The Secret Ingredient is... Pedagogy!
Gamifying Faculty Development with OLC’s Iron Chef

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University of Maryland, Baltimore County  Touro College
Session agenda

Today we will share how we:

1) adapted, coordinated, and prepared OLC’s Iron Chef event for a faculty development focus;

2) developed activities, evaluated tools, and supported resources for the local Iron Chef event; and

3) identified effective practices for collaborating with others and managed local Iron Chef processes.
About us: Mariann Hawken

Dr. Mariann Hawken
eLearning Manager

QM Peer Reviewer & F2F APPQMR Facilitator

Lead on Bb implementation (Ultra, SaaS)

Coordinate & support faculty development for hybrid/online courses
About us: Jalisa Monroe

Jalisa Monroe, MPS
Instructional Technology Specialist

Support for e-learning instructional technologies and audience response systems

Microcredentialing projects for financial literacy & video production

Engaged in employee wellness
About us: Holly Owens

Holly Owens, M.Ed.
Assistant Director, Instructional Design
Touro College, Department of Online Education

UMBC alumni & 3 years as Instructional Technology Specialist

At Touro: Main support for technology training and hybrid/online course teacher certification training
About us

One of 12 institutions in the University System of Maryland
Founded in 1966

- 48 undergraduate majors
- 36 master & 24 doctoral programs
- 17 graduate certificates

About 14,000 FTE students
78% FT & 70% of freshman live on campus
838 FT/PT faculty

photo by Ian Feldmann, The Retriever (March 2019)
Both offices reside in the same suite, yet report to separate divisions

<table>
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<tr>
<th>Instructional Technology</th>
<th>Reports to CIO / IT Division</th>
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<tr>
<td>➔ Director, eLearning Manager, Analytics Specialist, Instructional Technology Specialist</td>
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<td>New hires (2019): Online Learning Coordinator, 2 Instructional Designers, LMS Support Specialist</td>
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<td>➔ Director, Associate Director (Pedagogical Innovation), Assistant Director (Assessment), Program Coordinator (Event Planning)</td>
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<td>New Hire (2019): Assistant Director (Pedagogical Research)</td>
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What is gamification?
The cone of experience (Dale, 1969)
The cone of experience (Dale, 1969)
Missions and challenges
They are minigames with small objectives. All together, they make up the complete game. They help us acquire skills and progress in the learning curve.

Feedback
It allows us to know our progress on the game. It’s a basic element. Players need to know at every moment if their actions lead them to achieve their objectives.
Scoring

It’s the classic way of measuring a progress.

The more achievements you acquire in the game, the higher the punctuation. Points are obtained when you: complete tasks, attain goals, play for a determined period of time...

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<thead>
<tr>
<th>Rank</th>
<th>Name</th>
<th>Time</th>
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<tbody>
<tr>
<td>1</td>
<td>Tommy</td>
<td>44.6</td>
</tr>
<tr>
<td>2</td>
<td>James</td>
<td>45.2</td>
</tr>
<tr>
<td>3</td>
<td>Franck</td>
<td>48.1</td>
</tr>
<tr>
<td>4</td>
<td>Silvia</td>
<td>48.2</td>
</tr>
<tr>
<td>5</td>
<td>Timmy</td>
<td>50.3</td>
</tr>
<tr>
<td>6</td>
<td>Jane</td>
<td>52.4</td>
</tr>
<tr>
<td>7</td>
<td>Edd</td>
<td>53.9</td>
</tr>
<tr>
<td>8</td>
<td>Dave</td>
<td>54.0</td>
</tr>
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League tables

It shows the evolution of the user. This representation can be:

* Ranking (points).
* Levels reached.
* Achievements.
* Connections established (friends, influence, visits...
**Gifts**

Little presents that users can get aside from the final reward (aim of the game). They can be real, virtual, new functionalities...

**Bonus**

They are a motivational element: they build loyalty. According to the type of gamification, they can be: additional content hidden levels, power-ups...
**Rewards**

It’s the ultimate goal: achieving a benefit in exchange for an action. It may be: consolidate learning, acquire knowledge or skills...

**Badges**

To highlight actions that users complete. It’s a way to show achievements different from scoring.
Well-designed learning games motivate players to work through challenging problems that require them to engage with concepts, take calculated risks, and reflect on the learning process (Gee, 2007).

The pleasure of game-based learning may be enhanced through collaboration and/or competition (Smith-Robbins, 2011).
About Iron Chef
What is Iron Chef?

Japanese game show (1993-1999) featuring guest chefs who challenge one of four resident "Iron Chefs"

➔ Specialty cuisines  
  (Chinese, Japanese, French, Italian)

Timed cooking battle: Guest chef & Iron Chef must produce several dishes using the designated secret ingredient

Four judges evaluate dishes based on taste, presentation & originality
IC Individual challenges

Started in 2014: Sloan-C’s Blended Learning Conference, repeated at Annual Conference

Individual Technology Test Kitchens

Each chef would guide participants through hands-on exercises focused on practical applications of the technology featured at that station

EX: Audio / Video  Presentation
     Collaboration  Communication

Image credit: OLC Accelerate 2015
IC team challenges

We were inspired by 2016 by the team challenge:

Presented with a pedagogical challenge and a set of tech “ingredients” to create an innovative solution to solve a question

Image credit: OLC Accelerate 2016
Evaluating IC at OLC

Panel of judges voted on which “recipe” they were most excited to try

Audience also voted

(Yes, there was a gong.)

Four qualifying heats in the TTK with a high-energy finale at end of conference

Image credit: OLC Accelerate 2016
Iron Chef at OLC

Theme examples:

➔ Innovations, tools and technologies
➔ Institutional strategies & globalization
➔ Learner services & support
➔ Learning effectiveness
➔ Professional development & support

Create a ‘recipe” developing an assessment for an online classroom which accounts for diverse learners including English Language Learners, students with disabilities, and first time online learners. (IC 2017)

Create a ‘recipe” to facilitate faculty to online work collaboration within their own unit, team, or department utilizing an online platform or tool which provides effective and efficient communication and interaction. Bonus points for transfer of technology and application into the online classroom. (IC 2017)
Bringing Iron Chef to UMBC
Planning our IC event

After OLC 2016, we shared our experience participating in the Iron Chef activity

Planning Team: FDC & Instructional Technology

➔ Why should we try Iron Chef?
➔ What should / could we do to make it unique?
Planning our Iron Chef

Two core principles emerged from 3 months of planning:

1. The quality of a proposed teaching strategy in Iron Chef needed to be based in **evidence on learning**.
   - Required component of our game rubric

2. **Peer review** was a critical component of the evaluation process.
   - Although we would evaluate faculty approaches for the likelihood of success, we did not want to depict ourselves as judges.
IC in Action: Set-up

Lunch is provided.

Large room with round tables.

Participants are assigned a color*  Red, Blue, Yellow, Green

➔ Each table has roughly equal numbers of participants
➔ Teams of 4-5 participants are ideal
➔ Tables of 6 or more people may be broken into two sub-teams

Facilitator & participant introductions / icebreaking exercise

* numbers, shapes, letters, etc.
Initial IC in Action: The Menu

Brief overview of game objectives & technical guidelines

Review the Iron Chef Challenge:

⇒ Each team will create a solution ("recipe") to the common problem scenario (the "standard ingredients") complicated by various "secret ingredients" unique to each team

Initially, we allowed the teams to choose the secret ingredients from a "menu" we provided.
Iron Chef Contest

The Iron Chef Contest challenges you and your team to develop a teaching and learning solution that responds to a scenario complicated by secret ingredients.

1. We present you with a theme—a teaching and learning topic that you may be exploring in the classroom.
2. Next we complicate the theme with “secret ingredients.”
3. Your team will have 20 minutes to collaborate on a solution that includes the theme and the secret ingredients. Chromebooks (connected to the projector) and other “cooking” tools will be provided, including blank slides where you can capture your key points.
4. When the buzzer sounds, each team will have 3 minutes to present their solutions.
5. As you listen to other groups’ presentations, please assess using the Iron Chef Contest Descriptive Rubric. Link to the Iron Chef Contest Google Form to submit your team score for each group.

Scenario

How do you motivate students to participate effectively in an interdisciplinary course?

Your dean has asked you to collaborate with colleagues to develop a new interdisciplinary course on environmental issues that motivates undergraduates to participate in discussions, collaborative learning, and other learning opportunities.

Two factors complicate the design:

The course must meet requirements for _________ and be

(Choose one ingredient from List A.)

(Choose one ingredient from List B.)

Your Team’s Recipe

Work with your team to create a strategy you can use throughout the semester to effectively engage student participation in your interdisciplinary course. Your recipe should combine the standard ingredients with Secret Ingredients.

Secret Ingredients

Choose two or more secret ingredients, at least one from List A and one from List B below.

List A: Choose one
- A Writing Intensive Course
- A General Education Course

List B: Choose one
- Fully Online
- Hybrid or Flipped

Standard

- Interdisciplinary Learning
- Student Participation and Motivation

A Faculty Development Center Menu for Teaching & Learning with Secret Ingredients
Revised IC in Action: Spin the Wheel

Teams spin an electronic wheel (ex: bit.ly/umbcspinwheel) to determine their unique secret ingredient.

Secret ingredients might be based on classroom context:

➔ Large (or small) class in high- (or low-) tech active learning classroom
➔ Large class in fixed auditorium seating
➔ Small class in seminar classroom
➔ Online component in hybrid class

Secret ingredients might also be specific technologies (e.g., clickers, Collaborate, VoiceThread, Blackboard, etc.)
IC in Action: Utensils & related ingredients for recipes

Chart paper, scratch paper, notebooks & pens

Wi-fi enabled Chromebook for research, rubric, recipe presentation

3 tabs open:

- FDC resources about IC theme
- Google Slides presentation template
- Interactive rubric

Teams could open additional tabs for further research
Example of Chromebook resources

Research-Based Links from the FDC

Visit the FDC Website for These Links and More:

Active Learning:
http://fdc.umbc.edu/resources/pedagogy/engaging-students-with-active-learning/

Assignment Design:
http://fdc.umbc.edu/resources/pedagogy/designing-appropriate-assignments/

Backward Course Design:
http://fdc.umbc.edu/resources/pedagogy/course-design/

Collaborative Learning:

Motivating Students:
http://fdc.umbc.edu/resources/pedagogy/motivating-students/
A good way for learners to understand and integrate new concepts is through activities that simulate real-world uses, especially when we involve learners in applying concepts toward outcomes that matter to them.

(Clark, 1997)
IC in Action: Constructing scenarios

Required criteria: Centered in pedagogy & research driven
Preferably based on a previous FDC activity so participants had a reference point

2017:

➔ Best Practices in Motivating Students
➔ Promoting Students' Responsibility

2018:

➔ How to Get Students to Think Critically
➔ Active Learning
How do you promote students’ responsibility for their learning? Your dean attended Dr. Saundra Y. McGuire’s lecture at the Provost’s Teaching & Learning Symposium, and asks you to form a team to identify how to promote students’ responsibility for their learning. Devise an activity/assignment that helps students develop responsibility for their own learning and create a set of assessment criteria that measures what they learned.

How do you motivate students to participate effectively in an interdisciplinary course? Your dean has asked you to collaborate with colleagues to develop a new interdisciplinary course on environmental issues that motivates undergraduates to participate in discussions, collaborative learning, and other learning opportunities. Work with your team to create a strategy you can use throughout the semester to effectively engage student participation in your interdisciplinary course.
IC in Action: Working on recipes

Time to work: 20 minutes

➔ Pedagogical Sous Chefs circulate the room & provide *limited feedback*
➔ Technical Sous Chefs available for technical support
IC in Action: Peer-reviewed scoring rubric

One tab per Team color:

Use rubric as a guide to evaluate their own recipe during working time

During presentations, stay on assigned tab and fill in the column for the team who is presenting

➔ Team Red will use the Team Red tab to evaluate Blue, Green & Yellow.
➔ The rubric will tally up the numbers for the entire program.

Rubric prevents teams from evaluating their own recipes or entering partial points (e.g., 3.5 instead of 3)
# Iron Chef Contest Team Scoring Rubric

## Directions:
1. Select your team tab below.
2. Give each team 1-4 points per criterion. Skip your own team.

This form will tally the points for the entire program.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Red</th>
<th>Blue</th>
<th>Green</th>
<th>Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Assignment &amp; Assessment Criteria</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition and Description</td>
<td>Vividly and succinctly describes the activity/assignment designed to promote students' responsibility for learning. Clarifies how it will promote student responsibility and previews how it will be assessed. I have a clear vision for how this activity/assignment will work.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Use of Bloom's Taxonomy</strong></td>
<td>Creatively synthesizes the challenge of promoting student responsibility with Bloom's Taxonomy. Demonstrates understanding of how Bloom's Taxonomy applies to the given scenario by describing student learning outcomes in terms of specific levels of the taxonomy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Technology</strong></td>
<td>Integrates technology seamlessly into the activity/assignment; technology greatly contributes to the student learning experience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Responsibility Effect</strong></td>
<td>Exemplifies a brilliant and original approach to promoting student responsibility for learning.</td>
<td>I predict students' responsibility for their own learning will be significantly enhanced through this approach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Evidence</strong></td>
<td>Applies multiple evidence-based approaches or techniques to the development of the activity/assignment and the assessment criteria, referring to sources as appropriate.</td>
<td></td>
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## Team Totals
IC in Action: Sharing recipes

When buzzer sounds, teams must stop working

One team member presents recipe in 2 minutes

Discussion & evaluation takes 3 minutes

Scores are tallied automatically by the spreadsheet: Winning team receives prize

Remaining time in the session: Question/answer and/or discussion/reaction
Tell me what you eat and I'll tell you what you are.
IC: Incremental event improvements

1. Removed chart paper & markers to encourage use of Chromebooks
2. Eliminated Google form to fill in scoring rubric
   ➔ Implemented dropdown scoring mechanism to eliminate partial points
3. Simplified Google Slides to make it easier to fill out & present
   ➔ Reduced slides from 6 to 2
   ➔ What materials/resources do you need?
   ➔ How will you know students “got it”?
4. Collected team recipes to share after event
Faculty feedback

I attended last year’s Iron Chef competition and had a great time. It gave me a chance to **wrestle with some pedagogical ideas in a fun, think-on-your-feet environment**, with the support of many of my colleagues. I came out with new teaching strategies that I was excited to adapt to my classes!

Last year’s Iron Chef competition was not only great fun, **it inspired me to create my own Iron Chef Challenge for my students**. The in-class exercise was a huge success; probably one of the most enjoyable activities we did all semester.

A fun, informative workshop - I **enjoyed brainstorming ways to approach course design with colleagues from different disciplines**. I would have been excited to teach the course we created together.
IC participation over time
Repeat Participants

- Attended 1x: 45
- Attended 2xs: 9
- Attended 3xs: 1
- Attended 4xs: 3
Lessons learned

1. Be prepared for technical challenges -- chargers, wifi, broken links, dead devices, etc.
2. Debrief and reflect as a team each time you “play the game” with faculty.
3. Collect feedback from faculty players: Survey for satisfaction and future improvements.
4. Adapt your game and supporting workflows before offering again.
Tips for others

1. Customize to your institution and faculty.
2. Allow plenty of time to plan.
3. Incorporate some kind of incentive: Food, coffee, badges, pens, etc.
4. Award a prize to the winning team.
5. Have fun!
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded
Must submit evals using the OLC Conferences mobile app or website
Questions


instructionaltechnology@umbc.edu