



Transforming Classrooms with Game-Based Learning

EDUO 9385 2 Semester Credits/Units

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Course Syllabus

Course Overview:

This course is designed to introduce teachers to game-based learning (GBL) and provide them with practical strategies to design educational games that make learning fun. Participants will explore the benefits of GBL, learn how to select appropriate games, design effective game-based learning experiences, and assess student learning in a game-based environment.

Course Learning Objectives:

By the end of this course, participants will have opportunity to:

- Define Game Based Learning (GBL) and differentiate it from Gamification.
- Understand the benefits of GBL for student engagement and learning outcomes.
- Identify different types of educational games and their applications in the classroom.
- Understand the key elements of a successful game-based lesson.
- Select appropriate games for specific learning objectives and student needs.
- Design engaging game-based learning experiences that promote active learning, collaboration, and problem-solving.
- Assess student learning using a variety of methods in a game-based environment.

Course Relation to CCS or other Professional Standards:

- [ISTE](#)
- [National and State Standards](#)

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and submit your assignments. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Submit completed work to the corresponding Module dropboxes in Moodle

Course Modules / Assignments

Module 1: Introduction to Game-Based Learning (GBL)	
Objective	Define GBL and differentiate it from gamification.
Activities	Watch the video "Introduction of GBL" (Resources) Read "Understanding the Landscape : Gamification vs GBL" (Resources)
Assignments	Write a 2-page reflection on the differences between GBL and gamification. List 5 examples of each. Define differences and any similarities. Consider creating a chart to organize this section of the assignment. Submit work to the Module 1 Dropbox

Module 2: Types of Games in Education	
Objective	Identify different types of educational games and their applications in the classroom.
Activities	Research the various options for using educational games in the classroom. Review samples identified as educational games.
Assignments	Create a chart to list and identify 10 educational games you can use in your classroom. <i>Use the shared collaborative Google Doc.</i> Identify different types of educational games and their applications in the classroom. <i>Use the shared collaborative Google Doc.</i> Submit work to the Module 2 Dropbox

Module 3: Designing Game-Based Lessons	
Objective	Understand the key elements of a Game-Based Lesson
Activities	Read the resource "Understanding the Key Elements of a Game-Based Lesson" Research 5 articles/videos on best practice of game-based lessons.
Assignments	Write a 2-page reflection of the Key elements of Game-Based Lesson Design. What are the top 10 points to keep in mind? Align your reflection to your current teaching grade level and subject(s) Submit work to the Module 3 Dropbox

Module 4: How do you measure success?	
Objective	Assessing the effectiveness of your Game-Based Lesson
Activities	Research methods <u>to use both formative and summative</u> assessment practices with Game-Based Learning.
Assignments	Write a 2-page reflection on how you will measure the success of a GBL activity. Include tables and charts, if appropriate. Compare and contrast how the two assessment practices meet learning objectives. Submit work to the Module 4 Dropbox

Module 5: Creating and Implementing Your Own Games	
Objective	Designing engaging Game Based Lessons
Activities	Begin with the end in mind! Use Backwards Design (Resources) to create 2 Game-Based lessons. Follow the prompts on the activity sheet found in the course LMS-Moodle to aid in your design. Indicate the key elements in your lesson.
Assignments	<ul style="list-style-type: none"> A. Create 2 Game-Based Lessons using all the elements highlighted in this course. Add the lessons to the collaborative Module 5 Forum in the LMS. B. Discuss the strategy for facilitating this game-based learning in a single-page document. C. Assess both of your GBLs using the measurement techniques you created in Module 4, in a single-page document. <p>Submit work to the Module 5 Forum (Part A) and to the Module 5 Dropbox (Parts B, C) and C)</p>

Resources

Backwards Design

Ted Talk: [The effective use of Game Based Learning in Education - Andre Thomas](#)

Videos:

[Game Based Learning \(Explained in 3 minutes\)](#)

[Games Vs Gamification: What's the Difference?](#)

Ebook: Understanding the Landscape : Gamification vs GBL

Pdf: [Understanding the Key Elements of a Game-Based Lesson](#)

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives: A to A- A 93%-100% A- 90%-92%.	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B 83%-89% 80%-82%	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below 79% -70%
All work submitted reflects an in-depth understanding of course objectives related to Game Based Learning.	Most work submitted reflects an in-depth understanding of course objectives related to Game Based Learning.	Work shows little or no in-depth understanding of course objectives related to Game Based Learning.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses. All reflections are written at a graduate level.	Most assignment responses show evidence of new knowledge, as evidenced by thoughtful, detailed, and accurate responses. Some reflections need more depth and thought, which is equivalent to work at a graduate level.	Responses show little to no evidence of new knowledge, as evidenced by a lack of thoughtful, detailed, and accurate assignment responses. Reflections are poorly written and do not show higher-level thinking.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

