Reflection - Campbell

Thought Process

Since my last class with Professor Schrum - Scholarship of Teaching and Learning - I have been interested in learning and experimenting more with gamification. I remember using games as review activities in high school and undergraduate courses and i brought them to my classes during the past four years as well. I've used BINGO, KAHOOT, and Jeopardy games in my classes in the sport management program. Until this semester, these games have been fact based to review for an exam - where there is only one right answer. This format worked for the objective at hand, which was to review for an exam that was multiple-choice based. I was planning to take gamification into the graduate course realm for my final project in this class, but I had trouble planning for review material that would fit our class objectives. We don't have multiple choice based exams in class, so what is there to review? Also, it would be quite difficult to pick up random references from 15 weeks of readings/videos/discussions (enough where someone would remember the exact information). Professor Schrum was alble to assist me with my content block with a helpful hint - go big - go broad. At first, it was hard to expand my thinking to go beyond just facts and figures. What does going broad mean?? I did not have confidence that I would be able to come up with engaging and thoughtful questions. It took me until Thanksgiving break to finally come up with the questions. I crossed my fingers, hoping these questions were able to be answered, involved critical thinking, but were broad enough for latitude in answers between groups.

Second, I was set from the beginning of class to use a software titled "1Huddle". I had heard of this software used in corporate training (again, where there is one right answer, usually from the employee handbook). I was given access to a demo version (YAY!), but the version only gave me access to play existing games - not to create my own! So disappointing! After thinking my whole project had to be scrapped, I came across a free software - Jeopardy Rocks - in which I could create my own game - and came complete with many of the features that 1Huddle did - without a huge price tag. My project was saved! This was my creative failure, which led to the creation of a Powtoon on the huge disappointment of not having my preferred software available. However, in the end, I preferred Jeopardy Rocks for the my objectives for the project. It was functional, fun, and worked for my objectives. I learned that gamification, just as the larger world of digital tools, should be used in the context of learning objectives - not just to use it for its own sake.

Jeopardy Rocks - questions

https://www.playfactile.com/highered

The link above will take you to the game. One thing I wish I could have done better is make the categories align with the questions. However I do believe the game worked just fine without the connection. I also did not give an answer in order to get a question from the crowd (Jeopardy style...."what is <>", so that answers could be answered in different ways by different people - more than one "correct" answer. The introduction of the "CHALLENGE" was a noteworthy game-changer. The ability to challenge allowed all teams to try to come up with their best answer, rather than idly sitting by as another team answered the question. I plan to keep the challenge part of my game in the mix for future classes - it adds another element of engagement and competition. One thing I would change is the number of challenges allowed. Perhaps two-three challenges for a game lasting 30-45 minutes would be more appropriate to keep teams engaged in the game. I absolutely love the flexibility of the software - I could have created up to six categories, with five questions each, and have up to five teams play. Having the timer on the screen is also an added bonus - as well as being able to score keep directly on the game. Although, I would need to change the timer to have more time (more than 30 seconds) on some of the more interactive questions (ie: time to get out laptop, time to get to whiteboard, etc)

Powtoon video

https://www.youtube.com/watch?v=EgSHJciW4J4

I decided to do a Powtoon introduction to the game. I had used Powtoon to do my Creative Failure, so I felt pretty comfortable using the software again. I used the pre-done story boards (very helpful) and filled in my information, music, and slide timing. All in all, it would have been much quicker to put the information on a PowerPoint, but much more boring. I tried to get my undergraduates to use Powtoon for some of their projects this semester as well, but they didn't - the best I could get from them was Prezi. I will keep trying! Learning to present information differently not only helps a student learn how to use new software, but also helps the other students pay attention to a new way of learning. Death by Powerpoint is most definitely a THING - and I'm doing my part to eradicate it from student's toolbox - by expanding their toolbox.
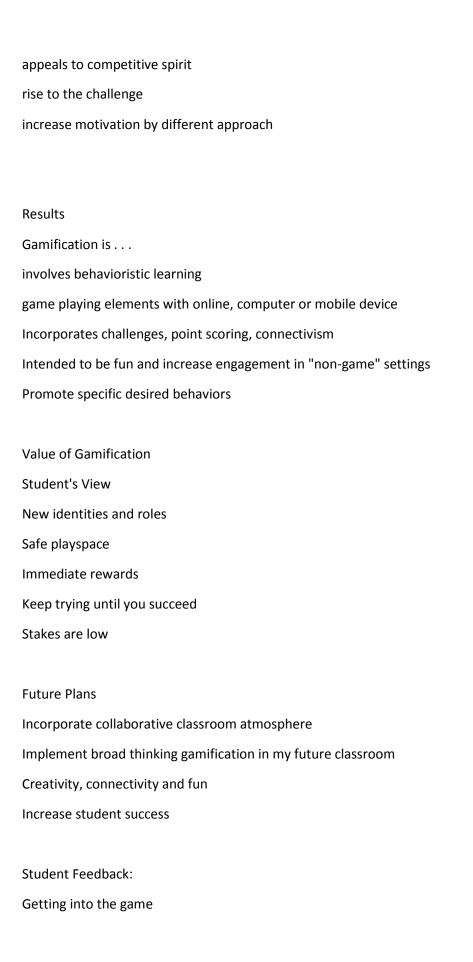
Summary of Gamification Process

Gamification - Active, Gamified, Cooperative, Competitive Learning

What is it?

create engagement

play for the competition

appeals to competitive spirit

rise to the challenge

increase motivation by different approach

Results

Gamification is . . .

involves behavioristic learning

game playing elements with online, computer or mobile device

Incorporates challenges, point scoring, connectivism

Intended to be fun and increase engagement in "non-game" settings

Promote specific desired behaviors

Value of Gamification

Student's View

New identities and roles

Safe playspace

Immediate rewards

Keep trying until you succeed

Stakes are low

Future Plans

Incorporate collaborative classroom atmosphere

Implement broad thinking gamification in my future classroom

Creativity, connectivity and fun

Increase student success

Student Feedback:

Getting into the game

This is fun

This is competitive

I want to win

How can I get more points?

I can succeed and very motivated

I was engaged and motivated to learn as much as possible

Typically:

received prizes at levels

increased my success

realized the value of gamification

To inspire or encourage creativity

Engage/motivate

Makes tasks fun

Games can be created to help students move into different learning styles: cognitive, constructionist, constructivism and connectivism

Students have fun!

I very much enjoyed this project, and the process throughout the semester ensured a quality product. I will used the expanded timeline in my future courses to help my procrastinating undergraduates complete a project in small increments. Thank you for a wonderful class!!