

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:

We try to ask questions about what experiences we want players to have, and then we have to work on taking those experiences and translating them into game mechanics, into concrete things that players have to do in the game. There has to be rules, rewards, something to . . . for the game to be working as a game.

Then there's the design labor which tends to be more on the technical side. We have to design booklets. We design the tracking sheets. We design the playing cards. We build and update the website.

And then lastly a lot of the labor is the communicative labor. There's communicating with volunteers, soliciting people and publications and organizations to be on our trading cards. We . . . We've communicated with the chairs of the conference, the members of the executive committee and all of that to make sure that, you know, slotting ourselves appropriately into the community and that we're serving the community and that everybody's on the same page with what we're doing. And so overall, there's a . . . there's a good amount of effort that goes into making the game.