



The Secret Ingredient is... Pedagogy!

Gamifying Faculty Development with OLC's Iron Chef

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University of Maryland, Baltimore County

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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



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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

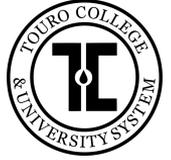
Engaged in employee wellness



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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)



Instructional Technology & Faculty Development

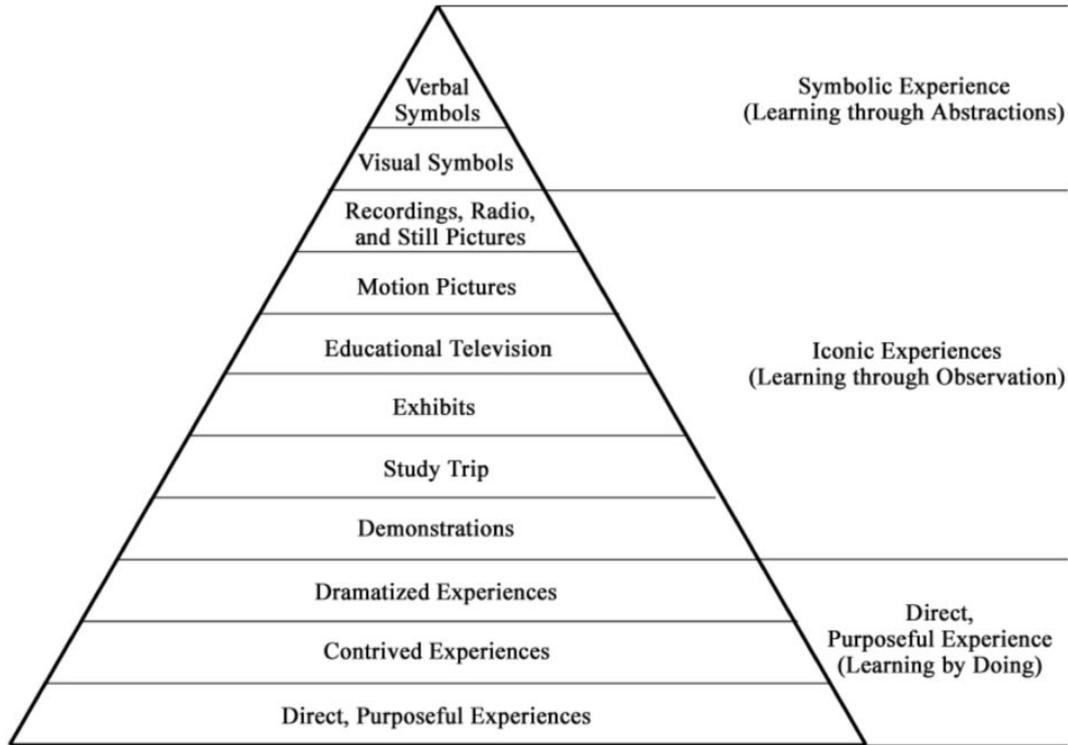
Both offices reside in the same suite, yet report to separate divisions

Instructional Technology	<i>Reports to CIO / IT Division</i>
<p>→ Director, eLearning Manager, Analytics Specialist, Instructional Technology Specialist</p> <p>New hires (2019): Online Learning Coordinator, 2 Instructional Designers, LMS Support Specialist</p>	
Faculty Development Center	<i>Reports to Academic Affairs / Provost</i>
<p>→ Director, Associate Director (Pedagogical Innovation), Assistant Director (Assessment), Program Coordinator (Event Planning)</p> <p>New Hire (2019): Assistant Director (Pedagogical Research)</p>	

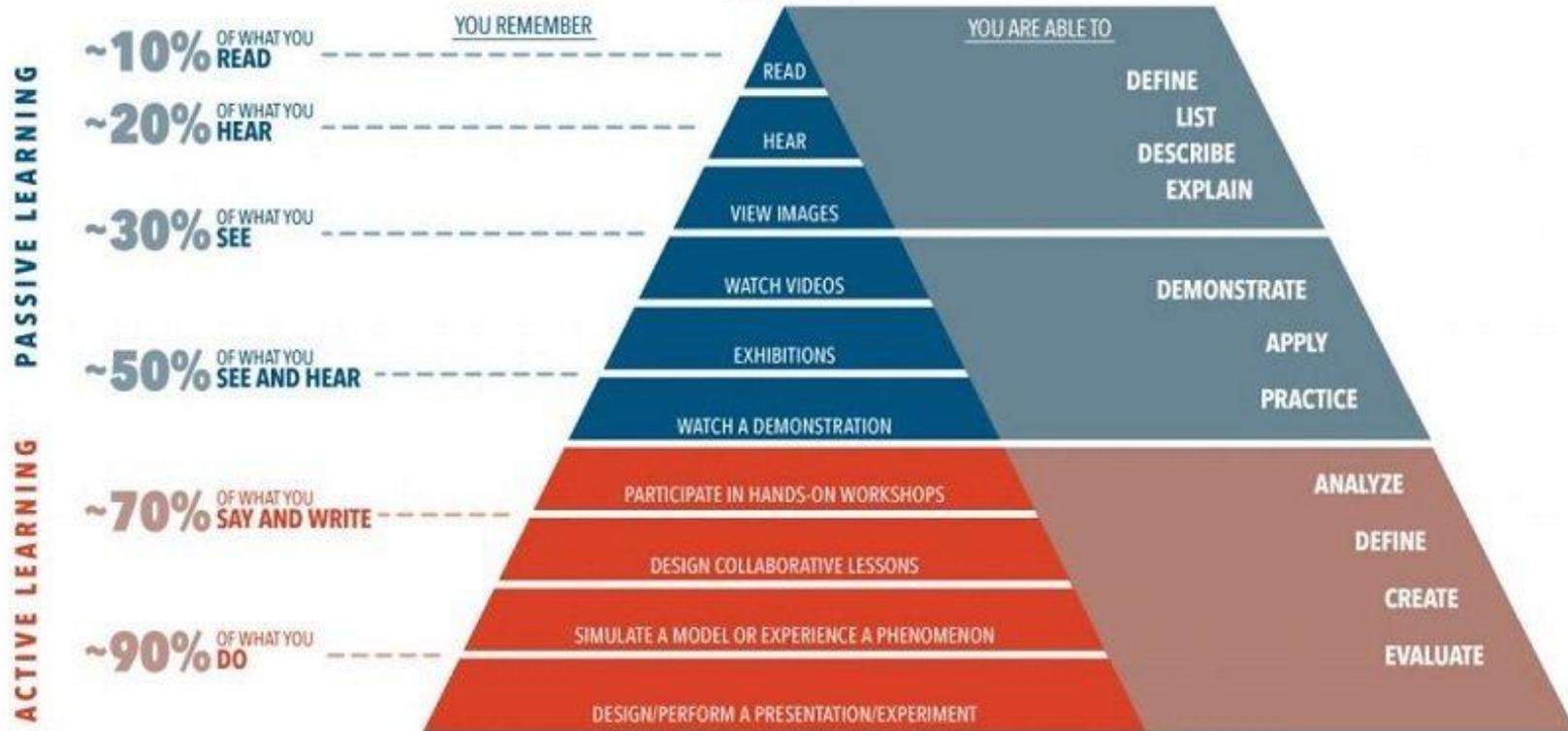


What is gamification?

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.



50%



30%



64%



12%



89%

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...



Rank	Name	Time
1	Tommy	44.6
2	James	45.2
3	Franck	48.1
4	Silvia	48.2
5	Timmy	50.3
6	Jane	52.4
7	Edd	53.9
8	Dave	54.0

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 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

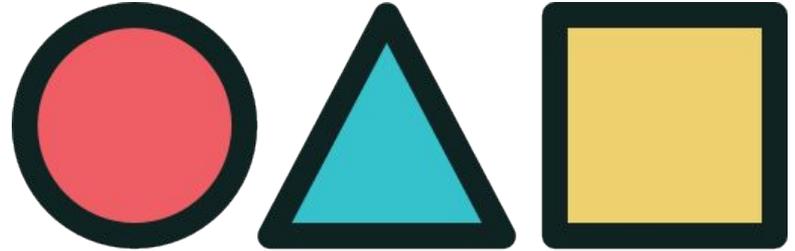
Lunch is provided.

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.
6. Winners receive a teaching and learning book from a choice of options.



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

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:

http://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/Paper/IDEA_65.pdf

Motivating Students:

<http://fdc.umbc.edu/resources/pedagogy/motivating-students/>

Iron Chef FA2017 Team Template

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was on October 9, 2017

Background Layout Theme Transition

1

2

3

4

5

6

Our Recipe

Promoting students' responsibility for their own learning

Bloom's Taxonomy

[Spin the Wheel](#) for an instructional technology

Our Evidence-Based Approach

[Link to resources](#)

Our Activity or Assignment

Our Formative Assessment

Testing Our Recipe Against the Rubric

[Link to rubric](#)

Our Final Thoughts



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](#)



IC in Action: Our scenarios

How do you promote students' responsibility for their learning? Your dean attended Dr. Sandra 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.

Download resources:
<http://bit.ly/umbc-ironchef>

**Give each team 1-4 points per criterion
 (1= criterion not met, 4= exceeds expectations)**

Criteria	Red	Blue	Green	Yellow
Activity/ Assignment & Assessment Criteria-- Definition and Description				
Use of Bloom's Taxonomy				
Use of Technology				
Student Responsibility Effect				
Use of Evidence				
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

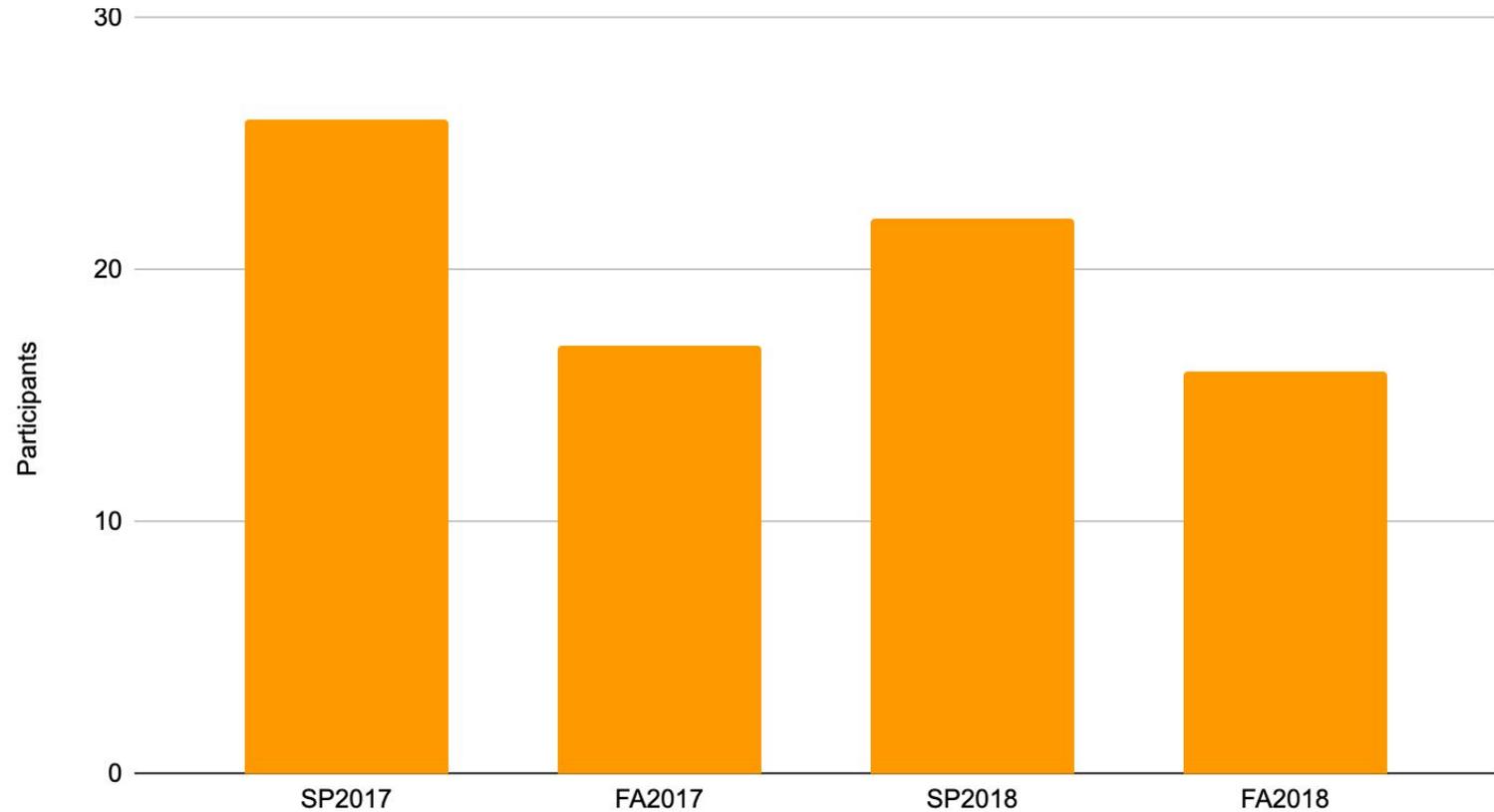
I attended last year's Iron Chef competition and had a great time. It gave me a chance to **wrestle with some pedagogical ideas in a fun, think-on-your-feet environment**, with the support of many of my colleagues. I came out with new teaching strategies that I was excited to adapt to my classes!

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**.

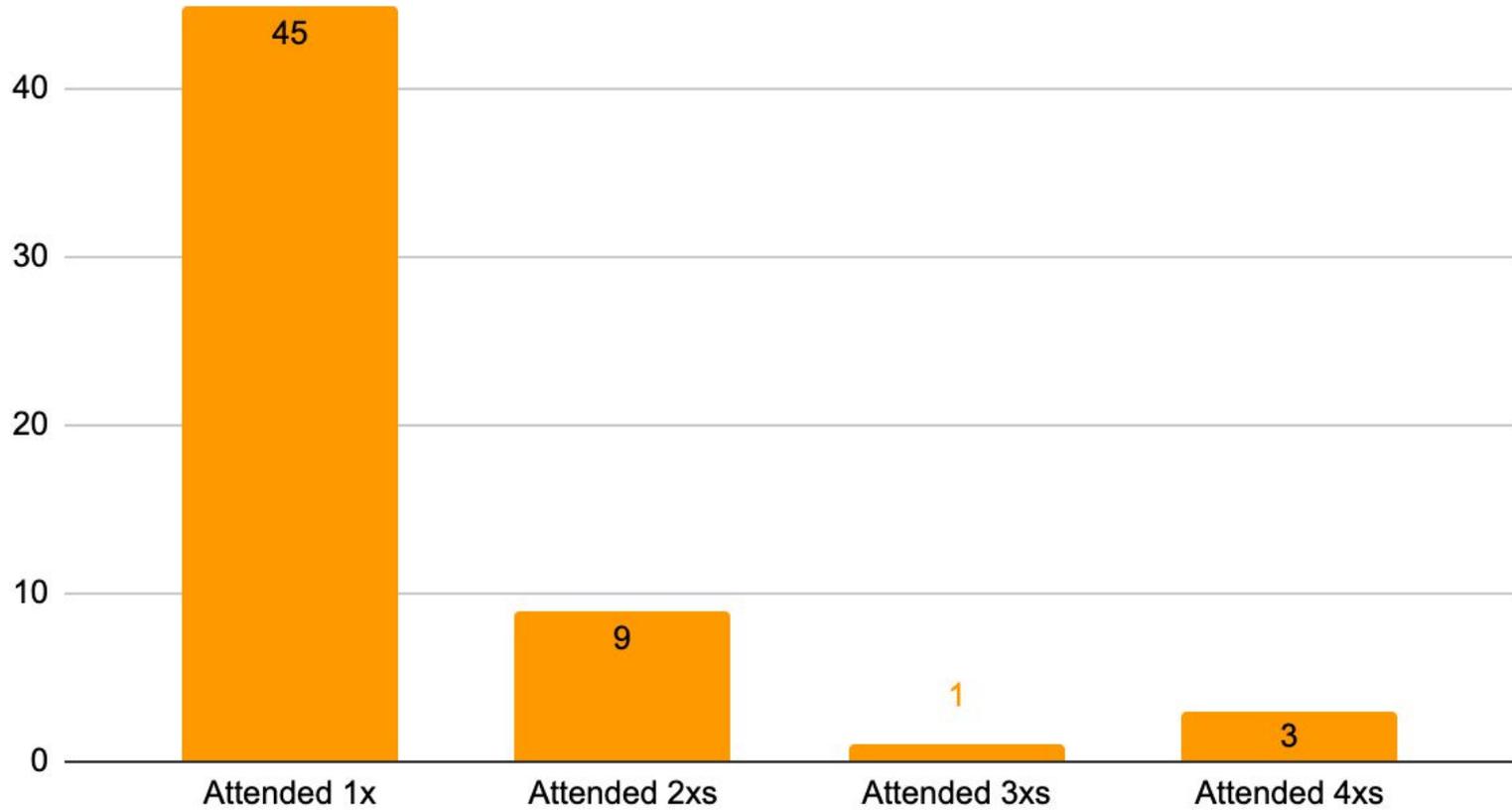
A fun, informative workshop - I **enjoyed brainstorming ways to approach course design with colleagues from different disciplines**. I would have been excited to teach the course we created together.



IC participation over time



Repeat Participants



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.



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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!



POD Network Conference 2019
Photo courtesy of Jennifer Harrison



Evaluate Sessions and Win!



👍 Evaluate Session

- 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

Download resources:

<http://bit.ly/umbc-ironchef>

instructionaltechnology@umbc.edu