GAMIFICATION TO CREATE A MEANINGFUL EDUCATIONAL EXPERIENCE

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WHO AM I?
AND OBJECTIVES

Champlain College/Bishop's University/Université de Sherbrooke instructor

PhD in developing multiliteracies with digital games and digital literature in the college classroom

Objectives:

To reflect upon potential teaching practices that can invoke play

To reflect upon potential teaching practices that can include games

To reflect upon how both (or either) can foster meaningful education

# WARM-UP ACTIVITY

- What is a 'game'?
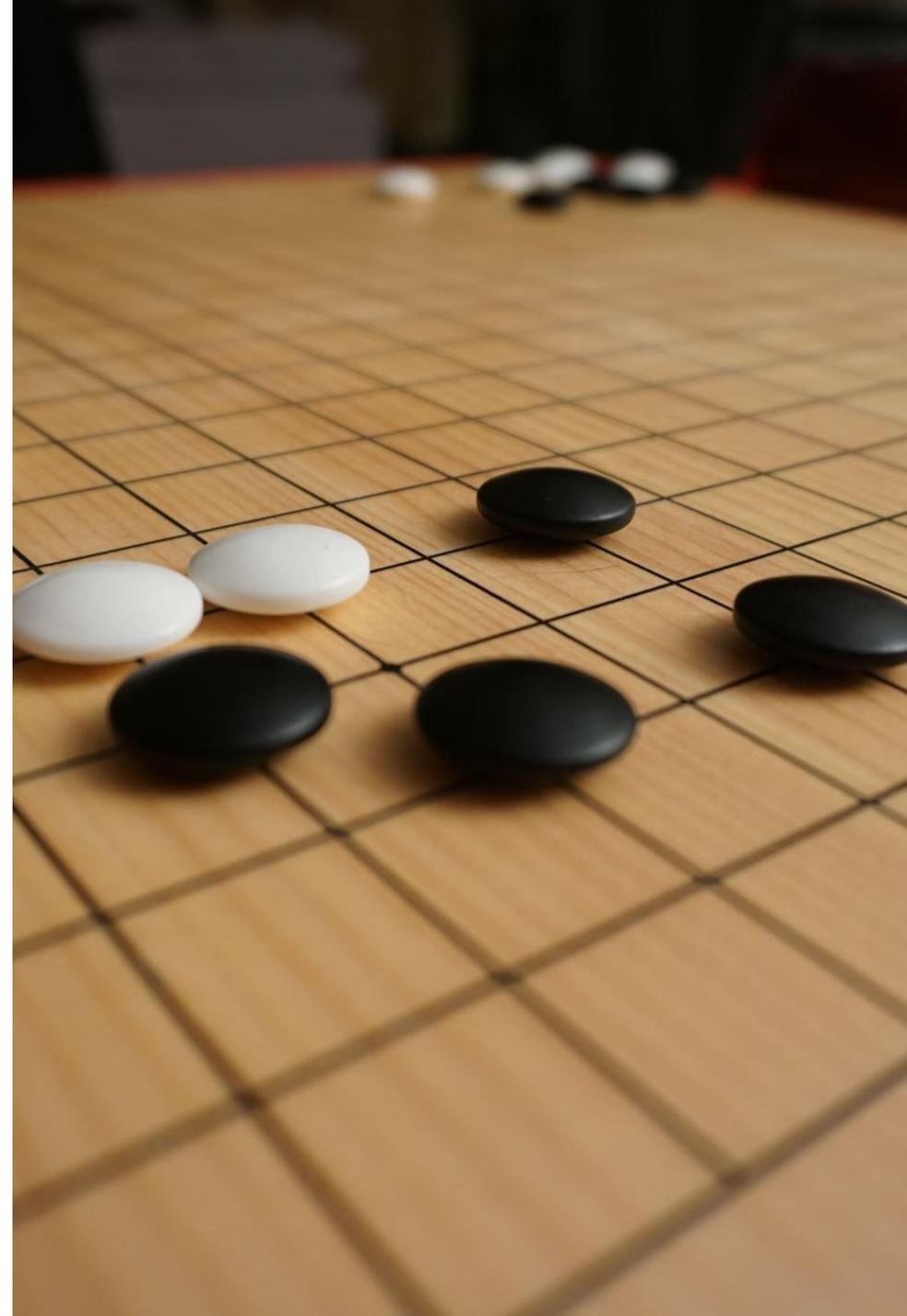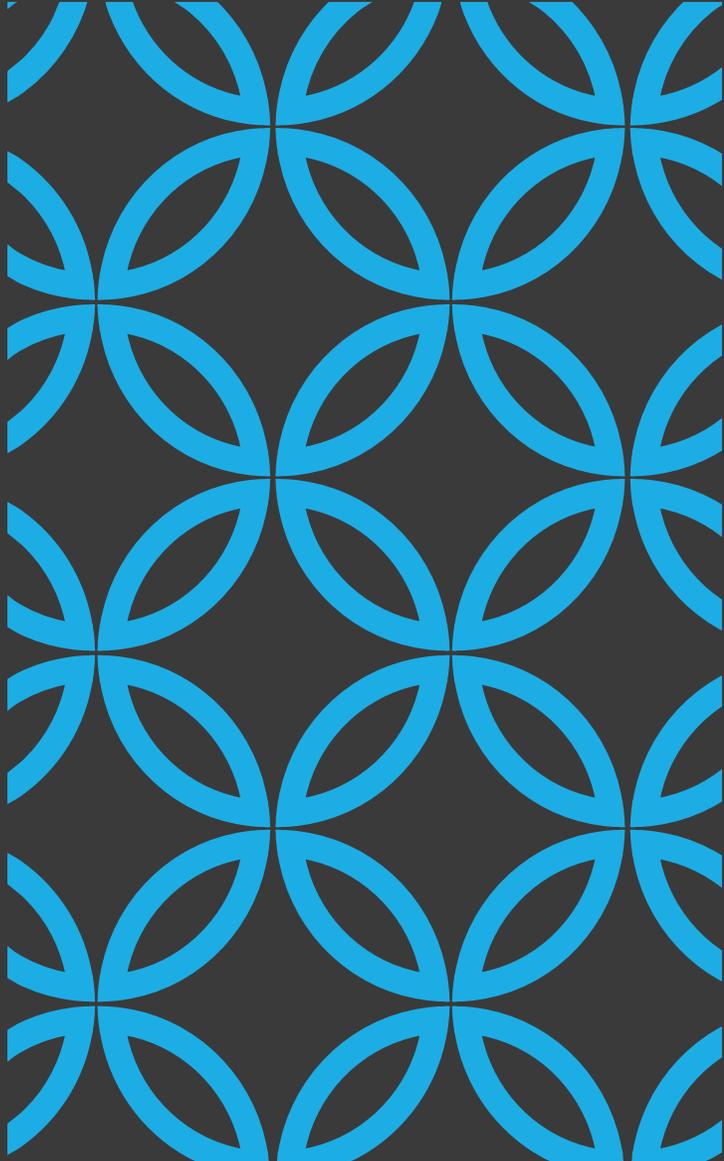
THEORETICAL PERSPECTIVES - GAMES

"Games are **confined areas that challenge the interpretation and optimizing of rules and tactics** - not to mention time and space" (Walther, 2003).

# WARM-UP ACTIVITY

- What is 'play'?
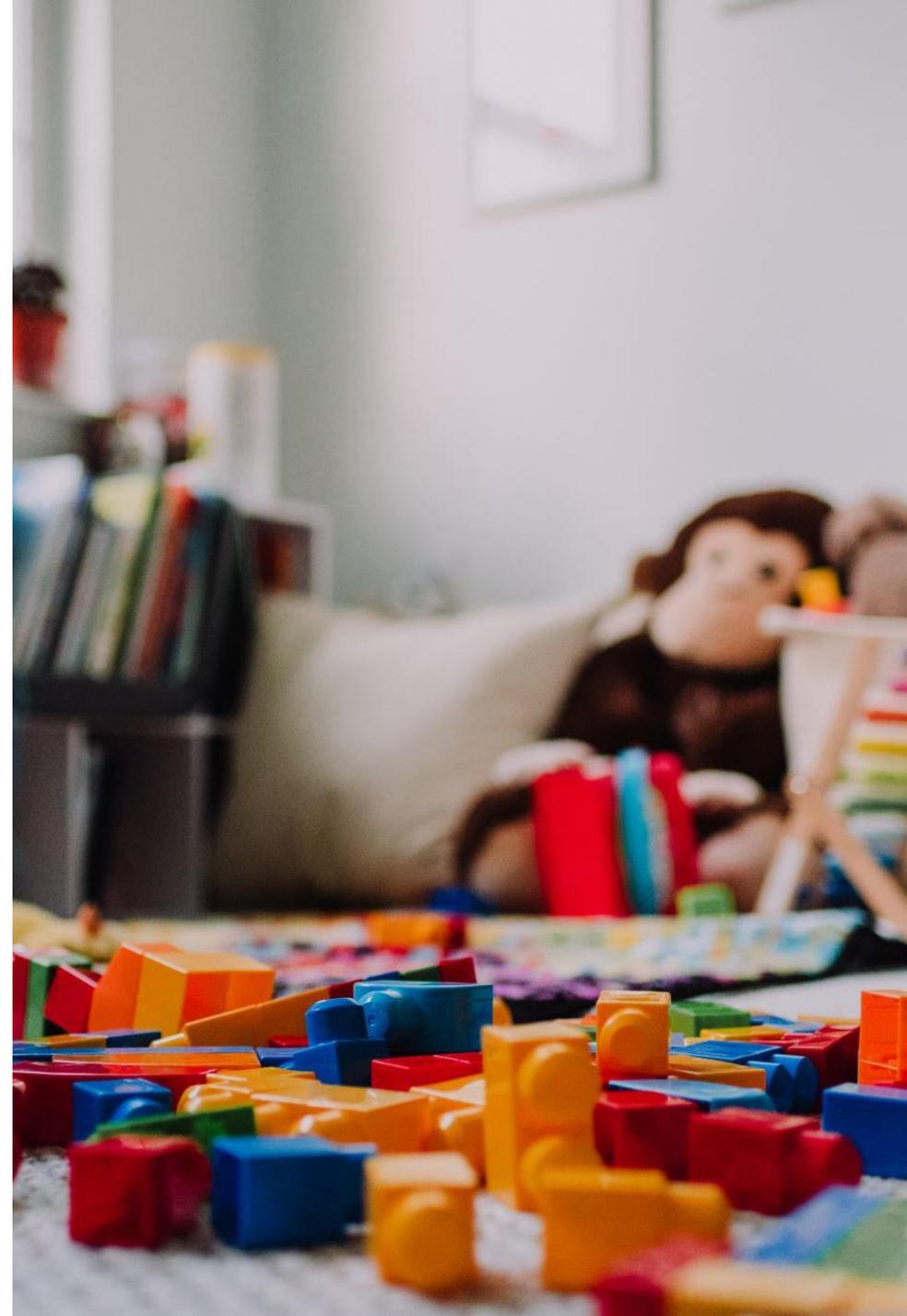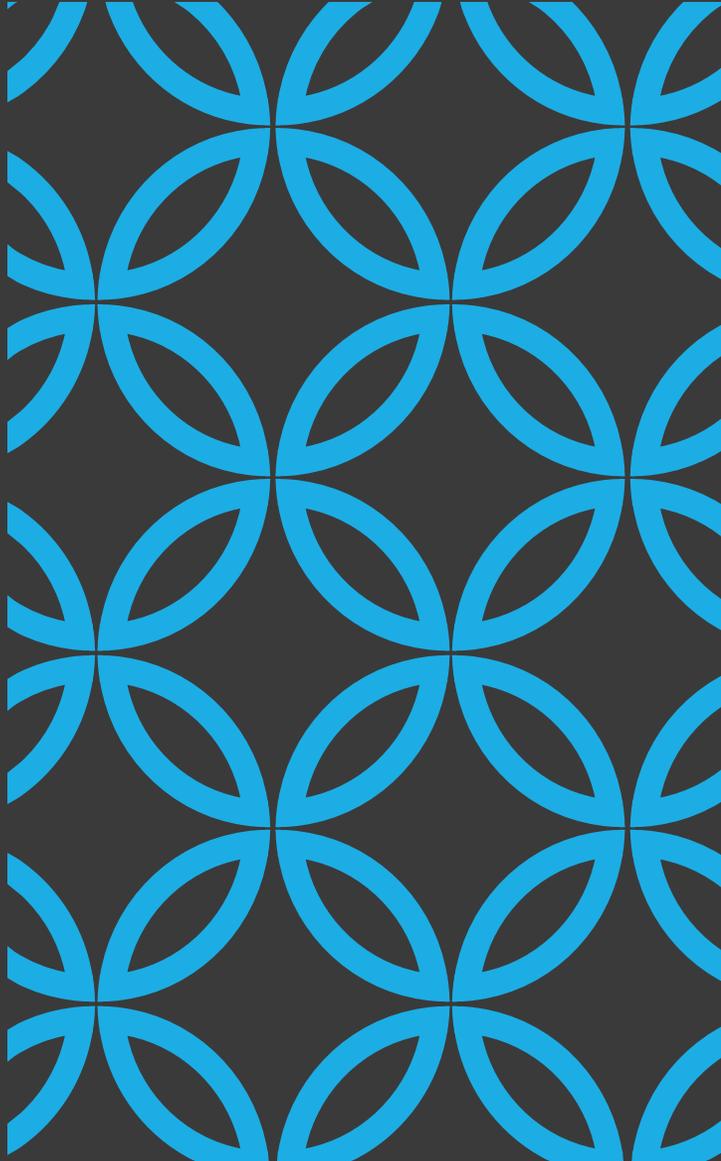
THEORETICAL PERSPECTIVES - PLAY

"Play is an **open-ended territory** in which make-believe and world-building are crucial factors" (Walther, 2003).

"Play isn't unique to games – it's just easy to talk about play from the familiar vantage points of games. Play, generalized, is **the operation of structures constrained by limitations…**" (Bogost, 2016, p.xi)

"Players of a game are playful when they consciously **manipulate the relative rigidity of the system**" (Sicart, 2014, p.23)
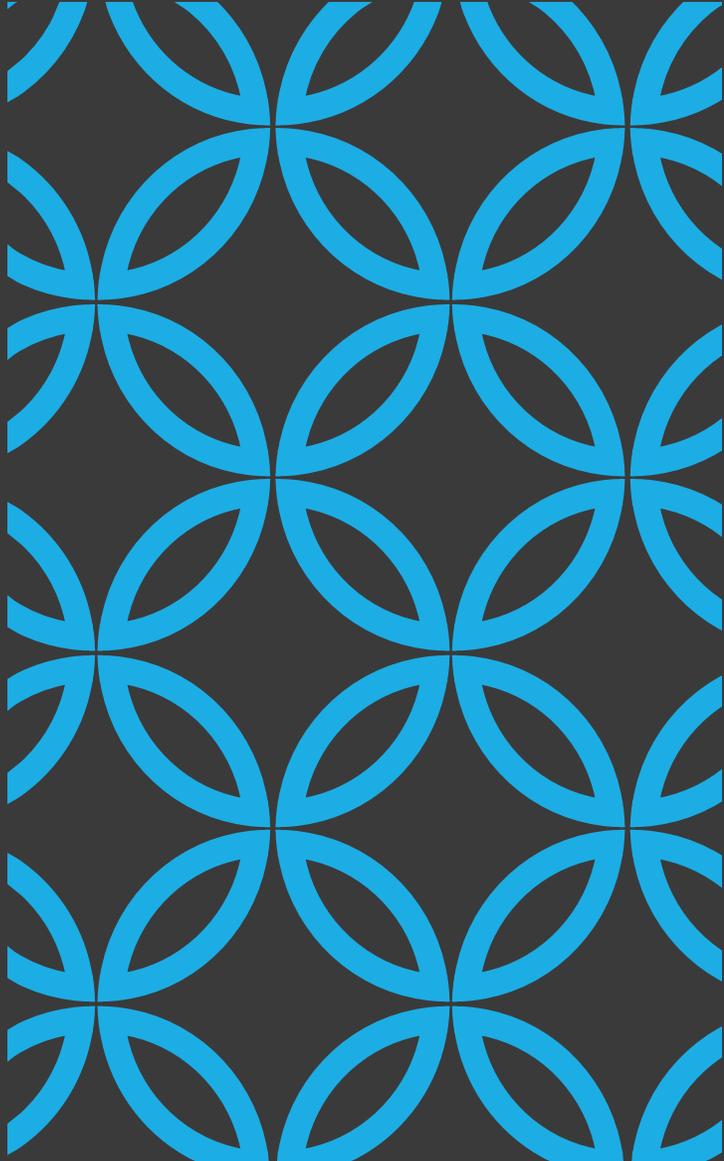
THEORETICAL PERSPECTIVES – SMALL GROUP DISCUSSION – 10MIN

How do/could play/games and education relate?

How can we think of education through the perspective of games and/or play?
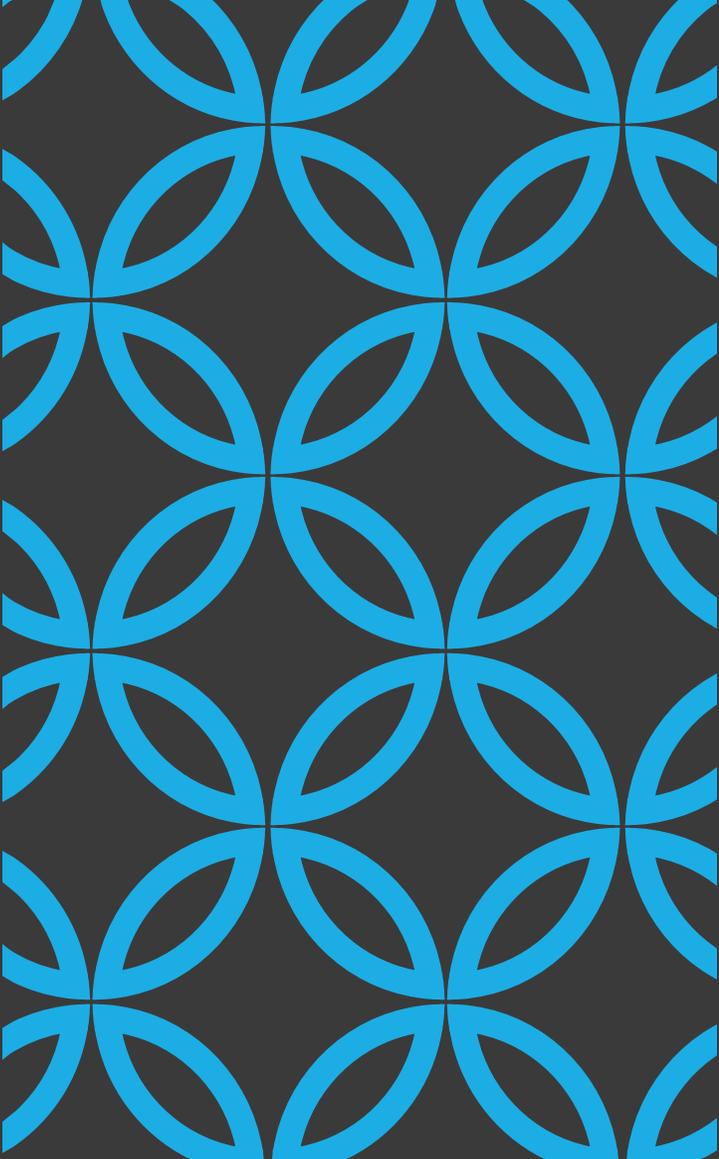
THEORETICAL PERSPECTIVES - PLAY

How do play and education relate?

Piaget, Vygotsky

Agency

Freedom to make errors

Game manuals
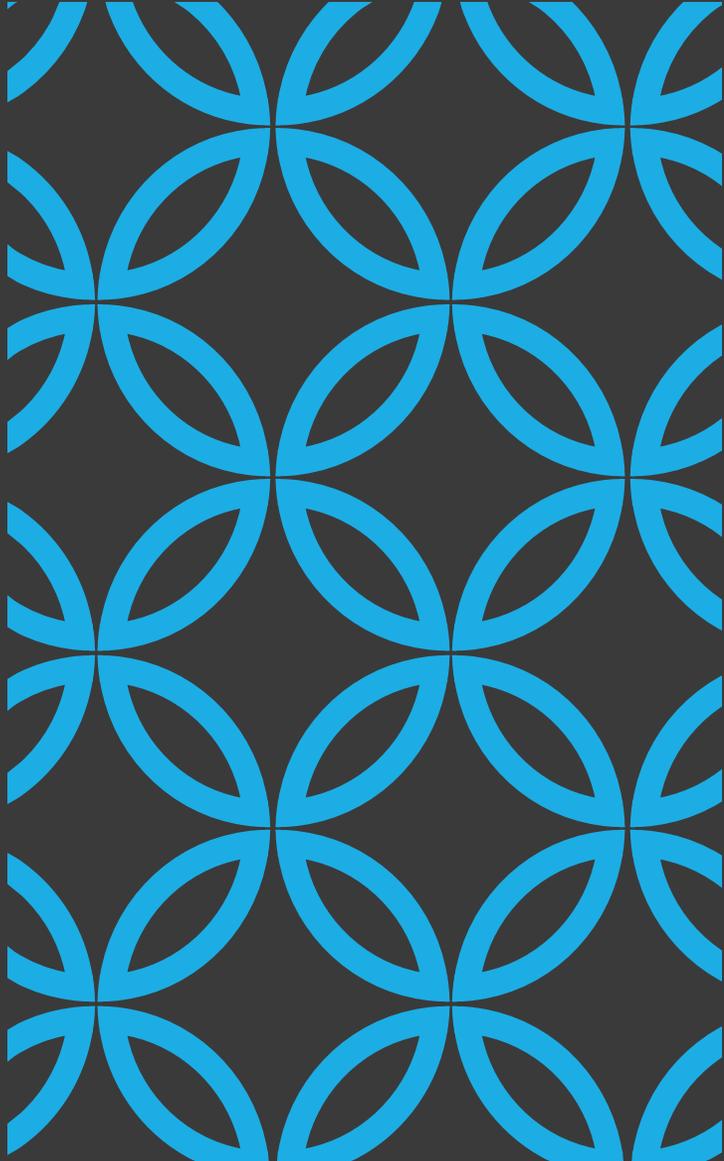
THEORETICAL PERSPECTIVES – SMALL GROUP DISCUSSION – 10MIN

Can we conceive of our students' learning as open-ended territory?

To what extent do learning objectives help or hinder this?
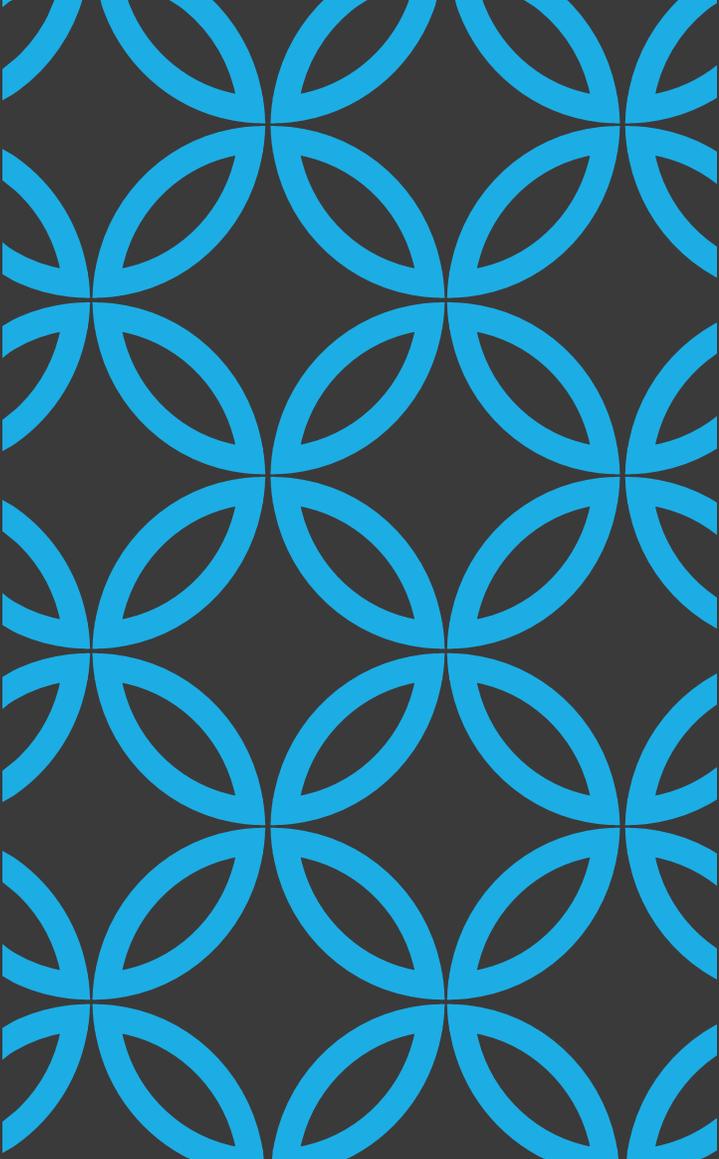
THEORETICAL PERSPECTIVES

Of particular interest is Gert Biesta's work (2013) who argues for putting risk, and uncertainty, back into education.

For Biesta, risk-taking, often inherent in different forms of play, is the basis for creative learning and development.

Amy Collier https://hybridpedagogy.org/questioning-learning/
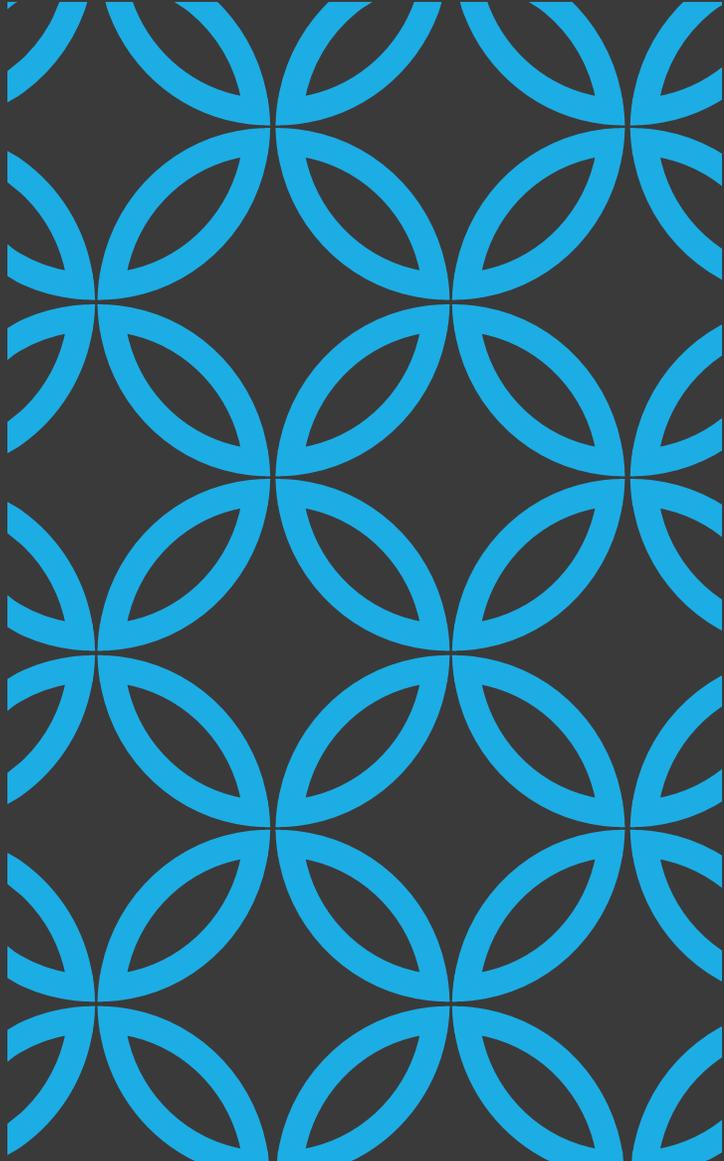
THEORETICAL PERSPECTIVES

Meaningful education/learning:
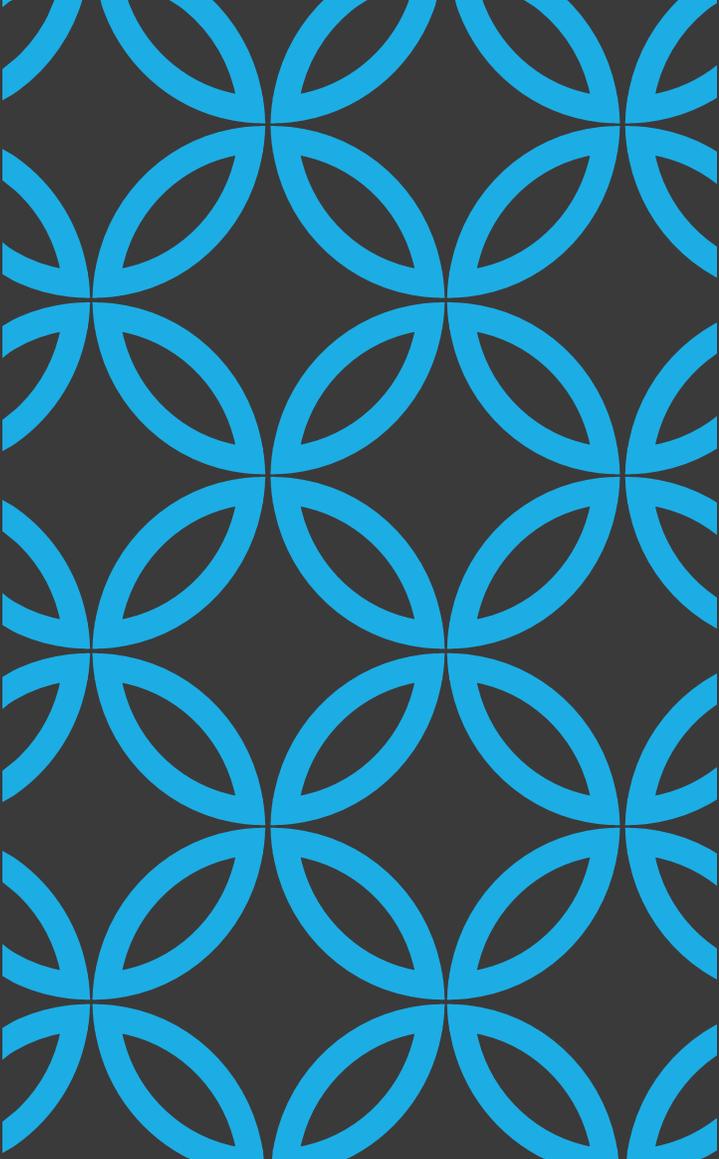
THEORETICAL PERSPECTIVES

Meaningful education/learning:

"Meaningful learning refers to the concept that the learned knowledge (let's say a fact) is **fully understood** by the individual and that the individual **knows how that specific fact relates to other stored facts**" (Meaningful learning)

CONCRETE EXAMPLES

- A game used by universities and other groups to teach various aspects of sociology, political science, and communication skills.

- Created by William A. Gamson in 1966.

- It allows participants to better understand the problems associated with the governance of a nation-state corporation in the style of the twentieth century.

- The goal of SIMSOC is to bring a deeper understanding of **everyday experiences as well as social and organizational theory.**

UNL🔒CKING the POTENTIAL of PUZZLE-BASED LEARNING

DESIGNING ESCAPE ROOMS + GAMES FOR THE CLASSROOM

SCOTT NICHOLSON
LIZ CABLE
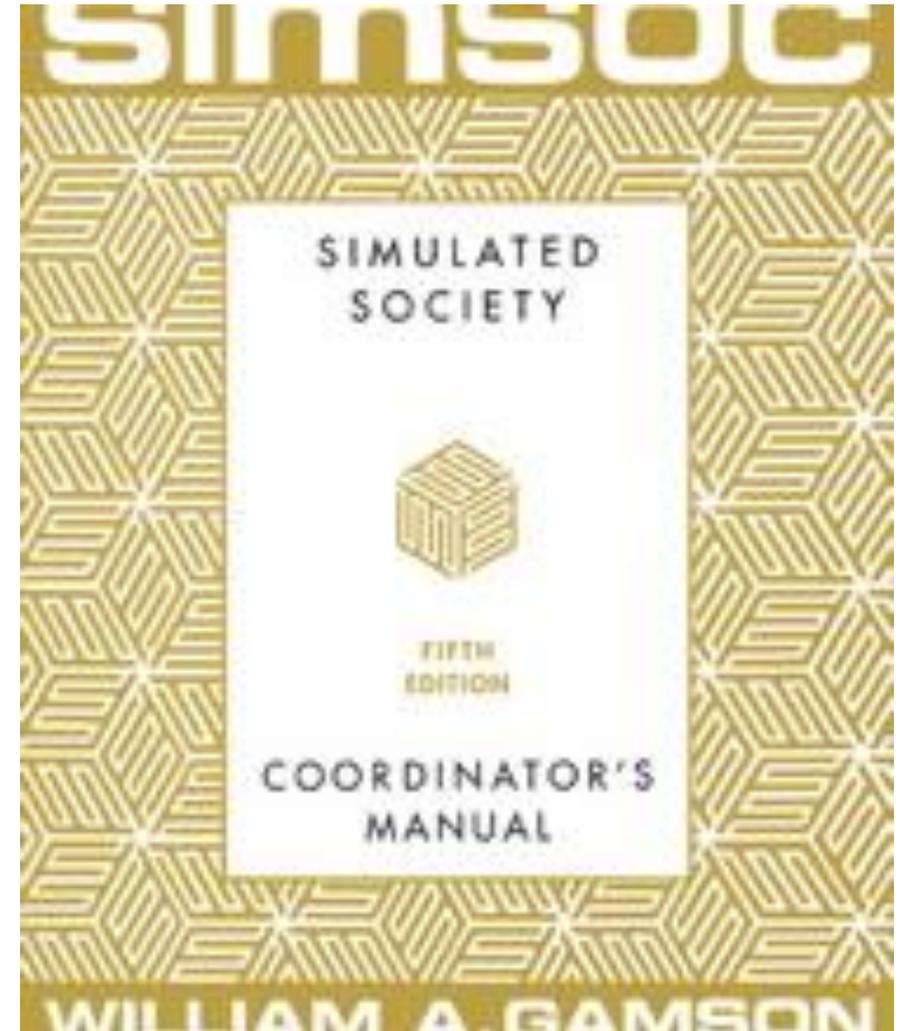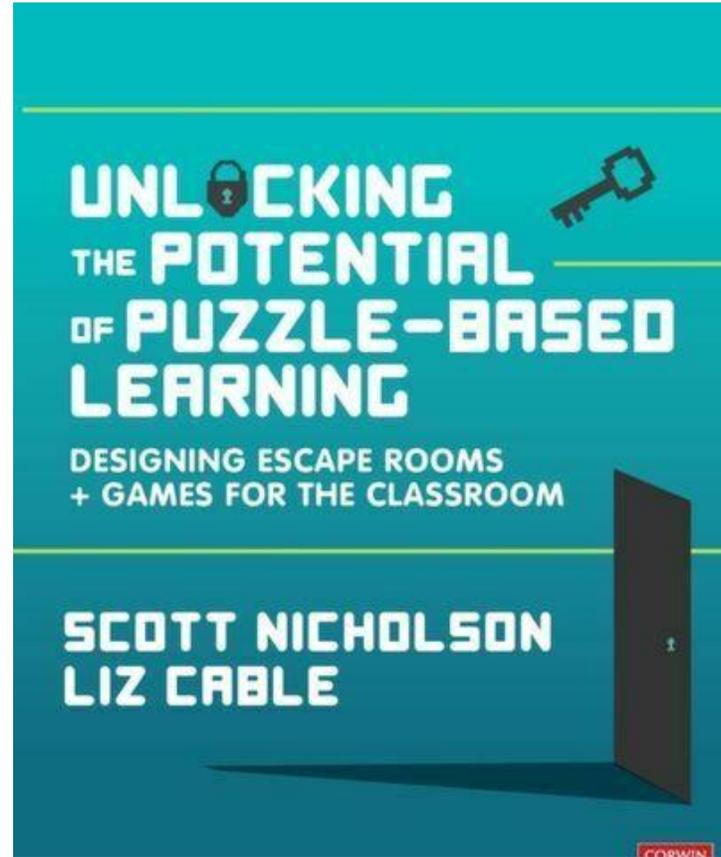
CONCRETE EXAMPLES

Escape/evasion rooms in education.

A room in which people are locked in order to play a game requiring them to solve a series of puzzles within a certain amount of time to accomplish a goal, typically finding the key to unlock the room.

Dr. Scott Nicholson, Wilfrid Laurier University

THE BOSNIAN ROOM

Inspired by the book *The Bosnia List* (2014) about the Bosnian Civil War, Amy Baskin created an escape room game based on elements of the book to educate students about this historical event.

Once completed, Baskin invited the author of the book, Trebincevic, to witness her escape room. Trebincevic was visibly moved by what she had created.

An elaborate 30-day pervasive/augmented reality game to teach Ken Kesey's *One Flew Over the Cuckoo's Nest* to high school seniors.
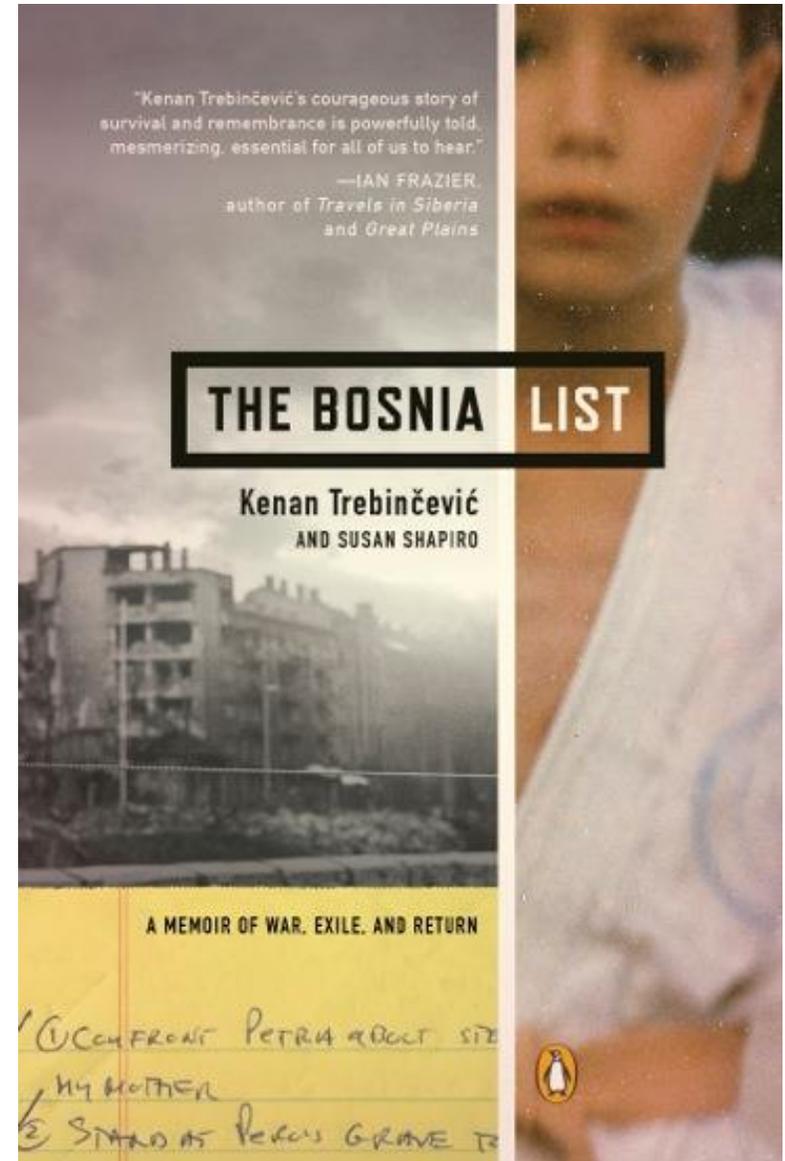
Ludiclearning.org

THE WARD GAME - PAUL DARVASI

CONCRETE EXAMPLES

Role-playing

- Project/problem-based learning
- Science classroom

- Process drama
  - In *Process Drama and Multiple Literacies* (Schneider, Crumpler & Rogers, 2006), the authors interrogate how process drama can help learners examine their own subjectivities - or their ideological and personal meaning systems - and reposition these subjectivities to adopt multiple perspectives within their classroom communities empathy development, cultural literacy, etc.
  - Importance of allowing stakeholders become self-reflexive about the ideologies that their roles represent

MY OWN PERSONAL EXPERIENCE

R.I.P Vine --- Tik Tok?

Digital storytelling games using Twine (Choose your own adventure)

TIME FOR REFLECTION – 10MIN

"DON'T JUST USE A (VIDEO) GAME IN YOUR CLASS, BUT THINK ABOUT HOW TO TURN YOUR CLASS INTO A VIDEO GAME"

How do/can you integrate 'play' into your classroom?

In what way might you be able to make your classroom like a game?
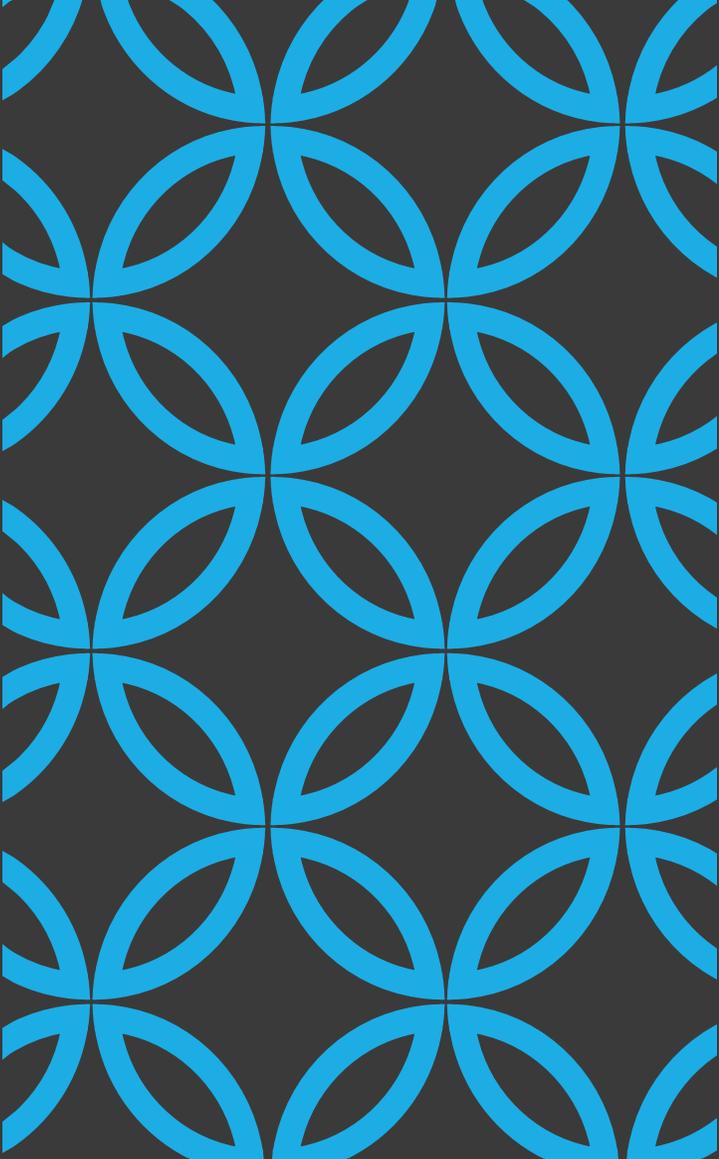
# WRAP UP AND FINAL WORDS

How can games foster meaningful play?

Through experiential learning via games and/or role playing

    Role playing games

    Process drama

I would be happy to share resources and collaborate with you: nbazinet@crcmail.net

SUGGESTED READING
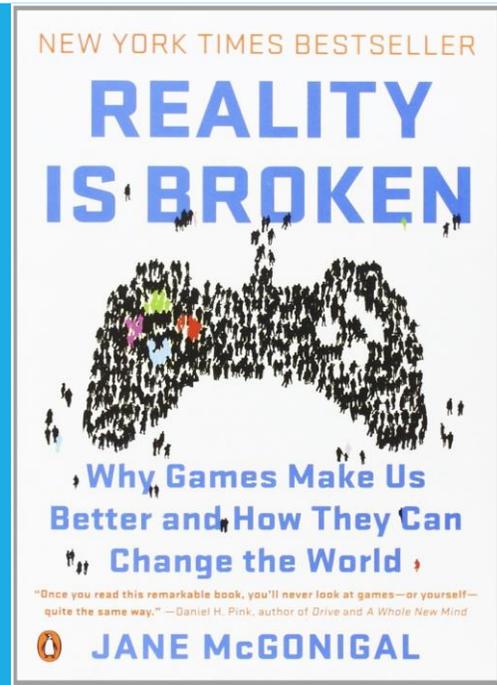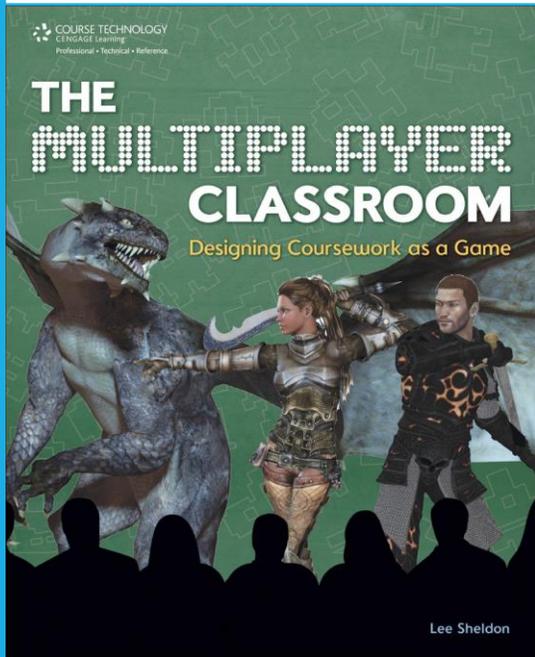
ACKNOLWEDGEMENTS

WORKSHOP EVALUATION

Please take a few moments to fill out the evaluation.

The link is in the chat.

https://forms.office.com/r/0UViXBRCNe

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