Leveling Up Learner Identity
with Game-Like Learning

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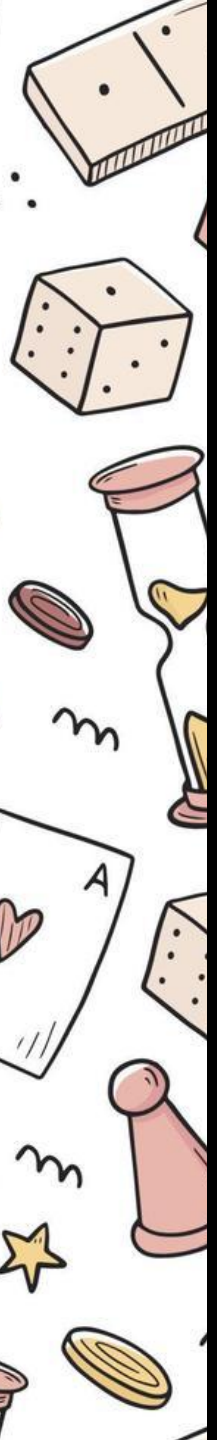


Objectives

By the end of this session, you'll be able to:

- Explain the key principles of game-like learning, game-based learning, and gamification and their roles in learning design.
- Describe the effects of game-like learning, game-based learning, and gamification on learner engagement and identity.
- Brainstorm strategies to incorporate game-like learning, game-based learning, and gamification in learning design.

Let’s Play *Chronology*!

In groups, put the historical events on the given cards in chronological order.

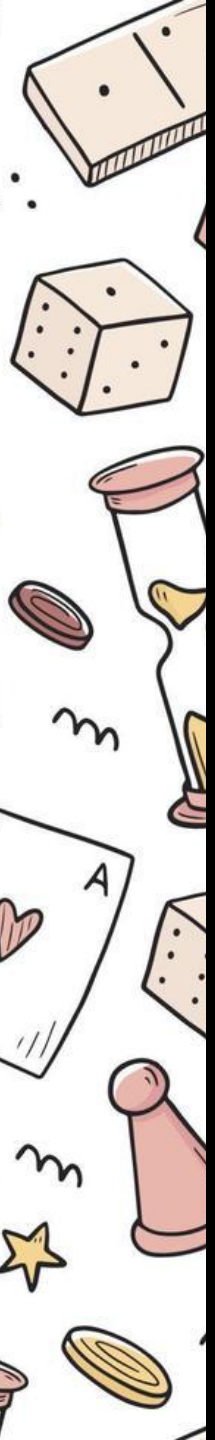
(3 minutes)

Answers!

Secret! shhhhh…

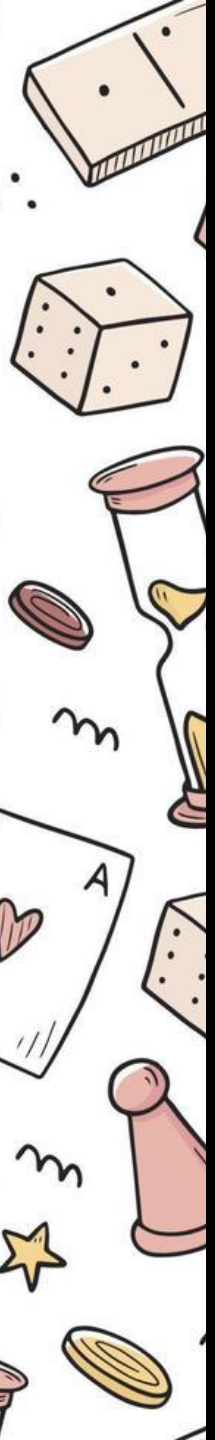
Game-Based Learning

Using Games in the Classroom



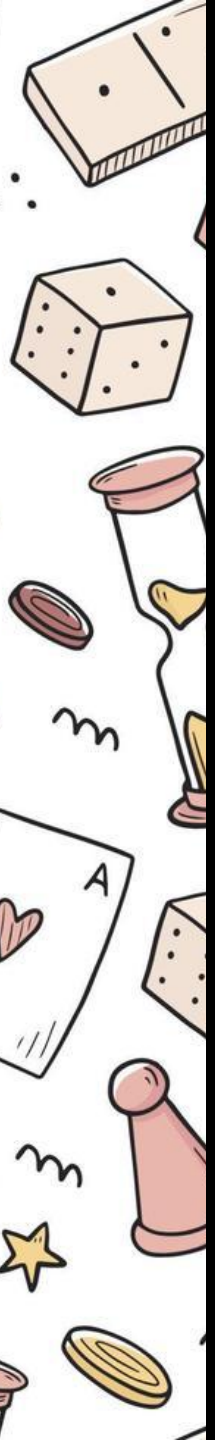
Using Games in the Classroom: Why?

- Helps build community & a sense of belonging
- Students improve their self-efficacy
- Low-stakes*
- It’s fun!



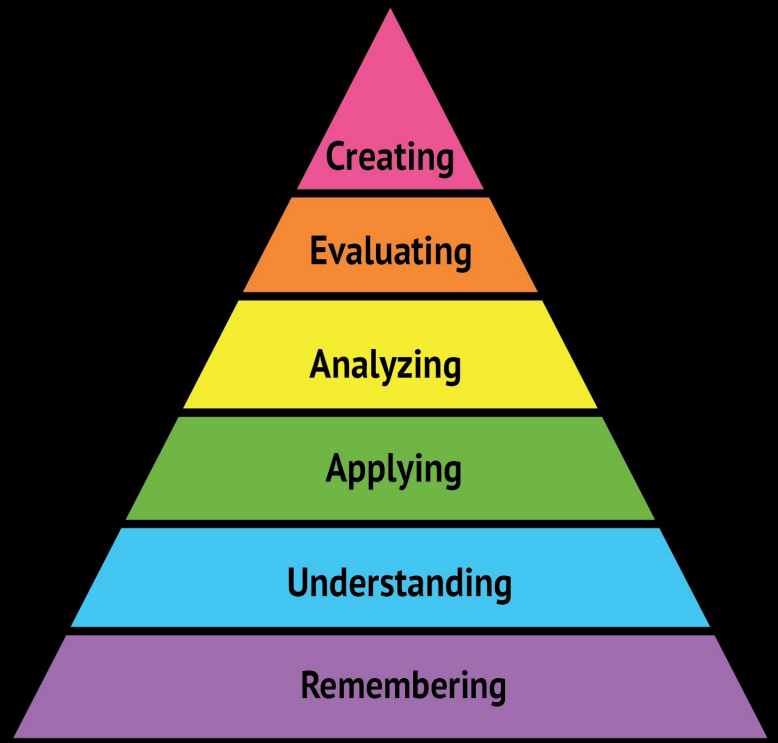
Considerations for Game-Based Learning

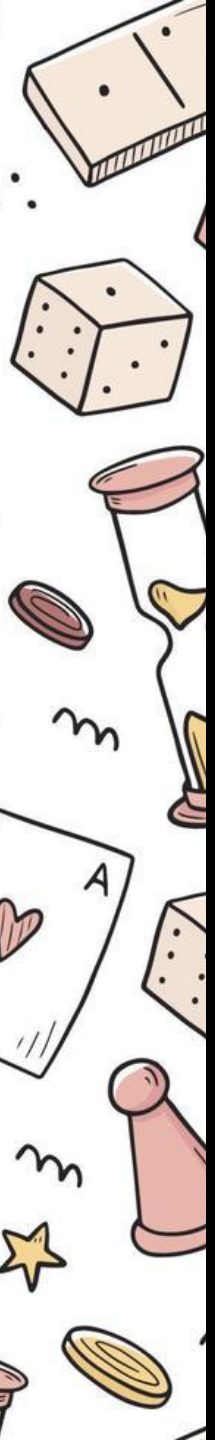
- Avoid high-stakes
  - Points/extra credit – increases competition & anxiety
- Goal should primarily be learning/identifying concepts for further study
- Low-stakes rewards
  - Small prizes (e.g., stickers, pencils, fidgets)
  - Pride!



Getting Started with Game-Based Learning

- Identify your goal for students
  - Learning objectives
  - Bloom's Taxonomy
- Consider the question format
  - Terms/definitions
  - Examples/application



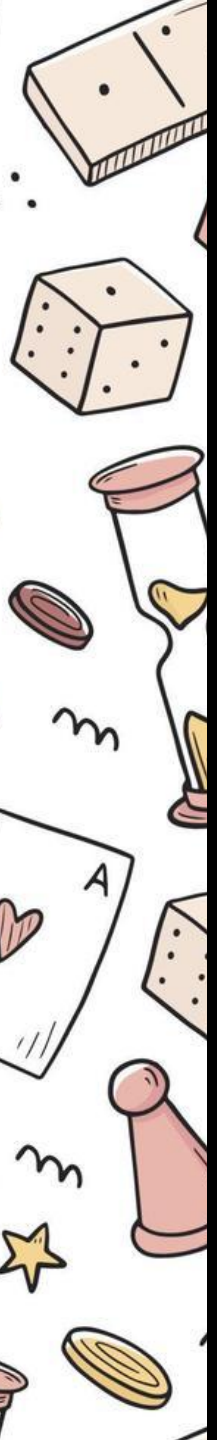


- Identify games that allow you to accomplish your goal
- Consider games you enjoy!
- Don’t reinvent the wheel – see what others have done

Discussion: 1-2-4-all

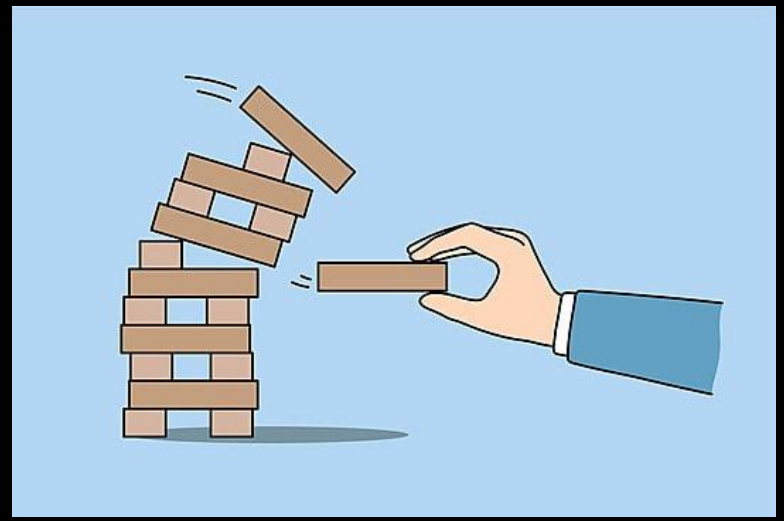
What is a (board, party, video, etc.) game you enjoy? How might you adapt it to the classroom?

(8 minutes)



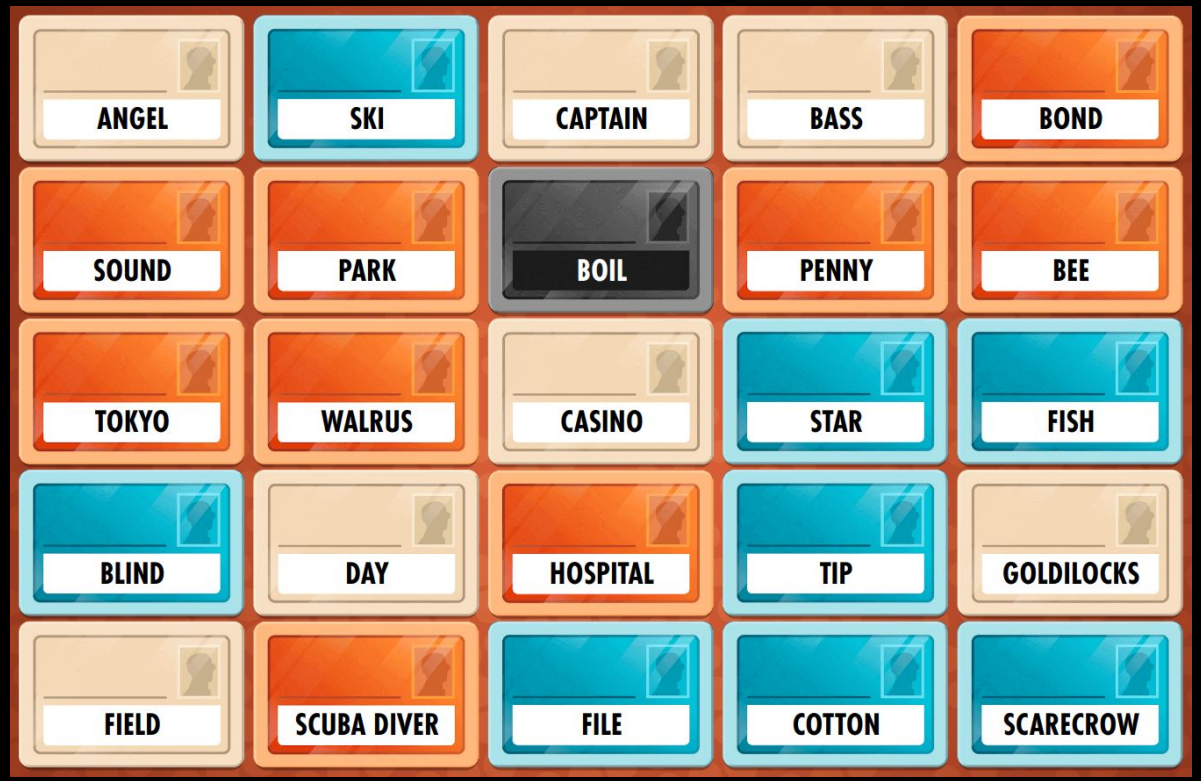
Let the Games Begin!

- Jeopardy/Wheel of Fortune/Bingo (online templates)
- JENGA (I recommend medium/large blocks)
  - Terms
  - Questions
- Catch Phrase* – one student gives clues; their team has to guess the concept



Gamifying Your Classroom: Let the Games Begin!

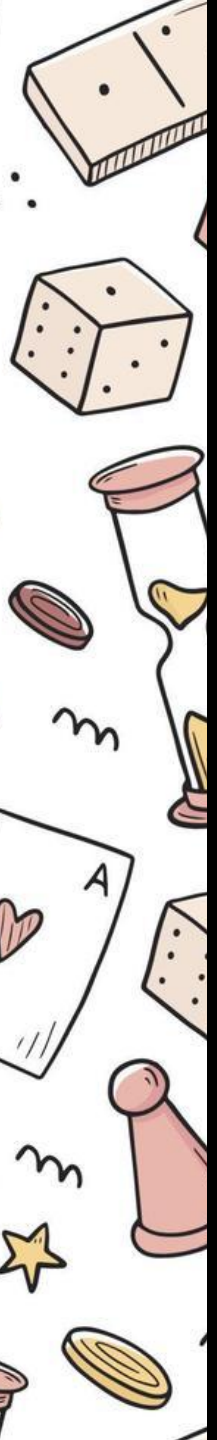
- 20 questions
- Code names
- Flip cup
- Fear pong!...



Fear Pong!

A Step Further

Gamification & Game-like learning



Game-Based, Gamified, Game-Like

Game-Based

Using games in the classroom

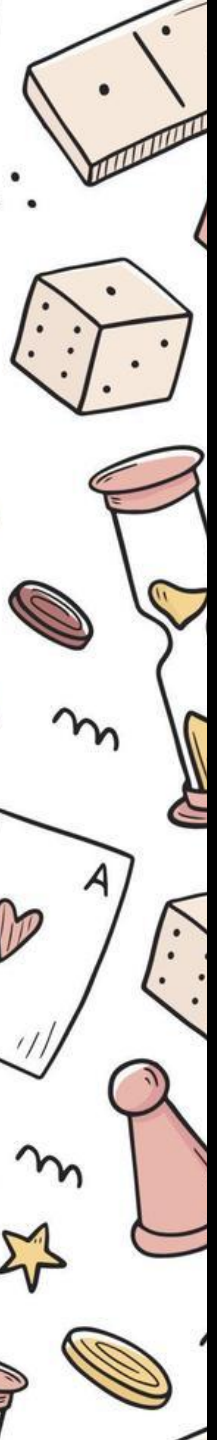
Gamification

Applies game reward structures (“levels,” badges) to learning

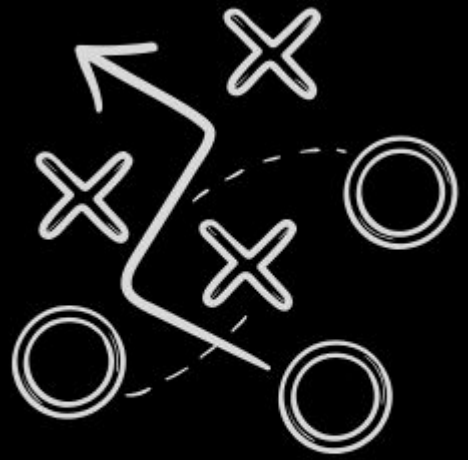
Gamelike Learning

Re-envisions learning to have the properties of good games

Creates micro- and macro-level game structures within the course

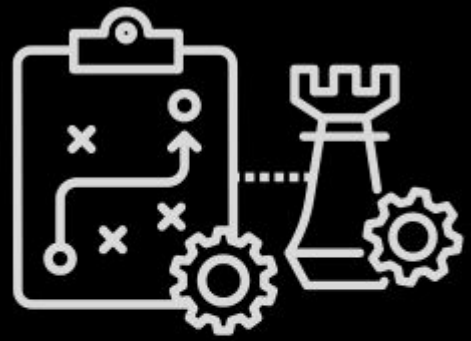


Reflecting on *Chronology*



The Strategist

The Recorder



The Metagamer

The Personality Hire

In-Game Identities

Reflecting on *Chronology*

- Pleasant Frustration
- Lateral Thinking
- Performance Before Competence

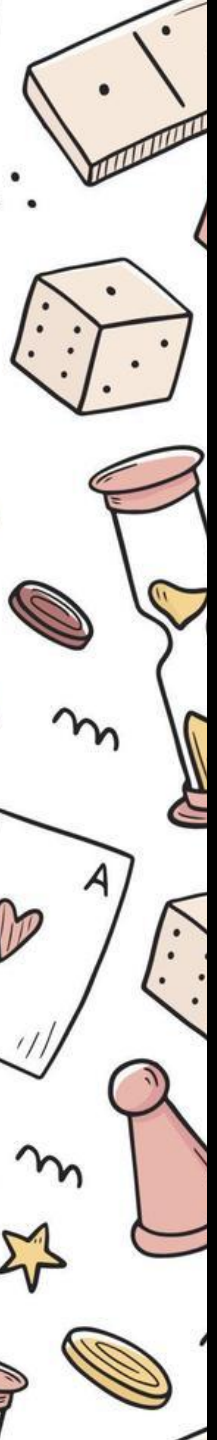
(Gee, 2005)

What do Games Do?

Honor Identity
(MtG)

Embrace Choice
(Hitman)

Inspire Collaboration
(Pandemic)



From *The Puzzmo Manifesto*

You are smart

Anyone can be great at games. **Games are about challenge, but they should always invite you in**. Games must not use tricks to make players feel smart, **they must help players actually be smart**. A great game is also a great teacher.

Players, not users

Games must never trick you out of your time. **You should never wonder "what am I even doing with my life?" when you play a game.** Good games are a collaborator to you in the pursuit of fun. Good games inspire curiosity.

Play is healthy

Play is not kid stuff, or time-wasters, or gamification. Mindlessly matching gems while you watch tv is not play. Doing light math advertised to keep your brain elastic is not play. Work cannot be magically reformulated to become play. Play is its own thing. Play is engaging and all-encompassing. **Play makes you feel light and free, even when it itself is deep and complex.** Play is the companion of joy.

Games are people

Games are made by people, designed by people, and written by people. Games are little pieces of us that can come out and play when little pieces of you show up asking. **Being together as people makes games very special.**

Puzzmo

Institute of Play's
Game-Like Learning Principles

Everyone is a Participant

Learning Feels Like Play

Everything is Interconnected

Learning Happens By Doing

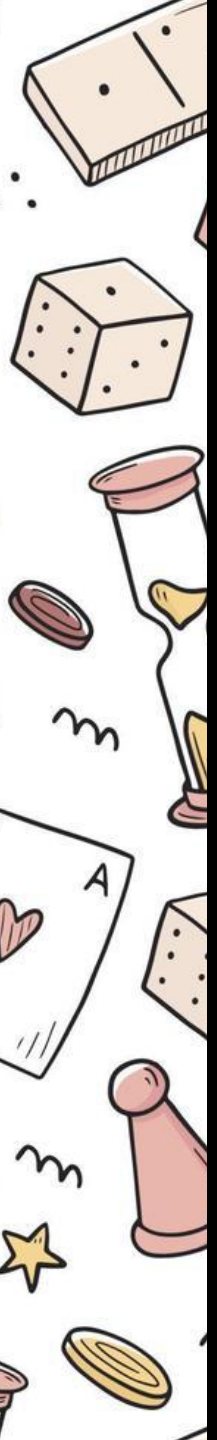
Failure is Reframed as Iteration

Feedback is Immediate and Ongoing

Challenge is Constant

INSTITUTE of PLAY

instituteofplay.org



ABC+M Motivation Theory (Bondie & Zusho, 2022)

Autonomy

Learners have **agency** over their goals and actions in the learning environment.

Belonging

Learners feel **safe and cared for** in the learning community.

Competence

Learners feel **confident in their abilities** to carry out the learning task.

Meaning

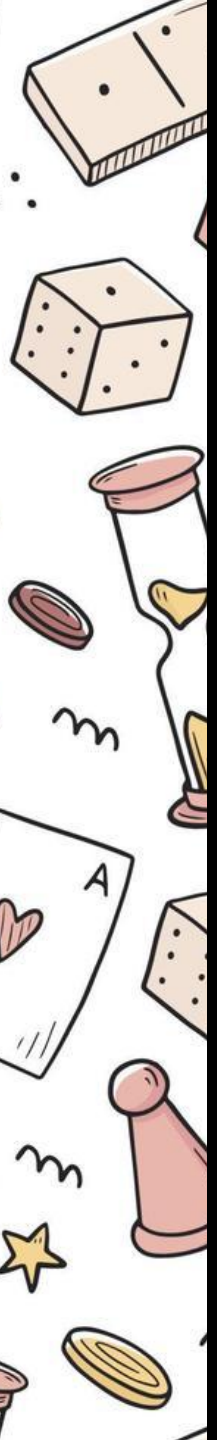
Learners recognize the **importance and relevance** of the learning experience.

Motivation

Learners are engaged and self-motivated in the learning process.

“So the suggestion I leave you with is not “use games in school” … but: **How can we make learning in and out of school, with or without using games, more game-like?”**

James Paul Gee, “Good Video Games and Good Learning” (2005)



Making Learning Game-Like

Honor Identity

Use inclusive learning materials and examples

(SRS 4.4, 4.5; UDL 1.2, 1.3, 2.3)

Cultivate a learning community

(SRS 5.2, 5.3, 5.4, 6.2;

UDL 8.3, 8.4, 9.2, 9.3, 9.4)

Connect tasks to learners' personal goals and values

(SRS 2.3, 2.4; UDL 7.2, 7.3, 8.1, 9.1)

Embrace Choice

Design for active learning with structures and supports

(SRS 3.4, 5.2; UDL 5.3, 7.1, 7.3, 8.2)

Allow autonomy and variance in activities and assessments

(SRS 3.1, 5.1; UDL 4.1, 5.2, 7.1)

Involve learners in co-creating learning

(SRS 2.3, UDL 7.1, 8.3, 8.4)

Inspire Collaboration

Design for prompt, meaningful, multimodal feedback

(SRS 3.3, 3.5; UDL 8.5, 5.1, 5.3)

Frame, structure, and support group work

(SRS 5.1, 5.2, UDL 8.2, 8.3, 8.4)

Reflecting

What, So what, Now what?

Now What
What action can you take?

So What
Why is it important?

What
1 key takeaway

Questions, Comments?