**Game Design in Authentic Learning Experiences Worksheet**

|  |
| --- |
| **Goals (Scenario-based Authentic Activities in an Authentic Context (creates focus and sense of purpose):**  |
| *1. Identify a project that students can complete that would be representative of a real-world application of your course and subject area?*  |
|  |
| *2. Make it clear that students will be assessed based on how well they executed the authentic activity.* |
|  |
| **Rules (Please list the tasks, roles or perspectives, and expert examples for this learning activity): In the context of your course and subject area, how would students recreate/emulate that project?** |
| *1. Set students on the path by providing a general roadmap that identifies quests and challenges they will encounter along the way:* |
|  |
| *2. Student roles and perspectives frame how students need to approach the challenge: (roles should be related, yet distinct to optimize learning)* |
|  |
| *3. Real-world examples of experts performing similar authentic activities:*  |
|  |
| **Feedback (multiple and iterative communication channels among student-to-student and instructor-to-student interactions):** |
| *1. Build in assignments that provide students an opportunity to articulate their understanding of the various quests and challenges:*  |
|  |
| *2. Create a culture that encourages knowledge building and sharing through structured and unstructured activities: Stress collaborative aspect of course and value of sharing* |
|  |
| *3. Planned and emergent coaching and scaffolding within the context of the activity:* |
|  |
| **Voluntary Participation:** |
| *1. How and why this context is real and relevant to the student experience?* |
|  |
| *2. Build it and they will come* |
|  |
| *3. Have you created a learning community culture? (i.e., let students take responsibility, not only for their own learning, but for the learning of others)* |
|  |