

This is a pre-print version of Jennifer deWinter and Stephanie Vie's webtext "Sparklegate: Gamification, Academic Gravitas, and the Infantilization of Play" published in Kairos: Rhetoric, Technology, Pedagogy, 201(1), available at <http://kairos.technorhetoric.net/20.1/topoi/dewinter-vie>.

Scott Reed talking:

I think right now where we are . . . the hardest thing that we face is, having kind of established what the game is, . . . uh, we know we don't have to keep reinventing the wheel every year and that's fantastic. But now I think our . . . our hardest work is . . . legitimacy. Making sure that we don't just build the engaging game but that we're articulate about our reasoning and our purpose for wanting to do it. Um . . . especially having discovered in the last year that many people in the community are going to have a negative . . . sometimes I'd say even knee-jerk reaction to the idea of playing games and trading cards and having sparkleponies in the context of a professional conference. But all of us that work on the game came from the C&W [Computers & Writing] community or . . . and are still a part of it . . . and, uh, are all interested in games and we recognized there was a value for this and there was a way for us to have that conversation. I think now going into our fifth iteration of the game our . . . one of our big challenges is making sure we're articulating that to everybody else, make sure that they understand that there's value, hopefully, in what we're doing.