

**Regional Office of Education #8
Gamification in the Classroom Syllabus
Lindenwood University**

COURSE INFORMATION

Course Number/Title	Course # EW 51544	More Games in the Classroom
Credit Hours	3 credits	
Semester and Academic Year	Summer 2019	
Course Dates	June 26, 27, 28, July 1, 2	
Location	Regional Office of Education #8 in Freeport IL	
Prerequisite for Course	NA	
Required Books/Materials	NA	
Optional Books/Materials	Online materials as determined by instructor	

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Hours (40 Total)

June 26, 27, 28 8-4:30

July 1, 2 8-4:30

COURSE DESCRIPTION

This interactive course will help educators better meet the components in Domain 3 in the Framework for Effective Teaching for student engagement. Collaborative inquiry and gamification will be a focus as participants experience the concept of inquiry through game play, adapting content to classroom curriculum and Common Core State Standards, researching game strategy, and collaboration in group problem-solving. Standard of Mathematical Practice will be an additional focus with transfer and application of the standards during game play. Designing and developing classroom games with feedback and application will be the culminating assignment.

COURSE GOALS

Understanding Students

Candidates will analyze and evaluate a variety of instructional strategies to enhance student learning in their classrooms.

Serving the Community

Candidates will become advocates for quality instruction in order to support colleagues, administrators, parents, and students in their school setting.

Finding Our Professional Selves

Candidates will design effective new ways to stay current with instructional strategies to improve student learning.

COMPLIANCE with NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS (NBTS)

The National Board of Professional Teaching Standards represents the highest level of professional achievement in the continuum of teacher professional development. There are five core principles (standards) which cover five aspects of professional educational practice:

1. Commitment to students and their learning
2. Knowledge of subject matter and instructional strategies
3. Management and monitoring of student learning
4. Systemic reflection about the teaching profession to learn and grow from experience
5. Collaborative participation in the educational learning community

ILLINOIS PROFESSIONAL TEACHING STANDARDS

Standard 3: **Planning for Differentiated Instruction:** The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

3K: Incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences

3L: Creates approaches to learning that are interdisciplinary and that integrate multiple content areas

3Q: Develops or selects relevant instructional content, materials, resources, and strategies (e.g. project-based learning) for differentiating instruction

Standard 5: **Instructional Delivery:** The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

5F: Knows strategies to maximize student attentiveness and engagement

5I: Uses multiple teaching strategies, including adjusted pacing and flexible grouping to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities

5K: Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of the students

5M: Uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences

COURSE OUTCOMES

- Develop communication skills to better share expectations for learning, directions and procedures, and explanations of content. (IPTS 3K, 3L, 3Q, Danielson 3a,3e)
- Use questioning and discussion techniques to improve quality of questions, depth of knowledge and student participation. (IPTS 5F,5I, 5K, 5M, NBTS 1,2, Danielson 3b, 3c)
- Design activities and assignments that incorporate collaborative inquiry to engage and motivate students in learning. (IPTS 5F, 5I, 5K, 5M, NBTS 1,2,3, Danielson 3c)

COURSE ASSIGNMENTS/PROJECTS – COURSE ALIGNMENT

1. Positive participation in all discussions, activities, field trips and presentations.
2. Design one game and one assessment using the UbD template (essential questions, enduring understandings, assessment evidence).
3. Develop questions based on the revised Bloom's taxonomy and the Depths of Knowledge chart to promote inquiry.
4. Presentation of completed unit to colleagues (must include an activity).

Assignment	Corresponding Outcomes
1. Develop questions based on the revised Bloom's taxonomy and Webb's Depth of Knowledge chart to promote inquiry.	Use questioning and discussion techniques to improve quality of questions, depth of knowledge and student participation. (IPTS 5F,5I, 5K, 5M, NBTS 1,2, Danielson 3b, 3c)
2. Complete games and activities that will provide students with rigor and maximize sustained engagement as well as effective learning	Design games, activities and assignments that incorporate collaborative inquiry to engage and motivate students in learning. (IPTS 5F, 5I, 5K, 5M, NBTS 1,2,3, Danielson 3c)

3. Present to Colleagues	Design games, activities and assignments that incorporate collaborative inquiry to engage and motivate students in learning. (IPTS 5F, 5I, 5K, 5M, NBTS 1,2,3, Danielson 3c)
4. Assessment Evidence through performance tasks and evidence so students self-assess and reflect upon their learning.	Use a balance of assessments in instruction to monitor student learning (7J, 7K, 7L, 7Q, NBTS 3)

COURSE EVALUATION and WEIGHTING OF ASSIGNMENTS

Assignment	Possible Points
1. Develop content questions	20 points
2. Design games	30 points
3. Presentation	25
4. Assessment Evidence	25
Attendance	50

Points and Percentages	Grade
93-100 %	A
85-92%	B
77-84%	C
0-17%	F

COURSE SCHEDULE

Date	Course Content/Topic	Required Readings/Activities -or- Tasks to Complete	Assignments Due -or- Reminders
Session 1	Course Introductions Building Background Knowledge on Gamification, Game Play, Breakout Kits	Positive participation as defined by the group in opening activity	
Session 2,3	Game Play and classroom adaptations (Goosechase, Breakoutedu, Space Team, Spyfall, Dice and card games for math skills/probability, etc.)	Sharing results with games implementation	
Session 4	Game Play and classroom adaptations, developing assessment, student evidence of learning	Sharing results, rubrics developed, close reading of directions	
Session 5	Presentations, student created games, additional Game Play	Trial of published games, Reflections and feedback	All assignments due by July 10

REFERENCES

Gregory, G., & Kaufeldt, M. (2015). *The Motivated Brain: Improving Student Attention, Engagement, and Perseverance*. Alexandria, VA: ASCD.

Ostroff, W.L., (2016). *Cultivating Curiosity in K-12 Classrooms: How to Promote and Sustain Deep Learning*. Alexandria, VA: ASCD.