

A TLPDC QUICK TIP SHEET

Need to snap your students out of the nap they're taking?
Try these exercises from the world of gamification for education.

MINEFIELD GAME:

Similar to a game of battleship, use a visual game board to have students compete in a question and answer game.

Recommended game play parameters:
Divide the class between 2 - 5 teams.
Determine how many mines a team can absorb, 1 or 2? (If you have a class that can be divided into two teams, use all 5 mines.)

Minefield game - Instructor View 2					
	A	B	C	D	E
1	Question goes here	Question goes here	Question goes here	✖	✖
2	Question goes here	✖	Question goes here	Question goes here	Question goes here
3	Question goes here	Question goes here	Question goes here	Question goes here	Question goes here
4	✖	Question goes here	Question goes here	Question goes here	Question goes here
5	Question goes here	Question goes here	✖	Question goes here	Question goes here

Or, if you want to declare a winner if a team answers X consecutive questions, whatever game play options you choose, add them as instructions in your own notes. Click to view / download template files for each presentation software type to help get you started. If you don't want to do the work to set up minefield, a simple "Bingo-style" card is provided within the templates.

POWERPOINT

KEYNOTE

Or, use the blank Bingo cards another way. Open class with a break out session where student teams use the cards to place concepts from learning materials that they believe will be discussed during that class session that they complete when your lecture / discussion begins. Or let student teams ask questions they think will stump other teams.

USE POLLING SOFTWARE WITH A NARRATIVE GAME STRATEGY:

Too often we only use polling software as a quiz feature. What if you used it to tell a story and let students participate as tokens (or characters)? This simple act of making a choice sorts students into 4 groups (for polling later) and can engage them with a no-stakes question. Then, use image areas and allow students to select what they might do, based on a story scenario.

You can blend in right/wrong questions if you want to have students compete in some way, too. But, the simple act of having them listen and follow along by making choices should keep them engaged longer. An example of this idea is found in the templates. (Besides the polling options in Zoom, try a free polleverywhere.com account to embed polls into your class environment.) Where most gamify concepts require a lot of planning time, using presentation slides, with images and allowing students to engage throughout, can be accomplished with much less planning.



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USE CHALLENGE-BASED LEARNING (CBL) IN COLLABORATIVE ACTIVITIES:

Through a process of questioning, learners move from a big idea to a concrete and actionable challenge using a CBL approach in three parts, engage, investigate, act (Nichols et al, p. 15).

The framework for CBL is essentially:

1. Engage - The big idea is introduced and is framed as an essential question where the challenge is established with a call to action.
2. Investigate - All learners plan and participate through guided and discovered questions and resources and initial analysis.
3. Act - Solutions emerge and are discussed, implemented and evaluated.

Following, we walk through an example of using the approach, modified from (Nichols, M., Cator, K., and Torres, M., 2016. *Challenge Based Learner User Guide*. Redwood City, CA: Digital Promise.)

THE BIG IDEA IS HUMAN HEALTH

In classroom discussion to engage in the big idea we try to move from the big idea, through questioning to a more actionable one. From: Our topic is human health. That's the big idea.

Where we could start? We can look for research about human health (students get a short period of time to list reference ideas).

In a continuation of the questioning, What does a person need to do to be healthy? (students get a short period of time to list ideas).

To: What are 5 things all humans could do to improve their health? (*this becomes the call to action*).

CHALLENGE BEGINS

Each student prepares their own solution by conducting initial investigation to determine a 5-step plan that they believe would maximize some health benefit for the general public, thereby answering the call to action individually.

INVESTIGATE AND ANALYZE COLLABORATIVELY

Group students in teams (4 or 5, using any modality and Google docs, or a similar combination).

Each person on the group assumes a role and the challenge becomes team-based:

1. note keeper/copyrighter
2. spokesperson
3. lead designer
4. fact-finder(s) (two of them if groups are 5)



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Have teams compile their plans, beginning from each individual's work and then conducting further research until the team agrees to a new best 5-step plan. The plan must include references and evidence that supports their decisions. Have them chronicle their investigation and how all decisions were made.

Each person's role transitions as they prepare to promote their plan by preparing a printed version of the team's 5-step plan that is designed on 1 page with no more than 500 total words used to describe that plan. (Include references/links on that page.) Create it as a shareable PDF.

ACT

Groups convene and share their plans as printed matter.

Each team's spokesperson gets 1 minute to present their team's highlight and to advocate for why it's best and no questions are asked.

Schedule time for Q&A for all teams on a system you determine (raise hand, write in chat, etc.).

Spokespeople are the only team members empowered to respond, but may consult with their team members to formulate that response.

Team challenge ends.

Individuals vote on the best plan independently and privately, through a survey/polling tool and all individuals also respond to likert scale question regarding their experience of the team activity.

A winning team is announced based on the vote.

REFLECTION BEGINS

PDFs and group reflection documents are collected. Using a discussion board tool post the winning PDF 5-step plan and then ask students to commit to that 5-step plan for XX days (instructor choice for how long). Students should use discussion board to post comments about the 5-step plan throughout that time frame. (You, of course, would create your own forum for reflection based on curriculum.*)

Instructor reviews the reflection documents and PDF materials and checks the DB before the next class meeting and begins the next session asking students to debrief the action. Discuss challenges of the health plan and challenges of the entire process before moving on to a new big idea.

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*Insert your big idea to call to action (through a process of guided questions to make the big idea more actionable) and envision a challenge that is appropriate for your curriculum needs. A challenge could last 50 minutes, a week, or several weeks. Challenges can be completed individually, but collaboration fosters better relationships which can lead to better engagement for future classes.
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