



To whom it may concern,

It is with pleasure that I write an enthusiastic recommendation of Ms. Adeline K. Piercy's teaching, as observed when she delivered a guest lecture in my senior-level course at the University of Alberta, *Understanding Video Games*. Adeline's expertise on video game cultures, feminist game research, and "cozy games" made her an ideal candidate to speak in this class, and as such, I would like to offer a brief reflection and recommendation based on observing her course.

In *Understanding Video Games*, students develop game prototypes over the course of a semester and engage critically with game history, contemporary issues, and themes of social justice. Students in the course come from an array of majors, including computer science, art and design, media and technology studies, theatre, and English and film studies. The class is roughly composed of thirty students in their third or fourth years of study, with the majority interested in careers relating to video games and/or graduate study. As such, I often invite guest lectures to class so that students can better connect course material to real life. In particular, Adeline's lecture connected the history of "games for girls" (a subject the students had some familiarity with already) to the contemporary phenomenon of cozy gaming. While many students in the class were aware of cozy gaming through their own play, we had not examined the genre directly. For students in the aforementioned fields and professions, critically examining a game genre one loves can be challenging for students to digest, much less connect with. However, Adeline thoughtfully engaged the class, inviting students to connect these subjects together to help co-construct the importance of these subjects. Adeline helped students share their own experiences and then guided them towards a collective understanding.

While I have previously had guest speakers visit the class (including game studio professionals), Adeline's talk stood out as the one that resonated most deeply with the students. I would also like to note that she implemented strategies at the start of her guest talk that likely contributed to her success, and, at the very least, speak to her enthusiasm as an instructor and care for students. She took time to introduce herself to the students, gauge their interests, listen to their experiences, and use their responses to shape the content of the lesson. This helps to build a much more effective and engaged classroom, beyond merely discussing material that is enjoyable. When she identified that a number of students were interested in understanding what game research looked like at the graduate level, she took time to discuss her experience and day-to-day practice as a researcher, deftly fielding questions from curious students. As such, I find it important to note these successful strategies and how these worked—especially in a classroom that is composed of a diverse group of students.

In short, I believe it is noteworthy to comment on the excellence of Adeline's guest lecture in *Understanding Video Games*, and the tactics she effectively used to create an engaged classroom. She is talented in her pursuits of research and was able to effectively convey that material to students. Adeline has demonstrated a passion for serving in the classroom, a hardworking nature, and will no doubt be a valuable asset to any university in the future.

With kind regards,

A handwritten signature in black ink, appearing to read "PB" with a small heart symbol to the right.

Dr. Persephone Blue Rivas-Berge

Assistant Professor of Experimental Game Design
Co-Director, Certificate in Computer Game Development