Hands-on Gameful Design:

Creating Autonomy

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What is gameful?

WHAT???? You didn’t come see us yesterday?

S’ok – you can see the slides here:

https://bit.ly/2qKi8Sk
What is gameful?

- Rooted in motivation theory, gameful is a collection of pedagogies and practices that support intrinsic motivation through:
  - Autonomy-supportive teaching practices
  - Encouraging student mastery
  - Creating spaces for productive failure
  - Transparency in the learning contract
  - Finding ways to build connections between students, instructors and the content
We are going to do some stuff today...

1. Why autonomy?
2. Easy choice
3. Next level choice
4. It’s not just choice, it’s structure too
5. Making sure you are successful
Building Autonomy
What do we mean by autonomy and why is it important?
Autonomy Support & Structure

• Autonomy Support

Creating psychological freedom for students to make choices (vs being controlling)

• Autonomy Structure

Creating scaffolds/structure to communicate expectations for success

What happens when we support student autonomy?

• Students are more engaged than they otherwise would be over the course of a term (Jang, Kim & Reeve, 2017)

• Students put in greater effort when they feel greater autonomy (Hanewicz, Platt & Arendt, 2017)

• Higher achievement (Marshik, Ashton & Algina, 2016)

• More [pleasant] emotions – toward the teacher, toward the class (Hospel & Galand, 2016)
Why is this sometimes a hard sell in practice?

• Tension between control and engagement
• Teacher confidence and self-efficacy in the classroom is tied to student engagement
• When teachers sense disengagement, they tend to become more controlling
• Frustrates students even more, which leads to more disengagement

(Jang, Kim & Reeve, 2016)
Let’s talk about choice
Easy choice add-ins

• Choice in topic
• Collaborative vs independent assignments
• Passive choice
  • Drop the lowest, “You don’t need to take the final”
• Flip the script on attendance
  • Instead of “You can miss up to X classes,” give points for EVERY class, but build in that full credit X classes less
• Flip “Extra Credit” to “Optional”
Where can you build in choice?

- Exams
- Quizzes
- Final Projects
Where can you build in choice?

Unit 1
Unit 2
Unit 3
Where can you build in choice?

Week 1

Week 2

Week 3
Where can you build in choice?

Read  Write  Speak
Where can you build in choice?

Leader
Notetaker
Mediator
Where can you build in choice?

Path 1

Path 2

Path 3
Where can you build in choice?

Required

Little Choice

Lots of choice
Where do you add choice? Real questions...

• “My students are coming in with diverse knowledge levels.”
• “I want more than my students to engage in more than end-of-semester exams.”
• “I have students with such different career goals – it feels like I can’t create assessments that are meaningful for everyone.”
• “I have so many cool assignments – we don’t have time to do them all!”
• “I’m tired of students constantly trying to get extensions or they are out of town. I want to put the responsibility on the student.”
• “I want students to take some risks and try new things”
Planning Document

• Think about your “buckets”

• The things we talk about:
  • How much choice is in the ”bucket” (and none is okay)?
  • What is the student effort for the assignment?
  • What is the instructor effort for the assignment?
  • What is the time frame for the assignment(s)?

• Don’t worry about points or grading scheme…. (until later)
Our #1 question -

How much choice is too much choice?
Not quite that simple

Choice may NOT be motivating for students if:

• Choice without structure (Jang, Reeve & Deci)
• Not interested in the choices (Katz & Assor)
• The choice is illusory
• The mental cost of the choice is high (Plummer)
### Dimensions of choice

<table>
<thead>
<tr>
<th>Low Stakes</th>
<th>High Stakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>Complex</td>
</tr>
<tr>
<td>Requirements</td>
<td>Interest</td>
</tr>
<tr>
<td>Illusory</td>
<td>Real</td>
</tr>
</tbody>
</table>
Choice may NOT be motivating for faculty:

• If faculty are accustomed to teaching “on the fly”
• When grading effort hasn’t been considered
• If faculty are uncomfortable with their pedagogical choice and risk
Autonomy takes effort
Choice cannot come without structure

(successful)
Ways to provide structure

Syllabus statements:

Course approach: In this course you’ll manage how we assess your progress through the course by choosing some activities and skipping others. Throughout the term, you’ll choose activities that have an associated number of points. Many of the activities you choose also allow you to determine how much of the activity you want to do, with different rewards for different degrees of activity. Organizing the course this way gives you a lot of freedom but also a lot of responsibility in managing how your performance is assessed......
Explicit Paths

‘Standard build’ path to an A

- attend and use clickers in 12/13 classes [1200 points]
- earn 90% average in quizzes [4700 points]
- complete 3 homeworks, earning 95% in each [6300 points]
- Total : 12200 points (A)

‘I want to stretch!’ path to an A+ choosing what assignments you want to do, and being able to earn an A even if you get some answers wrong in quizzes and homework

- attend and use clicker in 12/13 classes [1200 points]
- earn 75% average in quizzes (getting 12 questions wrong each week) [3900 points]
- complete 2 homeworks earning 80% in each [3500 points]
- complete 2 stretch assignments earning 90% in each [4000 points]
- Total : 12600 points (A+)
Rubrics – and changing when you use them

• Be clear to students when and how you are using rubrics
• Reflect on when you are using in-line feedback, is it the best use of time?
• Consider using LESS complicated rubrics and writing feedback on rubric
Have a way for students to chart their path
Key things for success

• Transparency to students
• Pre-planning of assignments
• Scaffolding for students
• Keeping the instructor in mind as much as the student
At this point in the presentation – one of two things happen (and usually both)
Using choice carefully

- Choice is not always motivating – consider the types of choices
- Clearly communicate expectations for options. Students need to understand their choices.
- HAVE DEADLINES
- Consider the instructor ability to get timely feedback to students when building autonomy.
- Consider scaffolding autonomy – start slow, both for instructor and student.
- Don’t assume students will love autonomy.... At first
- Start slowly & iterate
More tips for success

• Yes – the instructor workflow will change. Less “binge” grading, more steady stream of assignments
• Be honest with yourself – is this for you? Are you in a good place?
• Gameful teaching is
• Use our resources! Gamefulpedagogy.com
  • Links to the planning doc & a spreadsheet
• GradeCraft!
Session Evaluations & Drawing

• 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 to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website


