



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Education & Behavioral Sciences
Department of Technology, Innovation & Pedagogy

In Partnership With:



TIP 508 Workshop
Engaging Students Using Gamification

Instructor of Record:	TBD
Address:	iLearn Collaborative 1550 Wewatta St., Suite 200 Denver, CO 80202
Email:	berholtz@ilearncollaborative.org
Phone:	(303) 522-2319
Course Credits:	2.0 graduate credits
Dates & Times:	Online: TBD The student must spend a minimum of 10 hours online per unit on the LMS completing course requirements, and is expected to spend approximately 5 hours offline per unit compiling and submitting assignments. Three one-hour synchronous sessions will be offered. Dates and times for these sessions will be communicated to students.

COURSE DESCRIPTION:

This course provides educators with the opportunity to study the impact of gamification in a blended setting. Participants will learn basic game theory, explore elements of gaming that can be added to existing courses and to apply the characteristics of a successful gamified course. The end product is a gamified course outline that can be put to use immediately.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

1. Develop a conceptual understanding of game theory

2. Explore some common elements of games
3. Apply gamification strategies to the classroom
4. Design and deliver a gamified lesson from an existing unit of study

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Supplemental Reading:

Article links for openly sourced, supplemental reading and videos are included in each unit's topic.

COURSE REQUIREMENTS:

In order to receive a Passing grade, the participant must complete the following course requirements:

1. **Discussion Board Postings:** Two (2) Original Posts and three (3) Responses per post per topic. Discussion board postings are typically based upon course readings and videos and require students to analyze, synthesize, reflect, and respond.
2. **Assignments:** Assignments require students to apply session content to current blended practices, designing and developing learning activities for classroom implementation.
3. **Final Project:** The final project is a culminating assignment that requires students to design, develop, and deliver a gamified lesson in a blended classroom. Students will engage in peer observation, gather and analyze data, make observations, and reflect on the learning and instructional experience.
4. **Reflective Essay:** This assignment requires students to conduct deeper investigations into the subject matter, producing an essay that synthesizes their findings, observations, and reflections.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Discussion Participation	20%
Assignment Completion	10%
Final Project	30%
Reflective Essay	40%

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

COURSE SCHEDULE:

UNIT ONE: Game Theory

- Topic 1: Why Gamify?
- Topic 2: Game Thinking
- Topic 3: Game Elements

UNIT TWO: Game Elements

- Topic 1: Fun
- Topic 2: Narrative & Gaming Worlds
- Topic 3: Incentives & Feedback

UNIT THREE: Gamifying Your Classroom

- Topic 1: Planning for Success
- Topic 2: Theory Into Practice

UNIT FOUR: UNIT FOUR: Reflective Essay

UNC's Policies

UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student's website, Student Handbook link www.unco.edu/dean-of-students/pdf/student-code-of-conduct.pdf.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>.

Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Special Term/Short Course

Special Term Courses do not meet during a typical semester (begin or end earlier or later), these courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to "special term/short course deadlines" from this link: <http://www.unco.edu/registrar/current-students/course-add-drop.aspx>, to learn the dates for this course.

Billing & Requesting Transcripts

You will receive an email (to the UNC student Bear email account) when your bill has been posted. Bills are sent monthly; if your registration is processed in the middle of the month, you will not receive a billing statement until the following month. If you do not receive a billing statement, please contact UNC's Bursar's Office (part of Bear Central) at 970-351-4862.

There are two options for requesting transcripts. For an unofficial transcript, on your Student tab in URSA, choose "Unofficial transcript" located under the "Grades" heading. For an official transcript, go to: <http://www.unco.edu/registrar/etranscripts.aspx>.

ENGAGING STUDENTS USING GAMIFICATION RUBRIC

FORMATIVE ASSESSMENTS

Formative assessments measure your engagement with and understanding of content delivered in each topic. These assessments provide opportunities to reflect on your assignment as well as deliberate over topic content with your classmates in a discussion forum. Each assessment has a maximum rating of 30 points indicating topic knowledge and reflection.

FINAL COURSE PROJECT: Design and Deliver a Gamified Lesson

Criteria	Grading Scale		
Implementation and Supporting Documentation	25 The supporting documentation incorporates all elements addressed in the instructions. Details are clearly communicated, and content demonstrates mastery of key concepts of gamification implementation.	15 Most criteria of the supporting documentation are included. One or more items are missing and/or lacking details. Content mastery is evident for the most part with only one or two elements excluded.	5 The gamified lesson is missing most of the listed criteria.
Reflection	25 Addresses all criteria, providing depth in response to questions.	15 Addresses most of the criteria, though little depth is added to response.	5 Lacks depth and details in response.
Peer Observation	10 Addresses peer observation requirements, provides clear feedback.	5 Attempt at feedback as per observation requirements.	0 Does not provide peer feedback.

COLLEGE CREDIT ASSIGNMENT: Reflective Essay

Criteria	Grading Scale		
Responsiveness to Topic	15 Demonstrates thoughtful understanding of topic and criteria. Responds effectively to all aspects of assignment.	12 Addresses most of the assignment criteria. May slight some aspects of topic in response.	5 Demonstrates inability to understand assignment criteria and lacks a meaningful response to the topic.
Communication of Ideas	15 Thoroughly explores topics, going beyond scope of subject matter to include insightful comments, ideas, and observations of key concepts	12 Demonstrates some comprehension of topic though treats	5 Is unfocused and incoherent.

	and texts.	subject matter simplistically or repetitively.	
Length and Organization	15 Meets length requirement and Is clearly organized with well-supported ideas.	12 Meets length requirement and is somewhat organized with some supported ideas.	5 Does not meet minimum length requirement and Is undeveloped with little or no support.
Mechanics, Sentence Structure, Grammar, and Spelling	15 Is free from errors in mechanics, structure, grammar, and spelling.	12 Has some errors but demonstrates control of mechanics, structure, grammar, and spelling.	5 Contains serious issues in mechanics, structure, grammar, and spelling.

CLASS SCHEDULE:

UNIT 1: GAME THEORY

Unit 1 - Topic 1: Why Gamify?

- **What is Gamification?** Teachers will open the topic with a video that illustrates the power of making the mundane engaging and innovative. As a result of taking this course, teachers will reflect on their instructional practice and focus on turning the ordinary into extraordinary through the application of gaming elements. Teachers will understand what defines gamification in terms of types (structural and content) and examples of those types.
 - Resource exploration:
 - Video: Volkswagen - “Piano stairs - TheFunTheory.com” (2009)
 - Website: [Gamified UK](#)
 - Video: Karl Kapp - “What is Gamification? A Few Ideas” (2014)
- **Gamification vs. Game-Based Learning:** Understanding the difference between gamification and game-based learning is essential, as most educators consider playing a game once work is finished is an example of gamification. In this section, teachers will explore the differences between the two. Teachers will understand that gamification is “the application of game mechanics in a non-game context to promote desired behavior and drive learning outcomes” as opposed to game-based learning, which is “training (teaching) that uses game elements to teach a specific skill or achieve a specific learning outcome.”
 - Resource exploration:
 - Website: TrainingIndustry.com
 - Article: ASCD - “The Difference Between Gamification and Game-Based Learning” (Isaacs, 2015)
 - Blog: Capterra - “The Difference Between Gamification and Game-Based Learning” (Isaacs, 2015)

- **Gamification Benefits:** Understand what gamification is, teachers will examine the myriad benefits this instructional strategy offers, which include increased engagement and achievement.
 - Resource exploration:
 - Video: TEDTalk - “Gaming Can Make a Better World” (McGonical, 2010)
 - Video: XPRIZE - “Games and the Future of Education | ABUNDANCE” (2016)
 - Video: Teachings in Education - "Gamification in the Classroom" (2018)
 - Article: The Learning Council - “Gamification & The New Education Paradigm” (Wilczynski, 2020)
- **Learning Theories and Gamification:** Teachers will examine research connected to motivation and learning through gamification implementation. In many games, players are encouraged to learn as they go and work as a team, another benefit of gamification. These ideas are embodied in the theories of social constructivism and connected learning. As teachers will learn, these pedagogical theories explain why gamification can be a successful strategy for a blended classroom.
 - Resource exploration:
 - Blog: Pragmatic Education - “Motivation and Instruction” (Kirby, 2014)
 - Article: Science Direct - "How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction"(Sailer, et al,2017)
 - Resource: Study.com - "Constructivism in Classroom Gamification" lesson (Clint)
 - Website: Game to Learn - Why Gamify, Theories of Learning
 - Resource: Knewton - “The Gamification of Education” (2014) infographic

Unit 1 - Topic 1 Activity:

- **Knowledge Check: Gamification Elements** (interactive game)

Unit 1 - Topic 2: Game Thinking

- **Game Thinking and Learners:** Game designer Amy Jo Kim defines game thinking as "the art and science of engaging customers on a compelling path to mastery" (2017). With that definition in mind, teachers will consider how game thinking relates to gamification or even education. If we replace Ms. Kim's word "customers" with the word "students", we have a very good definition of what we would like gamification in the classroom to be-the art and science of engaging *students* on a compelling path to mastery. Teachers will keep this in mind as they look at game thinking in relation to engaging students using gamification.
- **Types of Gamers:** Teachers will gain a deeper understand of the various gamers (Griefers, Achievers, Explorers, Socializers) and how it translates to learning in a gamified classroom.
 - Resource exploration:
 - Article: UX Collective - "Designing Your Game Mechanics Based on Player Types"(Dori, 2020)
 - Blog: MRMATERA - “What Gamer Type Are You?”

Unit 1 - Topic 2 Activity:

- **1.2 Assignment: Identify Your Gamers**
 - You have learned about the different types of gamers in Topic 2: 1) Griefers, 2) Achievers, 3) Explorers, and 4) Socializers.
 - Let's begin with you. You completed the [Bartle quiz](#) to determine what type of gamer you are. Share with us the results and explain how someone might engage you in gamification.
 - Now let's move on to your students. Design and develop an assessment/survey to determine what

type of gamer each student is.

- Administer the assessment/survey in your class. Collect and review the results.
- Post the link to your assessment/survey and provide a summary of the results.
- Provide your thoughts, ideas, and strategies for how you plan to reach each type of gamer in your classroom.
- Be sure to read and comment on your classmates' posts, offering insight and feedback.

Unit 1 - Topic 3: Game Elements

- **Applied Game Design:** Teachers will explore the various elements of gaming in this section. They will understand that design begins with the end-user in mind. Motivating students really ties to skill-building, which produces engagement. The games they design or choose should be student-driven, addressing individual learner's objectives, skills, knowledge, and even relationships. The ultimate goal, of course, is mastery of key concepts and skills.
 - Resource exploration:
 - Video: MrWhitbyd - "Gamification in Education" (2016)
 - Blog: Amy Jo Kim - "What is Applied Game Design" (2015)
- **Game Mechanics:** Teachers will discover that game mechanics are rule-based systems/simulations that facilitate and encourage a user to explore and learn the properties of their possibility space through the use of feedback mechanisms. Feedback loops establishes a process by which students learn through gamification. Teachers will learn that the most successful gamification systems combine mechanics and supporting elements that include: 1) narrative, 2) immediate feedback, 3) fun, 4) scaffolded learning, 5) progress indicators, 6) social connection, and 7) player control.
 - Resource exploration:
 - Blog: LOSTGARDEN - "What Are Game Mechanics" (Cook, 2006)
 - Article: Mart.Virkus - "How Feedback Loops Work in Game Design" (2018)
 - Article: Learning Theories - "Gamification in Education" (2016)
 - Article: "Gamification in Education: What, How, Why Bother?" (Lee and Hammer, 2011)
 - Resource: Educational Electronic Games - Rubric

Unit 1 - Topic 3 Activities:

- **1.3 Discussion: Types of Gamification**
 - In his blog entry "[Two Types of #Gamification](#)", Karl Kapp explains the differences between structural and content.
 - Do you plan to use Structural Gamification or Content Gamification in your courses? Explain your reasoning.
 - After your initial post, respond to your classmates.
- **Unit 1 Gamified Example: WebQuest Badge Activity**
 - A WebQuest is a simple way to get started with gamifying your classroom so let's try one out!
 - For this WebQuest, you're going to explore ideas for gamifying your classroom. Once you have completed the quest, **let your facilitator know** so you can receive your Quest Completion badge in Schoology!
 - Click the link below to complete the quest. As you move through the WebQuest, consider how you might use a quest in your existing unit of study.
 - [Gamify Your Classroom](#)
- **1.4 Assignment: Design and Deliver a WebQuest**
 - Now that you have completed a WebQuest, you're ready to create one for your students.
 - Determine what kind of WebQuest you'll have your students conduct for the existing unit of study you chose for this course.

- Use the WebQuest tool in the previous activity or choose from one of the cool tools featured on the Teachers First site, "[Webquest 101](#)".
- Design your WebQuest and determine how you'll gamify it. Will you assign badges? Have students progress to another level?
- Deliver the WebQuest to your students and collect feedback (you can create an online survey, conduct a whole-group discussion, set up an online feedback forum, etc.).
- Submit both the WebQuest tool and your audio or video reflection of the learning experience:
 - What went well with the WebQuest?
 - How did you gamify the experience for your students?
 - Were there relevant challenges? How did you address/overcome those?
 - How did you measure student engagement?
 - Did the WebQuest appeal to the different gamers in your classroom? Why or why not?
 - What feedback did your students provide that was helpful?
 - If you delivered this activity again, what would you do differently?
- Once you post, respond to your classmates.

UNIT 2: GAME ELEMENTS

Unit 2 - Topic 1: Fun

- **Incorporating Fun Into Instruction:** Teachers understand from Unit 1 that various elements of gamification will engage students and enhance the learning experience, thereby boosting achievement. Incorporating “fun” into instruction is just one of the elements teachers will focus on.
 - Resource exploration:
 - Article: InformedED - “Refuse to Be a Boring Teacher: 15 Ways to Have More Fun” (Briggs, 2015)
 - Article: ThoughtCo. - "10 Ways to Keep Your Class Interesting: Teaching Strategies to Make Your Class More Fun" (Cox, 2019)
- **Motivation:** Teachers will learn that fun also ties to motivation. As they examine the differences between intrinsic and extrinsic motivation, they will explore strategies and ideas for applying the information to their gamified curriculum.
 - Resource exploration:
 - Blog: Hubspot - "Intrinsic and Extrinsic Motivation: What's the Difference?"(Bernazzani, 2017)
 - Article: Very Well Mind - “Differences Between Extrinsic and Intrinsic Motivation” (Cherry, 2020)
- **Goals and Objectives:** Teachers will understand that objectives can also be known as goals and are linked to external motivators in a gamified class. Completing a goal can be known as "leveling up". Teachers will set objectives as the first step in planning their gamified course. Each time a student completes an assignment, unit, or otherwise meets a goal, teachers should consider awarding students with a badge or level-up. The completion of goals, leveling up, or earning rewards can also encourage intrinsic motivation in students.
 - Resource exploration:
 - Blog: Waterford.org - "How to Use Gamification in Your Classroom to Encourage Intrinsic Motivation"(2019)
 - Website: Mozilla's Open Badges Project

- **Flow:** Flow is the intrinsic reward that satisfies the learner. Pedagogically, it looks a lot like scaffolding, where the level of challenge is just above where the student is at in his/her learning but is not unattainable. Flow also requires immediate feedback and clear objectives. As teachers review a flow diagram, they will consider how flow will be incorporated in their gamified curriculum.
 - Article: Edutopia - “Beyond Student Engagement: Achieving a State of Flow” (Aguilar, 2012)
 - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *What motivates you? What can you do to promote intrinsic and extrinsic motivation in your gamified classroom?*

Unit 2 - Topic 1 Activities:

- **Knowledge Check: Gamification Elements** (interactive multiple choice)
- **2.1 Assignment: Analyze a Game**
 - Choose a game that you have recently played. It could be an entertainment game (Minecraft, World of Warcraft), an educational game (Trivia Crack, Dark Ages), or an activity game (chess, Uno).
 - Include a brief description of the game.
 - Describe the intrinsic motivators for this game.
 - Describe how “flow” fits into the user experience.
 - Describe one element of the game that you think can be integrated into the classroom.
 - What badges could be incorporated into the game?

Unit 2 - Topic 2: Narrative & Gaming Worlds

- **Narrative:** Teachers will understand that their gamified content will most likely include a narrative or storyline. Not only does narrative draw students in, but it also keeps them engaged throughout. Goals should relate to the narrative to keep students on track and focused on the task at hand, which ties directly to learning targets. In this section, teachers will explore the power of narrative and examples they can integrate into their gamified content.
 - Resource exploration:
 - Article: TCEA - “Gamifying Your Classroom or PD” (Gracey, 2015)
 - Article: Edutopia - “Gamification: Engaging Students With Narrative” (Keeler, 2015)
- **Missions and Modding:** Teachers will learn that missions are also known as challenges, levels, units, or quests, and typically involve the use of narrative for roles, objectives, etc. Missions generally start with an orientation or tutorials on how the class/game will be run. It is necessary to successfully complete this mission before beginning the rest of the class. The goals of a mission are to reach mastery or “boss” level. Modding is another gamified strategy. Teachers will understand that modding passes power to students in that it allows them to modify the challenges and games as they’re participating in them.
 - Resource exploration:
 - Blog: Ditch That textbook - “Themes, teams, and side quests: A superhero’s guide to gamification” (2018)
 - Article: Edutopia - “Gamifying Student Engagement” (Farber, 2013)
 - Website: Quest to Learn
- **Creating Gaming Worlds:** Another strategy teachers will explore is creating their own gaming world for their course, which could be housed in their LMS or digital platform.
 - Resource exploration:
 - Wix
 - Weebly
 - Classcraft
 - ClassDojo

- Gradecraft
 - Video: Classcraft - “Classcraft Introduction” (2015)
 - Webinar: Classcraft - “Teaching Science with Classcraft Webinar” (2017)
 - Blog: ISTE - "5 virtual worlds for engaged learning" (Wheelock, 2015)
 - Article: Mashable - “How a High School Teacher Is 'Gamifying' World News” (Magdakeno, 2014)
- **EduLARPS:** Any gamers out there may be familiar with LARPs: live-action role-play scenarios modeled after such games as Dungeons and Dragons. This has inspired some teachers to create EduLARPs, in which students are part of live-action role-play as part of their day. In some cases, there are entire schools that teach with EduLARPS.
 - Resource exploration:
 - Article: MindShift - "How Schools Spark Excitement for Learning with Role Playing and Games"(Larvis, 2019)

Unit 2 - Topic 2 Activity:

- **Knowledge Check: Narratives & Gaming Worlds** (interactive multiple choice)

Unit 2 - Topic 3: Incentives & Feedback

- **Incentives:** Also known as achievements or rewards, incentives are an external motivator for students. Teachers will consider setting up a system where students can earn rewards for both cooperation (example: 80% of students in the class pass the exam) and competition (example: the team who submits answers the quickest). They will understand some of the most common reasons for setting up a rewards system, including: 1) failing grades, 2) incomplete assignments or homework, 3) low student motivation and interest, 4) chronic behavior problems, 5) refusal to do work, 6) poor attention and focus, and 7) students not getting along with each other.
 - Resource exploration:
 - Article: eFront - “Better Participation Through Rewarding Users” (Andriotis, 2015)
 - Blog: Classcraft - "Why is it important to have a classroom reward system?" (Dean, 2019)
- **Badging:** As teachers explore myriad badge strategies, ideas, and systems, they consider which can be integrated into their instructional practice to support their gamified content.
 - Resource exploration:
 - Article: The Tech Edvocate - “5 Ways to Use Digital Badges in the Classroom” (Lynch, 2018)
 - Article: Classcraft - "How to create a digital badging program in your classroom"(Hamm, 2018)
- **Additional Gamification Strategies:** In addition to badging, teachers will learn about other strategies such as markets, item shops, and Easter egg hunting. These techniques are designed to motivate students in a variety of ways and can be combined with multiple gamification strategies.
 - Resource exploration:
 - Remixing College English article “Using Easter Eggs to Encourage and Reward Persistence and Curiosity” (2013)
- **Feedback and Leaderboards:** Teachers understand the importance of feedback loops. They’ll explore additional strategies for using real-time feedback to motivate students. Leaderboards can be used as a strategy for creating competition among students (“players”).
 - **Resource exploration:**

- Kahoot
- Quizizz
- Quizlet
- Blog: EdWeek - "Grades Should Be a 'Feedback Tool'"(Ferlazzo, 2019)
- Blog: Gamification Nation - "Feedback in Learning" (Coppens, 2019)
- Article: eLearning Brothers - "How to Create a Leaderboard for eLearning with Google."(Kingsley, 2016)
- Video: Chris Hesselbein - "Classroom Leaderboard and XP Calculator with Google Forms (Basic version, Elementary Level)" (2017)
- Video: Chris Hesselbein - "Classroom Leaderboard and XP Calculator with Google Forms (Advanced Version, Secondary Level)" (2017)

Unit 2 - Topic 3 Activities:

- **2.2 Discussion: Gaming Elements-Moving Closer to the Goal**
 - You have explored a wealth of information on gaming elements this week. Which gaming elements will you consider using in your classroom? Speak to the specifics of each as they apply to your content.
 - After your initial post, respond to your classmates.
- **Unit 2 Gamified Example: Wakelet Badge Activity**
 - Participate in two games regarding motivation to earn the SuperGamer badge.
- **2.3 Assignment: Design and Deliver a Game**
 - Now that you have experienced a Wakelet, let's build something for your existing unit of study!
 - Determine what content from the unit you'll gamify.
 - Build your Wakelet (you may also want to try a Play Brighter game), or if you'd like to use another gamification tool, go for it!
 - Determine the motivation you'll build into the game. What do students earn as a result of playing? What's the objective?
 - Deliver the game to your students and once more, collect feedback.
 - Submit both the game and your audio or video reflection of the learning experience:
 - What went well with the game?
 - How did you gamify the experience for your students?
 - Were there relevant challenges? How did you address/overcome those?
 - How did you measure student engagement?
 - Did the game appeal to the different gamers in your classroom? Why or why not?
 - What feedback did your students provide that was helpful?
 - If you delivered this activity again, what would you do differently?
 - Once you post, respond to your classmates.

UNIT 3: GAMIFYING YOUR CLASSROOM

Unit 1 - Topic 3: Planning for Success

- **Gamifying Your Classroom:** As teachers prepare to gamifying a lesson or unit, they will review the benefits of gamification: 1) gains and retains learners' attention (engages and entertains), 2) has a competitive narrative, 3) clearly defines policies and procedures, 4) has flow (tasks and rewards are achievable but challenging), 5) provides fast feedback, and 6) teachers learners the content.
- **Tips for Gamifying Your Classroom:** Teachers will learn about tips and strategies for gamification implementation, including the incorporation of old school games, digital games, quests, boss battles, and badges.
 - Resource exploration:

- Article: ISTE - "5 Ways to Gamify Your Classroom" (2020)
 - Article: Ditch That Textbook - "20 Ways to Gamify Your Class" (2020)
- **Managing Your Gamified Classroom:** Teachers will understand that they must move away from "sage on the stage" and design instructional practices around supporting student agency. Gamification promotes agency and self-directed learning if implemented and managed correctly. It's therefore essential that teachers' policies and procedures are clearly communicated as they enter the gamified world with their students. They will consider their gamification elements and be proactive by planning strategies for any issues or problems that might arise.
 - Resource exploration:
 - Article: We Are Teachers - "The Teacher Report: Classroom Management Tricks to Keep Game-Based Learning Running Smoothly" (Hudson, 2012)
 - Video: Tom Driscoll - "Student Perspectives on Gamification" (2013)

Unit 3 - Topic 1 Activities:

- **3.1 Assignment: Narrative**
 - Consider what the narrative of your gamified class will be. Aliens from space? A time in history? A fictional superhero? Choose a storyline that will capture and retain the attention of your learners.
 - Begin this story and use one of the tools below to create at least 4 choices that learners must make.
 - If you plan to use this with your students, you may choose to base the story or choices around content or as an introduction to the policies and procedures of your class.
 - Tools
 - [Inklewriter](#)
 - [Google Slides](#)
 - [Twine](#)
 - [YouTube \(tutorial\)](#)
- **Unit 3 Gamified Example: Choose Your Own Adventure Badge Activity**
 - Click on the "Choose Your Own Adventure" example of how this unit could be gamified. Once you have completed the adventure, **let your facilitator know** so you can receive your Adventure Badge in Schoology!

Unit 3 - Topic 2: Theory Into Practice

- **Gamification Lesson Design, Development & Delivery:** Applying the content teachers have learned in the course, they will prepare and implement a lesson that integrates gamification strategies and methods.
 - Step 1: Using the existing unit of study you chose for this course, design and develop a gamified lesson using this [lesson plan template](#). You will need to make a copy of the template before editing it. For your gamification element, you can try "Choose Your Own Adventure" or develop something new from the resources shared in this course. Keep in mind your narrative as you begin development.
 - Step 2: Produce a 3-5-minute video OR a photo journal of you delivering a portion of the gamified lesson. This can be a snippet of students engaged with the game you designed or a whole-group feedback session (it's entirely up to you). Please note that due to FERPA, your video should only capture teacher facilitation; students should not be in the video unless you can blur their images. If you walk around the classroom, engaging with your students during the lesson, the video should capture audio. Photo journals may contain student quotes.
 - Step 3: Reflect on the instructional and student learning experience by responding to these questions in a written, video, or audio format:
 - Describe your experience in designing and developing a gamified lesson for a unit of

study.

- What specific elements of the lesson engaged your students?
 - What did you observe from the data you collected (can be game data, awarded badges, number of students leveling up, etc.)?
 - What went well with the gamified lesson you implemented? What were relevant challenges and how did you address those challenges?
 - What did your student feedback reveal about this learning experience? How will use this information moving forward?
 - How did the overall learning experience inform your current instructional practice?
 - What are your next steps moving forward as a practitioner integrating gamification in your classroom?
- Step 4: Add your video/photo journal link to this [form](#). In it, you will be asked if you'd like to share your lesson with other practitioners taking this course. We hope you'll consider allowing educators to learn from your experience and expertise. Just like our students, we learn best from one another!
 - Step 5: Post the link to the [template, video, and reflection responses](#) in Unit 3 of the course (in the assignment/discussion submission). Before you submit, go back through the lesson and in the discussion forum where you post the video, ask for specific feedback on sections where you need recommendations, ideas, or solutions to problems you see in your lesson design. For example, if there's a part of your lesson where you feel students were confused, not knowing what to do next, you might ask for scaffolding ideas for that portion of the lesson.
 - Step 6: [Peer Observation](#): Choose one participant in the course, view his/her video, and provide feedback regarding the lesson (or portion of the lesson) that was captured in the video. Feedback may include asking questions for clarity, commenting on lesson design or delivery, sharing thoughts and insights about student engagement, or anything else you deem helpful in your peer observation.

Unit 3 - Topic 2 Activities:

- **3.2 Assignment: Gamified Lesson Submission and Peer Observation**
 - Use this thread to post your final course project and complete your peer observation. Include the link to your video as well as all supporting documents, including the lesson plan template, student work samples (with names removed, please), observations, and reflection responses.
 - Once you post, choose one participant in the course for your peer observation.
- **3.3 Discussion: Your Gamification Integration Experience**
 - Now that you have completed this course, please create a video sharing your experience integrating gamification into your BL model. You may use [Screencast-o-Matic](#), [Jing](#), [Quicktime](#), or any other video making software/digital tool that you prefer.
 - Provide details regarding **one or all of these elements**:
 - student engagement
 - personalization of the learning experience
 - student achievement
 - successes of gamification integration
 - relevant challenges (and how you overcame them)
 - anything else you'd like to discuss regarding your blended instructional practice
 - Once you post your video, review and respond to your classmates' submissions and complete this [form](#).

UNIT 4: REFLECTIVE ESSAY

Instructions:

- For this assignment, write a four-page, single-spaced reflective essay in APA format that addresses the following components:

1. Highlights and Insights: What did you glean from the course content? Share your insights and "aha" moments as you progressed through the content. What did you learn from your classmates?
2. Related Independent Research: Conduct an additional search for resources related to the course content. How will you apply this knowledge? Did you investigate anything that posed questions or concerns regarding the integration of gamification? What reinforced your ideas, observations, or insights?
3. Instructional Focus: As you continue to move forward and grow as a technology innovative educator, what goals have you set for yourself? What is your plan of action for developing your practices and skill sets?