



Up Your Game: Learning Through Gaming



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Time Frame 90-120 session(s)

Essential Question(s)

- In what ways could game-based learning impact student factors like motivation, engagement, and the learning environment?

Summary

Meeting students where they are can seem like a daunting task, particularly when it comes to the ever-changing world of technology. However, using intentionally designed games can make learning fun, provide opportunities for critical thinking, and enhance knowledge related to mindset. Participants will have an opportunity to discuss translating practices to suit their program and walk away with resources that will help students get excited to learn through digital games.

Learning Goals

- Participants will associate meaningful learning with past learning experiences.
- Participants will understand that pedagogical supports facilitated by games (Engagement, Motivation, etc.).
- Provided a specific game, participants will identify the learning associated with the game experience.
- Participants will explore/explain how to integrate games within a classroom learning experience.

Attachments

- [Breakfast Club Table Tents.pdf](#)
- [DGBL Table Tents.pdf](#)
- [Session 22 - 3-2-1 Handout.pdf](#)
- [Session 22 - Agenda.pdf](#)
- [Session 22 - Breakfast Club.pdf](#)
- [Session 22 - Classroom Scenarios:I Think, We Think:Research.pdf](#)
- [Session 22 - Instructional Strategy Note Sheet.pdf](#)
- [Up Your Game CBW2018.pptx](#)
- [comic strip activity .pdf](#)

Materials

- Up Your Game PowerPoint
- Agenda
- Instructional Strategy Note Sheet
- Comic Strips (three-frame strip in attachments)
- Two digital Mentimeter slide with questions
- Digital Devices with Internet capability (personal devices are acceptable for this session)
- Classroom Scenarios
- I Think, We Think
- Research Handout
- Breakfast Club Character: Bookmark Cards (printed on a variety of colored card stock, cut and sorted into sets by colors)
- Breakfast Club Character: whole sheet (printed and left whole on a variety of colored card stock to match the bookmark strips)
- 3-2-1 Handout

Engage

Before Session

Game links should be sent to all participants one to two weeks before the session is held. Request that participants play 30 minutes of one or two games before the date of the session (provide a due date). These individual gaming experiences will create a more personal learning connection for each participant throughout the session. Also, slide 9 and 23 must be edited based on the code provided by [Mentimeter.com](https://www.mentimeter.com) once you have created your personal slides with the following questions: Describe how to best engage students in their learning?" and "What instructional elements support engaged learning?" Make sure to set up the two slides as "Presenter Pace" (see image below).

On the top right side of the screen, click on "Configure," "General," and then "Presenter Pace." Also, to retrieve links to share results to the participants click on "Export and Share."

Presenter's Note

Have handouts and materials available on the table for participants. All participants should receive a copy of the "Agenda," "Instructional Strategy Note Sheet," "Classroom Scenarios," "We Think, I Think T-chart," "Research," Tables should be organized into small groups based on the games each participant played before the session, and each table should have the following: "Comic Strips," "Breakfast Club Character: Bookmark Cards and whole sheet (matching colors at each table)," "Breakfast Club Table Tents," and "DGBL Table Tents." Participants use the "DGBL Table Tents" to determine where they sit for the session. This is strictly based on the game they played prior to the session. The "Breakfast Club Table Tents" will be placed on the table also, but used later during the first Explain activity. "Breakfast Club Character Bookmark Cards should be cut and organized prior to the session.

Slide one, is displayed as participants arrive to the session. Using the "DGBL Table Tents," participants sit according to the game they played prior to the session.

Change to slide two. Welcome participants, and briefly introduce yourself and the professional development session.

Change to slide three. Identify the session "Agenda," overarching objectives, and highlight the "Instructional Strategy Note Sheet" as a place to take notes on each strategy modeled during the session.

Use slide four as a transition into the first activity for Meaningful Learning. Change to slide five and ask participant to reflect on a meaningful learning childhood learning experience. Use the guiding questions on the PowerPoint to encourage participants to remember specific examples. Click the slide, and detail how participants will use the three frame comic strips on the table to illustrate this meaningful childhood learning experience. Provide time for them to draw and a few may share out their learning experience. Pose the question "Was this your typical learning experience or environment?"

Possible Responses

Drawings might demonstrate students working in collaborative groups, discussion groups or debates, investigations or experiences that connect to ideas or concepts that go beyond the classroom. These meaningful learning experiences or environments are expected to be different from our typical classroom experience (rows, teacher-centered, notes copied, read the chapter and answer questions, etc.) because they made a lasting impression. However, acknowledge that some might still have a meaningful learning experience in the traditional classroom, but maybe the teacher was exceptional at creating meaningful connections for the students at their individual level.

Change to slide six, and share that this strategy, [Cognitive Comics](#) and the others modeled today can be located on the K20 LEARN Site. The interactive site is free and houses Lessons, Strategies, and Activities that are available for viewing and downloading.

Explore

Transition to slide seven, highlighting the next activity will focus on "Connecting Motivation and Learning."

Change to slide eight and introduce the next strategy, [I Used To Think, But Now I Know](#). Briefly highlight that this slide demonstrates the option to download and modify powerpoint slides for each instructional strategy. This is an excellent feature because each time a strategy is implemented there might be slight variations and this is an easy way to transfer those instructions and expectations to students or participants.

Transition to slide nine, requesting participants take the next two minutes to visit www.menti.com and using the code ## ## # answer the first question presented. *(NOTE: Create your personal Mentimeter slides using the following questions: "Describe how to best engage student in their learning?" "What instructional elements support engaged learning?" Also, edit slide nine and 23 to display your provided code form Mentimeter.com.)*

After two minutes, show the word cloud from Mentimeter. Participants may make notes about the ideas that they notice.

After two minutes, change to slide 10. Begin highlighting the research provided on slides 10 through 22.

Presenter's Note

Do not just read the slides as they are, but understand the research from which these ideas and facts stem. Highlight the importance and impact of factors like Motivation, Engagement, and the Learning Environment so that your participants will better understand the connection to Game-Based Learning. All research is cited within the *Resources* section of this document.

Change to slide 23 after the research has been highlighted and Game-Based Learning has been connected to Motivation, Engagement, and Learning Environment. Request participants to once again visit www.menti.com and enter the same code to access the second question on Mentimeter. *(NOTE: Presenter will need to click to the next question so participants may view and answer it at this time.)*

After two minutes, show the ideas from Mentimeter, and allow time for table talk or whole group discussion regarding the difference between the what participants use to know, but now understand and know because of the shared research.

Change to slide 24 and highlight the K20 LEARN Site again detailing that some strategies have videos demonstrating how the strategy has been used with students successfully in a classroom. Show the video if there is time in the presentation.

Explain

Transition to slide 25, highlighting the next activity will focus on "The Student & Learning." The student and their learning are deeply affected by motivation, engagement, and the learning environment. We are going to explore and explain this further in our next activity.

Change to slide 26 and highlight the [I Think, We Think](#) instructional strategy. Briefly share the expected task before participants begin moving. This slide can stay on the screen until groups have found their Character tables, using the "Breakfast Club Character Table Tents" to determine their new table. Then change to slide 27. This slide clearly provides the remaining steps and the two questions participants should consider when writing their individual and group statements.

- Select one "Breakfast Club Character Bookmark cards."
- Taking your bookmark, move to your Character's table (look for the Character Table Tents)
- Read the scenarios
- Individually write an 'I Think' statement answering the following questions: "What qualities within this environment promote motivation and engagement for this student?" and "What adjustments could be made to promote this student's motivation and engagement?"
- Character groups share their 'I Think' statements and use them to write a group 'We Think' statement
- Return to your original tables and share the 'We Think' statement with your table who had the other "Breakfast Club Character Cards" in the same color as yours.

Presenter's Note

Provide groups with verbal time reminders. For example, "If you have not started writing your 'I Think' statement, please begin doing that now." and, "If your group has not started writing the 'We Think' statement, please start that within the next minute."

Change to slide 28 and instruct all participants to return to their original table (where participants sat at the start of the session). Once participants have returned to their original seats, they begin to share their "We Think" statements with the other participants who had the other four "Breakfast Club Character Cards" in the same color (these groups are will be mixed characters: Brian, Allison, John, Andrew, and Claire). After groups have had an opportunity to share within their groups, ask a few groups to share out a brief report of what was discussed to the whole group.

Possible 'we Think' Statements

"We think that John will be more motivated and engaged in the Mrs. Martinez's classroom because there is a less rigid structure and his rebellious nature might have less to push against. He also might be more likely to reform his behaviors because of peer pressure since group work is expected in class and he has the freedom to choose assignments and approaches to learning content." "Brian would be more comfortable in Mr. Smith's classroom because there he is in control of learning the content provided by the teacher. He knows exactly what to expect and what is right or wrong, thus making adjustments as needed. However, in Mrs. Martinez's class, Brian might actually learn more because he will be pushed to become an independent thinker and learn to generate questions and rationalizations that aren't just provided by someone else. He might develop his own understanding and learn from trial and error. He might develop a growth mindset, learning to see mistakes as beautiful learning opportunities and not as failure." "Allison would have the freedom to express herself in Mrs. Martinez's class. Where as in Mr. Smith's class she might be a wallflower blending in with the majority of the class, never having the the opportunity to have the choice to express her own independent thinking or creativity." "Andrew and Claire might have be able to hide in a class like Mr. Smith's allowing the Brian's of world answer all the questions for them, but in Mrs. Martinez's class they would have the opportunity to develop their socializing in a new form for academia. They both might struggle as first, but with the guidance of a teacher like Mrs. Martinez, they would soon increase the rigor and relevance of their academic conversation."

Character Bookmark Colors And Copies

If you have 100 people make 20 copies of the Character Bookmark cards using 20 different colors of paper/card stock. (i.e. light and dark colors of the following: green, blue, purple, red, pink, yellow, orange, gray/white, tan/ivory, teal/salmon)

Use slide 29 to transition to the Learning Experience. Then change to slide 30. This activity provides the opportunity for participants to link and explain how Game-Based Learning supports the challenge of meeting a variety of students' needs and learning styles. Participants first share their own experience with the game play assigned.

Presenter's Note

If all or at least the majority of participants played the online games assigned, then participants will focus the topic of discussion on synthesizing what they learned about their game play experiences and how that might translate to two of the five Breakfast Club Characters. If the majority of participants did not play any of the games then provide highlights of one of the games so they may have a common understanding of at least one game. *(NOTE: This game play highlight should not dominate this activity because participants need time to reflect, connect, and explain how game play impacts a variety of student characteristics.)*

Change to slide 31. Table groups identify two characters from the whole sheet of "Breakfast Club Characters" (same color as their bookmark cards) and discuss how Game-Based Learning could meet the needs of these students specifically. *(NOTE: These discussions will vary depending upon the information provided in the "PRESENTER'S NOTE" above.)*

Possible General Connections

It is not about the game itself, but what the game does for the learner and the learning environment. Not all games are created equal. Use data about the game and game play to further instruction after game play and experience. Failure in games is okay, that is part of the learning process and building a growth mindset. *(NOTE: These are hidden on slide 32)*

Extend

Use slide 33 to transition to Preparing to Advocate. Now that participants have had an opportunity to connect and explain their individual and collective understanding of Game-Based Learning (online or hands-on), they extend understanding to implementation and next steps beyond the session.

Change to slide 34. Explain these are helpful resources you can use as you prepare to advocate (see slide and Agenda for details regarding resources).

Change to slide 35 and introduce the instructional strategy, [3-2-1](#). The next slide is downloaded and edited from the LEARN site using the PowerPoint Template for this specific instructional strategy.

Change to slide 36. Clicking through this slide, provide a few minutes for participants to reflect and record their answers/thoughts on the provided half sheet of paper labeled "3-2-1."

- Identify three potential stakeholders (teachers, department chairs, administrators, etc.) who you could approach to share the benefits of using Game-Based Learning experiences to support learning.
- Generate two statements that succinctly describe the value of GBL.
- Think of one potential barrier stakeholders might have in using GBL and begin to consider strategies to overcome possible challenges.

If time allows, participants may popcorn out what they recorded for these items.

Possible Responses

Potential stakeholders: administrators, district leaders, parents, students, and other teachers (mindset and paradigm shift); community/business leaders (donations for resources and influence policy) **Value of GBL:** Failure in games is okay, that is part of the learning process and they develop growth mindset. Researchers have found that GBL facilitates intrinsic motivation and student interest due to the novelty of the learning experience (Huang, 2011). **Potential barrier and strategies to overcome:** Funding, contact the community business leaders with a proposal that is supported by research. Or the mindset of others within the school/district; viewed as another thing to learn and implement that will eventually fade out so why change now. Again, create a proposal supported by research then pilot a program with select teachers willing to try and make the change through integration and evidence supported by the success of students within their own site.

Evaluate

Important Note

This session had a NCCEP Evaluation so visit one of our other Activities and the attached PowerPoint to see a possible slides that can be used as an Evaluation for this session. Below is a possible Evaluation for this session and the PowerPoint slide for the description below may be found and modified from the Activity "Owning the Learning: Intentional Student Choice" (slide 19).

Ask participants to think about the most significant point of the session. You can do this by starting with a review of the topic and then posing a question, like, "What point made during today's session helped you understand the importance of promoting **game-based learning**?" Have them either share this point out loud or write it down. Collect participants responses. Analyze responses and use them as necessary during the follow up reflection session.

Follow-up Activities

Important Note

This session didn't allow for a follow up session, however visit one of our other Activities and the attached PowerPoint to see a possible slides that can be used with a group of participants that require a follow up. (NOTE: the word "Strategies" will refer to "Game-Based Learning" for this session).

Presenter's Note

Anywhere from a week to a month after the session, host a scheduled informal reflection with small groups of participants who attended the formal professional development session (this can be one session with all participants or multiple sessions with different participants each time). These follow-up sessions can be held during a PLC or teacher planning period, since they are to be short and informal. Copy slides 20 and 21 and use the attached "SCORE Reflection Note Sheet" from the Activity *"Owning the Learning: Intentional Student Choice"* for this follow-up session.

Begin the follow-up session with slide 20 displayed. Once the session begins, display slide 21 and ask participants to use the "SCORE Reflection Note Sheet" to jot down notes from their experience using one of the strategies in a lesson. The questions on slide 21 will guide discussion. Ask each question and allow each attendee a moment to share about their strategy and experience.

Encourage attendees to use another strategy and continue to follow up with each participant if you are able to because this will create a safe environment of accountability.

Research Rationale

Resources

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