using different sources in order to build validity. Likert survey, open-ended responses, and written narratives were sources of evidence of player interaction in the game world. In addition, researcher observation ensured

that students responded individually, without outside influence. Yin (2014) notes that no single source takes precedence over another in case studies.

When coding themes, the researcher focused on the most frequent or significant codes to develop the most salient categories (Saldana, 2013). Second cycle coding was then used to group or organize data into a smaller number of constructs (Saldana, 2013). These skills and constructs were found to correspond to skill areas and related learning constructs identified and defined by The Partnership for 21st Century Skills (2009) as necessary for life and work in the 21st century. The skills and constructs reveal *what* players are learning in the MMORPG environment. The following discussion focuses on the three 21st century skill areas (Critical Thinking and Problem Solving, Collaboration and Communication, and Creativity and Innovation) and their related learning constructs.

The following figure shows each skill area with its accompanying construct(s).

Skills Identified by The Partnership for 21st Century Skills			
Skill Areas	Critical Thinking & Problem Solving	Collaboration & Communication	Creativity & Innovation
Learning Constructs	<ul style="list-style-type: none"> • Reason Effectively • Use Systems Thinking • Make Judgements & Decisions • Solve Problems 	<ul style="list-style-type: none"> • Demonstrate ability to work effectively and respectfully with diverse teams 	<ul style="list-style-type: none"> • Use a wide range of idea creation techniques such as brainstorming • Work creatively with others • Implement innovations

Figure 6. Skill areas related to constructs identified by The Partnership for 21st Century Skills.

The National Educational Association and the United States Department of Education defined these skills as 21st Century Skills that prepare students for life and work in the interconnected information environment of the 21st century. Discussions about educational reform, Common Core Standards, and the Elementary and Secondary Education Act (reauthorized in 2001 as No Child Left Behind) seem to unify behind 21st Century Skills.

The next section examines participant narratives and responses to Likert questions for themes related to 21st century skills. The following Figure shows how participants ranked learning skill areas and related constructs in WoW.

Rank	21st Century Skill Area	Related Learning Construct	Question	Strongly Agree/ Agree	Don't Know	Disagree	Strongly Disagree
1	Critical Thinking & Problem Solving	Solve problems	22. Problem solving	9			
2	Creativity & Innovation	Use wide range of idea creation techniques	23. Find New Solutions or Approaches to Problem	8	1		
2	Critical Thinking & Problem Solving	Systems thinking	19. Pursue Knowledge (Skills) Understanding	8	1		
2	Critical Thinking & Problem Solving	Make judgements & decisions	20. Set & Meet Goals	8		1	
2	Creativity & Innovation	Work creatively with others	24. Unite Others toward Goal	8			1
3	Critical Thinking & Problem Solving	Reason effectively	18. Accomplishment	7	1	1	
4	Collaboration & Communication	Work effectively & respectfully with diverse teams	26. Work with Others to Achieve Goals	6	1		2
5	Creativity & Innovation	Implement innovations	21. Contribute Skills & Knowledge	2	4	2	1

Figure 7. Ranking of participant perceptions of learning constructs in WoW.

Most participants perceived the game world as an environment where they solved problems, set and accomplished goals, and worked together. Solving Problems ranked first with all of participants Agreeing or Strongly Agreeing that they solved problems in the game world. The second ranking was taken by the next four categories: Find New Solutions or

Approaches to a Problem, Pursue Knowledge (skills) Understanding, Set and Meet Goals, and Work Together.

These rankings showed participants practicing 21st Century Skill in the game world. WoW created a dynamic learning environment that promoted interactions that moved participants through the MMORPG world through problem solving, goal setting and accomplishment, and collaboration. Individual comments for low ranking items showed the player had limited confidence in playing the game. What follows is a discussion detailing student responses.

Critical Thinking & Problem Solving

Critical thinking and problem solving was at the heart of game play. It was the most commonly reported interaction in participant narratives. This component includes four basic learning constructs: 1) ability to reason effectively, 2) use systems thinking, 3) make judgements and decisions, and 4) solve problems.

Reason Effectively. The student can use reasoning (e.g. inductive, deductive) as appropriate.



Figure 8. Participants' perceptions of sense of accomplishment.

Survey. Most participants, seven out of nine, chose Strongly Agree or Agree in their sense of accomplishment in WoW. Participant responses showed that gameplay focused on higher game levels and new power. Comments included, “i do accomplish lots of things like the

requests i do and getting newer powers” and “I feel a sense of accomplish when I complete a mission, or beat and [sic] enemy, or achieve new things.” Others weren’t sure if what they did was an accomplishment because it was a game, “I’m not sure if I should be proud of what I can do when other people can do the same thing in the game.” Another felt that accomplishment came with hard work, “Sometimes I’m proud because I worked hard.”

Narrative. Narratives showed that participants commonly used the ability to reason effectively to make decisions. One participant wrote that he was able to use information about his avatar skills and make specific decisions, “I made my decisions of choosing my weapon for my rogue class by choosing the weapon that was best suited for my class and had the most damage and damage per second.” His statement also showed that he was aware of the importance of doing damage and what that meant for his success. In addition, he strategized, “I made the decisions of choosing my quests since my area had multiple quests open at once by choosing the quests that I found the easiest so I could do the easiest quests first then gradually get harder quests.”

System Thinking. The student can analyze how parts in a system interact to produce desired outcomes.

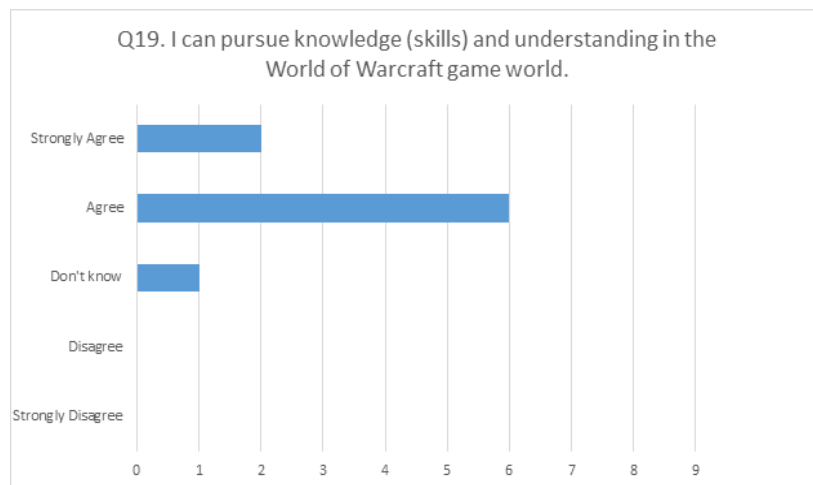


Figure 8. Participants’ perceptions of pursuing knowledge (skills) and understanding.

Survey. Most participants, eight out of nine, agreed that they could pursue knowledge and understanding in WoW. The user interface in WoW provided enough information for players to feel they could play the game. One participant commented, “yes i can understand

what they're trying to tell me in war world craft because it's easy to know what they need help on or what they want me to do in some difficult missions." Participants agreed that continued gameplay helped in understanding. They commented, "I get an idea of what to do while learning to play the game and I continue to gain more skills," and "I agree because I have been playing this game almost about a month and I enjoy playing it and I know what I am doing." One participant responded Don't Know, "I don't understand the question."

Narrative. Narratives showed participants used systems thinking in the way they connected information to produce positive results. One participant recognized his weakness and began building his combat skill. He said, "I started practicing fighting because it's a great goal to practice for the next level."

Another participant had difficulty finding places but discovered that having a map and knowing how to use it helped to solve the problem.

Sometime when I have hard time doing my quest, like when I have hard time going to that place, I go to the map and it shows my quest and that helps me figure out on completing my quest. I get some help from this arrow on my map, I just follow it.

This participant showed evidence of learning a complex game system where each part interacted to produce an outcome.

I used the mini map at the top right corner and followed the areas where there were "!" or "?" marks. The "?" showed the person you needed to talk to complete your quest and the "!" mark showed people that had a new quest for you. I also made a decision of choosing my equipment in a quest by choosing the item that had the most beneficial factors about it because it had twenty-three armor points in it compared to the other two items with seven or thirteen armor points.

Judgements and Decisions. The student is able to analyze and evaluate, synthesize and connect information. The student can also interpret information, draw conclusions, and critically reflect on experiences.

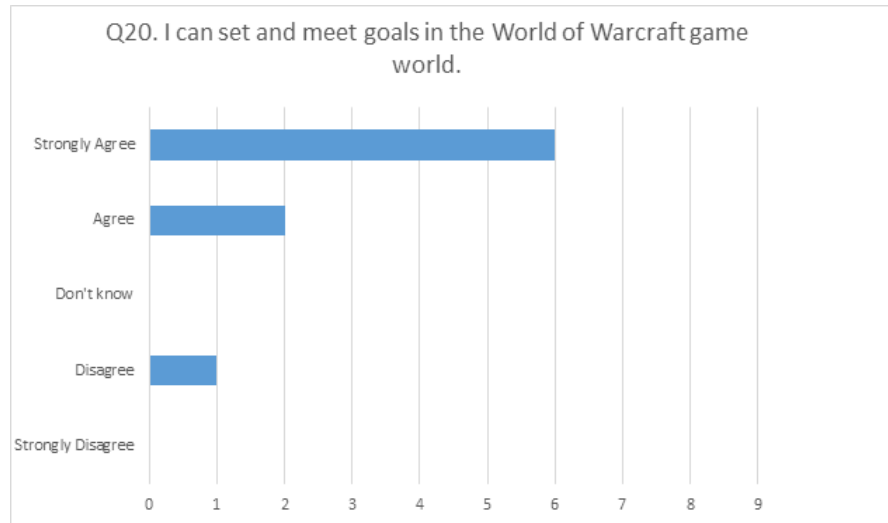


Figure 10. Participants' perceptions of setting and meeting goals.

Survey. Most participants Strongly Agreed or Agreed that they could set and meet goals. The game is predicated on participants selecting quests from a group of choices and making decisions along the way toward goals. One participant commented, “I can make goals to motivate me and reach it when I know I'm ready to complete this goal.” The participant understands the meaning of playing the game by saying, “I strongly believe that I can set goal, or missions that I can focus on and complete.” The one participant who disagreed thought that he could set goals but had trouble completing them.

Narrative. Participants exhibited judgements and decisions in all nine narratives. In one example, one participant found himself in a dilemma similar to life, “I am trying to focus on leveling my character, but I can never focus on doing that because one side of me is saying, go and explore and meet new people, the other side of me is telling me to level up, do the quests at hand and follow the storyline.” Another participant found that what he spent his money buying is useless in the present, “I bought some stuff that I couldn't wear/use because I didn't have the

proficiency, so I wasted some money.” Participants made decisions based on analyzing and reflecting on what was learned in the past. Game results depended on choices and consequences.

Problem Solving. The student is able to solve problems, identify and ask questions that lead to better solutions.

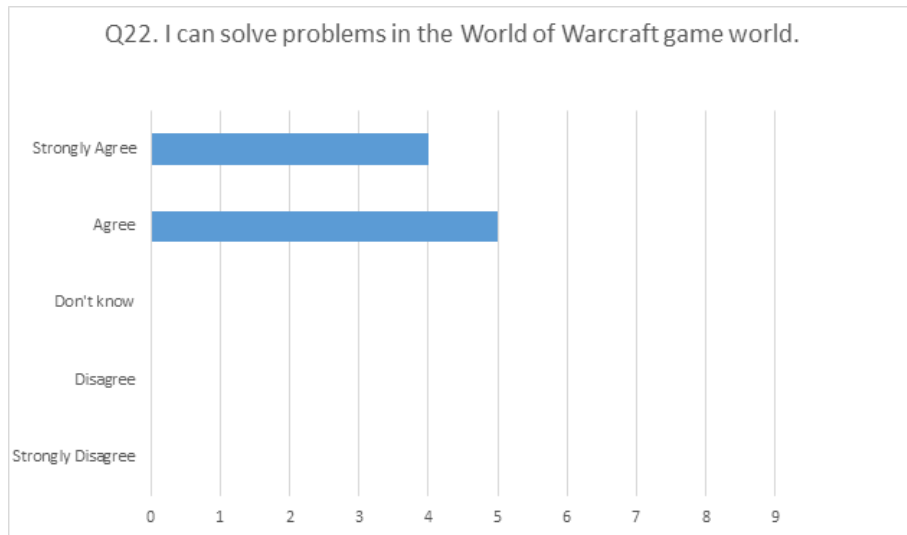


Figure 11. Participants’ perceptions of problem solving.

Survey. All participants Strongly Agreed or Agreed in their abilities to solve problems in the game world despite uncertainty of personal contribution of knowledge. Participants said, “I’ve never met a problem in the game I couldn’t solve” and “yes i can find new solutions to the problems i have in the game because if i couldn’t then i wouldn’t have been able to reach level 14 already.”

The game world is predicated on solving problems. Participants said, “In the game I can solve different problems, while doing missions I have to solve missions to complete it,” and “yes i can solve problems in the game world because i try to focus on what they want me to do in missions or whatever they want me to do.”

Narrative. Narratives showed problem solving, was dependent upon a complex interchange of all the components: reasoning, systems thinking, judgement and decision. This example shows a participant solving a problem.

While in the middle of playing I had noticed that one of the missions that I had to complete had required me to fly to another part of the map, while at the gryphon stand I

found out that I had no money what so ever and it dawned at me that I had spent all my money the other day at the Dark Moon Faire. I regret spending that much money, because I had a lot of money, but I don't regret going to that fair because it comes every one week in a month. So I decided that I would abandon the mission and go to one of the vendors in the game close to me and sell most of the items in my inventory.

For another participant, problem solving involved a repetition of the same experience until he realized an important point for the present and focused on an improved scenario for the future.

Today I went back to fight Nessie (Lake Modon Monster), turns out she's an ELITE monster. I did not notice that until today. Like every other time she killed me and I had to get my body under the water. When I'm Level 90 let's see her get me then.

A third participant realized that problem solving rested on his choices.

I also made a decision of choosing my equipment in a quest by choosing the item that had the most beneficial factors about it because it had twenty-three armor points in it compared to the other two items with seven or thirteen armor points.

This person thought through how the game worked and effectively was able to scaffold information and predict outcomes. In another example, he had to figure out how to protect himself and gain points.

I got no kills in these games but I died a lot less since I learned a little on how to position myself in the game (either guarding the base, staying in the back when a fight had erupted and throwing my daggers to deal damage, etc.).

When his avatar died, he learned something.

I have died a lot but that is a learning experience in Azeroth. Once you die, you learn to never make that mistake again and it will help you later on so you get more knowledge on which monsters to fight.

Sometimes failure necessitated a choice of time-out, running away, or quitting as the best solution to a problem. Participants understood that dying meant living to play another day. For one person, failure was not the end and perseverance offered other opportunities.

i meet some new people to do some request but i didn't finish it because when i went in the direction these monsters such as a spider, bear, wolf, frogs , and these bad guys kept killing me so i died :(i had to release my spirit and start from where i came from. i mean it's ok but i just stop doing request for now and take a rest.

This participant made a strategic decision to run away so that he could survive,

I made my decisions of running away from fights by analyzing the situation (how many monsters were attacking me, how much health they had, etc) and ran only if I knew they would kill me.” Another time, a new ability helped him to escape. “Evasion allowed me to dodge every attack aimed at me for 10 seconds and had a 2 minute cool down. I thought this ability was really helpful since it would allow me to escape from fights that I knew I could not win.

Another participant solved his problem by logging out because the game period was over.

Today i leveled up to level 4 by doing quests then i increased my moon strike damage and i got a new ability called rejuvenation from a priestess who has a pet night-saber i almost got to level 5 but not enough time i am doing a quest for this centaur where i have to kill 12 spiders but the spiders are the ones that attack you as soon as you get close to them so before it was time to log out i killed a few spiders then i logged out.

Sometimes quitting was the natural end of the game day.

It was easy until the snow leopards and the freak monsters tried to get in my way. I ran as fast as I could and got over with the quest. Then I got a quest to go to Ironforge. I got to go home! So I went to Ironforge and Completed the quest. Then I sat down and quit.

Collaboration & Communication

Work effectively and respectfully. The student is flexible and willing to compromise to reach a common goal, shares responsibility for collaborative work, and values each member's contribution.

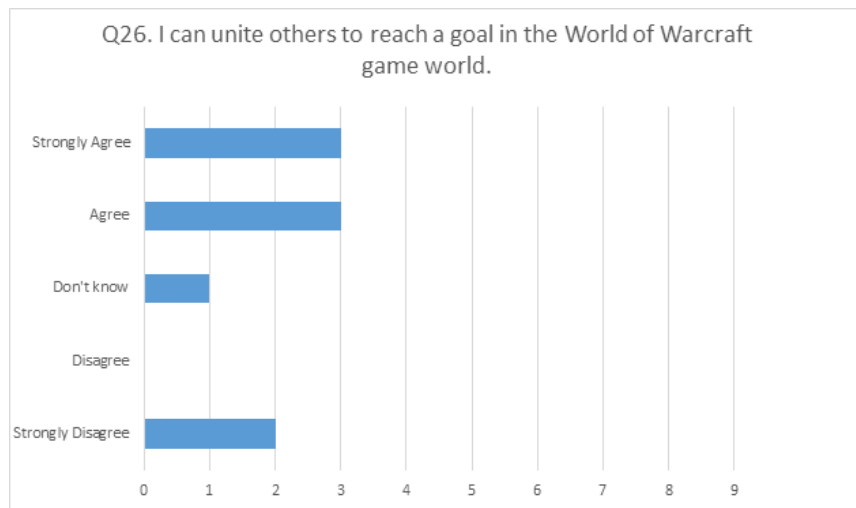


Figure 12. Participants' perceptions of unifying others to reach a goal in the game world.

Survey. Participants were divided on this item. Six out of nine participants Strongly Agreed/Agreed that they could do this. Some recognized that working in teams helped and had done it in the game, “Yes I can unite with others to reach a goal in the World of Warcraft game world because I have done it. It is really easier with them,” and “I would not be able to complete dungeons or quests if it wasn't for the help of my cat or other players, because hunters are mainly a support class.”

To others it seemed to be a leadership issue, “i don't think I can because i am not really a leader i am more like a follower.” Another participant responded, “I don't like to work together with others much.”

Narrative. This component required participants to demonstrate ability to work effectively and respectfully with diverse teams. Research observations showed that study participants learned to navigate the WoW world first. Then they learned how to communicate and work in groups within the virtual setting through teacher modeling and guidance.

The teacher introduced playing Capture the Flag in WoW. The game was a familiar real-world game and the participants, eagerly worked in teams. A participant reported, "Me and [friend] did a "Capture the Flag" and it was tons of fun. We ended up dying a lot and lost. The other players were high[er] level." The participants learned to play respectfully and effectively in diverse teams and sometimes reaped the benefits of playing with higher level teams. Pride came with accomplishment as another person wrote, "during capture the flag i almost captured the enemies flag two times. i also leveled up twice which was significant because i thought it would be hard to level up to level 12 from level 10 in one day, but i did and i am really proud of myself."

Compromise and shared responsibility for a common goal was mentioned, as well as recognition of individual contributions. A participant wrote this.

I also made two friends who went to my area and I went to his. Doing PvP and dungeons were a turning point in my life on Azeroth. Instead of killing monsters, I got to battle players and capture flags and dominate areas. Dungeons were fun because I got to team up with other players to take down high level monsters.

Participants often learned through observation of others in the game world and sometimes through direct contact with others. A participant found a friend who helped him, "i got tips from this one girl. but then i had to log out so i thanked her for the advice and then never saw her again." Another participant reported, "I had a centaur mage person with me that assisted me during the fight with her magic that spawned in some plant creatures. I also had my pet cat and my trusty bow with me, so I had another companion that helped me do damage to the spider boss."

Teaming to accomplish dungeons and raids were an integral part of WoW. "Dungeons are a pretty interesting experience and it is a good way to grind, especially because you have a team helping you," said one participant.

Another found that not only did she learn from others but they made life easier,

As you do your quests if you have trouble accomplishing it you can invite other people and let them help you accomplish them. You can join in a group with people around

Azeroth and fight with them, accomplish quests with them, you can do many fun stuff with them. Being in a group helps me and makes my life easier because being alone is not fun.

A third participant wrote, "I felt really really happy today because it was cool grouping up with my friends and helping each other fight other people and do other missions."

Creativity and Innovation

Creativity and Innovation is defined by three elements and is naturally supported in the game environment. The three elements are: use of a wide range of idea creation techniques, work creatively with others, and implement innovations. The following discussion reviews the findings.

Use of a wide range of idea creation techniques. The student is able to create new ideas and elaborate, refine, and analyze ideas to maximize efforts.

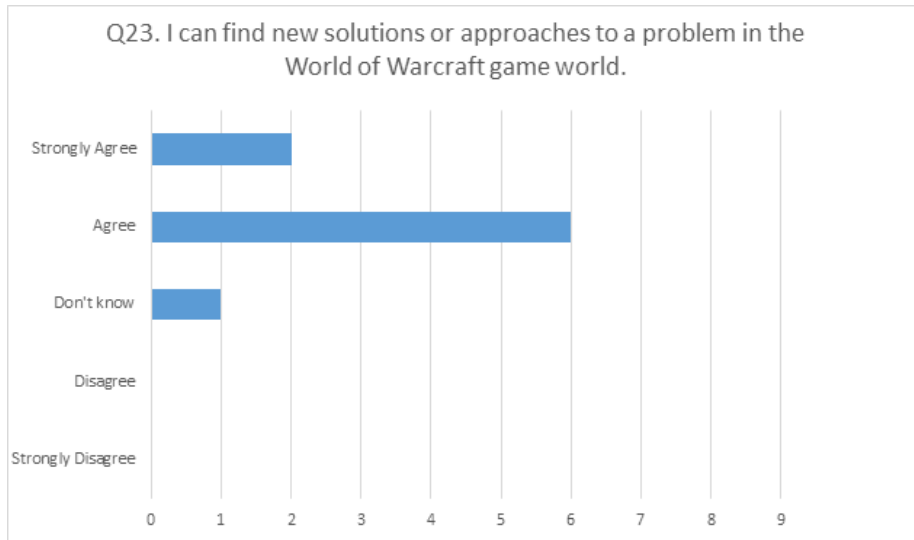


Figure 13. Participants' perceptions of finding new solutions or approaches to a problem.

Survey. Most participants, six out of eight, felt that they could find new solutions or approaches to a problem in the game world. Participants understood that leveling up involved finding solutions that may be new to them. This comment came from one participant.

I would not have been able to make it to level 24 if I didn't come up with ways to solve my problems, and I wouldn't get anywhere. For example, I run out of inventory space a lot. What do I do? I could sell the stuff I don't need, throw it away, or give it to someone else.

Another participant said, "I do things other people wouldn't really do. I do the obvious thing most of the time but when given time I can do things other people can't in sometimes the most creative way." Sometimes others can help, as found in this comment, "I will find a way to get help if I have a problem with the game like when I had to battle the boss Hogger." One participant just sticks with one solution, "When I find a way, I just stick with it."

Narrative. This construct required the use of a wide range of idea creation techniques, including the ability to elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts. This ability helped one participant to improve his game play as seen in this comment, “I realized what I could have done instead. I could move the screen so I could see them from above without one of the action bars getting in my way.” He added this comment.

Today I found out not everything is about clicking things and fighting. Sometimes you just gotta talk. I had to whistle to get the rams to listen to me. I thought I would just go up to it and click something and it would go home but it didn't. Instead I had to press enter and type /whistle and it went back home. So after I figured that out I finished the quest.

The game asked participants to immerse themselves in a fantasy environment of suspended disbelief. Gryphons helped players fly from one realm to another, fantastic characters with superpowers roamed the land, and players created individual stories where their avatars performed fantastic deeds. He wrote about this experience.

I was fighting some sort of demon king, but the cool addition to the quest was that I was apparently blessed by the moon or something and it gave me magically glowing abilities, like a ray of light from the heavens that restores health and kills a whole bunch of evil.

He also wrote about what he thought was a blue feather.

I had no idea what to do. Until.... I managed to look at my map. There was a blue feather on my map, what could that ever mean? I decided to walk to the nearest one and found out that it was actually a method of transportation, this blue bird thingy, and it took forever to get to where I was going because it was a pretty big distance away from where I started.

Work creatively with others. The student is able to develop, implement, and communicate ideas, be responsive and open to diverse ideas, demonstrate originality yet understand real world limits, and view failure as an opportunity to learn through understanding that innovation is a process of trial and error.

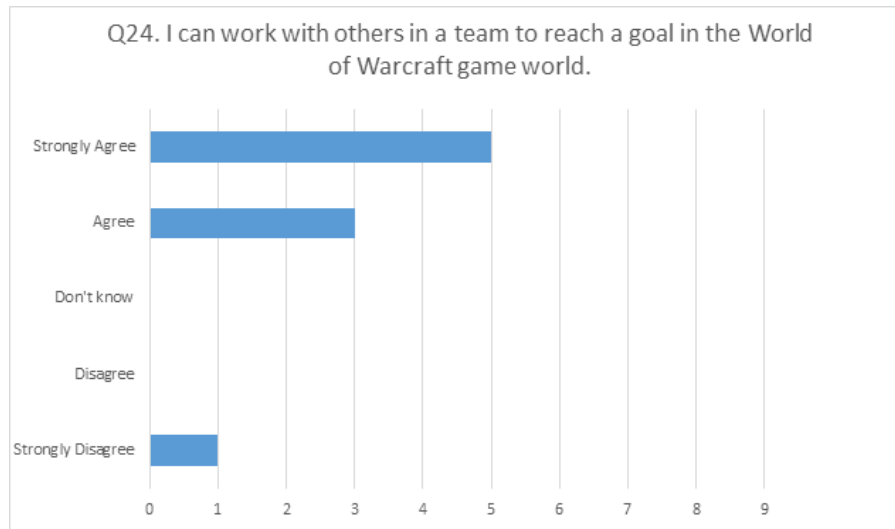


Figure 14. Participants' perceptions of working with others to reach a goal.

Survey. Most participants, eight out of nine, Strongly Agree or Agree that they can work with others to reach a goal in the game world. Guilds and teamwork made leveling up easier as seen in these comments. One said, “Teamwork really helps in the game so I try to contribute to the team so we can reach a certain goal.” Another stated, “yes i can because that is the only way to be successful in a world of warcraft pvp [player versus player].”

Participants also had fun seeing each other in-game as reported here. A participant said, “i can because i really really love to work together and i think it’s cool to see each other on the game world with our cool characters.”

One respondent felt strongly about being independent, “I don't like working with other people because usually I don't trust other people. It was a rough experience I went through playing a game kind of like World of Warcraft. It's mostly when there is a lot of enemies and there's more of them than us so they run away and don't even try.”

Narrative. This component involves the ability to work creatively with others, including viewing failure as the ability to learn and understand that creativity and innovation is a long-

term, cyclical process of small successes and frequent mistakes. The game reality of dying and resurrecting, stopping to rest and think, or quitting and logging off was a common occurrence. One participant revealed that it often was his strategy to quit in order to give himself time.

I was surrounded by wendigos, I almost died. I completed the quest and ran like never before. I turned in the quest and did another quest I had. I got lost because quest helper does not help very much. So I sat down and I quit.

Implement innovations. The student is able to act on creative ideas to make a contribution.

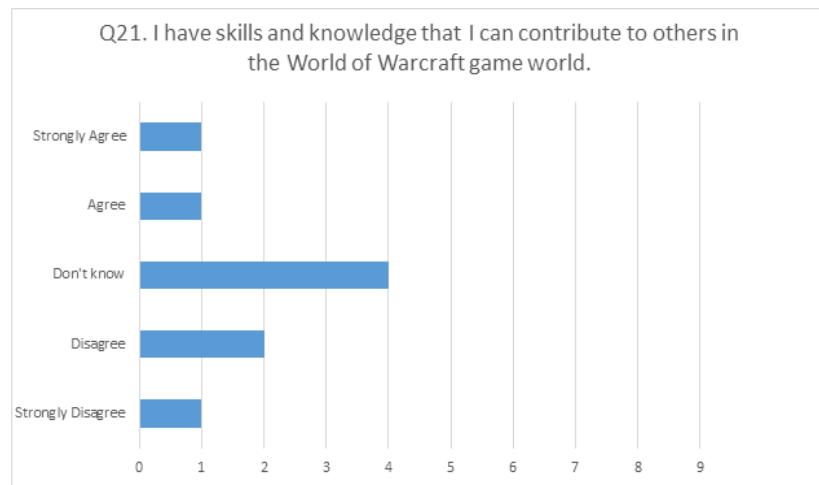


Figure 15. Participants’ perceptions of skills and knowledge that can contribute to others.

Survey. Most participants, seven out of nine, responded Didn’t Know, Disagree, or Strongly Disagree. Participants had feelings of uncertainty because they felt that they were still learning the game. A participant wrote, “I am still sort of new since I have not played for a really long time like the experts at the game.” Another wrote, “Since I don't know to much of the world Of Warcraft game, and I just start playing, I don't think that I could contribute to other players.” Participants were often guided by the teacher/instructor, non-player characters, and others in game who guided or took the role of mentor. They learned to play WoW at different rates depending on familiarity with video games.

Narrative. This component focused on implementing innovations. Although the participants were not creating anything in the game, they did develop and transform old abilities. Earning new powers and learning how to use the ones already earned was challenging for a student.

i earn a new magic power i don't really know how to use it or what it is when i point at my target i press the new power and i guess it speed up everything or just make the monster go away like its cast under a spell or something i don't know but its pretty cool.

A new ability also proved challenging for another participant.

I learned a new ability called ambush. The ability only worked when my character used his stealth ability and went close to a target and attacked it. It did a lot of damage to the monsters but it was hard to use this ability correctly because most of the monsters that I tried to practice ability on were red so every time I got too close, they attacked me and my ability was rendered useless.

Although, the participants are not making real-world contributions, one person thought about real life connections.

Today I had supper supper fun helping other people in the game world by saving people in this city from green monsters. My main focus today, was saving those people. It's important because maybe it might happen in the real world.

Social Cognitive Theory

The previous section discussed 21st century learning skill areas and related learning constructs found in student written narratives and survey responses. It discussed *what* student participants were learning in WoW. This section examines the WoW environment through player written narratives using Albert Bandura's social cognitive theory (1999). It discusses *how* student participants learned in WoW. The five social cognitive learning behaviors (observational learning, goal setting, perceived self-efficacy, self-regulation, expectation of outcomes) were used to identify and understand *how* learning was taking place in WoW. The results showed that

participants practiced social cognitive learning behaviors in the game community. Figure 15 shows social cognitive learning theory as it relates to 21st century skill areas and related learning constructs.

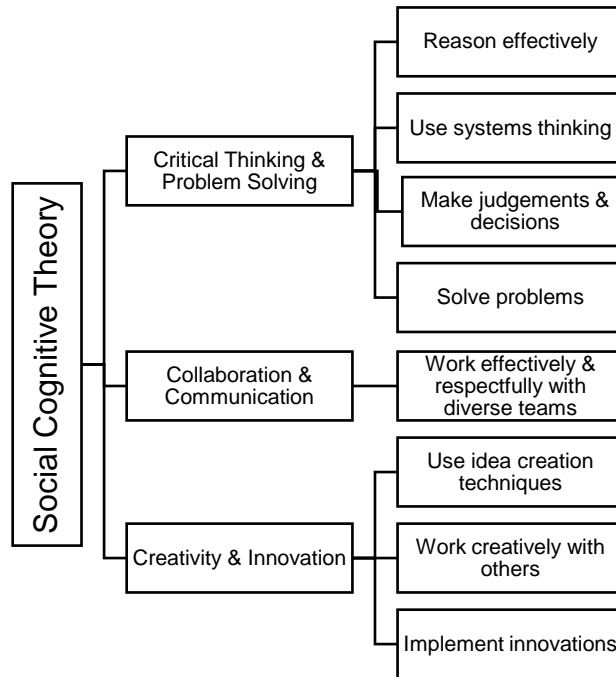


Figure 15. Social Cognitive Theory, Skill Areas, Learning Constructs.

Observational Learning

Participants used observational learning, often through apprenticeships and collaboration. Observational learning integrated the following elements: attention, retention, production, and motivation (Bandura, 1999). Participant responses described learning through apprenticeship, watching, and connecting to the information. They learned through observation and often in collaboration with more veteran game players (apprenticeship).

First, participants attended to or focused on what they wanted to learn. WoW started with basic quests, leading novices through beginning levels with simple requests to allow for practice, success, and leveling up. Novices learned through observation and in collaboration with more veteran players, allowing players to learn the game rules and social aspects before

they actually played. These beginning tasks helped to introduce and build skills in the use of the game interface.

As the participant progressed, higher level quests were more challenging. They were asked to retain and process the information for future use. Participants reported pride in increasing skills.

Today's game play was to do all the missions in the valley of which I started the game in [and] to travel to more of the world. And I achieved this goal!!! Today I flew to a new town in Azeroth (don't know the name) in a helicopter which was also exciting.

Goal Setting

Participants were able to set goals based upon past successes and failures. Goal setting described the participant's process of planning in order to achieve goals. They assessed potential success and had expectations of specific outcomes. One person reported the importance of teamwork and that collaborating and working with others helped him to reach goals.

I can make goals to motivate me and reach it when I know I'm ready to complete this goal. Teamwork really helps in the game so I try to contribute to the team so we can reach a certain goal.

Another participant found that working with others helped the group to reach a goal when he played Capture the Flag, "In the game they have games where you compete with a group of other players in a team and I could work with my teammates to complete specific things."

Perceived Self-efficacy

Participants' feelings of self-efficacy increased as they advanced through levels that gave them self confidence in achieving other tasks. Self-efficacy described the belief in whether a task can be accomplished. Bandura (1997) believed that an individual's belief in task achievement affects self-confidence in accomplishing the task.

Bandura (1991) also stated that self-efficacy has enormous influence over choices, aspirations, effort, and perseverance. It determined one's belief in the possibilities and

probabilities of future actions and outcomes. A participant wrote about persistence, determination, and focus.

All my goals were just to get on with the game and level up. it takes a lot of time and effort to level up. To reach specific goals and missions I focus on one goal and complete it then go to the next mission or goal.

Self-regulation

Participant self-regulation or ability to self-manage and control their game movement, helped them to determine their actions and move toward planned outcomes. Self-regulation described the concept that individuals can determine and plan outcomes. Participants displayed self-management by managing and controlling their learning through personal agency. This participant wrote about his success, “I helped contribute to completing a dungeon twice with other people and our group managed to defeat many bosses and get a whole bunch of loot!”

Participants had freedom to set a direction, keep track of progress toward goals, and change direction. They chose how to play the game by their choice of avatar, guild, and pace of play. They decided when to take missions and completed them over time or changed their minds about completion. They chose to quit or run away during combat. Participants learned that obstacles can be overcome by going over, under, or right through. This participant wrote of a new strategy. “Usually when things get a little hard I start thinking of new ideas to do things. Like with killing enemies I come from above or below. Like a sneak attack.”

Participants encountered problems and challenges, faced conflicts, made choices, reached goals, and received rewards. This person wrote about challenges. “When I was really really stuck on this quest I think of many ways to accomplish it. I read the passage many times and do that quest really carefully.”

Sometimes strategy was the best approach, “In one quest, I kept on dying. Instead of going into the heart of the battle, I decided to roam the outskirts and attack from there.” But achieving higher levels meant more choices and options for participants. One individual wrote, “When there was a mission far away I decided instead of walking, I would pay for a gryphon to fly there on.”

Expectation of Outcomes

Participants' expectation of positive outcomes, the result of a course of action, helped encourage and motivate participants. Expectation of Outcomes described the participant's belief in a set of outcomes and consequences of taking a course of action. If the result of an action leads to a positive outcome, the participant is more likely to make a decision in favor of that outcome. If an action provided rewards - additional points, abilities, goods, or power - the chance of completing that action increased. As participants learned to play the game, the impetus to achieve higher levels increased, and they made decisions based upon gaining rewards. One individual added this final note.

As you do your quests if you have trouble accomplishing it you can invite other people and let them help you accomplish them. You can join in a group with people around Azeroth and fight with them, accomplish quests with them, you can do many fun stuff with them. Being in a group helps me and makes my life easier because being alone is not fun. ... As you level up you get new powers. ... You can also choose your power. As you know, when you kill your enemy you can pick up things and use them usefully. They are really valuable. You can store them in your bag. If your bag is full you can go into an inn or some where that you can sell to someone, and for an exchange you get money. Money can be useful in Azeroth ... Being in Azeroth helps you find who you are and do what you want to do. As you enter into Azeroth your journey begins.

Community

Bandura's social cognitive theory was underscored by the participants' sense of community within the WoW game world. WoW was a shared space where participants could collaborate in guilds or groups to achieve a goal. Learning was participatory and knowledge was the result of interactive and social behavior. As stated in Chapter 2, community described a framework which focused on the group in learning.

Evidence of community was found in all participant responses. Participants often advanced through game levels due to the help they received. One participant said, “a level 90 human rogue kept following me and helped me kill a bunch of monsters.” Another participant mentioned, “Dungeons were fun because I got to team up with other players to take down high level monsters.”

Some participants routinely met with friends online because of the support given and received. A participant wrote, “Today I grouped up with my friends because we wanted to work together on some great missions.” Another wrote, “Today was really fun. My mission for tomorrow is helping my friends and try to get to level 10.”

Learning Supports

The game environment systematically provided learning supports that kept students motivated, engaged, and focused on goals. The learning supports helped participants to experience risk free play through failure and success, by leveling up and completing quests. All of the participants wrote about interactions that incorporated agency, reinforcement and feedback, use of the graphic user interface, and storytelling.

Agency

Participant agency offered freedom and choice. Freedom included exploring avatar abilities and making decisions. Making decisions meant the participant had choices resulting in a personal game that was not linear, but dependent on individual choices. The first choice involved selecting an avatar or game character. One participant wrote this.

i like being someone different like my character she's tall, she has magical powers, she can fight, she gets so many things, but me in real life I'm short, i don't have magical powers, an well i can sorta fight but not as good as my character in the game an i know its just a game but its fun being someone else just to learn and experience more new things in the game.

Participants were routinely provided with opportunities to make choices throughout their game play. This ensured game differences based upon the meaning each participant placed upon actions along the way. Sometimes choices involved helping others. One

participant wrote, “I influenced my friends who were having trouble in the game so I encourage and help them by grouping up.” Other times choices involved decisions on game strategy. This participant wrote, “I made my decisions of choosing my weapon for my rogue class by choosing the weapon that was best suited for my class and had the most damage per second.”

Reinforcement and Feedback

Reinforcement and feedback was demonstrated by the incorporation of a feedback loop that supported incremental steps toward success. Reinforcement and feedback was immediate. Participants completed quests, increased game levels, and accumulated items.

Reinforcement and feedback included risk free play. Failure did not mean the end of play but a learning experience that offered a chance to try again. A participant wrote, “I like how we can come back alive because in the real world you can’t come back alive once you’re dead and you don’t need to start all over again in the game.” Many comments were similar to the following.

I have died a lot but that is a learning experience in Azeroth. Once you die, you learn to never make that mistake again and it will help you later on so you get more knowledge on which monsters to fight. Failing also meant i had to release my spirit and start from where i came from. i mean it’s ok but i just stop doing request for now and take a rest.

Graphic User Interface

The graphic user interface (GUI) included the symbols, maps, windows, and action bars for players to find, process, and use information to gain competence and achieve goals. One participant wrote:

I used the mini map at the top right corner and followed the areas where there were "!" or "?" marks. The "?" showed the person you needed to talk to complete your quest and the "!" mark showed people that had a new quest for you. I also made a decision of choosing my equipment in a quest by choosing the item that had the most beneficial factors about it

because it had twenty-three armor points in it compared to the other two items with seven or thirteen armor points.

The map was integral to another student who wrote, “I had to use my map for every single quest so that I know where I’m going because I don’t wanna get lost.”

The GUI was consistent throughout the game and easy to read. Consistent design elements made for a greater feeling of game competence. Participants knew what to expect and could respond accordingly. Game difficulty increased by game levels and players built their skills through reinforcement and feedback. A participant wrote, “I leveled up to Level 10 and I’m almost to level 11. I got invited by a level 25 guild and I accepted it.” Another individual used GUI as part of his strategy.

Evasion allowed me to dodge every attack aimed at me for 10 seconds ... I thought this ability was really helpful since it would allow me to escape from fights that I knew I could not win.

The GUI enabled participants to role play and immerse themselves in the virtual world and experience exciting events. This individual loved the Darkmoon Fair and wrote this.

it was like a carnival!!! With carnival games and a petting zoo. This fair only comes once a month so I am very excited that I came across it today. While I was there I rode a carousel which was AWESOME!!! I also bought fireworks which I exploded as I was exiting the fair.

Storytelling

Storytelling meant using the imagination to have fun playing and living in a virtual world where many things were possible as expressed by one participant, “i hope tomorrow i will level up to level 8 so i can turn into a bear i wonder what the bear looks like and what kind of abilities will this bear have.”

Fun also included the ability to be someone else and create a story for oneself. A participant wrote, “I liked that I could create a story by playing with my character.” Another participant added, “I like that I got to make like a story while playing with my character in the

game.” A third participant echoed the same idea, “I get to play and have fun and be someone else.”

Story experiences depended on the role and perspective of the participant’s avatar. Hunters tamed beasts, had pets, and were non-magical. Mages dealt in magic and spells. Warriors used combat abilities for damage or protection. However varied their avatar abilities, participants experienced agency in story creation. They could take risks, fail, and try again.

Story building often included a social aspect that included meeting and working with others in the game. Participants wrote that they often grouped with classmates, as well as others they met online. Participants wrote, “I did group up with my friends and it was cool to be different characters and [have] different magic” and “What I liked about the game play was grouping up with people and exploring the game world and doing incredible stuff with my character.”

Summary

Chapter 4 provided the study findings in five parts. Part 1 described the participants’ game backgrounds and experiences. Part 2 discussed participant use of 21st century skills. Part 3 discussed participant use of social cognitive theory. Part 4 discussed the role of community. Part 5 discussed game components that provided learning support. The next chapter, Chapter 5, will discuss the conclusions and implications of this study.

CHAPTER 5. DISCUSSION AND CONCLUSIONS

This chapter presents the conclusion and implications of the study. Part 1 discusses the study's final conclusions, Part 2 discusses the contribution to theory, Part 3 reviews the limitations of the study, Part 4 outlines the resulting implications, and Part 5 makes suggestions for further research.

Learning Environment

The following figure shows World of Warcraft as a learning environment where participants practiced 21st century skills within a game system that incorporated social cognitive theory, community, and learning supports. The following section discusses the WoW MMORPG as a learning environment.

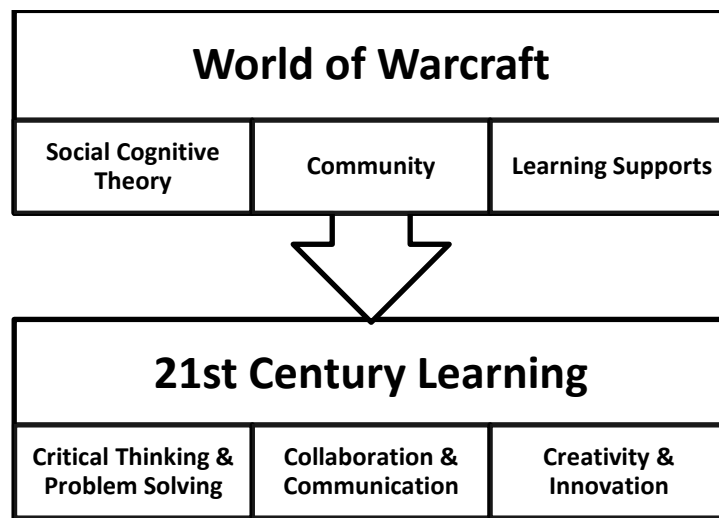


Figure 17. WoW as an informal learning environment.

Social Cognitive Theory

Participant interactions discussed in Chapter 4 fell within the framework of Albert Bandura's social cognitive theory (1999). Data showed that participants learned through observation, goal setting, self-efficacy, self-regulation, and expectations of outcomes. Similar to

Steinkuehler's (2004) findings, this study found that game participants observed and learned, often through apprenticeship to a veteran game player. They sometimes linked with others who could help them and had the knowledge they needed.

They also developed an expectation of outcomes by observing others. Brown (2000) identified the process of observation and action as "link, lurk, and lunge." Participants watched others who had expertise and then tried new things.

Successful outcomes were followed by a perceived sense of self-efficacy that promoted goal setting and self-regulation. Participants often thought about past actions and future outcomes and then committed to an action. Participant observations of others, reflections of their own past experiences, and assessment of future success helped produce feelings of self-efficacy which resulted in experience points, increased avatar abilities, and special game powers.

Community Shared Space

Participant responses in Chapter 4 showed that WoW provided a learning space that offered a social and collective experience. It was where interest and expertise came together and participants of various skills and aptitudes interacted, shared goals, and exercised their imaginations. They learned individually and collectively and often became teacher and learner at different times as the game progressed and game levels increased.

WoW offered participants the opportunity to create a story where players can make different decisions and initiate a collaborative or individual journey with each choice. Game choices encouraged participant interaction, collaboration, and cooperation in the construction of knowledge similar to research by Randi & Carvalho (2013).

Participants enjoyed the social interaction, meeting friends online, and accomplishing tasks as a team. Data in Chapter 4 revealed that WoW was a community shared space that offered the study participants a sense of safe practice and belonging similar to Oldenburg's *third space*, Gee's *affinity space*, and Wenger's *community of practice*.

Learning Supports

Participant experiences in Chapter 4 showed use of the following game design components (agency, reinforcement and feedback, graphic user interface, and storytelling). Written responses described how the components were an integral part of each participant's successful navigation through the game. The following discussion focuses on each game design component and how it supported participant learning.

Agency. Bandura (2001) stated that agency or the capacity to exercise control over one's life is the essence of being human. He offered three types of agency that was seen in participant game interactions: personal agency, proxy agency, and collective agency. Chapter 4 showed participants demonstrated personal agency in a system that offered opportunities for self-regulation. Learning from past choices helped participants make decisions in the game. Participants also used proxy agency, relying on others to accomplish desired outcomes, sometimes through collaboration and apprenticeships. In addition, participants showed collective agency through their cooperative efforts in dungeons. Collective agency gave participants the opportunity to practice the 21st century skills of collaboration and communication.

Chapter 4 also showed that agency allowed participants to choose how to play the game. They chose their avatars and quests, and decided to work individually or in groups. The word "freedom" was often used in participant narratives. Participants were personally and collectively free to make independent decisions and reap consequences in the game world. In addition, participants learned, like in real life, decisions always had consequences.

Participants practiced self-regulation and reinforced their self-efficacy as they achieved goals. Rouse (2005), in his book on game design, stated that effective games incorporated agency by offering choices. Agency kept learning interesting and meaningful by adding a different perspective and attitude to each individual's gameplay.

Reinforcement and Feedback. Chapter 4 data showed that reinforcement and reward was immediate so that participants knew how they were progressing through the game. Participants found that conflicts, choices, and consequences led to goal achievement and reward. The positive consequence of an action led to experience points, strength, new powers, and higher game levels. The negative consequence led to loss of strength, powers, or experience points.

Instructional scaffolding was the norm throughout the game. Participants started with quests that were easier to ensure success. More difficult tasks required increasing skills as participants learned to manage game tasks and behaviors.

Gameplay was continuous and participants made decisions through the reinforcement and feedback that each game trial offered.

Similar to computer based learning research by Azevedo (2007), the researcher found that reinforcement and feedback was integral to the participant's ability to self-regulate or anticipate, plan, implement, and reflect on behavior in the game world.

Graphic User Interface (GUI). The data in Chapter 4 showed WoW to be an immersive environment where the GUI suspended participant disbelief and enabled Bandura's agency for decision-making and management of gameplay.

The GUI helped participants invest themselves in the virtual world as if it were real because they could manipulate the environment through game controls that emphasized and organized important parts of the game system. Participants showed how they could easily navigate the game world. The GUI made competition and leveling easier. This in turn built self-efficacy and enabled self-regulation as they managed their learning behavior. The participants accessed information about their game levels, avatar health, inventory of goods, and power using the GUI. Participants also tracked their progress, accumulated items, and worked toward greater skill using the GUI. Participant data agreed with Rouse (2005) who stated that gamers expect to be immersed in the game. Furthermore, this research showed that the GUI was integral to participant planning and strategizing the gameplay as found in research with adult gamers (Yee, 2014).

Storytelling. Participant data in Chapter 4 showed that storytelling was fun and a reflection of Bandura's social cognitive framework. Participants observed others, learning and connecting to information that helped them better navigate the game world. They learned to plan, strategize and set goals. Sometimes they failed but learned to see failure as an opportunity to try again as they built a sense of self-efficacy. Self-regulation was a large part of gameplay. Participants learned to manage themselves within the scope of the game, making decisions and anticipating outcomes. Agency was also important as evidenced by the uniqueness of game stories shaped by the choice of an avatar with attributes and abilities that gave each participant a sense of presence in the game world.

Furthermore, within each participant's developing story was evidence of practicing 21st century skills. Critical thinking and problem solving, collaboration and communication, and creativity and innovation were a part of the unique pace, momentum, and rhythm that depended on participant game choices and self-regulation through the game. In this way, storytelling enabled participants to endow their gameplay with rich personal meaning. Research showed that no two participant stories were the same. One participant chose to fly on a gryphon to a faraway land, another carried healing potions in a backpack, and a third participant turned himself into bear.

Participant interest in storytelling was supported Gottschall (2013) who stated that "stories are part of the human condition." It offers a story where players can make different decisions and initiate a different journey with each choice. Game choices encourage player interaction, collaboration, and cooperation in the construction of knowledge (Randi & Carvalho, 2013).

Similar to Rouse's (2005) findings about game design, participant stories followed a nonlinear path due to participant choices. WoW offered powerful opportunities for participants to imagine themselves in other roles, see with different perspectives, and think of themselves in broader terms while practicing 21st century skills within a social cognitive framework of learning. As a result, storytelling was one of the elements in WoW that helped participants stay motivated, engaged, and focused on their goals.

Learning Outcomes

Data showed that participants practiced critical thinking and problem solving, collaboration and communication, and creativity and innovation in an informal virtual game environment. These skills, identified by The Partnership for 21st Century Skills (2009) as important for learning, were seen throughout participant experiences. Skills for the 21st century involve how information is gathered and how knowledge is shared and learned in a worldwide community (Bellanca & Brandt, 2010). The importance of global thinking was reiterated by Lombardi (2007) who emphasized the importance of thinking across disciplines and cultures. Because of WoW's unique setting, participant learning required moving out of a silo mindset toward a more expansive perspective of working together, reflecting, and adopting multiple perspectives and roles. The WoW MMORPG crossed genders, abilities, nationalities, cultures,

and borders and was, in essence, an online virtual global playground for participant collaboration and out-of-the-box thinking to achieve goals.

Contribution to Theory

This case study research examines the World of Warcraft MMORPG as an informal online virtual learning space. Participant experiences showed that they learned through navigating a video game system informed by the following elements: 1) learning theory, 2) community, and 3) learning supports.

Learning Space

Learning Theory. Bandura's (1991) social cognitive learning framework contributed to participant success. He stated that self-efficacy influenced choices, aspirations, effort, and perseverance. It determined one's belief in the possibilities and probabilities of future actions and outcomes.

Self-regulation was an important part of WoW. The game was a complex world in which participants solved problems and met challenges through observation, having an expectation of outcomes, and a feeling of self-efficacy. In line with research by Bandura (2001) and Parajes (2002), participant narratives revealed that goals were met by making decisions based upon reflection and individual assessment of their game situation, followed by purposeful interactions. Participants thought about the result or outcome of an action and made choices.

Community. They understood and accepted the worldwide membership of millions of users who defied time zones, space, and national affiliation. Participants learned how social interactions created community and achieved goals because everyone was drawn by similar game interests and goals.

Participants found online tutorials and learned how to access game blogs, forums, and online information boards. Similar to Yee's (2014) study of adult gamers, participants made information searches regarding WoW game play. They found possible answers to problems, shared information, and made friends. In the process, they also learned to discriminate what was helpful information.

The game system carefully guided participants through quests or task goals that helped develop collaboration and out-of-the-box thinking. Embedded in the WoW game design were opportunities to develop and practice skills online with a multitude of others. The virtual space

provided a context for participants to connect with others and learn through quests. The quests encouraged collaboration, regardless of real-world gender affiliation, disability, age, class, or culture. Collaboration provided many benefits, including additional points, abilities, goods, or power. Collaboration also gave participants social rewards, including friendships and group camaraderie.

Furthermore, the Pew Internet and American Life Project 2015 report on teens, technology, and friendships found that teens who were frequent online gamers were more likely to start friendships online and online gaming built stronger connections between friends. In this way, contrary to isolated game play, the sense of community extended into real-life and participants made friends.

Learning Support. Learning supports helped participants to immerse themselves in WoW by providing accommodations for success. These learning supports (agency, reinforcement and feedback, graphic user interface, and storytelling) were embedded throughout the game and provided for instructional scaffolding as participants with different needs and abilities navigated the game world. Learning supports helped situate activities according to participant levels and needs. Research by Steinkuehler, Squire, Barab (2012) and Brown, Collins, Duguid (1989) reported that learning was more meaningful when situated in activity, culture, and context. The participants accomplished tasks in the research study as well as in their WoW avatar personas who had fantasy world attributes and abilities.

Limitations

There were several limitations that made it difficult to account for all variables. Limitations included participants, methodology, and game technology. The following discussion addresses these points.

Participants

The size, attributes, and anonymity of the population can make the description challenging (Yin, 2014). The result of this exploratory case study of nine students is based upon a small sample of students in grades 8 through 10. Although results were positive for learning in this study of WoW, further study with a larger population is needed to generalize the findings. The small sample size makes it difficult to predict and generalize a similar outcome over a large

population. However, the small sample size enabled a thorough investigation of student responses in this population (Yin, 2014).

A change in the attributes and demographics of the study population might yield a different result. Since the research population was small with defined characteristics and attributes, a similar study in another geographic location or with different participant characteristics or attributes might not find the same results. A change in gender, game background, time allotment for game play, or group size might make a difference in how game players interacted within the WoW MMORPG.

Names were changed to preserve anonymity. The intent was to preserve anonymity while describing cogent information. However, anonymity may hide small variations in narrative descriptions.

Methodology

Case studies present a description of behavioral events where a researcher has little or no control (Yin, 2014). The data represented a small group of voluntary participants who signed up for a game class as part of a summer school program. As a result, it was possible that the group had particular biases based upon their knowledge of the study topic and the fact that it was an extracurricular class period. They may have been more motivated, engaged, and prepared to play the game because they knew it was a summer game class (Patton, 2001).

The participants responded to a written pre-survey and post-survey. They were also asked to write about their game experiences daily. Daily writing may not have been a favorite activity for some students. Although encouraged to write for 10 minutes, they may have found the writing process tedious and their responses may not be illustrative of their true feelings. Likert responses may have been perfunctorily filled.

Analysis of data depended upon player written descriptions. Players may have learned skills and not written about it in the daily narratives. In addition, Bandura (1999) stated that the learner may have learned information, tucked it away and not used it.

Although students were told that there were no “right” answers, students may have wanted to produce an acceptable answer and may have written what they thought the researcher wanted to see (Cresswell, 2003). Students were chosen for the summer program based upon the recommendations of their regular school and the desire to do well may have affected their

responses. Similarly, when asked to clarify particular written responses, students may have wanted to please the researcher.

This research did not look at previous game experience and influence on learning, although players did report game playing background at the beginning of the research study. Students came with varying degrees of previous game play and had to learn to play a new game. None of the players had experienced WoW before the research study. However, the participants with less video game experience took longer to learn to play WoW. The more adept game participants gained more experience points, reached more challenging levels, and were rewarded with greater abilities and power.

In addition, the research did not examine the transferability of game skills to real life. The research only examined skills as they manifested themselves within the context of the online game.

Furthermore, as the weeks passed, the game playing and writing expectation was cumbersome for one student. By the fourth week, it was observed that he tired of the routine and was ready to do something else. Although he was the only one who was observed to feel this way, his change in attitude did suggest that continued and repetitive gameplay over a period of time would change the motivation, engagement, and achievement of some students. Therefore, lengthening the research period would unlikely enhance the results.

Game Technology

The use of another MMORPG or video game might have different results. WoW was selected because of its long-standing reputation as a MMORPG, millions of worldwide users, age appropriateness, and award winning music and graphics. It was anticipated that the use of WoW would serve as a good stimulus for student game interactions and reflections because of its use of role play, story creation, and problem solving quests along the game player's journey.

Implications for Practice

The research has learning implications for the following: 1) WoW in the classroom; 2) WoW components in the classroom; 3) motivation, engagement and achievement; and 4) technology and 21st century learning.

WoW in the Classroom

The integration of WoW within the formal school curriculum can enhance student learning. One example is WoW in School: A Hero's Journey: A Middle Grades Language Arts Adventure by Lucas Gillispie and Craig Lawson. The program used WoW to comprehend literature from different perspectives. Lessons and projects included playing WoW while reading *The Hobbit* by J. R. Tolkein, writing reflections, online discussions, and making connections between the book/game and real life challenges.

In addition, playing WoW can offer experiences in 21st century skills such as collaboration and problem solving across differences to achieve common goals. The game showed how technology can be the great equalizer as it turned a blind eye to stereotypes of race, ability, and gender as players were somewhat anonymous avatar characters who solved problems and played together in a virtual world of possibilities.

WoW Components in the Classroom

The learning environment of the WoW MMORPG is in direct contrast to what is offered at most schools. The teacher in the traditional classroom controls and guides the learning through means that are often teacher-led and determined. Information mastery is determined by the teacher and teacher reinforcement and reward is sometimes inconsistent. Opportunities for decision-making are generally in the teacher's hands.

To simulate the WoW learning environment in the classroom, students would have freedom of choice and independent decision making. The classroom would be set up for students to accumulate experience points, special abilities, and items through their choices. Goal setting and achievement is determined by the student within classroom rules. Reinforcement and reward is immediate and consistent. Opportunities for decision-making are in the student's hands.

In addition, students would be offered opportunities to experience intrinsic and extrinsic motivators through observing others' setting goals, regulating their own behavior, predicting outcomes, and building self-efficacy. Student success would include accepting tasks (quests/missions) and making choices that lead to decision making and problem solving as part of the feedback loop to goals and rewards.

Motivation, Engagement, Achievement and Game Design

Pink (2013) stated autonomy, mastery, and purpose are the drivers of motivation. In this study, the participant's ability to individually and collectively make decisions and interact freely resulted in independence, skill mastery, purpose, and meaningful learning which fueled motivation, engagement, and achievement.

The study findings have implications for instructional designers of games. The research showed that WoW provided participants with a game environment that motivated and engaged them to achieve goals within its learning framework. The game system insured agency, embedded immediate reinforcement and feedback, incorporated a user friendly graphic interface, and employed story creation to scaffold learning tasks and kept participants engaged through successful risk-free play.

The study supported Rouse's (2005) statement that game components set the stage for learning and application of knowledge and help create an environment where game players feel they can achieve success even if they are momentarily losing. McGonigal (2011) further added that games are not about winning but about playing harder and having more fun. Furthermore, Steinkuehler, Squire, Barab (2012) stated that players find their actions meaningful within the context of a game system combining role play within an immersive, interactive, and experiential environment.

Educause (2014) stated that learning and skill development is linked to outcomes and evaluation through game mechanics. The game mechanics in WoW gave participants the freedom to set a direction, keep track of progress toward goals, and change direction if necessary. WoW offered choices and ways to monitor progress. The participant could take a mission or turn it down. They collected missions and completed them over time or lingered in one location without completing a mission. This sense of agency was critical. Participants chose how they wanted to play the game by their choice of avatar, guild, and pace of play. The game design components offered opportunities for independence and self-direction.

As participants became more familiar with navigating in WoW, game competence led to increase in self-efficacy and self-regulation. Problems and challenges led to decisions and choices, which in turn often led to rewards and goal achievement. Achieving goals helped to motivate and drive performance which led to engagement. This process guided participants in their game choices and encouraged them to continue their gameplay. Gameplay was

immediately reinforced by a feedback loop which supported incremental steps toward success. The game was player dependent, ensuring game differences based upon the meaning placed upon actions along the way. Actions involved problems and challenges, conflicts and choices, successes and failures, goals and rewards.

Wenger, McDermott, Snyder (2002) stated that learning is the result of engagement and meaningful practice in a community. The WoW MMORPG was a community where participants shared common interests and game opportunities with others. Participant engagement in WoW offered opportunities to act, adjust directions, and set goals. It offered an attractive virtual playground for personal agency and self-structured, self-managed learning unlike the structured formal learning classroom setting. Thus, game behaviors were based upon individual responses to internal and external stimuli that was meaningful for each participant and the result of personal choices in the game.

Participant interest in and familiarity with technology also made for player motivation, engagement, and achievement. The WoW MMORPG was a virtual “third space” (Oldenburg, 1999), a place for participants to gather, offering social interaction, mobility, and opportunities to be experimental and creative as found in studies by Beals (2010) and Kafai (2010).

Technology and 21st Century Learning

This study found that similar to research by Oblinger & Oblinger (2005), participants’ interest in and familiarity with technology and video games informed their actions. Participants operated under a different mindset. Often multi-taskers, familiar with technology-based environments where information was immediately accessible, the traditional framework of teaching seemed outmoded. Physical classrooms, textbooks, and one-size-fits-all curriculums didn’t seem to fit.

This study suggested that the WoW environment helped develop skills that prepared students for a 21st century community that was immediate, global, and collaborative. It also suggested that educators rethink games as programmed skill and drill exercises and consider the WoW MMORPG and similar games as virtual learning spaces that can develop skills for critical thinking and problem solving, collaboration and communication, and creativity and innovation that support content learning.

As Brown (2000) reported, technology changed the way participants found, processed, and used information. Oblinger & Oblinger (2005) and Brown (2000) stated the importance of

social and cognitive connectedness for learning. The WoW MMORPG offered participants a complex game environment with opportunities for out-of-the box thinking and social and cognitive connectedness for participant learning and knowledge application. WoW provided a framework which helped participants create and maintain physical, virtual, and hybrid social networks that aided in the formation of a skillset for present and future use.

Teacher Preparation and In-service Training

It would be beneficial for teacher preparation and in-service training programs to explore the use of MMORPGs or similar programs that effectively use WoW game components. Teacher candidates, although effective technology users or game players, may not be comfortable with the use of video games in the classroom. They are often required to take one technology course which may not include the use of MMORPGs and they may not be familiar with video game elements that are effective in learning. Similarly, in-service teachers, graduates of traditional teacher education programs, are products of their educational backgrounds, training, and experiences in slow-changing school systems and may not be familiar with MMORPGs or the use game elements in the classroom.

One impetus for change is teacher preparation programs. A pilot course in the use of MMORPGs in learning would add corroborating data to its use in the classroom. Sardone and Devlin-Scherer (2010) implemented an exploratory study at a midsize private university with second-year secondary education students. The course, an exploration of digital learning games, consisted of reviewing 50 game titles according to motivation and use of 21st century skills. The strategy was to have teacher candidates think about games as a 21st century learning medium and encourage students to immerse themselves in that environment. This approach opened the door to using MMORPGs and other game technologies in the classroom.

Teacher performance and recertification are at the forefront of teacher evaluation and contract negotiations. Professional development courses are offered by school systems and unions as a way to help teachers earn credit for salary raises. A course that offered teachers both general information and classroom implementation of various technologies would be valuable. The course could offer the expertise and partnership of college faculty, instructor modeling, and peer collaboration in the field over a period of time. A school or complex of schools might be willing to pilot such a program.

Old learning materials sit in dusty closets in schools all over America. Educational programs come and go and theories change. The important thing is that classroom implementation of change is meaningful and useful to the teacher. The teacher needs time to explore, practice, and take ownership of technology in the classroom. The use of the WoW MMORPG or its learning components will depend upon teachers, their interest, creativity, and training.

Recommendations for Future Research

Research showed game-based learning intersecting the fields of technology and education. This study examined the game interactions of youth to gain insight, understanding, and knowledge about learning within the MMORPG medium and what can be transferred to the classroom. Results from this study showed that World of Warcraft is a social cognitive environment for learning 21st century skills and related constructs. In addition, data showed the importance of community, agency, reinforcement and feedback, graphic user interface, and storytelling in supporting student motivation, engagement and achievement. Furthermore, the use of these components may serve to improve learning in the formal classroom setting.

What follows are several ideas for future research on MMORPGs and learning. A study of MMORPGs and universal design would focus on equal educational access for those with different learning styles and needs such as English language learners and students with autism or other special needs. In addition, a study of MMORPGs in the general education classroom would lend understanding of the genre and how it works within the curriculum. Furthermore, a study of MMORPGs and the transference of game skills to real-world problems and issues would help in understanding the genre and its real-life application. In addition, a longitudinal study of player attitudes and social interactions over time, as well as possible negative outcomes of long term game play, would yield useful information on adolescent development.

The exploration of parent beliefs, attitudes, and knowledge of MMORPGs and other video games would be useful in setting a direction for its use in the classroom. Teacher and community partnerships in the use of technology would help build a better understanding of learning in the 21st century. It would also help educators to rethink, scaffold knowledge, and establish a culture for learning and technology in schools.

Summary

The study showed that the massively multiplayer online role playing game, World of Warcraft, was an immersive setting for critical thinking and problem solving, collaboration and communication, and creativity and innovation. Participants were motivated, engaged, and achievement driven by game tasks that offered practice in out-of-the box thinking within a social-cognitive framework.

The research suggested that teacher preparation and in-service programs consider game technology. Traditional classrooms and old fashioned drill programs are of the past. Video games and technology have opened a portal for youth who come with a different schemata of accessing, sharing, and using information through social frameworks.

Further research is necessary to build upon the body of knowledge about the use of MMORPGS and other computer game technology in education. Video games allow students a more active role in their learning as a decision-maker able to access and apply information instantly. The teacher's role is redefined as learning facilitator and guide; supporting students through authentic tasks in collaborative interest driven projects and real world practice until mastery occurs.

The child's parents and community need to be a part of the conversation. It is the partnerships built with others in the child's neighborhood and school community that will ultimately make the difference. As skills for the 21st century require youth to think globally and work collaboratively, so should communities combine their expertise and work together.

National, social, political, and economic issues of the 20th century are now 21st century global issues. Game technology in education can develop cooperative expertise through collaborative activities that are personally meaningful to the learner. Collins and Halvorsen (2009) reiterate that learning in the 21st century is customized, interactive, and learner controlled. It is customized because students can access information when they need it; interactive because technology gives information and engages students, and learner controlled because students can direct their learning towards personal interests. Through exploration and curiosity, learning becomes dynamic and exciting.

Noted game researcher James Paul Gee in a 2014 interview with KQED public television in San Francisco, emphasized the importance of plugging "into good tools, good people, and good practices in the service of pooling knowledge and diversity to make the world a better

place.” Gee’s statement highlights the need to move from a traditional view of education to one that is more broad-based, varied, and multifaceted in order to meet the challenges of the 21st century. This study proposed a framework where the typical classroom is reconfigured to include the massively multiplayer online role playing game World of Warcraft or its game components in the curriculum. The findings demonstrated that World of Warcraft provided a social and cognitive environment for learning 21st century skills while providing opportunities for student achievement, motivation, and engagement.

APPENDIX 1. PARENT LETTER AND CONSENT

(Date)

The XXX Program at XXX School
1234 XXX Street
Honolulu, Hawaii 1234

Dear Parents and Guardians,

XXX students in the XXX Program at XXX School are invited to participate in a special game class to provide information to help educators better understand the game experience through the eyes of student players. Students will play an online game, World of Warcraft, then write and talk about their experiences. This class will take place during their study hall class for four weeks.

Most students are familiar with various forms of technology and have played video games. World of Warcraft provides an opportunity for students to participate in an online fantasy role-playing game that offers skills in: socialization, collaboration, leadership, use of technology, writing, and vocabulary. The game is rated “T” for teen. It was recently awarded an award for Best Use of Student Engagement Techniques in Education for the MMO-School Project in 2013. Please refer to the official game site to learn more about the game, its content, and rating at <http://www.worldofwarcraft.com>. For more information about virtual world game-based learning please go to <http://wowinschool.pbworks.com/>.

Students will meet at 12:30 – 1:30 p.m. to play the online game, World of Warcraft, in a classroom that will be announced. Students will write about and discuss their game experiences in terms of their avatar character, abilities, and interactions. All information will be recorded and confidential. Students may withdraw from this class at any time, but cannot return.

Mrs. Lyn Ackerman, a DOE teacher and Ph.D. student in the Educational Technology Department at the College of Education University of Hawaii Manoa campus, will lead the study.

Please indicate your consent to have your son/daughter participate in this study by returning this form with both parent and student signatures by (date) to the XXX office. Please sign Attachments A and B.

If you have questions, please leave your name and number with the XXX office (943-3665) and Mrs. Ackerman will return your call.

Attachment A.

If interested, please return to the XXX office by (date).

_____ Yes, I am interested in my child participating.

Student Name: _____

Student Signature: _____

Parent Name: _____

Parent Signature: _____

Email Contact: _____ Phone Contact: _____

Date: _____

APPENDIX 2. STUDENT LETTER AND ASSENT

You are invited to spend study hall time playing the online game World of Warcraft, and write and talk about your game play in terms of your avatar character, abilities, and interactions. Your responses will be recorded and are confidential. The class is part of a University of Hawaii research study on teen game interactions.

Participation is completely voluntary. You are free to withdraw from participating at any time during the duration of the class with no penalty, or loss of benefit to which you would otherwise be entitled.

Participating in this class offers socialization, collaboration, leadership opportunities, use of technology, writing, and vocabulary, as well as participating in a role-playing game.

If you have any questions, please contact Mrs. Lyn Ackerman, at the XXX office (943-3665).

Student:

I have read and understand the above information, and agree to participate in this class.

Name (printed): _____

Signature: _____ Date: _____

APPENDIX 3. DEMOGRAPHIC SURVEY

Please answer the following questions.

- 1) What is your name: _____
- 2) How old were you on your last birthday?
 12 years old
 13 years old
- 3) What is your gender?
 Male
 Female
- 4.) Have you played computer games before?
 yes
 no
- 5) What video games have you played? Please list. If you do not play video games, then write "no games."
- 6.) How much time do you spend playing computer games?
 less than one-hour a day
 one-hour a day
 more than one-hour a day
 I do not play
- 7.) What do you like about playing computer games? If you do not play video games, then write "no games."
- 8.) Have you played World of Warcraft or any other role-playing video game before?
 yes
 no
- 9.) What role-playing video game(s) have you played? If you do not play role-playing video games, then write "no games."
- 10) How much me do you spend playing World of Warcraft or any other role-playing video game?
 less than one-hour a day
 one-hour a day
 more than one-hour a day
 I do not play

11.) What do you like about playing role-playing games? Choose all that apply.

Graphics

Story

Community

My avatar/character

Making money

Buying things

Fighting

Leveling

other _____

I do not play

12.) Write comments about video games that would be helpful for teachers to know.

APPENDIX 4. GAME PLAY SURVEY

**Answer in terms of the World of Warcraft game world.
Explain why.**

13) My World of Warcraft avatar/character has a story.

- yes
- no
- I don't know

13a) Comment

14.) I value this aspect of my World of Warcraft avatar the most. Choose one.

- reputation
- level
- armor
- weapons
- money
- skills
- personality
- appearance
- I don't know
- other

14a) Comment

15.) My World of Warcraft avatar is different than me.

Think about your avatar's characteristics. Are your avatar's characteristics different from your characteristics?

- Strongly Agree
- Agree
- Don't know
- Disagree
- Strongly Disagree

15a) Comment

16.) My World of Warcraft avatar is similar me.

Think about your avatar's characteristics. Are your avatar's characteristics similar to your characteristics?

- Strongly Agree
- Agree
- Don't know

- Disagree
- Strongly Disagree

16a) Comment

17.) I feel a part of the World of Warcraft virtual world when I play the game.

- Strongly Agree
- Agree
- Don't know
- Disagree
- Strongly Disagree

17a) Comment

18.) I have a sense of accomplishment in what I can do in the World of Warcraft.

- Strongly Agree
- Agree
- Don't know
- Disagree
- Strongly Disagree

18a) Comment

19.) I can pursue knowledge (skills) and understanding in the World of Warcraft.

- Strongly Agree
- Agree
- Don't know
- Disagree
- Strongly Disagree

19a) Comment

20.) I can set and meet goals in the World of Warcraft.

- Strongly Agree
- Agree
- Don't know
- Disagree
- Strongly Disagree

20a) Comment

21.) I have skills and knowledge that I can contribute to others in World of Warcraft.

- Strongly Agree
- Agree
- Don't know
- Disagree

Strongly Disagree

21a) Comment

22.) I can solve problems in World of Warcraft.

Strongly Agree

Agree

Don't know

Disagree

Strongly Disagree

22a) Comment

23.) I can find ways to solve a problem in World of Warcraft.

Strongly Agree

Agree

Don't know

Disagree

Strongly Disagree

23a) Comment

24.) I can work with others in a team to reach a goal in World of Warcraft.

Strongly Agree

Agree

Don't know

Disagree

Strongly Disagree

24a) Comment

25.) I can contribute to a better community in World of Warcraft.

Strongly Agree

Agree

Don't know

Disagree

Strongly Disagree

25a) Comment

26.) I can unite others to reach a goal in World of Warcraft.

Strongly Agree

Agree

Don't know

Disagree

Strongly Disagree

26a) Comment

Answer in terms of the Real World.

Explain why.

27. I have a sense of accomplishment in what I can do in the real world.

Strongly Agree

Agree

Don't know

Disagree

Strongly Disagree

27a) Comment

28.) I can pursue knowledge and understanding in the real world.

Strongly Agree

Agree

Don't know

Disagree

Strongly Disagree

28a) Comment

29.) I can set and meet goals in the real world.

Strongly Agree

Agree

Don't know

Disagree

Strongly Disagree

29a) Comment

30.) I have skill and knowledge that I can contribute to others in the real world.

Strongly Agree

Agree

Don't know

Disagree

Strongly Disagree

30a) Comment

31.) I can solve problems in the real world.

Strongly Agree

- Agree
- Don't know
- Disagree
- Strongly Disagree

31a) Comment

32.) I can find solutions or approaches to a problem in the real world.

- Strongly Agree
- Agree
- Don't know
- Disagree
- Strongly Disagree

32a) Comment

33.) I can work with others in a team to reach a goal in the real world.

- Strongly Agree
- Agree
- Don't know
- Disagree
- Strongly Disagree

33a) Comment

34.) I can contribute to a better community in the real world.

- Strongly Agree
- Agree
- Don't know
- Disagree
- Strongly Disagree

34a) Comment

35.) I am able to unite others to reach a goal in the real world.

- Strongly Agree
- Agree
- Don't know
- Disagree
- Strongly Disagree

35a) Comment

36.) I can use my knowledge to thoughtfully make and act on decisions in the real world.

- Strongly Agree
- Agree

- ___ Don't know
- ___ Disagree
- ___ Strongly Disagree

36a) Comment

Playing World of Warcraft

37.) Describe when you influenced others, helped to solve a problem, or contributed to a group effort.

38) Give examples of how you were able to come up with different ideas or ways to do something.

39.) Write about your goals and your efforts to reach them while in-game.

APPENDIX 5: DAILY NARRATIVE

Name: _____ Date: _____

Write about your avatar's/character's experiences today. Where did you go?

What did you do? Who did you meet? How did you meet your challenges/quests?

Why/How did you make your decisions?

APPENDIX 6. FINAL NARRATIVE

You are leaving Azeroth. Write this letter to a reader who will find it 25 years from now. Tell who you are and what adventures you have had in Azeroth. Write it so that your reader will know who you are and about the land you are leaving.

APPENDIX 7. IRB APPROVAL



UNIVERSITY
of HAWAII®
MĀNOA

Office of Research Compliance
Human Studies Program

MEMORANDUM

CR

May 9, 2016

TO: Lyn Ackerman
Principal Investigator
Educational Technology

FROM: Denise A. Lin-DeShetler, MPH, MA
Director

A handwritten signature in black ink, appearing to read 'D. Lin-DeShetler'.

SUBJECT: CHS #22106- "Adolescent Identity & Self-Efficacy: A Narrative Inquiry into World of Warcraft"

Under an expedited review procedure, the research project identified above was approved for one year on May 9, 2016 by the University of Hawaii (UH) Human Studies Program. The application qualified for expedited review under CFR 46.110 and 21 CFR 56.110, Category (8c).

This memorandum is your record of the Human Studies Program approval of this study. Please maintain it with your study records.

The Human Studies Program approval for this project will expire on May 8, 2017. If you expect your project to continue beyond this date, you must submit an application for renewal of this Human Studies Program approval. The Human Studies Program approval must be maintained for the entire term of your project.

If, during the course of your project, you intend to make changes to this study, you must obtain approval from the Human Studies Program prior to implementing any changes. If an Unanticipated Problem occurs during the course of the study, you must notify the Human Studies Program within 24 hours of knowledge of the problem. A formal report must be submitted to the Human Studies Program within 10 days. The definition of "Unanticipated Problem" may be found at :

<https://manoa.hawaii.edu/researchcompliance/policies-guidance> and the report form may be downloaded here: <https://manoa.hawaii.edu/researchcompliance/report-protocol-violation-or-unanticipated-problem>.

You are required to maintain complete records pertaining to the use of humans as participants in your research. This includes all information or materials conveyed to and received from participants as well as signed consent forms, data, analyses, and results. These records must be maintained for at least three years following project completion or termination, and they are subject to inspection and review by the Human Studies Program and other authorized agencies.

1960 East-West Road
Biomedical Sciences Building B104
Honolulu, Hawaii 96822
Telephone: (808) 956-5007
Fax: (808) 956-8683

An Equal Opportunity/Affirmative Action Institution

CHS #22106

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May 9, 2016

Please notify this office when your project is complete. Upon notification, we will close our files pertaining to your project. Reactivation of the Human Studies Program approval will require a new Human Studies Program application.

Please contact this office if you have any questions or require assistance. We appreciate your cooperation, and wish you success with your research.

APPENDIX 8. CODE BOOK

Code	Meaning
Accomplishment, Accomplish	Reach goal, achievement
Critical Thinking	Reason Effectively Use Systems Thinking Make Judgments and Decisions
Collaboration & Communication Community	Work with other(s), teamwork. Demonstrate ability to work effectively and respectfully with diverse teams
Creativity & Innovation	Use a wide range of idea creation techniques (such as brainstorming) <ul style="list-style-type: none"> • Create new and worthwhile ideas (both incremental and radical concepts) • Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts Work Creatively with Others <ul style="list-style-type: none"> • Develop, implement and communicate new ideas to others effectively • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes Implement Innovations <ul style="list-style-type: none"> • Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur
Expectation of Outcome	Projection of result
Explore	Willingness or desire to know or learn, curiosity
Friendship	Seek out or recognize favorable others
Fun	Fun
Goal setting	Planning for future
Immersion	Allowing self to totally experience a different environment
Learning through observation	Learn by watching
Perseverance	Resilience, not giving up
Pride	Proud of self

Problem solve	Tries to solve or solves a problem Solve different kinds of non-familiar problems in both conventional and innovative ways Identify and ask significant questions that clarify various points of view and lead to better solutions
Risk taking	Tries in face of possibly loss
Self-aware	Aware of who & where they are
Self-efficacy	Belief in ability to accomplish goal
Self-regulation	Set goals & direct self, self-management, self direction
Quit	Give up
Moral/Ethics	Thought about right & wrong or what felt right
Learning Supports Agency	Ability to control & manipulate action (consequences/effects) in game world through decisions
Reinforcement & Feedback	Elements that teach the player how to play the game, i.e. Players, tutorials
Graphic User Interface GUI	Communication method for player to interact on the computer - primarily graphical in nature
Storytelling	Creation of story narrative

Narrative 1	Comments	Code	Code
<p>6/18 I am TheGreatJohn and I basically did quests, killed monsters, and got experience points. I met Kumu Adrian in the game. I got up to level 3, got 1 silver and 34 copper. 1)My pet bear died and it took me the longest time for me to find out how to revive him. The game seems interesting and I will continue playing it. 2)<u>At this point, I kind of regret choosing the hunter class, I don't know why. I guess it's because of the fact you get a pet. My bear helped me kill monsters for some quests. I almost died without him. After killing the monIsters, I had to find lost artifacts and I had a hard time finding them. They blend in with the snow but they give off a little light.</u> Also, I had to buy beer for a lady.</p>	<p>Expectation of outcome Accomplish Critical thinking GUI</p>	<p>Problem solving Self -aware</p>	<p>Expectation of outcomes Critical thinking Self-regulation</p>
<p>6/19. I am JohnTheGreat. I did a bunch of quests. I collected a bunch of loots and killed a lot of monsters. <u>I gained some experience points and got to level 5. I got 3 more silvers and met more people. I also got more armor and a weapon that is much more better than the one I currently have but I don't know how to equip them. I also explored more of my dwarf world.</u></p>	<p>Can navigate Game GUI</p>	<p>Accomplishment Explore</p>	<p>Self-regulation</p>
<p>6/20.I am JohnTheGreat. I could only do a few quests because I couldn't find the things that the quests told me to find. I went over mountains and went up a structure to find the things but I couldn't find them for like 30 minutes. <u>I met Kumu Adrian and Dylan.</u> I also killed some monsters with a lot of HP and an elemental. I leveled up. <u>I bought some stuff that I couldn't wear/use because I didn't have the proficiency, so I wasted some money. I decided to buy some armor because my clothes don't protect me that well.</u></p>	<p>Critical thinking</p>	<p>Self-aware</p>	<p>Critical thinking Self-regulation Collaboration</p>
<p>6/23. I am JohnTheGreat. I discovered an inn and made it my home. I did a couple of quests because I could not do the mission that required me to find a rhapsody malt. I could not find it. I searched everywhere. Basements, fields, roofs, and other places. Then when Kumu Adrian said you have to buy it,6) I felt ... I don't know. I bought it and finished the quest. I leveled up and gained more money.</p>	<p>What did he learn?</p>	<p>6. Self-aware Accomplishment</p>	<p>Critical thinking</p>
<p>6/24. I am JohnTheGreat. I did a lot more quests that I did before. Then, I stumbled upon a mission that I could not do at the very end of the session. I was so irritated that I started jumping off mountains and losing about 100 HP each time. I leveled up and gained a lot more money. <u>7) I also stole most of Mustacheman (Dylan)'s kills, so that meant that I got the loot and experience and he didn't.</u></p>	<p>Personal relationship GUI</p>	<p>7. Moral ethics</p>	<p>Self-regulation</p>

<p>6/25. I am JohnTheGreat. I discovered a new place called IronForge. I explored the inside and fell in lava. I leveled up and got more money. <u>I also finished the mission that I was not able to do in the last gaming session. I died three times in a row because I was ganged up on by a lot of high level monsters.</u> I also got better armor and a better weapon. Also, a level 90 human rogue kept following me and helped me kill a bunch of monsters.</p>	<p>Explore Critical thinking</p>	<p>Problem solve Accomplishment</p>	<p>Problem solve</p>
<p>6/26. I am JohnTheGreat. I did a lot of quests. I leveled up and got a lot of money. During one quest, I was launched up into the air and parachuted into a gnome camp. <u>I saw Dylan land. Also, I joined a guild and got a higher tier of armor.</u> When I was recording, something weird happened. <u>When I was going to turn in a quest and my cursor was near the "complete quest" button, the person walked a way and it exited the menu.</u> It did this about 4 times.</p>	<p>Benefit of group work Computer glitch?</p>	<p>Collaboration</p>	<p>Collaboration</p>
<p>6/27. I am JohnTheGreat. I did two quests but they gave out a lot of money. 3 \$ILVER\$! I defended a ranch and gathered lost rams. I also upgraded my armor. I hope we have more play time on Monday.</p>			<p>Problem solving</p>
<p>6/30. I am JohnTheGreat. <u>Today, Johnny/Thatonename came to my area and he helped me complete my quests. After a few quests, we parted ways.</u> I learned a specialization called beast master. I also got better armor. On one quest, I couldn't find a way onto the mountain until I saw a path up it. It was just a mountain troll. Also, I kept on getting disconnected, probably about four times.</p>	<p>Collaboration</p>	<p>Collaboration</p>	<p>Collaboration Problem solving</p>
<p>7/1. I am JohnTheGreat. Today, I did lots of stuff. Me and Johnny did a "Capture the Flag" and it was tons of fun. We ended up dying a lot and lost. The other players were high level.. Also, I did a lot of quests, got a lot of money, and upgraded my armor. I'm almost going to get a gold. Tomorrow, I will probably do a few more quests and go to Johnny's home town. Also, I leveled up to level 11.</p>	<p>Accomplish Critical thinking Collaboration GUI</p>	<p>Collaboration Goal setting Self-efficacy</p>	<p>Self-regulation</p>
<p>7/2. I am JohnTheGreat. Me, Johnny, and Malik did a "Capture the Flag." We lost miserably in this match. Me and Johnny also did a "Domination." We won by 100 points and I did better than Johnny statistically. Kills, honor points, damage done, etc. Also, I did a single quest in this gaming session that gave 4 silvers. I felt very relieved that that mission gave out as much experience points as 3 missions. Tomorrow, I will do a quest that I accepted before the session ended that gave a better gun than I currently have. My gun does 4-8 damage while the gun I'm going to get when I complete the mission does 8-12 damage. Also, it gives a couple silvers.</p>	<p>Collaboration</p>	<p>Expectation of outcome Accomplishment Critical thinking Goal setting</p>	<p>Self-regulation</p>

<p>7/3. I am JohnTheGreat. Today, I did plenty of quests, and those quests gave a lot of money, experience points, and armor. Also, I got the gun that I talked about in my last reflection. Me, Malik, Johnny, and Kumu Adrian did a domination. I didn't know who won but Johnny told me we lost by about 1,100 points. We got completely wrecked. But the whole time, I was doing an interview. Next week, I will complete two quests at the same time that gives 5 silvers and 1,300 experience each.</p>	<p>Critical thinking</p> <p>Collaboration</p> <p>GUI</p>	<p>Collaboration</p> <p>Expectation of Outcomes</p>	<p>Self-regulation</p>
<p>7/7. I am JohnTheGreat. Two significant things that happened to me was that I did a Capture the Flag with Johnny and Malik, and I went over to Johnny's part of the continent. It was pretty boring and the only good things I saw was the Raging Chasm and the homeless people he mentioned weeks ago. In the Capture the Flag game, we got completely wrecked. We got 0 flags and the other team got 3. At least I did better than Johnny statistically. Except deaths. Malik had the flag for a long time but he did not know where to go. It was so frustrating to watch.</p>	<p>Game skills better?</p> <p>How do you support others?</p>	<p>Collaboration</p>	<p>Explore</p>
<p>7/8.I am JohnTheGreat. Today, I left Johnny's area because there was nothing to do. I went back and did a lot of quests. Since I am a higher level than before, the quests now give a lot of money and experience. 16 silvers and 2,000 experience per quest. I finally have a gold coin, and 50 silvers. I decided I didn't want to do a Capture the Flag with Johnny and Malik because I wanted to focus on leveling up and getting money. In my quests, I killed a lot of monsters and two elite monsters that weren't very hard to kill. <u>I also learned a new ability. I don't know what it does but I am going to try it out</u> in the next gaming session. I also got better armor which for some reason make me have no sleeves. Also, I went into a new inn.</p>	<p>Expectation of outcomes</p> <p>New ability</p> <p>Explore new</p> <p>Planning</p>	<p>Critical thinking</p> <p>Outcomes</p> <p>Self-efficacy</p> <p>Accomplish</p> <p>Goal setting</p>	<p>Self-regulation</p>
<p>7/9. I am JohnTheGreat. Today, I leveled up to 15, then to 16, which meant I got to do dungeons. There were a lot of monsters and good loot. Throughout the dungeon, some loot were up for grabs, so for some of them, I clicked "need" first and got loot. I sold them for about a couple of silvers. Also, I accidentally exited the dungeon, but after the dungeon ended, I got the reward and the experience. <u>I saw in the chat that they wanted to kick me so I wouldn't get the loot. I would kick me too.</u> After the dungeon, I did two missions and got a lot of money. I also sold a bunch of my junk which sold for a couple of silvers. <u>During this study, me and Johnny have been competing to see you could be the higher level at the end. I may have more money than but he is a higher level, just my about 3 bars of experience points.</u></p>	<p>Game navigation</p> <p>Competition with friend</p> <p>Goal setting</p>	<p>Critical thinking</p>	<p>Self-regulation</p>

<p>7/10 Final Chapter I am the legendary JohnTheGreat. I was a developing hunter with a fearsome bear as a pet. My bear has helped me so much in my life because without him, I would have died a lot more times. Throughout my life on Azeroth, I've experienced a lot of things, however, I still want to experience more and explore. I've done quests, leveled up, got money, got better armor, better weapons, grouped up with other players, went to other parts of a continent, experienced PVP, and I've done a dungeon. <u>Life for me was starting slow. The quests gave out only hundreds of experience and a couple of coppers but now they give out thousands of experience and a couple of silvers. Quests were vital for me to level up and get money. Even though they were hard and annoying, they make up a big chunk of my experience and money. I also made two friends named Thatonename and Leladort. Thatonename/Johnny went to my area and I went to his. I've never met Leladort/Malik in the game yet. Doing PVP and dungeons were a turning point in my life on Azeroth. Instead of killing monsters, I got to battle players and capture flags and dominate areas. Dungeons were fun because I got to team up with other players to take down high level monsters. Even though I got to experience one, it was a ton of fun.</u></p>	<p>Appreciates pet bear Knows how to level up Friends important Goal setting</p>	<p>Critical thinking Collaboration Self-efficacy</p>	<p>Self-regulation</p>
<p>7/14. I am JohnTheGreat. Today, we recorded for 30 minutes instead of 2 minutes. I leveled up to level 18 and got a lot of money. I also did a lot of quests <u>like using a shrub as a disguise</u> and protecting a caravan. During the first run of the quest that told me to protect the caravan, I didn't know I was supposed to protect it so I ran off. I attempted to fight an elite. I did no damage to it and it killed my bear. Also, I went into an excavation site where I had to investigate certain artifacts like a broken statue of liberty. I died for the first time in a long time.</p>	<p>Why investigate artifacts? Interest to him? Ran off? Goal setting</p>	<p>Accomplishment Creativity & Innovation</p>	<p>Problem solving</p>

Narrative 2	Notes	Code	Code
<p>6/18 I am Denadiiande, a Night Elf. Today, I began doing a whole bunch of quests from several NPCs, killing many enemies with my pet cat that magically appeared out of nowhere. I got a lot of random items I sold, and I am looking forward to finding a new bow that can do more damage than my current one. <u>I made it to level 5 in this short period of time, so I feel that's a big accomplishment.</u> Also, hilariously enough, as Kumu Adrian had been talking about how there are monsters that show up as skulls on my minimap that are a lot stronger than me, I actually began fighting one, which I believe was my first boss, a giant spider thingy. I was able to easily overpower it though, because for the quest I was doing to kill it, I had a centaur mage person with me that assisted me during the fight with her magic that spawned in some plant creatures. I also had my pet cat and my trusty bow with me, so I had another companion that helped me do damage to the spider boss. Through teamwork, I had beaten it, and at the end of the day, I sold a whole bunch of stuff and ended up with about 8 of the silver coins, and 17 of the bronze ones.</p>	<p>Use of pet Selling items GUI</p>	<p>Accomplish Critical thinking Collaboration</p>	<p>Self-regulation</p>
<p>6/19. I am Denadiiande. Today in my adventures, I completed several quests which involved killing a whole bunch of monsters with my bow and cat. Still hoping for the new bow, my current one doesn't do a lot of damage, probably because it's the beginner one. I just made it to level 7, so that's pretty exciting. I sold a whole bunch of stuff, I forgot how much I got from that though. Killing a random wolf thing in the forest, I ended up finding a piece of malachite ore, whatever that does. I'm assuming that it has something to do with mining, blacksmithing, or engineering, and it's colored green like an emerald. Lastly, I ended off continuing a quest where I fought enemies that were a bit of a higher level than me, just level 8s. I walked into what appeared to be a cave of some sort, and it has a whole bunch of those enemies that I was talking about, however they do a whole bunch of damage in a group if I'm not careful. I feel pretty lucky to have that cat as a pet,</p>	<p>Game comparison GUI</p>	<p>Accomplish Risk taking</p>	<p>Self-regulation</p>

<p>because I would be at such a disadvantage at 1 on 1 combat with just my bow, since I am a hunter. I think there should be like a dagger or a shortsword or something I can grab. I'll just head back to a random town I passed through to go look for a weapon I can use if I end up losing that cat of mine, or if my bow breaks, which would really, really, suck. <u>Anyways, if I compared my experiences to real life, I probably would get killed by those random monsters really fast, because I have no idea how to shoot a bow, as well as aim it. Also, I don't think a cat would really help beating dogs, spiders, falcons, orcs, and more. I think it would just like, run off on me.</u></p>			
<p>6/20. I am Dendiiande, a Night Elf Hunter. Today in my adventures, I somehow managed to get out of the cave I was stuck in last time, and get the stuff I needed to complete my quest there with the help of some magical fog. You know, there was like my cat, and some random NPC following me. Anyways, once I got back out of there, I managed to get to a town a make a whole bunch of cash. Last I remember, it was like 27+ Silver coins and a load of the bronze ones. Also, I made it to level 9 by randomly finding a town, who knew? Afterwards, I was sent on two important quests from the guy who sent me on my little treasure hunt I was on in the cave mentioned earlier. One is where I had to walk into a cave and kill some fiery mage guy who was being like all evil and stuff. <u>And then lastly, I managed to get to the other guy by climbing up a mountain, killing enemies along the way, and then I killed him and some birds he had held captive flew out of the little cave mouth at the top.</u> <u>Unfortunately, after that, I teleported all the way back to beginning area of the game.</u></p>	<p>Game player GUI</p>	<p>Creativity & Innovation</p> <p>Critical thinking</p> <p>Problem solving</p>	<p>Self-regulation</p>
<p>6/23. I am Denadiiande. Today in my adventures, I made it to level 10, unlocking pet abilities and a thing called a specialization. Wonder what that is. Anyways I'm already halfway through the limit I can level up to! Level 20 is about the time where I can't use the starter set anymore and have to actually have to pay D: Anyways, on my journey, I did a lot of plant related quests with this guy who was</p>	<p>Strategy</p>	<p>Accomplish</p> <p>Expectation of outcome</p> <p>Problem solving</p> <p>Critical thinking</p>	<p>Self-regulation</p>

<p>researching seeds found in a specific area at one time, and there were like a whole bunch of these timber creature things, and they around my level, so I started grinding a whole bunch. <u>Grinding, for those who don't know, is just staying a specific area for a short period of time and killing a whole bunch of enemies around there, and then waiting for them to respawn to gain experience. Pretty effective strategy, if I do say so myself.</u> Also there were a whole bunch of quests in the area that I could use to my advantage to gain like 24+ Silver coins, and thousands of experience points. Gotta love grinding. The extra thing that I did was I exited in that area, so I can grind again tomorrow.</p>			
<p>6/24. am Denadiiande. Today in my journey, I made it to level 12! Pretty exciting, and I got a new bow from a quest I did that does twice the damage my old one did, so I'm pretty happy about that, <u>I sold a whole bunch of stuff that was taking up inventory space,</u> and if I'm right, I ended off with like 80-90 Silver coins. I wonder if they upgrade after getting 100 of them like it works with Bronze coins. Maybe they turn into gold! Gonna go sell stuff tomorrow, and I should be getting that 100 Silver coins! Anyways, I also got a whole bunch of new clothing, such as a cape, some pants that were stolen from a gorilla which apparently wear pants that are like, really tough, because it bumped me up from 30 armor to 40 with pants. Got some new gloves and shoes, so that's pretty awesome too. I fought a whole bunch of monsters today, ranging from harpies to possessed trollhings. I was fighting some sort of demon king, but the cool addition to the quest was that I was apparently blessed by the moon or something and it gave me magically glowing abilities, like a ray of light from the heavens that restores health and kills a whole bunch of evil. <u>Shame I didn't get any experience from that, otherwise, I would've totally stayed there and grind a whole bunch of monsters, since there were practically hordes coming at me.</u></p>	<p>Sold items Use of magical abilities GUI</p>	<p>Critical thinking Problem solving Expectation of outcomes</p>	<p>Self-regulation</p>
<p>6/25. I am Denadiianade. Today in my adventures, I completed the last quest I had found. <u>I had absolutely no idea where</u></p>	<p>Tree?</p>	<p>Accomplish</p>	<p>Self-regulation</p>

<p><u>to go, so I wanted to go outside of my home area, which, little did I know, was a tree.</u> A giant one, at that. I was trying to escape the borders of the tree until I kinda sorta fell to my death. I had to forfeit the durability of my equipped items because I was stuck in a place that I couldn't revive myself at. Anyways, I made it there and started killing this frost giant thing that was getting who by NPCs, and apparently there were even new enemies that I never met before which were higher levels than me! I used this to my complete advantage and used their high levels as a way to gain even more experience, and then I got to level 13!</p>		<p>Expectation of outcome</p> <p>Self-efficacy</p> <p>Critical thinking</p> <p>Creativity & innovation</p>	
<p>6/26. I am Denadiiande. Today, I made my first ever cameo in a movie. I pretty much arrowed a guy to his death, and he was a leader of some cult that supports Twilight. Team Jacob or Edward? Anyways after that, I did a bunch of weird quests. <u>For example, one started out with me messing with a dead bear carcass, stealing muscles from clams, and tearing the skin off of crabs. That's kinda morbid, World of Warcraft.</u> Next, I gave the quest back to the sicko who wanted me to play with a dead bear carcass, and he told me to go shoot more bears. Did I mention I got a shotgun? Painful to get hit with, I bet. Anyways, he made me kill like, 12 bears, especially in front of their cubs. <u>Whats kinda disturbing is that I actually had the option to shoot them, but I didn't, because PETA would come and try to sue Blizzard for their bear cruelty.</u></p>	<p>Twilight reference</p> <p>Comment to Blizzard</p> <p>Strange task</p> <p>Sense of humor</p>	<p>Accomplish</p>	
<p>6/27. I am Denadiiande. Today, in my great, "totally interesting" story, I escaped the dungeon I was stuck in. But before that I killed some sort of special guy that had really low health, but he gave me 1,789 experience, pretty crazy, I know. Anyways, I got out of there and completed four quests, so you know what that means! Level up! Now I'm level 15 thanks to all my ridiculous grinding and quest completing! Next, I found more quests to do, related to killing a banshee-ghost thing, killing more ghosts, and blowing out some fire.</p>	<p>Strategy</p> <p>GUI</p>	<p>Accomplish</p> <p>Problem solving</p> <p>Goal setting</p>	<p>Self-regulation</p>
<p>6/30. I am Denadiiande. Today, on my crazy adventures, I did like, 2-5 quests. First of all, some centaur-tree hybrid came</p>	<p>Sense of humor</p>	<p>Accomplish</p> <p>Self-efficacy</p>	<p>Self-regulation</p>

<p>up to me and told me to go find some shrooms and steal animal hair. I waited for like, 5 hours waiting for bears to grab fish with their mouths over water because they took so long. I kinda just walked up to some baby deer and just ripped off a patch of fur, and I stole fur from sleeping cats. Yeah, I know PETA is going to come after me for that too. Anyways, I also had to kill some siren-mermaid thing, and then kill her soldiers and turn them into tree people. What....? Then after that, I apparently had to play using robots that were suicidal, because they attracted these fish people to them and let them hit it, but it had like, a secret mechanism that allowed it to explode. I killed like 50 guys. Also, got a free bow, so that's pretty awesome too. Sold a whole bunch of stuff as well, I believe I may have at least 2 gold now or somewhere near there? Lastly, I finished off running towards a tornado. I think the guy who wanted me to do that quest wanted to see if there was somebody random enough to run towards a tornado, which, might I add, had like 17 trees and a lot of deers. I ran to it. He didn't count on me popping up.</p>		<p>Critical thinking Creativity & innovation</p>	
<p>7/1. I am Denadiiande. Well, today I had a pretty random experience. I traveled with some gnome lady that had no weapons in a quest, and I took her back to her people, and they gave me some decent experience. Strangely enough, that wasn't the weirdest part of the story. And I have seen some crazy stuff playing this game. I mean, dead bear carcass, suicidal robots, and now some night elf with wings that can control a tornado. You know, that one with like, 60 trees in it? Well, now I had a good reason to run toward it. He gave me about three quests that took me to random places. One guy was a bird man who wanted me to free his people's spirits using feathers. And there was this wolf guy who wanted me to kill fire elemental people things because he didn't like the lava they made. They could've just moved their camp somewhere else, but noooooope, they needed me and my trusty cat to kill all these fire guys. <u>THEY SENT ONE MAN AND A CAT. GENIUS.</u> I may be a professional archer guy that can regenerate health slowly, but that's kinda</p>	<p>Humorous GUI</p>	<p>Accomplish Critical thinking Creativity & innovation</p>	<p>Self-regulation</p>

<p><u>ridiculous. I have one last thing to say.</u> <u>GG Blizzard, great quest.</u></p>			
<p>7/2.I am Denadiiande. Today, I went back to the bird man guy.... flying on the back of a dragon! Apparently there were evil spirits coming of that tornado that the bird man guy was holding, so I had to go up there with the dragon and shoot fireballs at everything I saw coming out of there, because it turned out that there was a portal hiding inside the tornado, so I shot all of them down with fireballs and got another quest completed. Also, I participated in my first dungeon, getting me to level 19, and just partially away from level 20, so that might happen tomorrow! The dungeon gave me some pretty also loot, such as a cape, new clothes, no new bows, but I bet I can find one later on, so that's something to be excited for. <u>Dungeons are a pretty interesting experience, and it is a good way to grind, especially because you have a team helping you.</u> Although, I have to say, just the normal enemies there can drain your health ridiculously fast, as they kinda brutally massacred my cat several times, so I brought it back from the dead. I guess that it was good that I learned that, because now my cat is kinda like a zombie that keeps getting killed and brought back. <u>As I've been saying, PETA is totally coming after me, because this adventure involves a lot of animal deaths.</u> Last thing I remember that I did was go out into the wilderness and found an army of tree people. Also, I think the next part of this story could be about me setting the tree people on fire. No, I'm just kidding, but apparently I have to go kill more animals. Shoot. I am just begging for PETA to come get me now. Just saying, they're corrupted bears, and the water they were drinking is what's making them corrupted, not me randomly shooting them with arrows. So anyway, someone messed with the watering hole, and I have to go fix it. What am i, a plumber? I didn't even know this game had plumbing as a job, maybe I should get a job in that and I'll get a bunch of money. Yeah.</p>	<p>PETA GUI</p>	<p>Critical thinking Problem solving Accomplishment Collaboration</p>	<p>Self-regulation</p>
<p>7/3. I am Denadiiande. Today was a really really confusing adventure, so to help confuse you, I'll write this backwards.</p>	<p>Not collaborative here</p>	<p>Accomplish</p>	<p>Self-regulation</p>

<p>Today, pity money was exchanged between two ridiculously crazy dwarves. One ended up with extra money, the other one ended up with nothing but a single penny. It was random and confusing. I also entered a dungeon. I left mid-game so I bet the people will be kinda pissed at me, but I don't really care since they'll forget that in like a day. Oh well. Anyways, I also found more dwarves. They were probably pretty dumb, or they got whacked on the head. One asked me to escort him to a dig site from his own camp. You know where he took me? In a COMPLETE CIRCLE. <u>Dwarves, seriously. Pity money and circles. That was absolute chaos. NIGHT ELVES ARE THE MASTER RACE. Lastly, all I can really remember was teleporting back to the place I began the game from because I got stuck in a hole. WHILE HELPING DWAAAAAARVES.</u></p>	<p>Game is funny</p>	<p>Expectation of outcome</p>	
<p>7/7. I am Denadiiande. Today, my adventure led up to a lot of dying. Like, I mean a lot. Me and my cat got brutally murdered by bird-bear people things. It was really traumatizing for me, even after I got a new job in Archeology. I also forgot to mention that I leveled up, not once, but twice today! Archeology gives you experience, pretty awesome, and you can also make stuff that gives you free gold, so that's even more awesome. I also noticed that it said common for the rarity of it, so I wonder what a rare one could be like? Also, the artifacts that I found were Night Elf relics, stuff from my own race, pretty gangster. Anyways, on my third expedition, where I also made it to level 22, is where I died 3 times, because those guys were like, level 22-24. Sad face. Kthxbai.</p>	<p>Humor still there</p>	<p>Accomplish</p>	<p>Self-regulation</p>
<p>7/8. I am Denadiiande. Today in my adventures, I wasn't too productive, but I continued doing a whole bunch of archeology. The best thing that happened is that I found the rare object I was looking for, which was a flute that created a magical pillar of light above me. Afterwards, you know, I died. Shame, but I did make a whole bunch of money, getting boosted up to 11 gold, so that's not a bad tradeoff. Fortunately, I didn't leave the game at that spot so that's pretty good.</p>	<p>Debate with self on selling items</p> <p>Dig site</p> <p>Very conversational</p> <p>Definite "voice"</p>	<p>Accomplish</p>	<p>Self-regulation</p>

<p>Although, I left a perfectly good digsite that was about 2/6s done. I wonder what I was going to make after that? Anyways, you can sell the stuff you make through archeology for a gold each, as long as it's not a rare item at least. Anyways, I wonder if I could sell them for more, or if any rare item I make would be actually usable. That would be pretty cool.</p>			
<p>7/9. I am Denadiiande. Today in my adventures, I started out with the worst possible curse when I left the other day.... Resurrection Sickness..... And reviving made my armor pretty much all go red. So I was stuck with no health and damage output. Perfect.... Anyways, once I got over that, I decided to get over trying to get archeology to give me all my experience, because I needed to do a whole bunch of quests, which helped me gain experience really really fast. Like, no kidding, I was stuck at level 22 yesterday and now I'm level 24. 2 level ups are really common for me now apparently. Still, I'm not complaining about that, I really should get to doing more quests, I mean seriously, My quests give me 2000+ experience now, that's not bad. I really think I should focus on quests, or else everyone else in the class will catch up with me! Level 90, I'll be there tomorrow!</p>	<p>Resurrection sickness</p> <p>Very interested in leveling up fast</p>	<p>Goal setting</p> <p>Expectation of outcome</p> <p>Self-efficacy</p> <p>Accomplish</p>	<p>Self-regulation</p>
<p>7/10 Final Chapter I am.... Denadiiande. Wow, I wasn't expecting the journey to end so early (I thought this would be saved until the end of the class or somewhere near there), anyways, don't I write that a lot in here? Anyways, interesting word. So anyways (for real this time), my journey has been a truly interesting one, I made it to level 24, jeez, I'm ahead. If we have any more time, I'm going to attempt to make it to level 30-35. My time in Azeroth was pretty interesting, I mean, I killed a bunch of stuff with my trusty bow and cat, became an archeologist, got killed like, 20 times, and had some interesting events between two dwarves and pity money. Dang. Anyways, to the reader of this story, I have no idea why you're reading this, <u>just play the game because it is so ridiculous in what you can do it, and who knows, maybe you'll make a story just like I did?</u> Some really memorable highlights of this story were me going up against the evil</p>	<p>Storytelling</p> <p>Talk to reader</p> <p>Animal hunting</p> <p>Very tongue-in-cheek</p> <p>Creative</p> <p>Voice very prominent</p>	<p>Accomplish</p>	<p>Self-regulation</p>

<p>forces of PETA, who would attempt to shut down World of Warcraft because some of the people in the place I travelled to were total, animal killing, psychopaths. That's, like really scary, because evil and corruption are coming from the people of PETA, making everything related to defeating animals and stuff, then taking it really, really seriously. Dang it PETA. There was this one gnome psychopath who wanted me to go kill some innocent creatures, such as bears, deers, and more. There was that one time where yet another gnome wanted me to kill stuff. That's really what they're good at. Making machines that kill random creatures they don't really like. They have issues with like, everything. That one gnome wanted me to send suicidal robots after random fish people, poor guys. Seriously, he might have been more of a psychopath than the last gnome, I mean, those suicidal robots killed like 15-20 of their people at once. But you know, I ended up getting that one bow that I'm like always using now, so that's really nice. There was also that one time I died like 20 times. I was just a beginner at archeology, and I wanted to complete my next object, a rare one, which I can't sell, so it's going to be always taking up an inventory slot... <u>But you know, I ended up getting a bunch of experience from it, and for a good time. I remember that I was going on the wrong track, skipping over quests that could give me the same amount of experience that one dig site could give me...</u> You know now that I think about it now, one dig site gives more experience than one of those quests. I don't even know what to think anymore. So, after that whole random tangent, I also remember leaving the main area and heading to the huge side of Azeroth I came from. I remember going with a group of random NPCs and just attempting to kill this big water elemental deity thingamajig. Oh my god. Did that really just happen? I apparently spelled thingamajig wrong and it's an actual word in the dictionary. Since when was thingamajig an actual word!? Isn't it something people say when you can't think of what something actually is? Whatever, more random tangents, blah. Let me think.... Oh, I remember the first time I was actually asked to film</p>			
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<p>something, and I made it look so professional, I don't remember if I leveled up or anything, but I did kill some boss guy, so yay.....? I think I was kinda lazy with the last video I made, I mean, it was a 2 minute short of me just walking to some place. Lack of creativity, dang it. These are all really, really short sentences, so I'm going to attempt to make something that's even bigger than what I've been recently creating, really, I've just been writing random stuff and going away from my adventures. Oh, I remember, I did about 2-3 dungeons, so that was fun, however, I think I beat only one of those during that time, so that was disappointing, but I did manage to get a pretty gangster looking mage cloak if I do say so myself, it was black. <u>I also remember when I was creating my character, I was inspired by 2 dwarves that I'm not going to mention the names of to give myself a face with a mustache and beard. Night Elves are the gangsters of Azeroth, it's scientifically proven.</u> I have several things that I still want to do. I'd like to go and find a gun, a shotgun preferably, that's stronger than my current bow. I checked out the engineering tree, and I found out that you could make some pretty damage heavy shotguns there, I bet it would be painful to get hit by, I mean they do around 1,000 damage per shot! However, you need to be a really high level and have a lot of ores, so you know, I skipped out on that one. Just seconds left before I complete this... what do I say that will finish this off? I can't think anymore, I literally spelled think as thing and had to go back and edit. I'm making so many typos writing this for some reason right now. Okay, good to get that whole thing off my mind, I guess I'm going to go do something, like grab a copy of World of Warcraft from the internet and then play it to death. Or you know, until I reach level 90 and I make a 1,000+ damage shotgun. Anyways, however, kthxbai!</p>			
<p>7/14. I am Denadiiande. Today, I believe this was my third film opportunity. The disappointing part was that I lost 30 minutes of awesome video and only ended up getting 6 minutes. Still, what happened is that I almost got murdered by a rare</p>	<p>Task was to videotape 1 minute</p>		<p>Self-regulation</p>

<p>enemy, and he didn't even give me any good loot. Tear. I also killed a whole bunch of this water elemental man guy person thingamabob's, allies, and it was evil. Yeah, really, really evil because they weren't expecting it and they didn't even see it coming for them, too bad, so sad. Lastly, all I remember doing before I found out my awesome video wasn't recorded, I ended up just killing a load of goblin guys, looking for rusty, clunky, robot parts. Some guy's weird obsession, I know. Anyways, last thing I remember, which I actually did get in the video was me playing this little game where I shoot down flying bird things, and then shoot the person who was piloting it. People kinda exploded, you know, because the people who did this are psychos who throw cannonballs at people.</p>			
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Narrative 3	Notes	Code	Code
<p>6/18 I am K. Today in the game world, I started to practicing fighting because its a great goal to practice for the next level. 1)<u>The best thing i did today is exploring the things that my character can do.</u> I did not do anything special today, but 2) then it was fun to fight other people and leveling up. Next time,3) i will be focusing on leveling up and getting to know about great and amazing things that my character can do. I kinda felt like i was in the game world because it was SO MUCH FUN. Im looking forward to tomorrow. thank you!</p>	<p>Learning the game Immersion GUI</p>	<p>1.Explore 2.Accomplish 3.Goal setting</p>	<p>Self-regulation</p>
<p>6/19 I am K. Today in the game world, 4)i was focus on finishing missions to level up my person. I also explored a place with new things that i never seen before. Another thing that i did, is that 5)<u>i practice new tricks with my person.</u> Tomorrow i am looking forward to finishing more missions.</p>	<p>Practice game navigation Complete missions 5.Learning</p>	<p>4.Goal setting Explore</p>	<p>Self-regulation</p>
<p>6/20. I am K 6)Today in the game world i was focus on <u>exploring other places.</u> I tried to also explore some other creatures that i can practice on fighting with and leveling up. It was kinda challenging for me because i had search maps and places for me to go and complete my mission. 7) I felt kinda challenging because some missions i didn't understand the meaning, and what they want me to do. Today I'm finally hit level 4, and that was AMAZING!. How did i hit level 4? because i explored the places and tried to battle, fight another creatures in the game world. At the end of my explore, my pet animal die from fighting a lot of creatures today.</p>	<p>GUI help</p>	<p>6. Explore Accomplish 7. Resilient</p>	<p>Self-efficacy Self-regulation</p>
<p>6/23. I am K Today i tried to finish missions because I'm trying to travel other places and exploring other people. Today i had supper supper fun helping other people in the game world by saving people in this city from green monsters. 8) My main focus today, was saving those people. Its important because maybe it might happen in the real real world. What am i gonna focus on tomorrow?9) tomorrow i am going to focus on passing other missions to level up and explore more, <u>after I'm done with a mission i am going to try and level up my character to at least level 6.</u> My last thing that i did today, was trying to figure out how to bring my animal alive. One of my kumu helped me. But</p>	<p>Helping others Fun</p>	<p>8. Morals 9. Goal setting Collaboration Expectation of outcomes</p>	<p>Self-regulation</p>

anyways,i hope i finish missions and level up my character. today was really really fun and I'm looking forward to tomorrow.			
6/24. I am K. Today i was focus on finishing my mission to get out of the island. I accomplished some missions. 10)My feelings towards finishing my last mission is really prod. I finally made it to the last mission and i also finally got to level 6. YAY!! (: . Today i had really fun because i got to <u>explore some missions that i didn't do before.</u> Today was the first time i died in the game world. Why did i died ? because the bad guys kept trying to fight me and trying to keep me away from the missions. I am soooo excited for tomorrow. 11) what I'm gonna focus on tomorrow is finishing my mission and getting out of the area	Really proud of completing tasks GUI	10.pride Accomplish 11. goal setting Expectation of outcome	Self-regulation
6/25. I am K. Today i finally made it to a safe town. 12) I'm really glad that i finally made it to a city because i can finally explore more things in the game world. While i was finishing a mission at the city, 13)i <u>seen kumu A on my screen because me and him were in the same town.</u> 14)Today i was focus on getting to the city and finishing missions there. Tomorrow, I'm focus on finishing other missions and gonna try to level up my character. 15)I had really fun today! and I'm excited to explore more.	Curious Energetic	12. explore Accomplish 13.friend 14. goal setting 15.fun	Self-regulation
6/26. I am K. 16)Today I tried to do a annoying mission. It was annoying because the mission was in a place where i couldn't find a way in. While i was trying to find the place, i finally made it to level 7. 17) Today was really cool tho because i got to see a new place for me to explore, and it has this kind of kingdom. 18) I also flew a huge bird to different places because i needed something to help me find away to get to the mission that i need to be. I finally got another kind of magic that shoots green things. 19)Today was really really cool watching my friends play together on the big screen. Im looking forward to tomorrow! and i hope i get to finish the mission. 20) And also, I'm gonna be focusing on finishing the annoying mission.	Fantastic journey Storytelling 19.Friends	16.Resilience 17. Explore 18.Problem solve 20.Goal setting Expectation of outcome Goal setting	Self-regulation
6/27. I am K. 21)Today i tried to get to the mission but the i didn't have enough time. Something important that i did in the game world today is fighting other animals or slime guys things animal. Today my class got to spend the time talking about life and game world rules. We got to share our schools and talk a little about our future and life.	Goal setting Game was down so did something else	21.Self-aware 22.Goal setting	Self-regulation

22)Something I'm looking forward to this monday is trying to finish missions.			
6/30. I am K 23)Today in the game world i finally made level 8. I also finally finished the annoying mission. Today was really fun because the people in the game gave me more missions to do. 24)Today i was mostly focusing on finishing missions so that i can level up and go to other places in the game world. The most annoying or bad thing i did in the game world is trying to find a mission in this kinda strange kingdom, it was annoying for me because i couldn't find the right place to go. 25.Another annoying thing that i did today, was trying to group up with my friends, I also got a new pet. 26)Tomorrow i will be focusing on trying to finish my missions and to try to level up my character.	Mission completion important Fun	23. Resilience 24. Goal setting. 25.Perseverance 26. Goal setting	Self-regulation
7/1. I am K. 27)Today i grouped up with my friends name Aprileiah and Denadiiande because we wanted to work together on some great missions. I was focused on trying to group up with my friends. 28)Something that was really really fun today is having a mission with my friends. Something really really hard and annoying is trying to find my friends. We fought and fought spiders, other players and other powerful animals. some missions that we did today, we had to go to this kinda place where theres big spiders and other animals thats trying to keep us way from finishing the mission. We also Today was really fun. My mission for tomorrow is helping my friends and try to get to level 10.	Fun Group with friends	27. Collaboration 28. Friendship Collaboration Goal setting	Self-regulation
7/2. I am K. Today i grouped up with my friends because we wanted to do some missions with each other and also work together because were trying to level up our character. My favorite thing that i did today was fighting other animals. I felt really really happy today because it was cool groping up with my friends and helping each other fight other people and other missions. Something that i didn't like today was leaving the class because this class always make my day. Today i was focused on helping my friends with missions, fighting and i was also focused on trying to level 10.By trying to level up i fought a lot and a lot of animals. it was awesome because more than 10 animals tried to fight me at once. PS i didn't die. I did not do any missions today because i was	Group with friends Helped friends	Collaboration Goal setting Accomplishment Expectation of outcome	Self-regulation

<p>toooooo focused on helping my friends and trying to get to level 10. Tomorrow i hope i make level 10 because i really want to travel the game world and i hope i can do other cool missions with my friends.</p>			
<p>7/3. I am K. Today i had really fun. I did many and many missions with my friends. Some missions i had to kill other animals and other people. Something that i accomplished today is that i got to level 10. Im supper happy. My goal for today was trying to finish missions with my friends and getting to level 10. I notice that i am the smallest character in here and also the only level 10 in here. Today i also tried to group up with my other friends and my teachers so that we can help each other with missions and fighting, But then we didn't have that much time. The most best thing that i did today is finishing missions. I felt really glad.The most coolest thing of today was getting new powers. Something that i didnt like from today is that we dint have that much time to play. My goal for next week monday is groping up with my friends and teacher to help each other to fight and finish missions. PS today was awesome! (:</p>	<p>Friends in missions Fun Wanted to play more GUI</p>	<p>Accomplishment Reinforcement & reward Goal setting</p>	<p>Self-regulation</p>
<p>7/7. I am K. Today i finally got to work with new people in the world. Me and Kauai got in to a mission and it was really really fun because we got to fight a lot but it was really hard because theres strong creatures thats trying to get you and trying to kill you. Today was really cool to see other players trying to help each other with fighting and trying to get that flagged so that we can win. I kept dying in the battle because they're really strong and there stronger than me. tomorrow I'm gonna focus on fighting other people with my friends.</p>	<p>Work with new people Very social Values Collaboration</p>	<p>Goal setting Accomplishment</p>	<p>Self-regulation</p>
<p>7/8 I am K. Today i grouped up with my friends because i wanted to fight these creatures in a battle arena so that we can work together and help save the flag from the bad guys. In the battle arena, everyone was mad at me because i go the red flag then i didnt know what to do so then my teammates got mad at me for not doing what I'm suppose to be doing. I also did a solo battle with other people because i thought it looked really really fun to explore the battle arena and to meet more strong people. Today i felt really</p>	<p>Happy Tried something new – risk Social is important</p>	<p>Collaboration</p>	<p>Self-regulation</p>

really happy because i got to fight other players and other creatures from the battle arena. I was focused on trying to level up my character but while i was trying to do that i was focus on working together and helping each other fight in the battle arena. I am so excited for tomorrow !			
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7/9.I am K. Today i had the worst game session EVER because i kept dying in the battle arena and it was just to crazy for me. I felt really mad because it was to hard for me. I finally leveled up today to level 11 because i guess i kept dying? or i kept trying? I'm not sure. HAHAHAHA! but anyways it was i guess kinda fun because i got to play with the other people. After finishing the battle arena, i went to look for my friends in the city. When i finally got to the city, i met this girl. Her character was really cool, she looked like a supper hero with sticks in her backpack. I forgot her name but we were just talking, I asked her if she wanted help me battle with me today but then she had to go. I think she was a hunter, she had a huge wolf. I didn't expect to have a junk day to play in the game world but i also had fun battling with other people.	<p>Unhappy with dying but playing with others made him happy</p> <p>Met a new character</p> <p>Fun battling others</p> <p>Persistent play</p> <p>Very social</p> <p>GUI</p>	Accomplishment	Self-regulation
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7/10 Final Chapter I am K. I will be leaving the world of Azeroth because I'm i getting older and moving on to other classes. World War Craft is a amazing game. AMAZING. This is the only game i know that has a great and cool special things in the game. Im gonna tell you about stories and missions and cool things to do when you enter the game world. first you have to pick your character that you like or maybe think its cool. Then after, The game will give you these classes that you can chose for your character. The classes are some things or personality for your character. I can get a hunter, a mage or others. In this game you can have cool animals or pets to help you fight the other creatures or people from all over the world to level up your guy and finish your missions. When your finish with the all sinning in part, the game will take you to a world that you can start fighting and exploring the wold. Its cool to play with other players and other creatures. OH almost forgot, by leveling up your character you will need to try and finish most of the missions but you don't really have to. And you also need to fight a lot	<p>Nice introduction</p> <p>Likes meeting people</p> <p>Social very important</p> <p>Leveling up</p> <p>Map hard to follow</p>	<p>Self-efficacy</p> <p>Self-regulation</p>	Self-regulation
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<p>because its 1 of the greatest things and cool things because you can have powers and weapons to fight others. <u>My favorite thing about the game world is that its cool to see different characters or different people from all over the world.</u> You can also meet people. I think the main thing in thus game is leveling up because you can get more things such as powers weapons, cool missions and get to have a chance of exploring the world with each other. other basic things about world war craft is that you can group up with your friends right next to you or maybe friends from another island, but warning you will need to remember there username. <u>Another, you can enter in battle arenas and fight monsters with your group or help others with you special character.</u> Another, you can ride on animals if your class is a hunter. world war craft can also be a game that can help you in life or maybe prepare you for great things and and bad things in life. <u>It also helps you with solving problems or helping others in a group.</u> This game is the most and i mean most funnest game i ever played because its a game that kinda relates to me <u>because i love action movies so then i also like action games and magic games, fighting games, creative games and others.</u> World war craft is the right game for you too! I think the most annoying thing about world war craft is that sometimes its hard to follow the map and follow the missions because the map is not really clear to me and not really understandable to finish my missions and places i need to go. Lets now talk a little about creatures. Creatures can depend on where your at. example, if your in a snow area the creatures there will probably be a mad snow man thing. maybe. Cretures are in the game world because its for helping you level up, help you get better in fighting before you travel the game world, and there for trying to kill you. so i hope you will like game!</p>			
<p>7/14.I am K. Today i <u>finally go to level 12 because i kept accomplishing all my missions.</u> I really really <u>liked today because i got to group up with my friends and we helped each other.</u> My friend Kaui got to level 15, and rashelle got 15. And i think we all got to level up because we kept fighting other creatures and <u>working together on missions.</u> I was really crazy today about the game because i was excited to play. The coolest thing that i did today was that <u>i upgraded a power.</u> This</p>	<p>Very social</p>	<p>Accomplishment Collaboration Expectation of outcome</p>	<p>Self-regulation</p>

power, i can throw balls of fire. COOL. today i kept talking a lot about the game and what to do in missions and stuff. Right when i got in the game i had to battle with other people. I can't waite till tomorrow.			
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Narrative 4	Notes	Code	Code
6/18 I am Monkeyjo, Today i experienced playing World Of Warcraft in the world of Azeroth.1. In this world i am playing as a hunter and i even have a pet bear that helps me fight off tough enemy's 2. While playing in Azeroth I met a few NPCs (None Playable Characters) and did some missions for them such as, helping troops fight off the oncoming enemy, i actually collected some loot or treasures from the enemy's dead body some of the loot were things such as silver or leather. 3. For every mission that I had completed i got a reward such as clothing to put on my player and money. I also sold some of my findings to some to the local vender thingy guys...4. This game was very fun and i enjoyed playing it!	Learning to play Proud Following game system Great enthusiasm GUI	1.Learning 2.accomplishment 3.rules 4.fun	Self-regulation
6/19. Today in the world of Azeroth 5. i explored more of the valley that i had originally started the game in, After that I talked to some of the local NPCs (None Playable Characters) to see if they had any quests or missions for me, surprisingly they had a ton of quest which 6. i set for my first priority some of the quest were to get wolf skin, or to simply get ale for the near by shelter for the community. 7. While playing I happened to bump into Dylan And Kumu Adrian who were doing missions themselves. While exploring this valley I bumped into quite a few enemys who 8. while i attacked them did not show any mercy to me, but yah. 9. I enjoyed playing World Of World Craft.	they beat him? holding his own in game it's fun friends 8. Perseverance	5. Accomplishment. 6. Goal setting 7. Friends 9.Fun	Self-regulation
6/20. I am Monkeyjo Today in the world of Azeroth 10.I traveled the land in search of some missions or work,11. I ended finding a lot and did them right away, with my bear at my side I slayed all the enemy's. 12. My main goal for today was to work and do as much missions as i could to try and get out of the valley that I'm in and explore the world. While exploring for missions i bumped into many enemy's.13. Some of the missions that I had completed today were, to gather boar meat, kill enemy solders and travel the valley in search of rare artifacts, which the guy would study. World Of War Craft is a 14)very fun game and I enjoy playing, this game lets your imagination run free.	Knows game play Slay enemy with pet Pretty good play for 3rd game day	10. Self-directed 11.Accomplishment 12.Goal setting 13. Self-efficacy 14. Reinforcement & reward	Self-regulation

<p>6/23. Today was a 14a. very exiting day for me in Azeroth because 15. I traveled outside of the valley that I originally started the game in, I know that may not seem very exiting, but its exiting for me. My 16. main focus for todays gameplay was to do all the missions in the valley of which I started the game in to travel to more of the world...17. And I achieved this goal!!! Today I flew to a new town in Azeroth (don't know the name) in a helicopter which was also exiting, and 18. I also found out that Dylan M. was in the same town with me and was actually doing the exact same mission as me.So at the end of the day 19. I met my goal and did some many awesome missions!!!</p>	<p>Accomplishment Feeling kinship/affinity? Proud</p>	<p>14a.Accomplishment 15. Risk taking 16. Goal setting 17a.Accomplishment 18.Notices a member 19. Friendship</p>	
<p>6/24. Today 20. I traveled more of the outside world from the valley of which I had started in... Today 21. for the first time I died and got to find my dead body and revive myself, that was my most exiting point today... I died!! awesome right. other than that I did some missions and earned some loot such as armor for my player. I had also come across some very tough enemies, they were really hard and they all charge at me all at once...22. how rude of them, they give no mercy...(: I also ad to revive my bear for the second time in a row because he just likes to fight those enemies all by himself... 23. Over all I earned some armor and I'm happy with that. (ended before ime, to be continued) I am J. Today I traveled the world 24. in search of friends to help me do missions so I could upgrade, unfortunatly didn't find anyone so I decided to do quests on my own which wasn't that bad because 25. I finished them pretty fast which is awesome because I would want someone else to hold me back, when instead I could do it on my own, that was pretty much what I did in the world of Azeroth.</p>	<p>Going outside of what is known Can't do this in RL Humor It's a game 21. Self-aware Recognizes reward although there were challenging moments Played solo</p>	<p>20.Risk taking 22. Self-aware 23.Reinforcemnt & reward 24. Collaboration 25. self-efficacy</p>	<p>Self-regulation</p>
<p>6/25. Today 26. I basically did missions today, for one of my missions I had to ride a Gryphon to different destinations to deliver special items, while flying I saw, flew over different biomes, and I even saw a castle which was so big and awesome, I really wanted to visit it. Today 27. I hadn't really met anyone special either than an NPC. My main focus for todays gameplay was 28.to finish missions and level up, I had met that goal... Leveled up from a level 7 to a level 8 which isn't that big of a deal. While doing missions I came across a cave which had all these monsters inside of it, I forget what the cave was called, 29. while inside all the enemies got agro on me and immediately charged towards me. And</p>	<p>why not visit castle? sad that met only NPC? reached goal doesn't say what he felt or detail what happened GUI</p>	<p>26.work 27. friend? 28. goal setting 29.attacked</p>	<p>Self-regulation</p>

thats what I did in todays gameplay.			
<p>6/26. I am Monkeyjo And today I played world of war craft or "WOW" today I ventured more of the world and flew on a gryphon to a castle... in yesterdays reflection I remember saying that I wanted to vista the castle and 30.today I got to, In the walls of this castle is town, with knights, shops, docks, pets and a whole lot of stuff. Today I really 31. didn't complete any quest or missions because my curiosity took over and I just wanted to explore the town (cattle place) 32. I also wasted all my money on flying the gryphon so yah I'm gonna have to kill more enemies and loot them. I also came across a new enemy thing... I think it looks like it has a horse head and a uman body, I don't know 33. I'm weird... Todays gameplay was fun and 34.I can't wait to play tomorrow and team up with the other players who are dwarfs. Overall the gameplay was awesome and I even 35. recorded me flying on a Gryphon!! (:</p>	<p>Follows impulse</p> <p>Accepts the consequence of his action</p> <p>Aware of his response/reaction</p> <p>Plans for future.</p> <p>Proud</p>	<p>30.Exploration</p> <p>31. Self-regulation</p> <p>32. Consequence</p> <p>33. Self-awareness</p> <p>34. Goal setting</p> <p>35. Accomplishment</p>	<p>Self-regulation</p>
<p>6/27. "hello and welcome to Azeroth" (: I am Monkeyjo and Today I we talked a little before playing, but 36. while playing I interacted with many different characters, 37. I also tested out a machine that sends an electric shock and it transports you through the air to the located area. In the area that I am playing in currently is like in a war with these blue people but 38.I don't really know their name, but their loosing so yah,I also helped fight off some enemys. Overall todays gameplay was awesome and I look forward to playing World Of War Craft 39. on Monday, I plan on finishing missions.</p>	<p>Seems to be important</p> <p>Risk taking</p> <p>Helped</p>	<p>36. Friendship</p> <p>37. Risk taking</p> <p>38. Collaboration</p> <p>39. Goal setting</p> <p>Expectation of ourcome</p>	<p>Self-regulation</p>
<p>6/30. I am Monkeyjo and today I did some quests these quest weren't all that hard so it was a piece of cake, yum, I meet some of these quests by either 40. meeting new people to deliver stuff, fight enemies, raid an enemy settlement and set all their houses on fire, that was fun. Today I mostly stayed in the same city of which my hearthstone is set to, I don't know the name, I am trying to focus on leveling my character, but 41. I can never focus on doing that because one side of me is saying, go and explore and meet new people, the other side of me is telling me to level up, do the quests at hand and follow the story line. Todays gameplay was awesome and I really enjoyed it, but my account hadn't upgraded fully, so Im 42. looking forward to tomorrow where I can join Dylan and Jackson, to help them on some of their quests. Overall it was fun.</p>	<p>Wants to explore but feels he has to level up</p> <p>Work or play?</p> <p>Collaboration more benefits</p>	<p>40. Self-efficacy</p> <p>41. Self-aware</p> <p>42. Friendship</p>	<p>Self-regulation</p>

<p>7/1. I am Monkeyjo and today I played in the world of Azeroth, Today i 43. earned a lot of xp from multiple missions, and killing enemies, that I leveled my character to level 10. Level 10 is a big thing... well for me because you can do more things, like PvP (Player Vs. Player) in PvP you can play Capture The Flag or Domination, which is basically killing other people. 44. While playing capture the flag, I kinda got confused of what to do so I decide to quit the round and explore more. 45. Today since I leveled up to level 10 I earned many achievements as well as side bar actions, which allow me to fight better, and this allows me to do certain things with my pet, or even get a new pet if I wanted to. 45a. Although I will always ove my pet bear I'm deciding whether I should get a new pet or not, and I think I should... I want a Pet Lion... but if monkeys were in World Of War Craft, I would so want a MONKEY! (:</p>	<p>Reflects on what level 10 means</p> <p>Gives himself a break</p> <p>Reinforcement of choices</p> <p>He has choices. He can have a monkey!</p>	<p>43. Accomplishment</p> <p>43a. Self-aware</p> <p>44. Self-regulation</p> <p>45. Self regulation</p> <p>45a. Choice</p>	<p>Self-regulation</p>
<p>72. I am Monkeyjo and 46. today I decided not to do any missions and just explore... while exploring I decided that I wanted a different pet, because I have my pet bear right now, 47.so I ran out and looked for a pet, 48. I ended up taming a snow leopard and it was awesome that I had a new pet at my side. while I was traveling from city to city I happened to see a loose dragon, and I was thinking to myself that I wanted it, so maybe I can ride on it. 48. Sooooooo tomorrow I think I'm going to set my priorities to get that dragon plus how awesome would it be to have a pet dragon... VERY AWESOME!! That was the adventures of Monkeyjo till tomorrow, goodbye (:</p>	<p>Decided to explore</p> <p>Leave leveling - made a choice!</p> <p>Acted on decision</p> <p>Delay gratification</p>	<p>46. Self -regulation</p> <p>47. Problem solving</p> <p>48.Goal setting</p>	<p>Self-regulation</p>
<p>7/3. I am Monkeyjo and today I played in the city of Stormwind where I road on a ship, meet new people and 49. even made a group with Dylan and Jackson. While playing I came up to a mailbox where I thought to myself...50. lets send Dylan a little note, So I ended up writing: Hi Dylan Here Is Some Pity Money. and I sent like 20 bronze coins. While sending that to him Kumu Adrian happened to see me by the mailbox and ran past me, I had seen him in the corner of my eye but hadn't bothered to follow him. Today I also permanently changed my hearthstone to Stormwind where I can live peacefully for eternity and not bother about the world... nah I think next week I will get new pets and 51. level up so I can get a saddle and ride my pets if that happened I will be so happy and it will be awesome like awesome sauce.</p>	<p>Taunting?</p>	<p>49. Friendship</p> <p>50. Accomplishment</p> <p>51. Goal setting</p> <p>Self-efficacy</p>	<p>Self-regulation</p>
<p>7/7. I am Monkeyjo and today I traveled the</p>	<p>Risk taker</p>	<p>52. Risk taking</p>	<p>Self-regulation</p>

<p>world of Azeroth. While traveling out of Stormwind City 52. I came across a fairly large portal, I was interested in where it would take me so I jumped in. When jumping in it teleported me to a place called The Dark moon fair... I think that is what it is called, anyway it was like a carnival!!!! with carnival games and a petting zoo, 53. This fair only comes once a month so I am very excited that I came across it today, While I was there I rode A carousel which was AWESOME!!!! I also bought fireworks which I exploded as I was exiting the fair. That was the high light and main focus of today's gameplay. Overall today's gameplay was fun and I got to go and ride a CAROUSEL!!!! again AWESOME!!!!</p>	<p>Loved the Darkmoon Faire</p>	<p>53. Reward</p>	
<p>7/8 I am Monkeyjo and today I played in the world of Azeroth. While in the middle of playing I had noticed that one of the missions that I had to complete had required me to fly to another part of the map, while at the gryphon stand I found out that I had no money what so ever and it dawned at me that I had spent all my money the other day at the dark moon fair... 54. I regret spending that much money, because I had a lot of money, but I don't regret going to that fair because it comes every one week in a month. So I decided that 55. I would abandon the mission and go to one of the vendors in the game closes to me and sell most of the items in my inventory. After selling everything, I had found out that Mustacheman had sent me a few coins via mail, and that was very nice of him because I needed it. At the end of the gameplay I had so much fun and learned something that I can relate to the real world, 56. Don't spend all your money at one place. At the end I earned enough money and flew away.</p>	<p>GUI map Spent all money Sent money Learned a lesson</p>	<p>54. Self-regulation 55. Problem solving 56. Learning</p>	<p>Self-regulation</p>
<p>7/9. I am Monkeyjo and today I played in the world of Azeroth. Today I had found out that one of 57. my missions was to deliver a package to someone far away, so <u>I found the nearest Gryphon stand and decided to fly there, because it would take forever for me to walk there, while at the Gryphon stand I had tried to buy a flight to my destination when it said I don't have enough money.</u> 58. I look at my amount and it turns out that I had used every single coin at the Darkmoon Fair, the Dark Moon fair is a fair with rides and carnival games, that comes every one week in a month. I regret spending that much money at the Darkmoon fair, although it was Awesome, I had a lot of money, but <u>I learned an import life lesson from this, never spend all your money at one place.</u> And that was the gameplay of today</p>	<p>57. Learning 58. Learning</p>	<p>Critical thinking</p>	<p>Self-regulation</p>

<p>7/10. Final Chapter Dear, Adventurer I am Monkeyjo and welcome to the world of Azeroth. The world of Azeroth is a very big and adventures place to explore. You could meet new friends, fly on dragons, or even earn your own money. I left this letter behind 25 years ago in hopes of someone to find and read it, this letter will tell you everything you need to know and some of the adventures that I have set off on. some of my adventures in the world of Azeroth are quit exiting, like the time I had almost died, or the time I had gone to the Darkmoon fair, The dark moon fair is a fair that comes around every month, so make sure you go and visit it some times, I have many great memories of that fair, like the time I rode the carousel for the first time, I hope you'll have great fun there. While in the world of Azeroth it it always good to be prepared and equipped with all the essentials that you might need, some of the things that you need to survive in this world, is a pair of fresh new armor, this will protect you from any enemies who try to attack you, the second thing you need is a weapon, weapons will help you fight off enemies, there are all types of weapons from guns to swords, the weapon you want is all up to you. While in Azeroth it would be also great to have a pet at your side who you can travel the world with, pets are very helpful, they can help you in combat, you can even ride them to get to destinations quicker. Azeroth is also a world of riches and fortune many people such as 58. I work for money, money will help you in many ways, you can buy pets, buy a gryphon to fly away on you will need money to buy new things that you might come across in the world of Azeroth. Azeroth is also a 59. great place for you and your friends to get together and play together, you and your friend can team together to fight off enemies, and also you can join local tournaments to capture the opposing teams flag, which is always fun. By the time you read this I have gone off to live with my family and friends in the heavens above, although Azeroth won't be the same without me and my curiosity, it will be ever so gratefully to have a new adventurer such as yourself, continue in my foot steps and 60. don't let anything hold you back from things you may want to do such as exploring the world, although things may seem hard and scary at first... you'll get used to it, 61.face your fears, oh yah and I almost forgot one thing you may want to know, always set your Hearthstone to an inn so you can get your nights rest for the next exiting day tomorrow. Be yourself and fight to your death.</p>	<p>61. Learning</p>	<p>9. Friendship</p> <p>60. Risk taking</p> <p>Perseverance</p> <p>Accomplishment</p>	<p>Self-regulation</p>
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Great travels, Monkeyjo			
7/14. I am Monkeyjo and Today in the world of Azeroth I caught a tram from StormWind To This other place far away, I forgot what it was called. When getting off the tram I immediately went out to look for some missions so I could level up my character, and guess what, their were a lot of missions. 62. At the end of this gameplay I had achieved my goal, and leveled my character up by two levels which is awesome! I had also earned a lot of money, and thank god the Darkmoon fair is not in town, or else I would have spent all this money that I just earned on more fireworks. Fireworks are AWESOME!!!! That was my gameplay, and I had a lot of fun today! Tomorrow I would like to earn some more money and level up, then go on a shopping spree, for new armor and some food, maybe I will buy some fireworks, if I can find a store that sells them, but I am pretty sure that they only sell fireworks at the Darkmoon fair.		62. Proud	Self-regulation
Narrative 5	Notes	Code	Code
6/18 I am Mustacheman. Today I accepted a quest from a man to kill some Troggs. I completed the quest but he made me do another one to kill more enemies. These guys were huge with rock hammers and they were weak. I easily defeated. 1) After I completed both quests I got some cool armor. Then I saw a guy walking around. He asked me to help some warriors because they were hurt so of course I said yes. I helped them and Leveled up twice. Then I completed the quest but I got bored because no one else wanted to give me a quest 2.so I went exploring. I found some kind of tavern and this lady asked to find some ale. I said yes. I was so confused because they were so far away from the tavern but I did it anyways. 3) I went back and completed the quest. Then she gave me another one. I had to kill some boars and wolves but I only got halfway through.	Completed quest GUI	1.Accomplishment Reinforcement & reward 2. Self regulation 3. Self regulation	Self-regulation
6/19 I am Mustacheman. Today I did some quests so I left the valley and went in a tunnel full of monsters. It was so fun killing them. When I got out I got lost so I wandered around. Then I found a new place. It started with a D I think but I don't remember. This one guy had like ten, twelve Gryphons and for some reason they were all so mad. Then I wandered around. Then I got bored of walking so I went to go ight some wolves. Then this one wolf was so OP and I don't know	Fear	4. Quit	Self-regulation

why and I almost died. 4)Then I ran away in fear and went behind some really big trees stayed there.			
6/20. I am Mustacheman. Today I had to do a search quest and look for dwarven artifacts. Then when I finished it the lady who gave me the quest gave me another one. I had to kill troggs for stolen or scavenged artifacts. It was easy. I also leveled up as well. Then when I finished that the oner of the bar (I guess) told me to leave to Whitebeard's camp because she didn't need me anymore. 5)Then I wandered in the forest and quit.	Quit because giving up or class ended?	5. Quit	Self-regulation
6/23. I am the Great and Powerful Mustacheman. I went to Whitebeard's camp it was interesting, he gave me a quest to kill Frostmane people and it was fun. I did what he said and he gave me another quest. I had to find some items and make friends with leaders of Frostmane tribes. That made no sense cause I killed like ten of them and he is asking me to scout them. I did that but then he gave me another quest. I still had to kill Frostmanes but in a cave. Then I met a fire elemental. I killed him no sweat. Then I had to kill the Frostmanes leader. Some guy killed him before I did so I had to wait for him to respawn. So in the meantime I killed more of his goons. Then he respawned and I killed him. Then I killed him, completed the quest and headed on to the next quest/area. I met a guy with a plane and for his quest 6) I just had to get food for the trip to where he is taking me. After landing I just accepted a bunch of quests, then I quit.	Quest? 6.Follow directions	6a. Quit Critical thinking Self-regulation Problem solving	Self-regulation
6/24. I am Mustacheman. Today I got a quest to kill blood-thirsty, skin eating, human hunting beasts. Wendigos. It was surprising. I got a level up to level 7. I have a new ability that does OP damage when a enemy is below 20% health. Then I did a quest then I did another one I got from another guy to find some stolen supplies in a Wendigo cave. It was fun, I got lost, I almost died, 7)I got out with the supplies and completed the quest. I didn't like that cave for so many reasons, 1. I was surrounded by wendigos, 2. I almost died. I completed the quest and 8) ran like never before. I turned in the quest and did another quest I had. I got lost because quest helper does not help very much. 9) So I sat down and I quit	Weighing the decision Accepted quest New level 8.Fear	7. Accomplishment 9. Quit	Self-regulation
6/25. I am Mustacheman. Today I died like a million times because of Frostmanes. 10)Together they are a pain in my dwarf butt but alone they are no match for my unnatural	Took quest but needed to think Learned about	10. Self aware	Self-regulation

<p>dwarvish strength, and my big weapon. The reason for doing this is because this guy gave me a quest to find some gears to fix these giant tanks. Like always without any thought I took the quest without thinking what might happen. I thought any of the Frostmanes at the camp had a gear. Turns out only the scavengers had them, so I killed like 20 of them, 8 of them had the gears. I got to ride on a Gryphon because of a quest today,11) it was fun, I got to go to Ironforge, complete some old quests, got new ones. So I got back on the Gryphon to go back to the inn. Then I had no more quests so I went to find some.</p>	<p>Frostmanes 11. Fun</p>		
<p>6/26. I am Mustacheman. 12).Today I finished what I started yesterday. I killed the Frostmane's leader and lead the attack on their camp. I also shrunk all their builders so no more weapons for those guys. Then I finished 3 quests which only lead to another quest, only one though.13) I went to a ram farm surprisingly and I talked to this guy selling ram mounts. The best one was for 10 gold. He's not cheap. So then I finished the quest and did another one. I talked to this lady and she gave me this quest to kill a blood-thirsty monster, like every other one 14)but what I didn't know was how strong it was. If I didn't have my execute ability I would have died! So I finished the quest got some cool gear and did another one. I talked to the ram guy and he wanted me to rescue some stolen rams. I tried but I don't know how to get them to follow me. Then a FROSTMANE raider killed me and I was so sad so 15) I revved then I ran away but he followed me so at that moment 16)I just quit.</p>	<p>Completing quests. Killed by Frostmane leader. Then he quit. GUI</p>	<p>12. Accomplishment 13. Goal setting 14. Self-aware 15.Fear 16. Quit Problem solving</p>	<p>Self-regulation</p>
<p>6/27. I am Mustacheman. 17) Today I found out not everything is about clicking things and fighting. Sometimes you just gotta talk. I had to whistle to get the rams to listen to me. I thought I would just go up to it and click something and it would go home but it didn't. Instead I had to press enter and type /whistle and it went back home. So after I figured that out I finished the quest. FINALLY!</p>		<p>17. Learning Problem solving Critical thinking</p>	<p>Self-regulation</p>
<p>6/30. I am Mustacheman. Today I competed a quest and the Quarry, well 3 to be exact. They were really hard. 18) All the enemies kept swarming me and I was scared and I killed all of them. Except when they grouped up in fives. They killed me but I revived my self and completed the quests. So then after I turned in the quests they sent me to a lake it was cool. Then on the walk there I saw a snow leopard cub. It</p>	<p>21. Fear 22. Relief</p>	<p>18. Perseverance 19.Self aware 20. Problem solving 23. Quit Self-efficacy</p>	<p>Self-regulation</p>

<p>reminded me that I killed a few for fun. Then when I got to the lake I saw full grown snow leopards.19) I walked away quietly and slowly. So I talked to the guy running the place. He and his ally gave me some quests. I had to kill enemies, that made sense, but I also had to rescue some mountaineers too, also no prob. Then when I tried to free them I thought I had an item like a fireball to melt the ice and set them free, but I didn't. 20) I had to physically break the ice with my weapon. It was easy until the snow leopards and the freak monsters tried to get in my way.21) I ran as fast as I could and got over with the quest. Then I got a quest to go to Ironforge. 22) I got to go home! So I went to Ironforge and Completed the quest. 23)Then I sat down and quit.</p>			
<p>7/1. I am Mustacheman. 24) Today I something I didn't want to see ever. A dead Dwarf, not me but one of my brethren dead, on the ground, mauled by an animal. I found the animal that killed him the I killed the animal. I completed the quest and was given another quest that house to a different country.25)I switched quests to the other one I had. I had to go to Ironforge airfield. I got lost. 26) The map was specific but sometimes I don't understand things. So I get lost. Then I found the guy to take me to the air field at Gol'bar Quarry. So I got to the airfield and finished the quest. Then the commander gave me a quest to put out some fires. There was fire everywhere. On the snow, on the plane, on crates. 27)I put out the flames. Then I got my reward for completing my quest. Then I got a quest to go on out to the front lines. I supported the troops by putting flags in the snow, I gave them moral support too. 28)Then I hid behind a tree and quit.</p>	<p>26 GUI map</p>	<p>24. Self-aware 25. Self-regulation 27 Goal setting 28. Quit</p>	<p>Self-regulation</p>
<p>7/2. I am Mustacheman. 29) Today I have brought honor for my brethren. I stopped the Dark Iron Invaders by bombing them in my Plane. Then I finished the quest. It was a very long quest because I had to go a few time around in the plane because 30) I had to get them in big groups or the bomb would be kind of useless. Then after Im killed them 31) I realized what I could have done instead. I could move the screen so I could see them from above without one of the action bars getting in my way. So when I got my next quest I got to kill their general or leader. I killed him no sweat. I did all the quests at the airfield except for one. I had to go back to Ironforge to tell the high chairwoman about what happened. So I did. Then she tells me that the ambassador is a traitor and I had to arrest him.32.</p>	<p>29. Reflection 31. Reflection 32. Learning 33. Reflection</p>	<p>Critical thinking Self-regulation 30. Problem solving Accomplish</p>	<p>Self-regulation</p>

<p>I thought that dwarves were the good guys turns out he is a dark iron dwarf. I was happy to arrest him. I brought him and got my reward. Then I was left with one quest, it was in another country. 33) I didn't have to look at snow anymore. I got to be in a forrest. Turns out I liked the snow better. Fond memories.</p>			
<p>7/3. I am Mustacheman. Today I played PvP. It was Interesting. 34) I quit because I am not the greatest at that. Then I finished killing a trogg leader and his henchmen. Then I found a new town and made it my new hearth. 35) Then The rest of the time My friend MonkeyJo Kept sending me pity money. So we did that for a while. Then I went on to my quests. I went and killed a spider and hyenas which were able to stand up and beat me with people's bones. It was Terrifying really. One of my quests was a bounty quest. I loved it because I get to kill some more Darkiron Spies. I dislike them so much. It reminded me of when I was at Ironforge airfield and I bombed so many DarkIron Spies.36) It was bliss.</p>	<p>GUI</p>	<p>34. Self-efficacy 35. Self-aware 36. Reinforcement & reward</p>	<p>Self-regulation</p>
<p>7/7. I am Mustacheman. Today I finished all my quests. Including the one the wanted poster gave me. I had to kill this Darkiron Spy which are suddenly everywhere now. So I killed him and I found this piece of parchment. It was for the Explorer's League so like a good samaritan I picked it up and went to give it back. So I went back to Theselmar and got my rewards. Then I had to go to the north camp to complete this quest I had been given. It was to late and so I had quit so I stayed in Theselmar inn and then I exited the game.</p>		<p>Self-efficacy Critic al thinking Problem solving</p>	<p>Self-regulation</p>
<p>7/8. I am Mustacheman. Today I only got a few things done because my game wouldn't load. Some of those things were fun though. 37)My Friend I think, Monkeyjo wanted money so I gave him some, 20 silver, but he wanted 2 gold. He knows no limits. So I wrote a funny letter saying no. It was amusing to see his reaction. I tried to use Dungeon Finder.38) It wouldn't be nice and it kept logging me out. It was sad. I wanted to try to do a dungeon for the first time. Then I tried to record my video but it was laggy most the time and my game wouldn't record. So I kind of gave up on doing anything at that point. So I was logged out by the game so I exited the log in screen.</p>	<p>37.outside world 38. technology glitch</p>	<p>Critical thinking Self-regulation</p>	<p>Self-regulation</p>
<p>7/9. I am Mustacheman. Today I did a dungeon. 39)I quit after 5 minutes because I didn't know what to do.40) I got all the goods because turns</p>	<p>40.Reflection 41.Fear</p>	<p>39. Self-aware 42. Self-aware</p>	<p>Self-regulation</p>

<p>out I'm really good at rolling dice. Then I went back to my quest. I had a funny quest where I make Murlocks kill this mosshide. It was cool. They surrounded him but 41) I ran away because I didn't want to die. So I turn in the quest. I got to go to quarry place again 42) but I'm not sure if it is a quarry. I also found another parchment for the explorer's league. I got lots O' moolah from that quest. It was cool because at the dig site I found the Statue of Liberty, and other cool things the game took from the real world. I then screwed up because I wasted my heart. my new quest location is like miles away so I get to walk a lot next time.</p>		Self-regulation	
<p>7/10. Finl chapter I am Mustacheman. In the real world my name is Dylan. In World Of Warcraft I played as a Dwarf. 43)They may be small but they are strong and fierce. They fight for Ironforge home of the Powerful Dwarves. As a Dwarf you will start in Coldridge Valley. You will storyline quest which are quest with a storyline to them. You will also do side quests which are quests you don't have to do but can do. In Azeroth you can fight enemies for experience points to level up. You should know about those at least, but if you don't a level up raises you to the next level. You become stronger and learn new abilities. Each different class and charter have different skill sets. You have general characters but you also have classes. General characters are like Dwarves, Humans and Night Elves. Classes are what kind of path you want. You can be a Paladin, or a Mage or a Dark Knight or a Saint. You can buy mounts which are things you ride on to become faster. You can go to different towns and countries. Each country has a specific level you have to be or you'll be overpowered by enemies. There are boss fights which are one of the best parts. They are stronger than normal enemies, like really strong. You get awesome gear and tons of EXP (experience points). You can do dungeons with other people and join guilds. In Azeroth there are 4 continents, and a couple of worlds. Azeroth is the world you start in. You can earn tons of money to buy things. You can also have two professions. Mine are Blacksmithing and Mining. You can choose from other things like herbalism. You can do PvP. 43)I don't like PvP, I like to work together like dungeon style. You can make friends and work together with them. There are many other things you can do other than continuing the game like go to the Darkmoon Carnival.44) I myself have never been there and I don't want to. 45) I know a friend who went there and wasted all his</p>	<p>46. Fun, but he didnt talk about exploring</p> <p>45. Learning</p> <p>47. Reflection</p> <p>GUI</p>	<p>43. Self aware</p> <p>44. self-regulation</p> <p>Critical thinking</p>	Self-regulation

<p>money and he was stuck there forever until he got more money from dungeons. It took like 2 gold to get to the place in the first place. If you don't think 2 gold is a lot you're wrong. It starts out as bronze. 100 bronze make 1 silver 100 silver makes 1 gold. 1 gold equals 100,000 bronze. You can earn achievements. If you play as a Dwarf you can bomb DarkIron Dwarves. You can get in a plane and play terror*** to the bad guys. You only get to kill 30 and the quest is over so try to kill one with every bomb. 45)Make sure you look at them when you bomb them. It makes you feel satisfied. Azeroth is fun to explore, when you have a mount. You would have to walk most of the game if you didn't. 46)Just exploring the environment is fun. You can look and the cool towns and plains and forests and caves and the ocean and the everywhere. Azeroth is huge. Humongous even. It becomes 47) tougher as you grow stronger but then the challenge becomes even more fun than when you were level 10.</p>			
<p>7/14. I am Mustacheman. I didn't to really anything exciting today. Like every other time I killed enemies, completed quest,48) I got a level up which is nice. I am now level 19. Today I went back to fight Nessie (Lake Modon Monster), turns out she's an ELITE monster. I did not notice that until today. Like every other time she killed me and I had to get my body under the water. When I'm Level 90 lets see her bet me then. I just realized now, I have made a nemesis, a monster NPC nemesis. 49) ??? Turns out doing the same thing everyday can get boring. For the first week maybe it'll be fun and you can't stop playing, but when you get bored of doing the same thing everyday it's not as much fun.</p>		<p>48. Accomplishment 49. Critical thinking</p>	<p>Self-regulation</p>
<p>Narrative 6</p>	<p>Notes</p>	<p>Code</p>	<p>Code</p>
<p>6/18 i am apreillah. Today i fight wolfs and monsters. 1) i didn't know how to killed them so i died the first time then i came back alive. then the 1a)second time this monster just came up to me an started killing me again so i ran away because i didn't know how to kill still. 1b)so as my friend told me how to kill them i went up to this wolf an started killing them. i was pretty happy bout this cause it was my first time. so now i got use to killing these wolfs and monsters. 2a)then i found this cute little bunny hoping around then when i click on it i could kill it so i did , an now i kinda felt bad cuz its so cute. i couldn't find any request to do something like fight theses other monsters</p>	<p>Quit Risk Taking Learning Accomplishment Moral/Ethics Collaboration Self-ware</p>	<p>1.Perseverance 1a. Quit 1b Learning, Risk taking 2. Self-aware</p>	<p>Self-regulation</p>

<p>or ya so 2b)i just helped out these nights to killed the wolfs. 4)this game was really fun</p>	<p>Persevere 4. fun GUI</p>	<p>2a. Moral 2b.Collaboration 3. Self-regulation</p>	
<p>6/19 i am apreilah. today i had a request to kill 6 black wolf ? i don't know the name of it but i past it. after that 5c)i went around the village and saw this big pig guy thingy an i went up to him the color was red so it started kill go after me i freak out 5d)so i ran away again i looked back to see if it was following me an it was so i kept on going then it went off. 5a)i went back to kill him 5e)an it work it was pretty easy i thought it was gonna be hard but no i wasn't. also i saw this jesus guy it looked pretty cool but i think it ave me points ? cuz i just got 35 points out of no where. 5b)oh and i help all the nights again with those black wolf. i got more money i collected more fur , coins , an these rabbit paw something like that.but 5c)it was fun i like it.</p>	<p>Explore Quit Perseverance Accomplishment Collaboration Acceptance</p>	<p>5c.Explore 5d.Quit 5a Risk taking Perseverance 5e. Accomplishment 5b.Collaboration</p>	<p>Self-regulation</p>
<p>6/20. am aprielah. today 6) i did 2 request to kill these monsters and go to this guy in the palace to find this guy to get a room or something like that. i had to kill at least 8 of those monsters it was pretty easy because im getting use to it of how to play. i may this decisions to do these request to get on the other level and also helping. i was still at the same place i didnt really went any where beside the other side of that valley. 6a)it was really fun</p>	<p>6a. fun GUI</p>	<p>6.Self-regulation</p>	<p>Self-regulation</p>
<p>6/23. I am aprileiah. today i did lots of request. my favorite one was 6b.to go to an other town and find my place to rest because when i went into that town there was lots an lots of people. 6c)playing with fire doing all this magic thing and flying with their dragons. it was pretty cool. i forgot the name of that place i think it was goldshore something like that but it say <u>i discover lots of places.</u> 7)also i made it on to level 6 after i <u>did that request to kill those black birds like almost around 8 of them.it was fun i enjoyed it.</u></p>	<p>Explore</p>	<p>6b.Explore 6c.Immersion 7. Achievement</p>	<p>Self-regulation</p>
<p>6/24. i am aprileiah. today 7b.i went an discover lots of new places and fight with new creatures.7c) i meet some new people to do some request but i didn't finish it because when i went in the direction these monsters such as a spider, bear, wolf, frogs , and these bad guys kept killing</p>	<p>Explore</p>	<p>8. Self-aware 7b. explore 7c.collaboration</p>	<p>Self-regulation</p>

<p>me so i died :(. i had to release my spirit and start from where i came from. i mean its ok but 8a) i just stop doing request for now and take a rest. 8)but also i had a new outfit i never knew i had it the whole time it 8c)looks cool now my character looks cool.and ya thats it i didn't really do much instead of killing new creatures. 8b.i would killing the bear and this bad guy is hard also this big pig it was really hard, but ill get use to it.</p>		<p>8a.quit 8b. perseverance 8c.immersion</p>	
<p>6/25. i am aprileiah. today9b) i went to new places like this valley i forgot the name of it also i went to this big and nice castle it was sooo big an nice. i was trying to find this request but i got lost for a while so i just walked around. i went on to level 7 while i discover this new place. 9)i was really happy cuz my goal is to get on level 10 by next week thursday I'm pretty sure ill make it if i do all my request and killed more monsters.but it was 9a) pretty fun this game i really like it</p>	<p>Explore Collaboration Quit Immersion Perseverance</p>	<p>9. goal setting 9b.explore 9a. fun</p>	<p>Self-regulation</p>
<p>6/26. i am aprieliiah. today 10) i did a request to team up with 3 people. to kill these monsters.10a) it was fun but hard cuz my power is pretty difficult to use so i didn't really helped my team group i mean i tried but its so hard cuz my power kinda takes time.before that i finis10b)h a request about "playing with fire" and discover new places again . and also we did this record thingy from the computer so you can actually watch yourself playing the game, when i was recording i was fighting these wolf and pig also these bad guys but as 11a)i finished killing them these other wolf started coming to me an killing me 11) then even more came so i died and i got that all on record. it was embarrassing.i should went to an other spot to kill little bit.</p>	<p>Determination</p>	<p>10. Collaboration 10a.Perseverance 10b. self-regulation 11. self-efficacy</p>	<p>Self-regulation</p>
<p>6/27. i am aprileiah. today i didnt get to do that much because some other people game wasn't ready i guess. 12)but i don't blame any who when i was playing i just fight some pig and bad guys again i can't find my requests i have like at least 8 request but i can't find it and i don't wanna get killed by those monsters because their red and thats bad. so mostly i just killed any kine an play around with my powers.also we had a convo about our schools and all that meeting other people and an opportunity to go college.</p>	<p>Explore Immersion Goal setting</p>	<p>12. Self-aware</p>	<p>Self-regulation</p>
<p>6/30. i am aprileiah. today in the game 12a)i finish some request and went on to level 8.13) i was pretty happy because i wanna go onto level 10 already to do more cool stuff but just one thing if your level 10 and up when u die u gotta do something or i don't know something that can</p>	<p>Collaboration Perseverance Explore Self-awareness</p>	<p>13. Goal setting 12a.Accomplishment 13a. Perseverance</p>	<p>Self-regulation</p>

<p>relese your spirit.any who 13a.when i was doing my request i got killed 2 times an i was getting irritating 13c)so i had to do an other request so i did now i got 7 request to do.oh also i discover new places again it was pretty13b) fun also 14) i earn a new magic power i don't really know how to use it or what it is when i point at my target i press the new power and i guess it speed up everything or just make the monster go away like its cast under a spell or something i don't know but its pretty cool.</p>	<p>13b. Fun GUI</p>	<p>13c.Quit 14. Learning</p>	
<p>7/1. i am aprileiah. today i grouped up with kahanu and dessithelia. 15) we did a request together we helped each other fight other monsters.i would say the hardest one was the one with the spider,because it was in this tunnel thingy and it was scary also 16) my powers is so slow so i couldn't really kill all of them mostly dessithelia was doing all the work.also i kept on swearing because i was getting scared for some reason and I'm sorry for that theres just something wrong with me haha. 17) but i even got up to level 9 almost to level 10 an I'm happy with that can't wait . but it was really fun grouping up with them even though it was confusing a bit and crazy it was really fun and i would say 18) more easy cuz we can work together as a team and help each one an other out so we all can get into an other level and move on and just have fun.</p>		<p>15. Collaboration 16. Self-aware 17. accomplishment 18. Collaboration</p>	<p>Self-regulation</p>
<p>7/2. i am aprileiah. today i did request and 19)grouped up with kahanu and rashelle again because we wanted to helped each other out with some missions and some request to get us on to an other level.19a)it was really hard again cuz my powers r slow and it was getting scary. but i was lucky to have a group so they can help me kill all these monitors or creatures.also today 20)i was happy because i made it on to level 10 i was really really happy cuz i accomplish my goal, 20a)now my other goal is to get on to level 13 or 14 by next week friday or maybe thursday and fight more and more new creatures get more new powers and learn how to use them.and I'm not gonna lie my powers are really hard to use because the force blot thing takes like 3 seconds or 4 to shoot and all the other powers 21) i really don't know how to use it but ill take some lessons and learn how to do it.other thing i did was 21a)discover new places 22) finish some quests with rashelle them</p>	<p>Accomplishment Quit Explore Initiative</p>	<p>19. Collaboration 19a.Self-aware perseverance 20. Accomplishment 20a.Goal setting 21. Self-regulation 21a.Explore 22. Collaboration</p>	<p>Self-regulation</p>
<p>7/3. i am apirleiah. today i 23)grouped up with rashelle and kahanu again and we did request together we helped each other get onto an other</p>	<p>Collaboration Perseverance Collaboration</p>	<p>23. Collaboration 23a.Accomplishment</p>	<p>Self-regulation</p>

<p>level ,23a) i got up to level 11 and i was pretty happy about that.Also today we had a problem of inviting me to an other group like nobody else can invite me but i can invite them i don't know theres something wrong with my account. 23b.but any who me and rashelle helped each other out for this mission to kill these wolf an ask question bout who killed this thing. today we had to recored to so while 23b)i was recording i was dying by this bird so i ran away lol it was funny an after i ran away i was just finding a new request an trying to join into a group an i totally forgot that i was recording but lucky i made it to 2:03 sec. 24)next up my goal is to get onto level 13 by thursday and get plus learn new powers</p>	<p>GUI</p>	<p>23b.Quit 23b. Collaboration 24. Goal setting</p>	
<p>7/7. i am aprileiah. 25)today me kahanu an rashelle did a group up thing again but we went off because kahanu wanted too do a battle with other people so we did. also in that battle i died a lot becuz it was really hard an like their really though too. 26)so i wanted to get out of it, but when we lost i just killed all kind of creatures an monsters so i could get on to an other level but 27) i didn't an that was the sad about it.i wanted to get onto at least 12 but i was almost pau but we had to go so yeah. 27a.also i discover new places while plain in the battle an trying to kill other creatures an all that</p>	<p>GUI</p>	<p>25 Collaboration 26. Perseverance 27 Self-aware Moral/ethics 27a.Explore</p>	<p>Self-regulation</p>
<p>7/8 i am aprileiah. today 27a) i did a group up thing again with the same people kahanu an rashelle we did a battle thing together it was pretty hard because the people we was challenging was really really hard an like strong 27b)they got more good powers then us like this girl had a invisibility power an she kept on killing me. ?i was wondering why i was losing points and why i was dying until she popped up that one time.also today 27c)i went onto level 12 28)because i was that close to get onto an other level so i just killed random things such as the evil creatures an monsters an the bad guys.29)my next goal would probably get new powers an get onto an other level</p>	<p>Collaboration Perseverance Accomplishment Goal Setting Learning Explore</p>	<p>27a.Explore 27a. Collaboration 27b.Perseverance 27c Accomplishment 28 Self-regulation 29 Goal setting</p>	<p>Self-regulation</p>
<p>7/9. i am aprileiah. today me an kahanu an rashelle didn't group up because we didn't want to but later on 29a)when rashelle came back me an her group up to find a request that we was support to do. but really we didn't really do much me an rashelle went split up while she do her request 29b)i do killing to get to an other level. i was soooo close to get onto an other level like</p>	<p>30a. Fun</p>	<p>29a Collaboration 29a Self-regulation 30 goal setting Critical thinking Self-regulation</p>	<p>Self-regulation</p>

<p>foreal but it was time to pack up an log off the game. 29a)so yea today all i did was this request to find the cloth lines an kill those bad guys so i completed that request an after that i just went around and kill all kind of creatures an monitors like bears an that frog thing an also the wolf.30) i just wanted to get on to an other level thats y an get new powers so that i can use an learn them.but 30a) it was really fun</p>			
<p>7/10 fnl chp i am aprileiah. 31)i have these magical powers that are like "mage" it has all kind of powers like transport, fire blot , ice powers, an ect. the one thing is that the powers take its time to shoot so my powers are slow an sometimes i die easily it depends on what level they are an all. buut in the game all the adventures i did was amazing like discovering new places also killing all kind of creatures to get more points , 32)getting in a group so we can help each other out and get onto an other levels. the part that i hate is dying but i mean its ok its not like everybody doesn't die but 33)sometimes to me its embarrassing because like my powers are slow an I'm not that good but i enjoy it anyways, an its lucky because when you die you can come back alive again an in real life if i die i have no other chance because we only get to live 1 time. 34)thats why i like being someone different like my character she's tall , she has magical powers , she can fight , she gets so many things , but me in real life I'm short , i don't have magical powers , an well i can shorta fight but not as good as my character in the game an i know its just a game but its fun being someone else just to learn and experience more new things.in the game 35)i love to group up with Dessithelia an Kahanu and help each other out because its more easier so hat when someone is in trouble36) we can help an get more points we can do requests together an also get more points so mostly team work is good. right now I'm on level 12 I'm pretty happy about it but 37)my goal was to get on to level 15 at least so i can get new powers ,get new clothes an like get more an more points so i can get on to that level so I'm gonna kill as many monitors, creatures , an bad guys an do lots of requests maybe help other an group up so we all can get onto an other level an to accomplish my goal.37a)also i want to go to other places an see what kind of thing i could do an get oh an i want an animal I've been seeing a lot of people in the game with their animal pet like dragons , bird , an these wired looking animals i</p>	<p>Collaboration Accomplishment Quit Collaboration Goal Setting connects to Hunger Games 38.Fun</p>	<p>31Self-aware 32Collaboration 33 Self-aware. Perseverance Learn Explore 34Critical thinking 35 friendship 36.Collaboration 37.Goal setting 37a.Self-efficacy</p>	<p>Self-regulation</p>

<p>don't know how to explain it but i want one an i don't think i can't have one because my character cannot have one i think ? haha i don't know.but 38) all an all its really fun the game i just like battling because it feels like the hunger games in the game no matter how much times i die in the battle an not even getting one kill like literally not even one kill i had its fun an at least i can come back alive again.</p>			
<p>7/14. i am aprileiah today 39) me an kahanu , rashelle went grouped up an travel somewhere else different. we did lots of requests together an 40)accomplish new things an a new level like rashelle level 15 , me level 14 , an kahanu level 12 .40b) it was really fun an also discover new places an killed new creatures and these new creatures like the leopard had these magical powers. when i was killing them they had this power to jump far an it was scaring me because i thought that i was gonna die but i didn't.but 40a)now my next goal is to get newer powers because since I'm almost to level 15 i just want new powers cuz i never get any yet. so yeah 41) oh an travel again an group up so it would be easier.</p>	<p>Explore Collaboration Goal Setting Immersion 40b.fun GUI</p>	<p>39.Collaboration 40.Accomplishment 40a Goal setting 41. expectation of outcome Self-aware</p>	<p>Self-regulation</p>
<p>Narative 7</p>	<p>Notes</p>	<p>Code</p>	<p>Code</p>
<p>6/18 i am l 1) <u>i leveled up to level 2 but i almost went to level 3.</u> 2) tomorrow i want to to level up to level 6 so i can shapeshift into a cat.today i killed some animals like the grell, the deer a boar and a saber tooth tiger. before we exited3) i was looking for stolen bags that belonged to a friend of my quest instructor went on three quest the first one i had to kill some evil cats that were causing trouble than i searched for bags then i exited.</p>	<p>GUI</p>	<p>1Accomplishment 2Goal setting 3Self-regulation</p>	<p>Self-regulation</p>
<p>6/19. Today i leveled up to level 4 by doing quests then i increased my moon strike damage and4) i got anew ability called rejuvenation from a priestess who has a pet night-saber <u>i almost got to level 5 but not enough time i am doing a quest for this centaur where i have to kill 12 spiders but the spiders are the ones that attack you as soon as you get close to them so before it was time to log out i killed a few spiders then i loved out.</u></p>		<p>4Accomplishment</p>	<p>Self-regulation</p>
<p>6/20. so today i leveled up to level 5 and almost got to level 6 <u>i can't wait to get to level 6 because that is when i can turn into a cat.</u> 5)to get to level 5 i had to do like 9 quests than i had to kill a couple hundred animals after that i got 2000 xp which allowed me to level up now i just need</p>		<p>5.Goal setting</p>	<p>Self-regulation</p>

2800 xp to get to level 6 than i can level up to a cat form so i can fight other cats and kill other animals like a cat. i wonder if i can still use m powers as a cat.			
6/23. Today i leveled up to level 6 where i got all these new abilities like shapeshifting and cat abilities such as scratching and biting i also visited this new area where there is bears and huge spring owl that gave me a lot of experience that is how i leveled up to level 6_6) i am so excited for tomorrow i really want to be a cat again so i can attack these half man half bear monster type things they gave me a lot of experience too and i just wanna play this game again. on the last week i want to level up to level 85.		6. goal setting	Self-regulation
6/24. today i leveled up to level 7 by killing bears and giant strigid owls then i did a number of quest and in one of the quests i found an inn i killed 2 spiders 2 owls and 2 night sabers to collect 2 feathers 2 fangs and 2 web wood spiders silk7) i hope to morrow i will level up to level 8 so i can turn into a bear i wonder what the bear looks like and what kind of abilities will this bear have. i really want to be able to get more powers and fight bigger bad guys so i can level up faster. that way i can reach my goal of getting level 85 at that level i can turn into birds and dolphins i can get dragons i wonder if i can actually turn into a fire breathing dragon and roast other birds. i will find out tomorrow. i hope that i will be able to use fire power to demolish my enemies		7. Explore	Self-regulation
6/25. today i leveled up to level 8 and turned into a bear and i really enjoyed killing grells with bear form i killed this one grell that gave 1000 experience points which really helped me so 8)tomorrow when i find my body i will try and kill that same monster for 3 more times and try to level up to level 9 real quick so i can level up faster so i can finally reach my goal.	Task oriented	8.Goal setting	Self-regulation
6/26. today i died 2 times. the first time i died i exited out of the game and was trapped in a cave filled with evil grells and was mobbed to death by 5 different types of grells. the sec on time i died i was trying to find my body so found my body but 7 types of grells were surrounding my body and when i resurrected i was killed. other than dying i was invited a guild. before that i completed 2 of my quests and almost leveled up but could not.			Self-regulation
6/27. i level up to 9 which isn't really an improvement because i don't get any new	GUI		Self-regulation

abilities. i also got killed by a level 90 blood elf for attacking his beer machine.			
6/30. today i found a new home and first started flying. my home is called darkshore and it is a good grinding spot because the lowest beast level is 10 and i am still only level 9. when i was flying i was flying to darkshore and is how i found darkshore. 9)the quest at darkshore give me a lot of experience points.i picked up 9 quests before i left off.		9.Self-aware	Self-regulation
7/1. today i leveled up to level 10. then i got to choose a specialization slash taler and i chose to learn feral class so that is the cat form class. 10)i got tips from this one girl. but then i had to log out so i thanked her for the advice		10.Collaboration	Self-regulation
7/2. i was invited into a party to play capture the flag. i felt so frustrated because the people were such a higher level than me an kept killing me so fast that i felt so mad because the healer took so long to resurrect me and on top of that i was teleported into the water with no way to get back home unless wasted my hearthstone.11) i was so mad that i wanted to throw my laptop on to the ground but then if i did throw my laptop on the ground i would have gotten in trouble from kumu adrian and i wouldn't be able to play anymore. not being able to play would be a huge disaster because i love this class. anyways i really enjoyed playing and i can't wait for next time.		11.Self-aware	Self-regulation
7/3. 12)today i went all the way to where my friends john and johnny are. when i got there kumu adrian had traveled with me on this huge ship that took us across the map just to get to where my friends were. when we got to the place 13)we played territory with a party. when we were playing we lossed really badly the score was 350 to 1600.	GUI	12.Friendship	Self-regulation
7/7. 14)today i was playing capture the flag with john and johnny. during capture the flag i almost captured the enemies flag two times. i also leveled up twice which was significant because 15) i thought it would be hard to level up to level 12 from level 10 in one day, but i did and i am really proud of myself. i am also really proud that i almost captured the enemies flag twice because the enemies were really hard to defeat. to capture the flags i had to sprint to the enemies base in cat form tham sprint back but 16) i never could go all the way back to my base because enemies kept on killing before i got back to the base which really frustrated me and i just can't wait till tomorrow.		14.Collaboration 15. Pride 16 Self -aware	Self-regulation
7/8. today i leveled up to level 13. that was not	18. Goal setting	17. Pride	Self-regulation

<p>significant because i wanted to level up to level 14 but only reached leveling up to level 13. i really wish that tomorrow i will do a lot better because i want to be in a dungeon by the end of this week. 17)today has been a good day because i leveled up as expected to. i did two to three quests and i am still on about three quests before i logged out.18)so tomorrow i want to get to were john and johnny are so i can pvp them. tomorrow i also want to level up to level 15 and 19)hopefully this time tomorrow i will be writing about leveling up to level 15.</p>	<p>for friend GUI</p>	<p>19. Goal setting</p>	
<p>7/9. today i leveled up to level 14, and 20)did about four quests. one of my quest was to kill this one guy called zenn foulhoof. the next quests was collect foul ichor after i had to kill 8 monsters that were carrying it. then i had to bring the foul ichor back to the person who gave the quest and he used the foul ichor for medicine. after i brought the medicine back to the quest giver he gave me a lot of x.p. points which allowed me to level up to level 14.</p>	<p>GUI</p>	<p>20. Accomplishment</p>	<p>Self-regulation</p>
<p>7/10 Final Chapter Dear reader of 2039 this is Leladort and i am going to tell you about the adventures i had in Azeroth and tell your about what could happen to you when it is your time to enter into the mysterious world of Azeroth. as 21) a night elf druid i had many fun adventures in Azeroth. as always when your a night elf druid you starting area is in Teldrassil i think. the first quest i received was to kill 6 young nightsabers. when i killed the Nightsabers 22) <u>i felt kind of bad and kind of good about it.i felt bad because i liked the way that the nightsabers looked like it reminded me of a cat and i didn't want to kill cats because i liked them but it was for the greater good and the greater good is one great thing.</u> i felt good about killing the cats because after i turned in that quest i leveled up to level 2. after leveling up to level 2 i got three quest which were to go and talk to people i was leveled up to level 5 in not time. the next day in 23)Azeroth was a great day because i leveled up to level 6. which was a good thing because when a night elf druid levels up to level 6 they get turn into a cat which allows them to travel faster and reduce falling damage by 45%. the next day i was leveled up to level 8 which was still great because when i night elf druid levels to level 8 they get to turn into a bear. the next two levels were a bit of a challenge to get there because i had to get a lot more x.p. points to level up.the quest that i had to go on were really</p>	<p>21. Fun</p>	<p>22.Self-efficacy 23. Self-efficacy 24. Self-aware 25.Learning</p>	<p>Self-regulation</p>

<p>difficult. i had to hunt down 10 grell and kill ten bears and then i had to go all the way across the map to do some if not most of the quests. then when i finally reached level 10 i was able to specialize in a class and i chose feral which is cat form. after i became level 10 i played capture the flag with thatonename and john the great. they were a human and a dwarf and they were awesome at capture the flag even if i was the only one capturing the flag. then when i turned levee level nothing really happened just the same old stuff but a different day.then when i turned level 12 i was able to revive and 24) i don't know how to use this ability. when i turned level 13 nothing happened again just the same thing. now i am level 14 and nothing happened still. 25) a message to the reader read your quests to level up faster and do as much exploring as possible. and always try to reach level 90.</p>			
<p>7/14. today i leveled up to level 15 by killing all the monsters and doing two quests. i also recorded for 32 minutes when usually we record for only two minutes. today when 26) i reached level 15 i was able to chose a talent to learn and i chose feline speed which is a passive ability which means i don't have to press a button it is just always on and it makes all my shapeshifting forms faster. for the two quest the first one i had to kill this lady to make her spirit rest than i had to take her amulet. the next quest i had to extinguish the final flame of this one place that was being overrun with ghosts. 27) than i went into this one area i have never been before and i don't know the way out.</p>		<p>26. Self-efficacy 27. Risk taking</p>	<p>Self-regulation</p>

Narrative 8	Notes	Code	Code
<p>6/18 I am Thatonename and I went to the forest by the church that I spawned next to and did my quests there to kill monsters. I also went to an inn to talk to someone to complete another quest. I used accumulate the mini map at the top right corner and followed the areas where there were "!" or "?" marks. The "?" showed the person you needed to talk to to complete your quest and the "!" mark showed people that had a new quest for you. I also made a 1) <u>decision of choosing my equipment in a quest by choosing the item that had the most beneficial factors about it</u> because it had twenty-three armor points in it compared to the other two items with seven or thirteen armor points.</p>	<p>Self-regulation 1. Decision making GUI</p>	<p>Critical thinking Problem solving</p>	<p>Self-regulation</p>
<p>6/19. am Thatonename. I went to two different forests to complete about 4 different quests. One of them involved me killing spies and another required me to heal injured soldiers. The quests gave enough experience points to level me up from level three to level five. I also gained about five silver coins from all of these quests and the loot i took from killing the monsters. I saw a lot of different people that I have not met before. I met my quests by following the map to where the quests were supposed to be found and followed it again to find the route that I went to get to that area. 2) <u>I made my decisions of choosing my weapon for my rogue class by choosing the weapon that was best suited for my class and had the most damage and damage per second.</u></p>	<p>Accumulating 2. Decision making</p>	<p>Self-regulation Critical thinking Problem solving</p>	<p>Self-regulation</p>
<p>6/20. I am Thatonename. 3) I roamed around the map today to try to find new areas that I could get new quests and find more animals to kill for loot and experience points. I went to a mining area and a place called "The Great Lake." 4) There were many new monsters which I was happy to find since I would be able to get more experience points. 5) I found out that all the monster were too high of a level for me like a monster called a "murloc" and I ended up almost dying every time I tried to kill one. Every time I tried to attack a monster or it was attacking me, 6) more of those monsters</p>	<p>5a. Quit 6. Fear 7. Learning</p>	<p>3. Critical thinking 4. Problem solving 5. Critical thinking Perseverance</p>	<p>Self-regulation</p>

<p>would join the fight 5a)forcing me to flee. I was not able to do any of my quests since I was too busy roaming around the map to find new ares to explore. I made my decision of roaming the map by discovering that there were no new quests that I could complete in my hometown. I gained enough experience to go to level six and 7) I <u>learned a new ability called ambush</u>. The ability only worked when my character used his stealth ability and went close to a target and attacked it. It did a lot of damage to the monsters but it was 8)<u>hard to use this ability correctly because most of the monsters that I tried to practice ability on were red so every time I got too close, they attacked me and my ability was rendered useless.</u></p>			
<p>6/23. I am Thatonenane. I went to stormwind and completed 2 quests there. One of the quests involved me going to a gold mine and killing the monsters to collect gold dust from them. While I was traveling there, 8a)I found out that I could throw multiple daggers at the same target from a far distance. 9)This was a really helpful technique because it helped me take down the monsters with ease and helped me take down monsters that were a higher level than me. This dagger throwing technique made it possible for me to take out half of the enemy target's health before they attacked me. Since they had a low amount of health, it was easy for me to do a quick combo on them. 10)I made the decisions of choosing my quests since my area had multiple quests open at once was by choosing the quests that I found the easiest so I could do the easiest quests first then gradually get harder quests. I also made it to level 7 and I found a lot of different items from looting the monsters that I killed.Some of the loot <u>11) contained food so I could replenish my health and there were also equipment like clothes and weapons.</u></p>	<p>GUI</p>	<p>8. Self-efficacy 8a.Problem solving 9.Critical thinking 10. critical thinking self-regulation 11.critical thinking Problem solving</p>	<p>Self-regulation</p>
<p>6/24. I am Thatonenane, 12) I traveled a lot since my quests required me to talk to someone that was really far away. I discovered about 5 new areas and I also found an entirely new province. 13) I did</p>	<p>17. Decision making Strategy</p>	<p>12. Risk taking Explore 13. Self aware,</p>	<p>Self-regulation</p>

<p>not want to travel farther than the new province since I felt like I was my level was too low and I did not want to risk dying again. I got new equipment from my quests like the "Urchin Pants." I tried to kill a boss monster but it was three levels higher than me and had a lot of health. 14)I ran away before the monster got to kill me. 15)I got enough experience to get to level 8 and i unlocked a new skill called evasion.16) Evasion allowed me to dodge every attack aimed at me for 10 seconds and had a 2 minute cool down. I thought this ability was really helpful since it would allow me to escape from fights that I knew I could not win. There were many monsters that were a higher level than me but I beat most of them since I could do a lot of damage to them from my dagger technique. <u>I made my decisions of running away from fights by analyzing the situation (how many monsters were attacking me, how much health they had, etc) and 17)ran only if I knew they would kill me.</u></p>	<p>GUI</p>	<p>14. Self aware, Quit 15. Accomplishment 16. Self-aware</p>	
<p>6/25. I am Thatonename. I went to a forest and a new province to do quests. Most of my quests consisted of me traveling to another place and <u>having to talk to a lot of people.</u> I saw many new monsters in this new province. I went to the map and went to the area of my quests. 18)I made my decisions of choosing items from quest by choosing the most beneficial item. In one of the quests, I had to go to a poor area in the province and interview the homeless for clues about a murder that happened there. There were 2 options to speak to them except if you chose the wrong option they would attack you. Most of the homeless attacked me for choosing the wrong answer even though I chose the option of paying them some of my copper for them to cooperate. 19) I did not want to kill them since I felt a little bad. After the homeless died, children would walk to their dead bodies and try to loot their belongings. I also made it to level 9 and am almost level 10 at the moment. I found a new pair of shoes and pants to wear so 20)<u>my stats on my character would be better.</u></p>	<p>GUI map</p>	<p>18. Decision making 19. Morality 20 Self-aware Self-regulation</p>	<p>Self-regulation</p>

<p>6/26. I am Thatonename. I was completing quests in the Westfall province and <u>21) defeated the boss "Hogger" with a group.</u> I met Kahanu, Kumu Adrian, Rashelle, and Kauai. 21a. I met my challenge of trying to go to the end of a gold mine without dying by luring all the monsters out of the mine and killing them one by one. 22) I made my decision of choosing an item from the quest by choosing the equipment that had the best stats without dropping stats in things like intellect or stamina. 23) I leveled up to level 10 and I am almost at level 11. I got invited by a level 25 guild and I accepted it. I also got to choose a specialization from going to level 10 and the 3 classes that I could've chose were assassination, combat, or stealth. 24)I chose assassination because it had increased damage skills in it.</p>	<p>Calculating decision</p>	<p>21. Collaboration 21a. Self-wareness 22.Critical thinking 23.Accomplishment Self-regulation 24. Critical thinking</p>	<p>Self-regulation</p>
<p>6/27. I am Thatonename. I completed a quest today that required me to kill 12 goblin-like miners.25) I easily killed 12 of them because i had a stronger weapon and I also had an ability that gave me the chance to poison the enemy for 40 damage and your weapons had the poison for an hour.26) I met a person that was doing the same quest and that person sent me an invite to be in a group but I declined because it was almost time to go. I made my decision of going on a trip to another realm because I wanted to go to another area to explore and 27) I wanted to go with my friend and do things with him.</p>	<p>27. Friendship</p>	<p>25. Accomplishment 26. Collaboration Critical thinking</p>	<p>Self-regulation</p>
<p>7/1.I am Thatonename. I went to a gold mine and 31) tried to complete a quest but did not know how to do it. I saw John and we decided to do a player versus player game. In this game I chose the mode of capture the flag because it seemed more fun than another mode called domination. In the player versus player game, it was hard to do anything because the enemy team had a lot of people that did a lot of damage. They also ran away from me every time I tried to assassinate them so I did no damage whenever I tried to get a kill. I ended up getting a score of 0 kills and 9 deaths. Also, whenever I tried to steal the enemy flag, another rogue on the enemy team that was a higher level than me would be</p>		<p>31. Critical thinking</p>	<p>Self-regulation</p>

<p>in stealth and kill me the second I entered the flag room. After the game, I decided to go back to the westfall province because I could not find any challenging tasks at the other province. I tried to explore the area and there were monsters that did a lot of damage when I clicked on them. I do not think you were supposed to attack them because after I clicked on one of them, I died from a 54k damage attack. After I resurrected, I got attacked again and died instantly.</p>			
<p>7/2. I am Thatonename. 32) I played a couple of minutes of Capture the Flag with John and Malik and 33) I also played domination with John in PvP. It was still very hard like the last time I played a PvP game with John. All of the enemies continued to run away every time I got close to them so I was never able to do damage. Also, almost all of the enemies were ranged characters (specifically hunters and mages) and did a lot of damage to me by making their pets attack me or using their spells. It was a fun interaction even though it was very challenging. I got no kills in these games but I died a lot less since I learned a little on how to position my self in the game (either guarding the base, staying in the back when a fight had erupted and throwing my daggers to deal damage, etc.) We won the domination game but lost the capture the flag game.</p>	<p>32. Friendship GUI</p>	<p>33. Collaboration Learning Accomplishment</p>	<p>Self-regulation</p>
<p>7/3. I am Thatonename. I did another PvP game today 34) but I played with Kumu Adrian along with Malik and John. We lost that game miserably (the score was about 570 on our team to their 1600 points.) In that game, I died even less than before and I actually got two kills. My score was 2-3 this time instead of the other games where I went 0-5 and 0-16. 34) I also discovered almost all of the areas in the Westfall province since I had to travel across the entire province to complete a quest. I also got enough experience points to get to level 13. While I was doing another quest that required me to kill 2 sets of 7 different murlocs, I did not understand why it did not register as a kill every time I killed one of the murlocs. I also found another item from loot that was apparently the start of a new quest called "General</p>	<p>Friendship</p>	<p>34. Explore Collaboration Accomplishment 35.Critical thinking self-regulation</p>	<p>Self-regulation</p>

<p>Sander's scroll". 35)I did not read it because I did not want to start until after I did my other 2 quests.</p>			
<p>7/7. I am Thatonename. T36) oday I did another PvP game with Malik and John but this time instead of domination, it was capture the flag. We lost 0-3 this game because the enemy team had well placed people and better strategies than us. Another significant thing that happened was that I completely found every area in Westfall. I thought I found every place but it turns out that I was wrong and that I skipped a farm area and a chasm. 37)I also leveled up to level 14 while doing quests that required me to kill a lot of murlocs.</p>	<p>Friendship GUI</p>	<p>36. Collaboration Critical thinking Explore 37. Accomplishment</p>	<p>Self-regulation</p>
<p>7/8 I am Thatonename. I did more quests today and each quest gave a lot of money and experience. I gained about 15 silvers today and I also gold 1 gold from selling all of the items i had been hoarding before. I tired to stop John from leaving Westfall but he left. I got to level 15 today and 38) I chose the upgrade of talents for my stealth passive because I liked to move faster in stealth since I feel like my character is slow and the movement speed bonus in the stealth would help. It would also prevent red tagged monsters to attack me. 39) I decided to do the quest that I found from looting a monster because It said it required a person to be level 9 an I felt like I was a high enough level to complete it. 40) I completed it but it was annoying because it required me to travel back and forth from areas in Westfall and each trip took about 3-5 mins. The reward at the end was worth it though. I got 6 silvers, 1100 exp, an 8 slotted bag, a shirt, and a few potions.</p>		<p>38. Critical thinking 39. Self-efficacy 40. Reinforcement & reward Accomplishment</p>	<p>Self-regulation</p>
<p>7/9. I am Thatonename.41) I did a dungeon with John and went up to level 16. The dungeon was very challenging because the monsters there were elites and had a lot of damage and health. I got a LOT of loot from this dungeon. I earned about 2 golds and 50 silvers. There were also a lot of items that you could try to get from rolling. At first, I was pressing "need" for all of the items</p>	<p>Friendship 42. Fun GUI</p>	<p>41. Collaboration Accomplishment Moral/ethics Collaboration 43. Self-aware</p>	<p>Self-regulation</p>

<p>that popped up and i got most of them. The other people on my team were complaining saying that John and I kept taking all of the loot. They also said they wanted to kick John out of the party because he continued to take most of the loot. I died while my team was still completing the dungeon and for some reason I couldn't resurrect myself from finding my corpse. I had to talk to a healing angel and ask them to resurrect me but they lowered the durability of my items and gave me "resurrection sickness". Overall,42) I thought the dungeon was pretty fun because you got to kill a lot of monsters with a group and it was challenging. Before I did the dungeon, I was traveling all the way from west fall to a place called the "red ridge mountains" to complete a quest there. I was almost there when the dungeon popped up and took me out of there. 43)When I died from the dungeon, I started from the beginning again so I was a little angry.</p>			
<p>7/10. Final Chapter Dear random stranger, I am the person known as Thatonename. I am a human and I am part of the rogue class. The rogues are assassin-like people that can do a lot of damage in a matter of seconds. During my journey in this land called Azeroth, I have experienced many things while trying to gain more experience to conquer foes. 44) There were many abilities that I learned and these abilities were very helpful to do some quests. I could sneak by enemy territory and get away without getting caught. I've done tasks that many people have given me and many were challenging. I started off at a place called Stormwind Valley and I have trained there for a while before I decided that I should leave. Stormwind Valley is a medium-sized valley that has many monsters and quests to do there. I have gotten a lot of money, equipment, and weapons from quests in this area.45) These quests were very crucial to my character because it helped me gain more experience to level up and learn new abilities. A lot of money is also distributed from these quests so I had</p>	<p>Learned abilities Strategy used Knows game navigation and system 47. Fun</p>	<p>44Self-efficacy 45. Critical thinking Self-regulation Collaboration 46. Learning Collaboration 48. Critical thinking 49. Learning Self-aware Reinforcement & reward</p>	<p>Self-regulation Critical thinking</p>

<p>saved up a lot of cash. I have also grouped up with other people that I have known and 46) <u>I learned that grouping up is very fun and important.</u> Grouping is essential to do things like doing dungeons. Grouping up also makes it more fun to do PvP games like capture the flag or domination. I have played games with JohnTheGreat and Leladort. 47)These games were very exciting even though we died a lot and lost most of the games. Throughout my time in Azeroth, I have met many challenges like what items to get from a quest, how to defeat some monsters without getting killed, and many other things. 48)<u>I have died a lot but that is a learning experience in Azeroth. Once you die, you learn to never make that mistake again and it will help you later on so you get more knowledge on which monsters to fight.</u>49) It is important to find an area that you know you can stay in and earn lots of experience because once you run out of quests, it would help to know a place where monsters gave a lot of experience.</p>			
<p>7/14. I am Thatonename. Today I did a lot of quests at the redridge mountains. I got to level 18 and I also got a gold from completing all of those quests. I found an elite monster that was the same level as me so I was tempted to attack it but Kumu Adrian said it would probably beat me so I decided not to fight it. 50)I found out while completing my quests that my stun was very helpful when I was invisible.I got to sneak by enemy defenses and stun the monsters when I had to collect something from that area. I traveled a far area to complete another quest that required me to kill two level 18 monsters and loot weapons from them. This was very hard because these monsters were next to each other and both attacked when I tried to kill one of them. After a few minutes, I noticed that these two monsters were the type of monsters that I could stun(since I could only stun certain types of monsters.) I stunned one of them and tried to kill the other as fast as I could since it only lasted one minute. I actually got to kill both of them without dying. When I was</p>	<p>Help from teacher</p> <p>Discovery of game powers</p> <p>Strategy</p> <p>Risk taker</p>	<p>50. Self-aware</p> <p>Problem solving</p> <p>Perseverance</p> <p>Accomplishment</p>	<p>Self-regulation</p>

done, I traveled to a cliff and accidentally fell in to a camp of about 10 murlocs and died.			
Narrative 9	Notes	Code	Code
6/18 I am Dessithelia. Today I met a man that I forgot his name. He gave me quest to do. Like killing the enemies that are attacking his soldiers. As I killed the enemy I receive these bags and in the bags were tools and stuffs. As I killed the enemies I receive this letter. I met other people. I just follow what the quest because I just wanna move up a level. I don't really know how to play this but when I just follow the instructions that they are telling me what to do I just do it. <u>Sometimes when I don't know what to do I just go back to the person that gave me the quest and just read it carefully.</u> <u>Hopefully tomorrow I can do better than today.</u>	Willing to take risks Not game player but willing to try Able to think	Critical thinking Problem solver Expectation of outcome	Self-regulation
6/19. I am Dessithelia. What I did today was doing my quests and as I do my quest I learned many new things. I also met new people as I did the quests. I had some tough time doing one of the quest because I don't know what to do in this game. So one of my quest was helping me kill my enemies. The people that I met were interesting and really know what they are doing. Well for today I almost died. Well I almost died from a weird creature. It was smaller than me but I was able to kill it. As I go through the game world its really huge. <u>I see some players like in one group and just killing the enemy together.</u> It was amazing. So yeah that is what I did today.	Benefits of collaboration Willing to keep going	Perseverance	Self-regulation
6/20. I am Dessithelia. I went to many places. The places that I went to were dark, smokey, and fire all around the place. And I think that is the place where my enemies stay. So I went to that place because it was one of my quest that I had to do. I killed many creatures there. And yeah I died for the first time. Then I went to this town. It was nice and had a lot of players there and many of the players had pets like dragons, horses and many more. I met many people. I finally leveled up until 5. I am proud of my self.	Willingness to try new navigation protocols	Pride Learned new play	Accomplishment Self-regulation

<p>I earned many rewards for today and had a great time. I died from 2 creatures. One of them was huge and tough. I had hard time fighting them. <u>Well I was fighting with both of them at the same time and that is how it got me killed. Now I know that I have to kill one at a time.</u> So this is what I did today.</p>			
<p>6/23. I am Dessithelia. For today I mostly died a lot. I wasn't mostly looking whoever is in the back of me. But I went to a new place. It was a huge place and a lot of people. I had trouble time completing my quest but <u>I will eventually figure it out soon. I have many quest to do and I will try to do it all.</u> I didn't meet that much new people today. I didn't kill that much people/creatures today but hopefully I will kill more tomorrow. And I will try to do my quest tomorrow. <u>I had hard time finding my way out of that particular place that I am in right now but hopefully I will try find my way of tomorrow.</u> So yeah this is what I did today.</p>	<p>persistence</p>	<p>Expectation of outcome Self-efficacy Goal setting</p>	<p>Problem solver self-regulation</p>
<p>6/24. I am Dessithelia. I've been to many places. I went to familiar places that I went yesterday. <u>I have done better today than yesterday.</u> For today I died only once. I got killed by a group of people and I tried killing them but there were too much of them. I finally leveled up to level 6. I am glad I moved up to level 6. I completed some quests. Some quest are really hard to do because I have so many of them that I have to complete and my world is huge and I still don't know where to go. <u>But I get some help from this arrow on my map, I just follow it.</u> So far I enjoy this game that I am playing. I killed many people/creatures today. Hopefully I would be able to kill more tomorrow. Well my goal for now is to try to complete all my quest and try to level up each day. <u>And for today I learned something new. I learned that in my inventory/backpack there are some armor and clothing that I can put on myself. And I also learn that I could feed my game character. As I did my quest I met new people.</u> So this is what I did today.</p>	<p>Use of gui New knowledge Meeting new people was significant</p>	<p>Risk taker Persistence Self-efficacy Goal setting accomplishment</p>	<p>Self-regulation</p>

<p>6/25. I am Dessithelia. For today I have been doing many quest. I enjoy doing the quests because it helps me move up a level. Today I moved up a level. Now I am in level 7. I'm glad I am in level 7. I got killed today by many creatures. I killed many people/creatures. As I killed them I receive many stuff to put into my bag/inventory. I have many things in my inventory and I am willing to use them. As I kill my enemies I kill them by using some of my powers. <u>I am doing multiple quests at once I know it is to much fir me but I can handle. I met new people and I have discovered new places as I did my quest.</u> Well my goal for tomorrow is to try to finish my quests and try to move up one level. So this is what I did today.</p>	<p>Enjoyment Collecting inventory</p>	<p>Self-efficacy Explore Goal setting acomplishment</p>	<p>Self-regulation</p>
<p>6/26.I am Dessithelia. For today I have done many things that are amazing. I died once today. I died from these group of people and it was not good because I was trying to do my quest but I can't. So I did something else which was doing my other quests. Well today I moved up a level and I am glad I moved up. Then right when I was doing my quest <u>I got into a group of people that I know and worked together with them. We as a group did a quest together which was interesting. Its fun when your in a group and do the quest together because it makes things easier and simple.</u> I pretty much know what I am doing in this game. I also discovered new places today. Well my quests are really difficult to do and I hope I can complete them soon. So my goal for tomorrow is to do most or complete most of the quests and try to move up a level or 2 or more. Right know I am in level 8. Also for today I made a video of me playing the game World of Warcrafts and its cool. So this is what I did today.</p>	<p>Keeps moving forward Growing in skills pride</p>	<p>Self-efficacy Accomplishment Collaboration Goal setting</p>	<p>Self-regulation</p>
<p>6/27. I am Dessithelia. Today I didn't do much of playing the game because I was doing something else. But I completed some quest that are important. I tried moving up a level but I didn't have that much time. But hopefully next time when I play this game I would try to move up a level or more. Well today I died once and it wasn't well but I found</p>	<p>Learned watching what's going on around you</p>	<p>Goal setting Problem solving</p>	<p>Self-regulation</p>

<p>my way back. I died from two creatures that were smaller than me but yeah. I still have some challenges on doing my quest because as I am doing my quests I get killed. <u>I don't really watch my back but maybe I should watch my back.</u> Hopefully the next time I play this game maybe I could try to complete more quests. So this is what I did today.</p>			
<p>6/30. I am Dessithelia. For today I have done many new things. I completed some of my quest and I moved up a level. I went from level 8 to level 9. I'm glad that I moved up. And I discovered new places and I fought new creatures/people. I died today and it wasn't nice because I got killed by a huge spider and a huge wolf. I wasn't looking at my back but next time I should watch my back. <u>I enjoyed today because I did many new things that I didn't do for the past few days. I discovered that I could fly from one place to the other with a gryphon which is cool.</u> I still have difficult time doing my quest but I seem to get them. Sometime when I have hard time doing my quest, like when I have hard time going to that place, I go the map and it shows my quest and that helps me figure out on completing my quest. I enjoy killing creatures/humans because I receive cool and amazing stuffs that I could feed my character or put on my character. So this is what I did today.</p>	<p>Accomplishment New discovery Use of GUI</p>	<p>Reinforcement, reward Problem solving</p>	<p>Self-regulation</p>
<p>7/1. I am Dessithelia. Well I have done many new things do today. <u>I got invited in a group with Kahanu and Aprilejah.</u> I was glad that I have joined them because I did a lot of communications with them. I fought with many creatures/animals/people with them. And I did many quest with them. I help them to level up and kill the creatures. Well today I have leveled up to level 10. I am glad that I haven't died today because I didn't wanna lose my place and I didn't wanna lose my group. Well tomorrow I am planning to help my group to level up the level 10 so they could gain more powers. As I went up to level 10 I was killing creatures/animals/people and it became easier. It became easier because I had new powers that are really powerful.</p>	<p>Helpful & supportive of others Likes playing in group</p>	<p>Collaboration Accomplishment Reinforcement, reward Problem solving Goal setting</p>	<p>Self-regulation</p>

<p>It helps me kill my enemies faster. Well I thought I was going to die today but it turns out I didn't. <u>I really enjoyed playing and working as a group. My goal for tomorrow is to complete my quests, and help my group mates to level up to level 10 and to try to level up.</u> So this is what I did today.</p>			
<p>7/2. I am Dessithelia. Today I have done many things today and I have completed some of my goals and I'm glad I did. <u>Well I grouped up with one of my friends which are Kahanu and Kau'i.</u> I was glad that I had grouped up with them because it became really easy with things. Like they made me complete my quest <u>faster because they help me and guide me.</u> Well I have moved up to level 11 today. And with my new powers are really easy for me to kill my enemies. I'm glad that I have moved up to level 10 because in level 10 you get new powers and they are powerful and helpful for you to kill your enemies. Well I have killed very many creatures/animals/people today. I have died once today by some creatures because there are so many of them that I was alone and couldn't kill them all by my self. But I really enjoyed what I did today. I have helped my group friends level up to level 10 and helped them accomplish some quest that I did. One of them have moved up to level 10 and one of them are almost to level 10. My goal for tomorrow is to try to level up one level or more, try to help out one of my group mate to level up to level 10, accomplish my goals and accomplish my group mates goal. So this is what I did.</p>	<p>Help of friends</p>	<p>Accomplishment Collaboration Expectation of Outcomes Self-efficacy Problem solving</p>	<p>Self-regulation</p>
<p>7/3. I am Dessithelia. Well today I have done many things today and I have accomplished my goals that I made yesterday. I have discovered new places today too around the west side. I also have completed many quests and those quests and killing creatures/animals/people helped me level up to level 12. <u>So right now I am in level 12 and I'm glad that I have moved up because it helped me gain more powers.</u> So around the west its very different than the east side of this game world. So the west side is very dry but in the east side</p>	<p>Everyone helped her, maybe nonplayer characters too?</p>	<p>Accomplishment Pride Goal setting Expectation of outcome Reinforcement, reward Collaboration</p>	<p>Self-regulation Critical thinking</p>

<p>it is green and has more plants. Well I have accomplished my goals which is helping my group mate going to level 10 and try to accomplish my quests as soon as possible. Which I did today. I will have more to accomplish on the next time I will play this game which is on next week Monday. Well my goal that I am going to set for myself for Monday is to try to move up a level again and to accomplish more quests. So this is what I did today.</p>			
<p>7/7. I am Dessithelia and today I haven't done that much in the game today because I had to do a interview. But today I have completed quest that had to be completed and i had leveled up to 13. Well the significant things that I had done today was trying to kill these 3 creatures at once. And I was glad that I had survived that. Well this is what I did today.</p>	<p>Survived!</p>	<p>Accomplishment Problem solving</p>	<p>Self-regulation Self-efficacy</p>
<p>7/8 I am Dessithelia. Today I have done wonderful things. Well the highlight of my day was going to Westfall, its located to the west of the map, well i had to complete quests there. I had fun today. <u>Me, Kahanu and Kauai grouped up today.</u> We did this battle and we had to work as a team to capture the enemies flag and bring it to our base. It was pretty much hard doing that because the other team were so powerful that they were able to kill us all easily. But I had fun. I tried accomplishing most of my goals. Oh and before I went to Westfall I went to Stormwind. Its a huge place. I had trouble time getting my way out of there but as I followed the map it helped me. In the battle game I died a lot. I couldn't stand dying because I don't have that much to do as I die. So this is what I did today.</p>	<p>Fun with group in game Fun although it was hard GUI</p>	<p>Pride Persistence</p>	<p>Self-regulation</p>
<p>7/9. I am Dessithelia. Today I have done many things. As I enter the game I always remember to do at least one or more quests. Well I have recorded a video of me playing World of War crafts today since I forgot to record yesterday. I had fun today. Fighting many people today. The highlight of my day was going to places and finishing quests. I</p>	<p>Highlight going to places & completing quests Navigation must be easier</p>	<p>Pride Accomplishment Reinforcement, reward</p>	<p>Self-regulation</p>

<p>mostly went to Westfall. I had to accomplish many quests there so I thought that I should do them so I can put them aside and do other quests. So I did them. It was a challenge doing them because I have to kill many people/creatures at once and it isn't easy. I have moved up to level 14 today and <u>I received a new power and its really cool. I forgot what it was called but its very valuable.</u> I had to do this quest where I had to kill many things and pick up the things and then give it to the person who gave me the quests. So this is what I did today.</p>			
<p>7/10 Final Chapter Hi I am Dessithelia. My adventures that I had in Azeroth were amazing and wonderful. I had fun doing quests, going to new places, meeting new people and killing people. Azeroth is a beautiful, unique, special and huge world. Since it was a huge world I had to have a map with me to know where I am and where I should go. What I had experienced at Azeroth was doing quests. The quests aren't easy to accomplish because you have to go places, meet people and end up killing things. I had to use my map for every single quest so that I know where I am going because I don't wanna get lost. <u>Since it was a huge world instead of me walking to the place that I wanna go I ride in a gryphon. A gryphon is a huge bird that can fly you to any place.</u> I have been to the west side called Westfall, it is a huge place that is really dry and orange and dead everything. But there are many things to do there like mysterious problems to solve there. And I also have been to Stormwind, it is a huge place its like a castle village. Over there you can get peace and rest. There are many wonderful quests that you can do there. As you enter to Stormwind it helps you rest. Another place that I have been to is Goldshire. Goldshire is a nice place many people to meet there. <u>As you do your quests if you have trouble accomplishing it you can invite other people and let them help you accomplish them. You can join in a group with people around Azeroth and fight with them, accomplish quests with them, you</u></p>	<p>accomplishment immersion learning fun GUI Life easier in a group Alone not fun Leveling is a skill Self-identity Morality, ethics Understanding of game Fantastic story creatures</p>	<p>Explore Problem solving Collaboration Accomplishment Problem solving</p>	<p>Self-regulation</p>

<p><u>can do many fun stuff with them. Being in a group helps me and makes my life easier because being alone is not fun. Sometimes I would group up with Kahanu and Aprileah.</u> They help me to accomplish my quest and I also help them accomplish their quest that I already have done. Fighting with your enemies are not that easy. Like when your trying to kill this particular creature there is a friend of his coming towards you and starts helping him. Now that can get you killed. Trying to kill something is really hard. As you level up you get new powers. You can level up by doing quest and killing things. <u>But you only have to kill the enemies not the innocent animals like the lambs, frogs, rabbits etc...</u> just remember to kill those who are mean and tough looking. As you go through places like Goldshire, Stormwind and Westfall etc. you see other people with animals and a friend. Well you can have that if you only level up and accomplish some quests. You can choose any pet you want. As you level up to level 10 you get new powers. You can also choose your power. As you know, when you kill your enemy you can pick up things and use them usefully. They are really valuable. You can store them in your bag. If your bag is full you can go into an inn or some where that you can sell to someone, and for an exchange you get money. Money can be useful in Azeroth. In order to fly a gryphon you need to pay with coins. You don't spend that much money for a gryphon. Maybe it would cost you for about 5-10 coins I think. <u>Being in Azeroth helps you find who you are and do what you want to do. As you enter into Azeroth your journey begins.</u></p>			
<p>7/14. I am Dessithelia. Today I have done many things today. I had fun of what I was doing today. Well I grouped up with K and Aprileiah. First when I entered my game I first went to Westfall to do quests that I was suppose to do there. Then K invited me to her group so we can do something together for fun. So I got in a gryphon in Westfall and flew somewhere in the north where it is winter season and cold. I meet up there to do a new quest. It was all our first time being</p>	<p>Friends Fantastic story Agency Fun GUI</p>	<p>Collaboration Accomplishment Problem solving</p>	<p>Self-regulation</p>

<p>there. So we discovered many new places there and new creatures and new people there. Its an amazing place. Not that much players there but its still a great place. There are creatures that are ice creatures and mammal like creatures there. I also leveled up to 15 today. So this is what I did today.</p>			
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