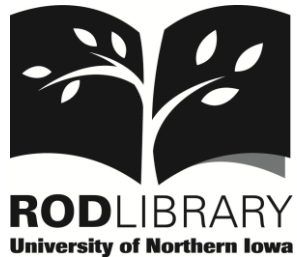




Come on Down! Gaming in the Flipped Classroom

Angie Cox
Instruction & Liaison Librarian





**Why
Gaming?**

Research says...

- ◎ Benefits of gaming in the classroom is heavily documented in the literature.
 - Cognitive, social, emotional, motivational benefits (Granic, I., Lobel, A., & Engels, M.E., 2014)
- ◎ “Can engage players to learn...and can stimulate players’ ability to think and create meaning.”
 - (Jabbar & Felicia, 2015; Dickey, 2005; Whitton, 2011; Ermi & Mayra, 2005)



“

*“Video games by their very nature require students to be **actively engaged**. This engagement increases students’ interactions with content and, in many instances, with each other.”*

-Del Siegle, 2015



1.

Beyond Google: A Credit Course


A bit of context



Beyond Google

A decorative network diagram in the top right corner, consisting of various sized circles (nodes) connected by thin lines (edges). Some nodes are solid grey, while others are hollow with a grey outline. The connections form a complex, branching structure.

◎ Credit Course (1 credit)

- 7 weeks
 - Point-based class
 - “Buffet-style” learning
 - Flipped classroom environment
 - Limited lecture
 - Focus on high student engagement
 - Gaming a big component of course
- 
- A decorative network diagram in the bottom left corner, similar to the one in the top right, featuring nodes of different sizes and colors (solid grey and hollow grey) connected by lines.



Learning Types

Different Learning Types




- ◎ Not learning types in traditional sense
- ◎ Gaming that caters to:
 - Individual learning
 - Group learning
 - Peer-to-peer learning

A close-up photograph of a yellow board game. The board features a grid of circular holes. Several pieces are visible: a yellow pawn-like piece, a red pawn-like piece, and various colored circular pieces (red, blue, white, black). A dashed white circle is drawn around the text 'Gaming Types' on the left side of the board. The background is blurred, showing more of the board and some green and purple pieces.

Gaming Types

General Criteria

A decorative network diagram in the top right corner, consisting of various sized circles (nodes) connected by thin lines (edges). Some nodes are solid grey, while others are hollow with a grey outline. The connections form a complex, interconnected web.

- ◎ Affordability
 - ◎ Easy-to-use
 - ◎ Speed
 - Quick to create
- 
- A decorative network diagram in the bottom left corner, similar to the one in the top right, featuring a mix of solid and hollow nodes connected by lines.

Kahoot



◎ Basics

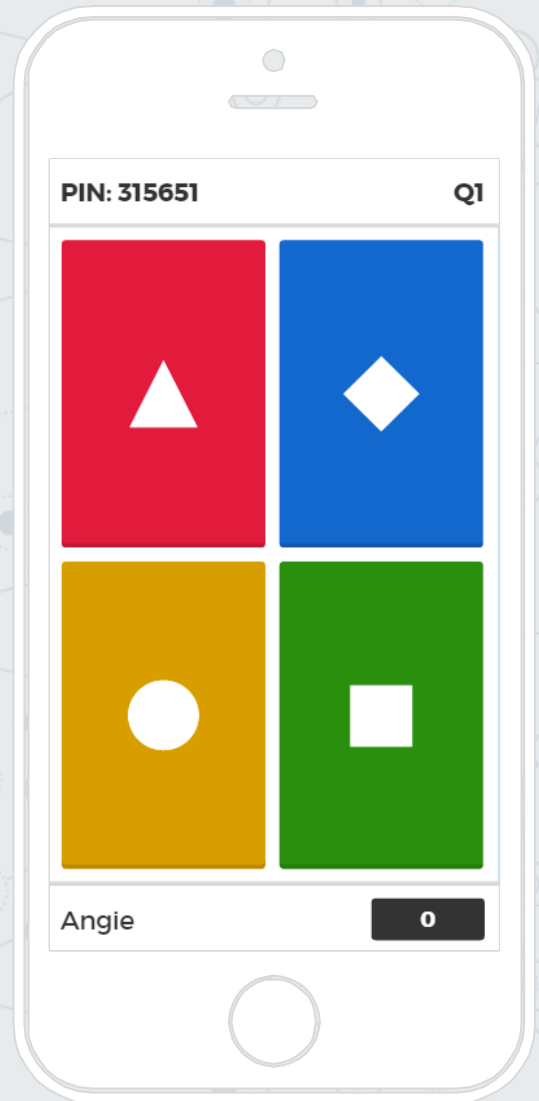
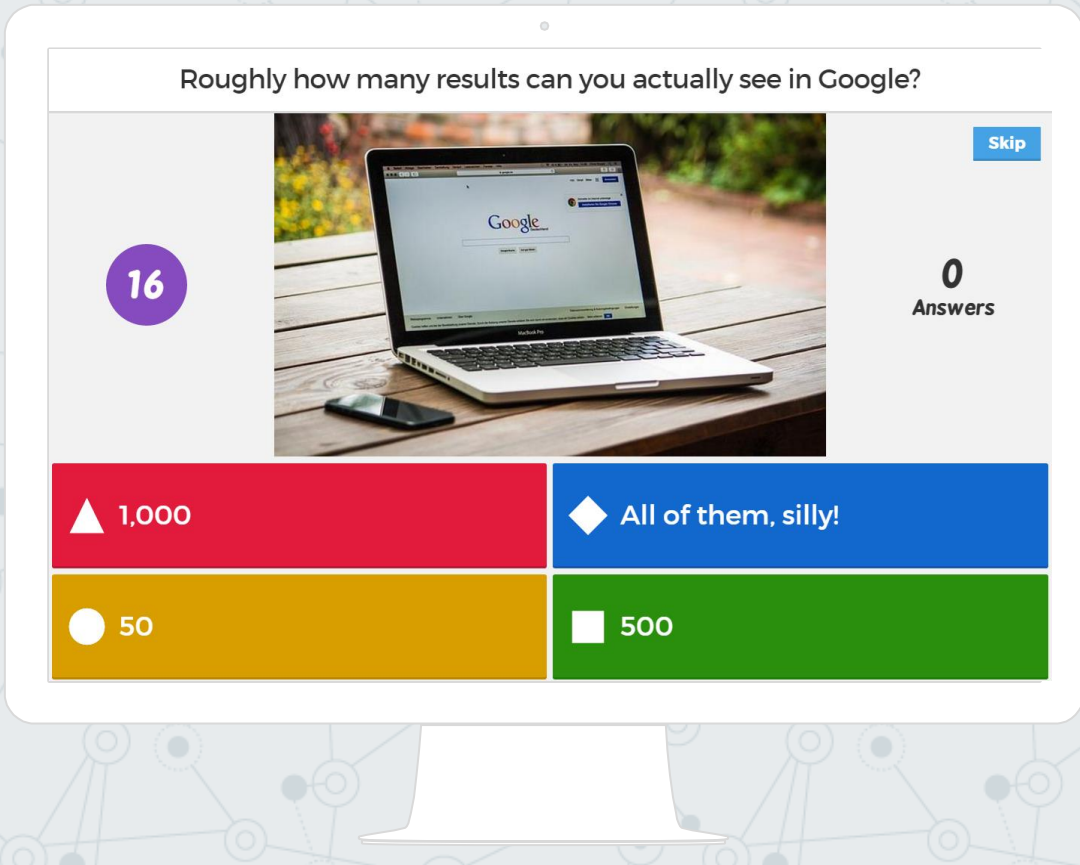
- Game show atmosphere with multiple choice
- Played from multiple platforms (BYOD)
- In class gaming experience

◎ Assessment

- Large group formative assessment
 - Follow-up teaching moments
- Potential for summative assessment

◎ Highest level of student engagement





Kahoot Demo

Quizlet



◎ Basics

- Out of class (Individual) gaming experience
- Pre-loaded terms and “definitions”

◎ Benefits

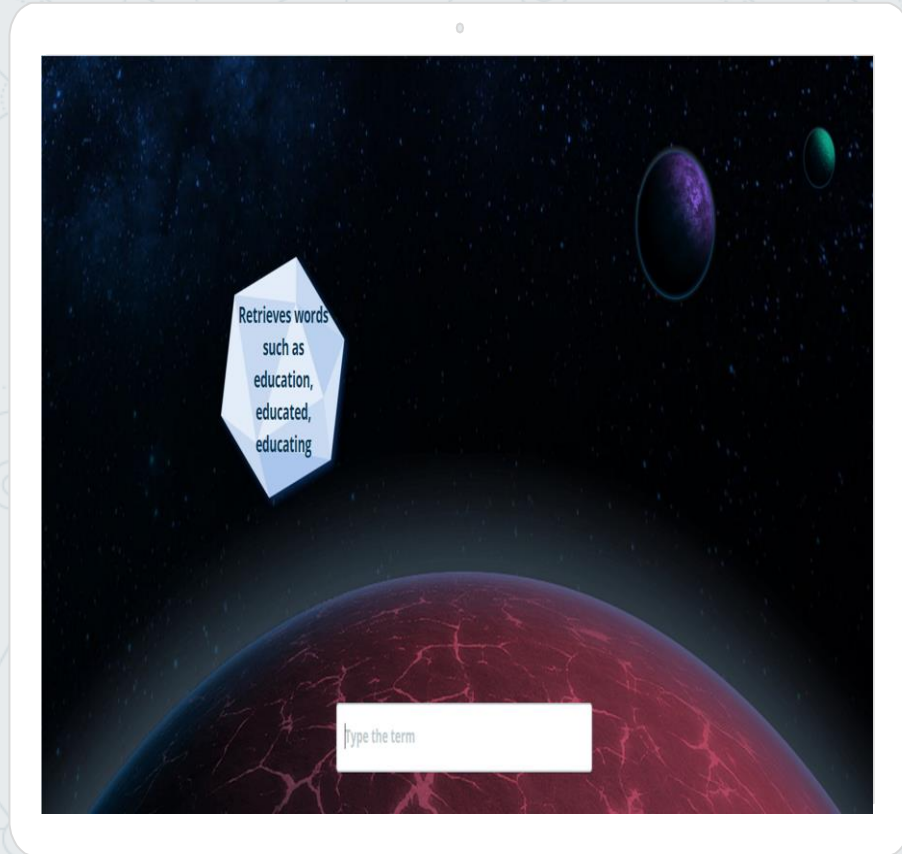
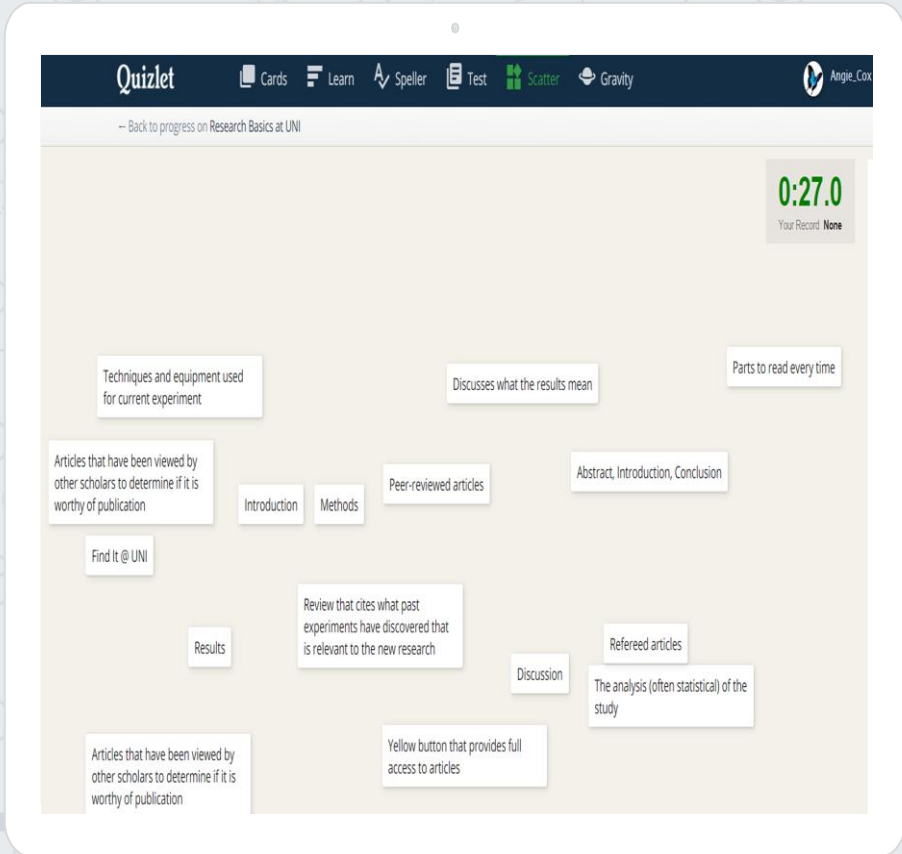
- Students come to class more prepared
- Increased test scores

◎ Drawbacks

- Limited flexibility with pre-loaded terms

◎ Assessment

- Mastery learning capability
 - Summative assessment capability
- 



Quizlet Demo

Team Challenge



◎ Basics

- In class gaming experience
- Each group given same question and race to correct answer
 - Example:

◎ Group and/or peer-to-peer learning

- Instructor created groups

◎ Encountered challenges

- Know your audience
- Modified version

◎ Formative assessment





**Different
Applications**

3
+ 9

Applications for Other Settings

◎ Different Types of Libraries

- Academic
- School Libraries
- Public

◎ Beyond the library (and into the classroom)

- Embedded across the curriculum

◎ All ages

- Know your audience
 - Team Challenge
 - Quizlet
- Kahoot (All ages)

Concrete Examples


- ◎ Introducing new concepts to a group
- ◎ Reviewing concepts with a group
- ◎ Group work (Team Challenge)
 - One shots; hands on working session after content been introduced
- ◎ Mastery learning of key concepts for classroom teacher (Quizlet)
 - Embedded in classroom
- ◎ Gaming toolkit for campus
- ◎ Any additional ideas?



Thank you!

Any questions?

Angie Cox
Instruction & Liaison Librarian
University of Northern Iowa
angela.cox@uni.edu



Credits

Bryant, A. (Photographer). (2014, June 11). [digital image]. Retrieved from <https://pixabay.com/en/boy-math-student-desk-elementary-1126140/>

Christianladewig0. (Photographer). (2014, June 17). [digital image]. Retrieved from <https://pixabay.com/en/joystick-console-video-games-xbox-1216816/>

Dickey, D.M. (2005). Engaging by design: How engagement strategies in popular computer and video games can inform instructional design. *Educational Technology Research and Development*, 53, 67-83.

Ermi, L., & Mayra, F. (2005). Fundamental components of the gameplay experience: Analysing immersion. In S. De Castell & J. Jenson (Eds.), *Proceedings of DiGRA 2005 conference: Changing Views - Worlds in Play* (pp. 15-27). Vancouver, British Columbia, Canada: Simon Fraser University.

Granic, I., Lobel, A., & Engels, M.E. (2014). The benefits of playing video games. *American Psychologist*, 69(1), 66-78.

Credits

Jabbar, A.I.A., & Felicia, P. (2015). Gameplay engagement and learning in game-based learning: A systematic review. *Review of Educational Research*, 85(4), 740-779.

Nguyen, T.H. (Photographer). (2014, January 23). [digital image]. Retrieved from <https://pixabay.com/en/students-hcmus-girl-student-250164/>

Siegle, D. (2015). Technology: Learning can be fun and games. *Gifted Child Today*, 38(3), 192-197.

Skitterians, R. & Skitterians, P. (Photographers). (2015, March 7). [digital image]. Retrieved from <https://pixabay.com/en/board-game-competition-strategy-761586/>

Whitton, N. (2011). Encouraging engagement in game-based learning. *International Journal of Game-based Learning*, 1, 75-84.

Special thanks to all the people who made and released this presentation template for free: [SlidesCarnival](#)