

Game-Based Learning: What's Your Game Plan?

AMATYC

November 19, 2015

9:10 – 10 am



Bizz-Buzz

- ▶ Let's count!
- ▶ One ... two ... three ... four ... BIZZ ... one ... two ... three ... four ... BIZZ BIZZ ... one ...

Introductions

Dr. Kathleen Offenholley, Associate Professor
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Today's workshop

How do we use games in the classroom?

Why do games work to promote learning?

Create your own game, using a card game created by Joe Bisz.



How do we use games?

An internet game on the Pythagorean Theorem:

<http://www.math-play.com/Pythagorean-Theorem-Jeopardy/Pythagorean-Theorem-Jeopardy.html>

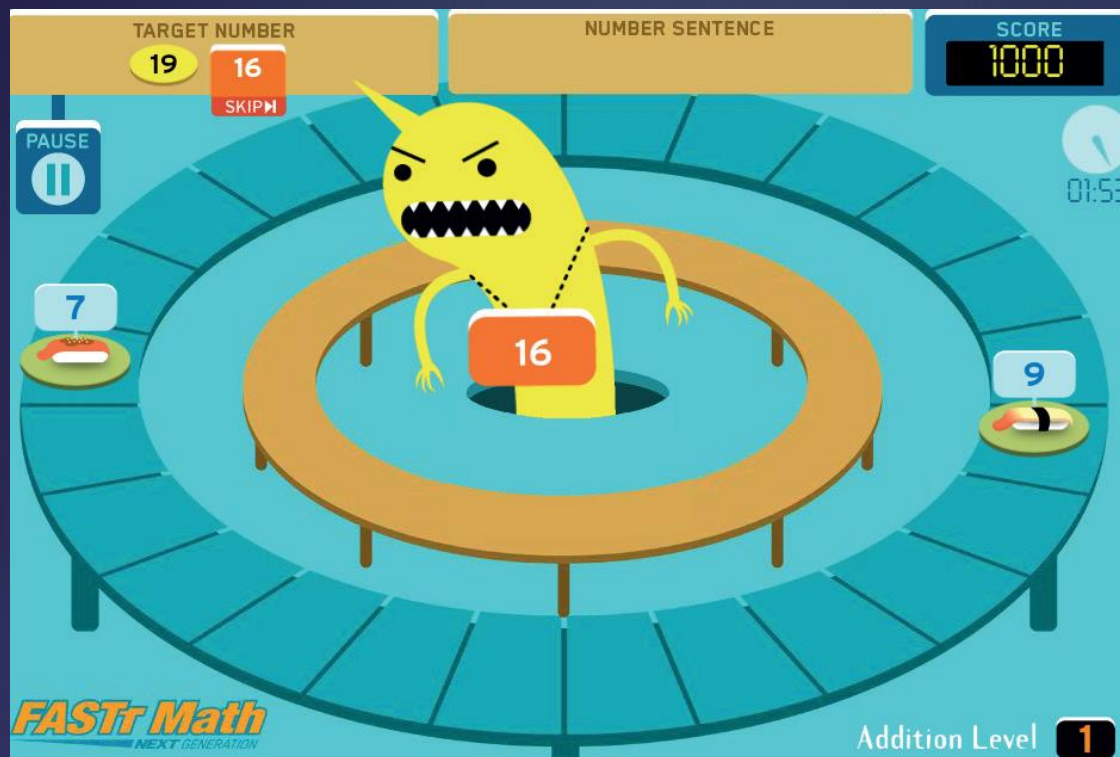
One side of the room can compete against the other side. You call on a random person each round.

How do we use games?

Thinking critically about ipad games and gameplay in an elementary education math methods class



Hungry Fish



Sushi Monster

Students learned to analyze the type of learning taking place in the game, and how to add to that learning.

Why Games?

- ▶ Games can add excitement and energy to the class
- ▶ Games can help your students focus
- ▶ Games can lead to higher-order, critical thinking

Theoretical Background

The arena, the card-table, the magic circle, the temple, the stage, the screen, the tennis court, the court of justice, etc, are all in form and function play-grounds, i.e. forbidden spots, isolated, hedged round, hallowed, within which special rules obtain. All are temporary worlds within the ordinary world, dedicated to the performance of an act apart.



Johan Huizinga, *Homo Ludens, A Study of the Play Element in Culture*. Boston: The Beacon Press, 1955.

Theoretical Background

10



Learning works best when new challenges are pleasantly frustrating in the sense of being felt by learners to be at the outer edge of, but within, their “regime of competence”. That is, these challenges feel hard, but doable.

James Gee

Games actually work in a way that good teachers work. ... [G]ame designers are always thinking about, "What does my player need to know at this moment in order to be successful at this task, and what do they need to do next?" And, again, this is what a teacher is thinking about all the time.

Katie Salen, “Big Thinkers: Katie Salen on Learning with Games.”
Edutopia. May 27, 2009. www.edutopia.org.



Now it's Your Turn!

Each group gets...

- One rule card to read.
- Two **game** cards, face down.
- One **mechanic** card, face down.
- One **action** card, face down.
- One **lesson** card.

Turn over **one** game card. Only turn over the other game card if no one in the group knows the first game.

Now turn over the lesson, mechanic and action cards.

What's your game plan?

12

- ▶ Use the cards as **inspiration** for your game.
- ▶ We will end with time for groups to share their game ideas

Interested in More?

Our handout includes readings and our contact information

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