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End-of-Summer Report, Submitted August 26, 2014
Summer 2014 Innovative Course Development Grants
Occupied Paris Course with Role-Playing Software
French 471: Culture & Identity (Spring 2015)

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Work Plan submitted in grant:
This project is very extensive and will need to be completed in stages. For the Spring 2015 course, I plan to have at four chapters of the project complete and ready for student use.

 Spring 2014: As part of the History of Paris course, I'll be beta-testing one chapter of the Occupied Paris software in order to determine how students interact with the software, what structural changes are necessary for best pedagogical implementation and what tutorial needs students may have for engaging with the game.

 Summer 2014: Final selection of novels and films for the course. Completion of two additional chapters of the Occupied Paris software.

Work Completed to Date:
 Spring 2014: As promised, I pilot-tested Chapter 3 of the **Paris Occupé** (Occupied Paris) software (the first chapter to be completed) in the *French 470 History of Paris* course. This class was very small (5 students) and taught in a workshop format. Students' responses to the software were extremely positive. We used ARIS for classroom activities throughout the quarter and several of the students used ARIS for their final projects. Their familiarity with the programming meant that they were fairly comfortable already with the software (and also that they appreciated the amount of work it takes to develop games using ARIS). They gave me quite a bit of good, constructive feedback that I'll be factoring into revisions of that chapter (as well as the construction of new chapters).

 At the ARIS Summit (I participated in this workshop/event as part of the TSSA-funded GLS 10 conference), I met with the ARIS team. They helped me learn how to use javascript to code some of the "special" functions I'd like to see in the game-- such as randomizing certain events. I was also able to get a sneak preview of the ARIS redesign. Because ARIS is based on Google maps and Google completely changed its API (I don't know exactly what that means but it's something obviously critical to the project), the ARIS code is being rewritten from Flash (Adobe software) to HTML 5. The new ARIS platform is supposed to go live on September 1, 2014. "Old" ARIS games (such as the **Paris Occupé** chapter I've developed) will need to be migrated to the new server and patched/tweaked to make sure that they work under the new server. (Continued below under Summer 2015.)

Summer 2015: I've been beta-testing the new ARIS software beginning August 1, 2014. Unfortunately, not all of the features are available and functioning. Also, the server gets wiped clean every few days so everything created on it is lost. Therefore, I've had to find alternate ways of making progress on my project this summer. Here's what I've done:

- I've almost completed my selection of texts for the course. I'll definitely be using *Suite française* (Irène Némirovsky) and *Elle s'appelait Sarah* (Tatiana de Rosnay) for the course.   I am still debating about using *W Souvenir d'Enfance* (Georges Perec), *Silence de la Mer* (Vercors) or *Dora Bruder* (Modiano). Two books may be enough because of the other ancillary materials I'll be using, including the multimedia text I'm developing to accompany the ARIS game (see below). Also, many of the students are new to the French major so I don't want the literature to be their predominant activity and will need to gauge their comfort level with reading prior to finalizing the syllabus.

- I have a list of 20 films (fictional and documentary) related to Occupied Paris. Once I finalize the syllabus, I will determine how many of these we will used as required texts versus optional texts for the course.

- I've been using iBooks author to create my own multimedia textbook to accompany the ARIS ***Paris Occupé*** game. Originally, I thought I could feed the essential info to students via the game but after careful consideration, I've decided that the textbook is a better means of dissemination because it better separates nonfiction (historical knowledge) from the fiction of the game play. Although the game is structured by the historical context, the play will be based on students' agency in making choices for their character (and thus fictional). iBooks Author is allowing me to do the following:
    - provide live links to web-based resources including websites, YouTube videos and witness accounts of events
    - provide tutorial support for some game functions such as using the Gallica website of the Bibliothèque Nationale de France (French national library)
    - provide quick reviews, quizzes and study cards
    - link to discussion boards, campus resources, etc.
    - provide bibliographies and filmographies to encourage further learning

  I've not used this tool in the past but am seeing how easy and helpful it is in collating materials for students. I think this will be a big asset to the course.

- I've been "dry-labbing" the game by creating detailed notes for the gameplay elements to be programmed into ARIS 2 once it is available and reliable (i.e. they stop wiping out the ARIS games being developed). The server is supposed to be ready for public release next week so I can begin to enter these elements into the game. I have 2.5 of the 3 new chapters written out. Although there will be other elements that will be added as I program these chapters into ARIS over the next 6 months (I know how I

work!), the main elements have been worked out and are pretty much ready to go.

- In order to "dry-lab" the game, I have been very careful about making sure that the historical information is accurate. Part of this has been carefully reading the newspapers for the corresponding time periods. I use the newspapers to establish costs for items, current events and secondary plot lines. I also have continued to expand my bibliography of historical resources and fictional texts (of all media).

Work Plan, 2014-15 (submitted in grant proposal):

Fall 2014: Meet with a research design consultant in TRC to determine best strategy for project assessment tools. (Because this course will be offered in Spring 2015, I'm unable to apply for an SoTL grant. However, I'd like to participate with the SOTL group, if possible, as part of this grant.)

Winter 2015: Complete fourth chapter of the Occupied Paris project (work continued from Fall 2014). Finalize syllabus based on evaluation instruments and research design.

Spring 2015: Teach class and collect data.

Summer 2015: Analysis of data.

Fall 2015: Presentation of project and results at TRC Event. Preparation of a scholarly presentation and article based on results.

Addenda to above:

Fall 2014: Begin programming new chapters into ARIS.

Winter 2015 (amended): Complete programming of all four chapters into ARIS. Look into national grant possibilities for further funding for project.