Gamification
EDUO 9120 2 Semester Credits/Units
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Note: This is a Public syllabus of the course. <u>For a full detailed syllabus please email the instructor.</u>

Public Syllabus

Course Overview

Explore how teachers are leveraging the principles of gamification to create an instructional model that provides differentiation, student independence, collaboration, and inquiry learning. Like the most exciting video games, a gamified classroom engages learners with achievable, incremental challenges, designed to build the skills and knowledge necessary to meet more difficult challenges as the learner progresses through the levels within a unit. Participants will use the principles of video gaming to create a learning environment in which differentiation is effortless and the students are inspired to continually challenge themselves.

Course Objectives
In this course participants will have opportunity:
·   To examine the history of Gamification and the rationale leading to its success.

·   To identify the various methods of Gamification.

·   To analyze the simplest way to convert traditional methods to Gamified lessons.

·   To develop a Gamified unit.

Course Assignments

Research & Reflection - Part I
In addition to the content provided in the course, research and provide a broad perspective of the Gamification Movement. What is Gamification? What is the difference between Gamification and Game Based Learning? What are the benefits of a Gamified Classroom? What is the attraction to students? (2-3 Page, 12 pt font)

Research & Reflection - Part II

In addition to the content provided in the course, research and reflect upon the many ways that teachers are making the paradigm shift to Gamification. Provide several (minimum of 3) concrete examples of lessons involving Gamification. (Remember, Gamification is different than Game Based Learning) (2-3 Page, 12 pt font)

Final Project

Take what you have learned to a new level by creating a Gamified Classroom or Unit. Choose a chapter and convert your traditional content into a gamified system. You plans should include game design options that help you provided differentiated learning. Remember : The more detailed your plan is, the more likely you are to be successful.

Final Reflection

Reflect on the Big Picture of Gamification. Will this be a fad? How difficult will it be to create and sustain a Gamified classroom? How does Gamification fit with the testing world that we are so dedicated to? (2-3 Page, 12 pt font).

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
Shows exemplary understanding of Gamification.	Shows basic understanding of… Gamification.	Needs more time to develop an understanding of Gamification.
Shows exemplary application of new knowledge evidenced by the thoughtful reflection and multiple resources supporting this reflection.	Shows basic application of new knowledge evidenced by the thoughtful reflection and one resource supporting this reflection..	Needs more time to develop the application of new knowledge evidenced by lack of original thought in reflections and absence of resources to support the reflection.
Organized very well. Work is original. Supporting material easy to locate, clearly labeled and related to the corresponding assignment.	Organized fairly well. Work is original. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled.	Organized poorly. Not all work is original. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled

Assignment content and projects are original. Projects are supported by learning objectives and by recognized standards geared specifically to the intended student participant.	Assignment content and projects are original. Projects are supported by learning objectives and by recognized standards geared specifically to the intended student participant.	Assignment content and projects may not be original. Projects are not supported by learning objectives and by recognized standards geared specifically to the intended student participant.
Free of spelling and grammatical errors. Assignments are word processed using standard 12pt font. Presentation is neat with good use of white space and margins.	Organized fairly well. Supporting material somewhat hard to locate and loosely related to corresponding assignment. Is generally organized and labeled.	Organized poorly. Supporting material difficult to locate or not present and/or not related to corresponding assignment. Shows little or no organization and assignments are poorly labeled.