



**ED 500**

**Gamification in the Classroom**

**Course Format:** Online

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**Catalog Description:** Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

**Additional Course Description:**

This course will explore the principles of gaming and gamification, as well as how these principles can impact - both positively and negatively - student engagement and success in the classroom. Participants will explore the key components of popular games and apply them to their own classroom procedures and pedagogy. The course will culminate in a Gamified Unit Outline in which participants will incorporate gamification principles and processes into a new or existing unit lesson. Popular tools for gamifying a classroom will also be explored.

**Required Text(s) and Other Materials:** None.

**Course Objectives:**

- Examine the positive and negative aspects of gaming.
- Apply best practices, strategies, and tools for gamifying classroom procedures and lessons.
- Explore frameworks for gamification.
- Develop a strategic gamification plan for an existing unit or project.

**STUDENT LEARNING OUTCOMES (SLOs):**

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

<b>Student Learning Outcome</b>	<b>Degree Addressed</b>
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in	2

teaching.	
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

### Course Requirements:

Topic	Learning Activities (Read & Watch)	Discussion (Post & Reply)	Assignment(s) (Research & Apply)	Hours
Topic 1: Gaming and Gamification	Essential Facts About the Computer and Video Game Industry  Gamification: Toward a Definition  Gaming Can Make a Better World  Estimated Time: 4 hrs.	Personal Experience with Gaming  Estimated Time: 3 hrs	Pros and Cons of Gamified Learning  Estimated Time: 4 hrs	11
Topic 2: Gamification in Practice	TeachHUB: Classroom Gamification  Gameful Lessons Focus on the Learning, Not the Product  Gamification in Education: 4 Ways to Bring Games to Your Classroom  10 Specific Ideas to Gamify Your Classroom  8 Must Have Gamification Apps, Tools, and Resources  Estimated Time: 3 hrs.	Gamification Tool Review  Estimated Time: 3 hrs	Gamifying a Lesson  Estimated Time: 4 hrs	11

Topic 3: The Hero's Journey: A Framework for Gamified Learning	Hero's Journey Video Lecture  What Makes a Hero?  The Hero's Journey of the User  Estimated Time: 3 hrs	Self-Assessment  Estimated Time: 3 hrs	Applying the Hero's Journey Framework  Estimated Time: 4 hrs	10
Topic 4: Unit Plan	Epic Fail or Win? Gamifying Learning in My Classroom  Review Weeks 1-3  Estimated Time: 2 hrs.	Barriers and Benefits  Estimated Time: 3 hrs	Unit Plan  Reflection Paper  Estimated Time: 8 hrs	13
<b>Total</b>				<b>45</b>

### Grading:

Grading Breakdown:

Discussion (4 @ 10 pts/each)	<b>40 points</b>
Pros and Cons of Gamified Learning	<b>20 points</b>
Gamifying a Lesson	<b>20 points</b>
Applying the Hero's Journey Framework	<b>20 points</b>
Unit Plan	<b>20 points</b>
Reflection Paper	<b>20 points</b>
Total	<b>140 points</b>

Grading Scale:

112-140 pts	Satisfactory
<112 pts	Unsatisfactory

### Rubrics:

Discussions (10 points):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Initial Post (10 pts)	Initial post fails to address all of the required prompts.  0-5 points	Initial post addresses all of the required prompts.  Application of course content is sufficient.  6-8 points	Initial post clearly and fully addresses all of the required prompts.  Demonstrates thoughtful application of course content.  9-10 points
Responses (5 pts)	Responses to classmates are missing or insufficient.  0-2 points	Responses to classmates are sufficient.  3-4 points	Responses to classmates seek to further the discussion in meaningful ways.  5 points

Pros and Cons of Gamified Learning (20 points):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Stereotypes (6 pts)	Fails to identify a stereotype surrounding games and/or gamers  AND/OR  Fails to identify whether or not the stereotype is fair.  0-2 points	Identifies at least one negative stereotype surrounding games and/or gamers.  Identifies whether or not the stereotype is fair, but may lack a clear rationale.  3-4 points	Identifies and clearly describes at least one negative stereotype surrounding games and/or gamers.  Provides clear rationale for whether or not the stereotype is fair.  5-6 points
Potential Benefits (6 pts)	Identifies fewer than two potential benefits of gaming on learning  AND/OR  Fails to support or describe benefits.  0-2 points	Identifies at least two potential benefits of gaming on learning.  Benefits are generally described, but may lack clear support/evidence.  3-4 points	Identifies at least two potential benefits of gaming on learning.  Benefits are clearly supported with evidence from personal experience and/or course content.  5-6 points

Potential Drawbacks (6 pts)	Identifies fewer than two potential drawbacks of gaming on learning  AND/OR Fails to support or describe drawbacks..  0-2 points	Identifies at least two potential drawbacks of gaming on learning.  Drawbacks are generally described, but may lack clear support/evidence.  3-4 points	Identifies at least two potential drawbacks of gaming on learning.  Drawbacks are clearly supported with evidence from personal experience and/or course content.  5-6 points
Formatting (3 pts)	Grammatical and spelling errors detract from overall message.  0 points	Minor grammatical and/or spelling errors may exist.  1 point	Assignment is free of grammatical and spelling errors.  2 points

Gamifying a Lesson (20 pts):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Identify a Lesson (6 pts)	Fails to identify a single activity or lesson  AND/OR Fails to provide a clear rationale for choosing that activity/lesson.  0-2 points	Identifies a single activity or lesson.  Provides a clear rationale for choosing that activity/lesson.  3-4 points	Identifies and clearly describes a single activity or lesson.  Provides a clear and thoughtful rationale for choosing that activity/lesson that demonstrates an understanding of the goals of gamification.  5-6 points
Plan for Gamification (6 pts)	Fails to outline a plan for revising the activity/lesson and/or any specific tools/strategies.  0-2 points	Outlines a clear plan for revising the activity/lesson in a way that incorporates elements of gamification.  Identifies appropriate tools/strategies and how they are to be used.  3-4 points	Articulates a clear plan for revising the activity/lesson in a way that effectively incorporates elements of gamification.  Identifies appropriate tools/strategies and how they are to be used.  5-6 points
	Fails to describe how the gamified version of this activity/lesson will	Describes how the gamified version of this activity/lesson will	Describes how the gamified version of this activity/lesson will

Reflection (6 pts)	positively impact the learning process..  0-2 points	positively impact the learning process.  3-4 points	positively impact the learning process.  Makes a clear distinction between the two versions of the activity/lesson.  5-6 points
Formatting (2 pts)	Grammatical and spelling errors may detract from overall message.  0 points	Minor grammatical and/or spelling errors may exist.  1 point	Assignment is free of grammatical and spelling errors.  2 points

Applying the Hero's Journey Framework (20 points):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Identify a Unit (2 pts)	Fails to identify an appropriate unit of study.  0 points	Identifies an appropriate unit of study and outlines most of its major components.  1 point	Clearly describes an appropriate unit of study and outlines all of its major components.  2 points
The Call (4 pts)	Fails to adequately address the questions posed.  0-2 points	Generally addresses the questions posed, providing examples for illustration where appropriate.  2-3 points	Clearly addresses each of the questions posed, providing examples for illustration where appropriate.  4 points
The Tests (4 pts)	Fails to adequately address the questions posed.  0-2 points	Generally addresses the questions posed, providing examples for illustration where appropriate.  2-3 points	Clearly addresses each of the questions posed, providing examples for illustration where appropriate.  4 points
The Ordeal (4 pts)	Fails to adequately address the questions posed.  0-2 points	Generally addresses the questions posed, providing examples for illustration where appropriate.  2-3 points	Clearly addresses each of the questions posed, providing examples for illustration where appropriate.  4 points

			4 points
The Return (4 pts)	Fails to adequately address the questions posed.  0-2 points	Generally addresses the questions posed, providing examples for illustration where appropriate.	Clearly addresses each of the questions posed, providing examples for illustration where appropriate.
Formatting (2 pts)	Grammatical and spelling errors may detract from overall message.  0 points	Minor grammatical and/or spelling errors may exist.  1 point	Assignment is free of grammatical and spelling errors.  2 points

Lesson Plan (20 points):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Lesson Description (3 pts)	Description is missing or incomplete.  0-1 point	Description gives the reader an adequate picture of the lesson/unit/project.  2 points	Description is detailed and complete, including all necessary information.  3 points
Strategies and Tools (5 pts)	Fewer than two strategies/tools are presented,  AND/OR fails to provide an explanation / example of how each fits into the lesson.  0-2 points	At least two strategies/tools are presented with a clear explanation/example of how each fits into the lesson.  3-4 points	At least three strategies/tools are presented with a clear explanation/example of how each fits into the lesson.  5 points
Application (5 pts)	Fails to adequately explain how the chosen strategies/tools will effectively gamify the student experience.  0-2 points	Provides a general explanation of how the chosen tools will effectively gamify the student experience.  3-4 points	Provides a clear explanation of how each of the chosen strategies/tools will effectively gamify the student experience.  5 points

Reflection (5 pts)	Reflection is missing or fails to demonstrate sufficient understanding.  0-2 points	Reflection adequately addresses the prompt.  3-4 points	Reflection is thoughtful and demonstrates a thorough grasp of course concepts.  5 points
Formatting (2 pts)	Grammatical and spelling errors may detract from overall message.  0 points	Minor grammatical and/or spelling errors may exist.  1 point	Assignment is free of grammatical and spelling errors.  2 points

Reflection Paper (20 points):

Criteria	Emerging	Competent	Proficient
Organization & Formatting (10 pts)	Questions are just randomly placed with no logical order.  3 or more errors in formatting  0-5 points	Reflection is smooth and placed in order.  1-2 errors  6-8 points	Logical progression of the theme throughout delivering a seamless response to all criteria.  No errors  9-10 points
Question Responses (10 pts)	Minimal response to question criteria.  0-5 points	Criteria covered.  6-8 points	Descriptive detail justifying the response to all questions.  9-10 points

**Incomplete Grades:** Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

**Student Conduct:** Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

**Accommodations:**

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education

"solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

### **Academic Dishonesty:**

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

### **Mandatory Reporting:**

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).