

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>.

Wendi Sierra talking:

Um, so, the success story that I'm going to go to is maybe a little self-serving because it's Kyle Stedman, and we obviously . . . we ended up publishing. He won the game his year. So we ended up publishing at *Kairos*.

Kyle started playing the first year and he ended up winning the game by writing a series of haikus about sparklepony and posting them on Twitter. Ah, I can't remember any of them; it was like "Oh glittering blood, as you fly by . . ." Well, then, when he finished the game and he went back to his institution, he was running their annual grad student orientation to the program and he made his own version that was *FYC's the Day*. And it was like a mini-version of what we had done to introduce his grad students to the program, to, uh, I can't remember where he was now. Um, yeah.

But, so he made this program to introduce his grad students to their first-year writing program, to their responsibilities, and things that they would be doing. And to me that's really a success story because he was able to first, grab a new experience about CCCC, the conference itself, but then take the sort of principles and the ideas about games-based learning that were sort of implicitly promoting through the game, take those back to his local context and apply it in a really interesting and a new way that none of us had even thought about. So for me, I think Kyle Stedman is a success story.