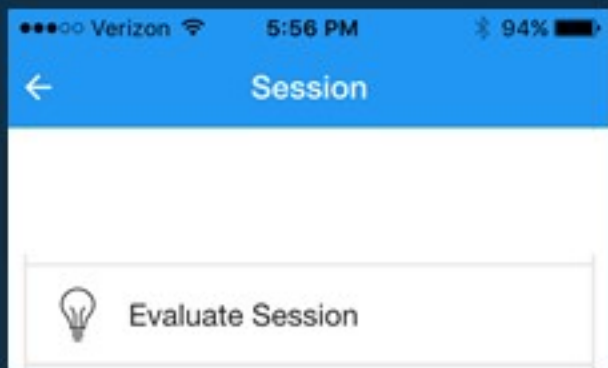# Session Evaluations Contest

- Download and open OLC Conferences mobile app

- Navigate to specific session to evaluate

- Click "Evaluate Session" at the bottom of session details screen

- 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

ONLINE LEARNING™ CONSORTIUM

MERLOT

OLC Innovate
EDUCATION *REIMAGINED* • #OLCINNOVATE

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Getting Meta: Bingo!

http://tiny.cc/olcbingo
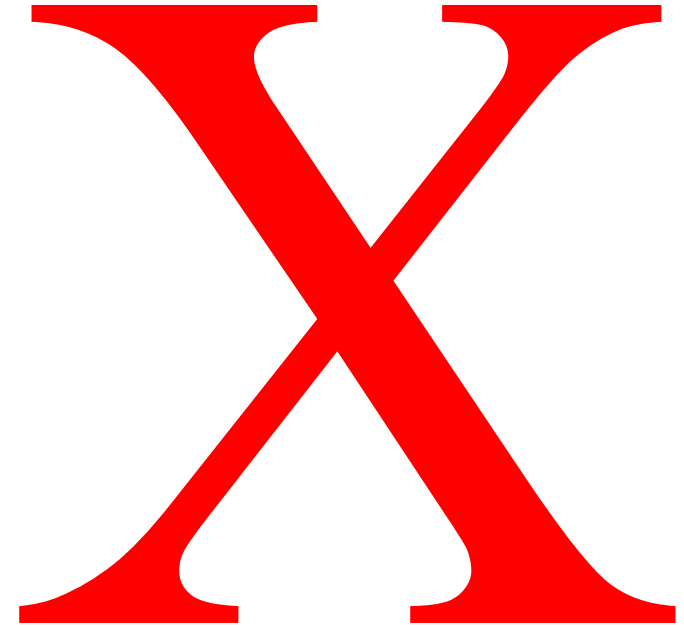
Press **START** to Play

Faculty and Student Reflections on Gamification

What is Gamification???

https://www.youtube.com/watch?v=2lXh2n0aPyw

What is Gamification?

Gam·i·fi·ca·tion – "the use of **game mechanics** and **experience design** to **digitally engage** and **motivate people to achieve their goals**"

What is Gamification?

In educational context:

"On its surface, gamification is simply the use of game mechanics to make learning and instruction more fun. It seems "fake" artificial or like a shortcut. It's not. Underneath the surface is the idea of engagement, story, autonomy, and meaning."

https://www.youtube.com/watch?v=BqyvUvxOx0M

Games vs. Gamification

- Games
  - Defined rules and objectives
  - Possibility of losing
  - Just playing the game itself may be intrinsically rewarding
  - Hard and expensive to build
  - Content usually morphed to game story and scenes
- Gamification
  - May just be collection of tasks with points or some form of reward
  - Losing may or may not be possible because the goal is to motivate people to take action/do something
  - Intrinsic reward optional
  - Usually easier & cheaper
  - Usually game-like features added without making many content changes
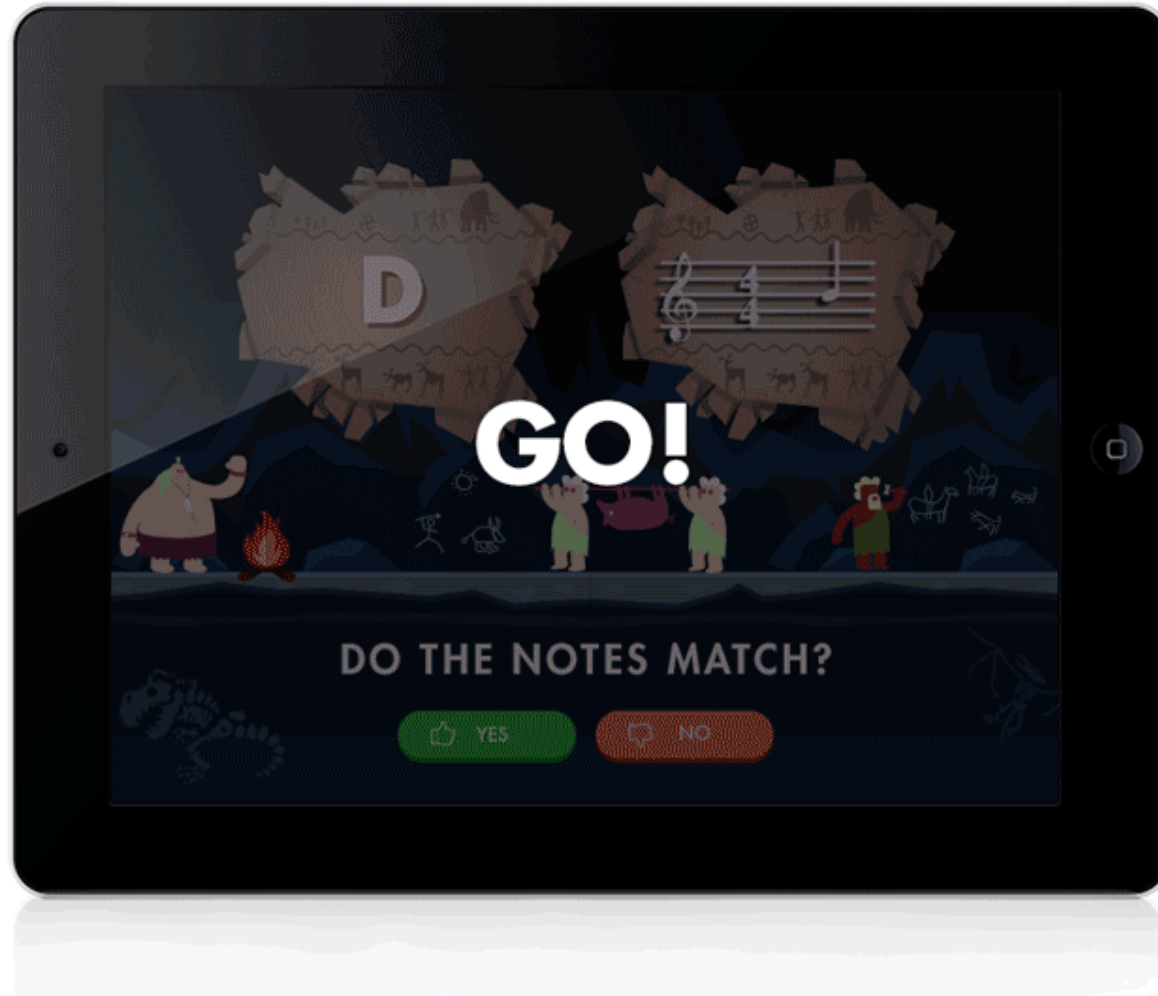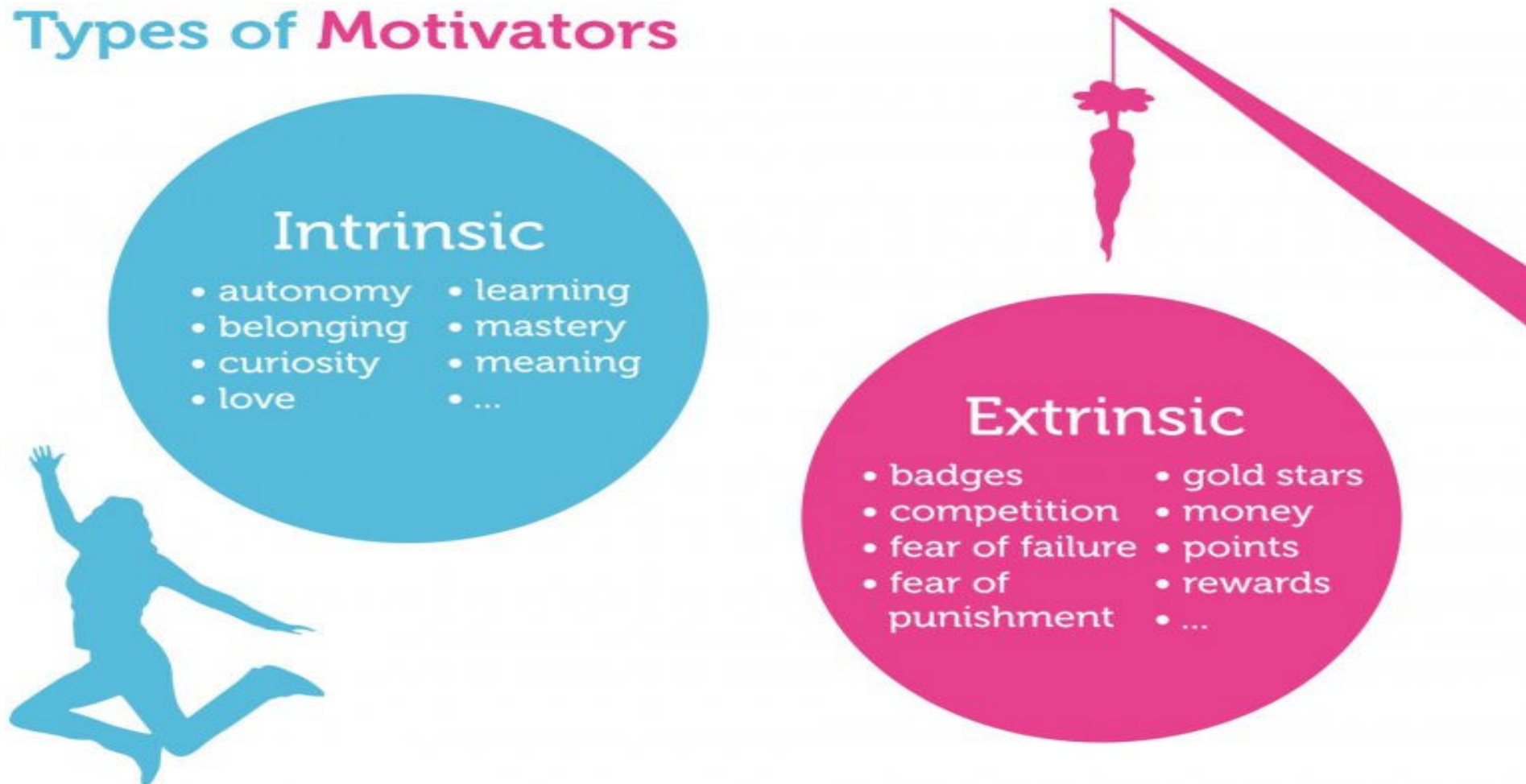
https://badgeville.com/wiki/education

Games vs. Gamification

Games vs. Gamification

Gamification and Games as Tools for Learning

Types of Motivators

Intrinsic
- autonomy
- belonging
- curiosity
- love
- learning
- mastery
- meaning
- ...

Extrinsic
- badges
- competition
- fear of failure
- fear of punishment
- gold stars
- money
- points
- rewards
- ...

Motivation

HOW TO GAMIFY YOUR CLASSROOM

By, EDTECH4BEGINNERS.COM

Try apps such as: Kahoot! Class Dojo & Typeform.

Set frequent class competitions.

Display cumulative scoreboards with weekly prizes.

Challenge individuals using SMART targets.

Send online badges/awards/certificates to students.

Create levels of learning which students are encouraged to climb.
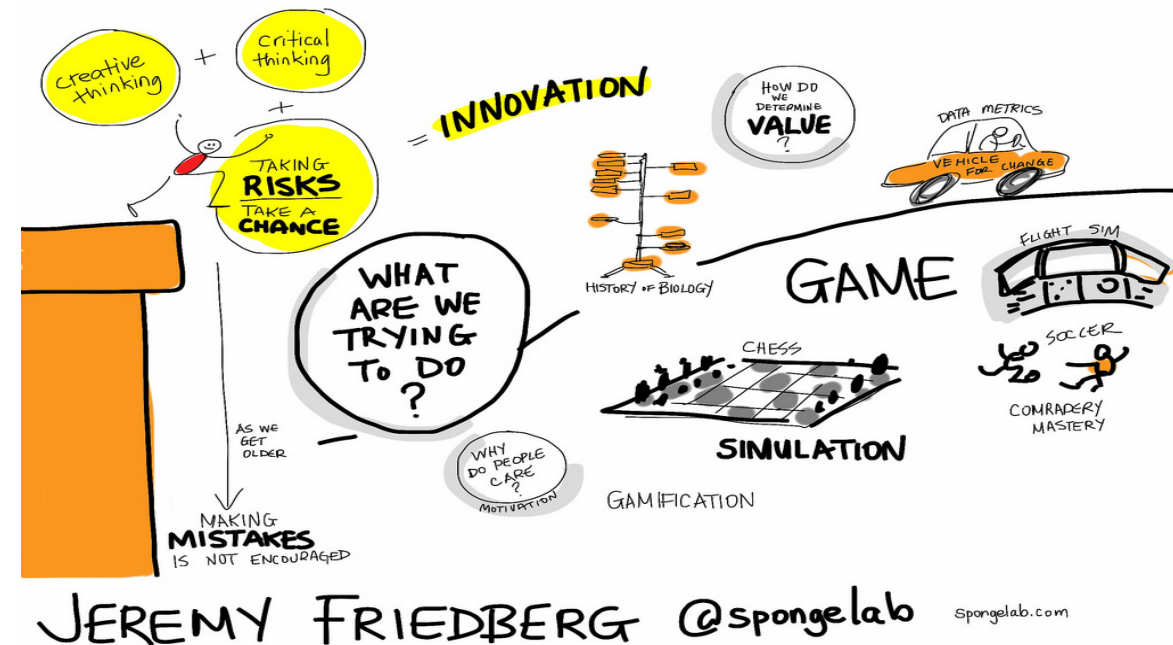
Gamification Example

Gamification Example

- Josh Enszer, lecturer in the Chemical, Biochemical & Environmental Engineering Department (2015)

- Demonstration of using Blackboard Achievements to gamify a core course for Engineering majors

https://www.youtube.com/watch?v=jwzBa0mHC2s

How to Gamify?

- Achievements
  - Use Achievements Tool in Blackboard to award badges that demonstrate:
    - Skill mastery
    - Learning milestones
    - Performance excellence

- Quests
  - Find problem with multiple entry points, define learning goals, link goals to COR, build space for assessment, design quest

- Leaderboards
  - Provides quick feedback, ranking, competition, motivation

https://badgeville.com/wiki/education

But first…..

….Start with sound instructional design processes:

- Identify Course Goals
- Develop and Align:
    - Learning Objectives
    - Learning Activities
    - Learning Assessments
    - Learning Materials/content
- Organize Course Modules/Units/Learning Content

Now you're ready for gamification!
What problem will I solve and how will gamification help?

Summary: Strategies to Gamify a Course

- Add points to tasks/assignments

- Define badges/achievements/rewards that can be earned after criteria are met

- Create leaderboard that shows top performers/scores

- Define levels ranging from easier to harder tasks/assignments

- Reward badges that can be tied to higher levels

https://badgeville.com/wiki/education

Education 771: Research Designs in Education

A Case Study

The Course

- Education 771: Research Designs in Education
- Graduate research methods course for K-12 STEM educators
- 15-Week Course (Spring Term)
- Hybrid: Alternating Face-to-Face and on-line by week
- 16 students
- LMS = Blackboard
- Pre-requisite for Action Research Class
- Culminating project: Literature review

Grading

Class Assignments and Due Dates	Percent
Participation	10%
Source Summary (online)	5%
CITI Human Participant Use Training Course (online)	5%
Examination I (in-class)	20%
Weekly Quizzes (online)	10%
Research Summaries (online)	10% (2.5% each)
Examination II (online)	20%
Literature Review (online)	20%

Week Zero

- Orientation video (transcripts and closed captions for all videos)

- Familiarize with course

- Review the syllabus

- Intro on the Course Discussion Board (with reply)

- Complete the Orientation/Syllabus quiz

Start Here!

Welcome!

EDUC 771: Research Designs in Education

Education 771 is a Research Design Course for K-12 STEM teachers. We cover theoretical frameworks of empirical research and review qualitative, quantitative, and mixed-methods models. The culminating project for this course is a Literature Review that you can use for your required courses in this program moving forward. This is a graduate-level course with corresponding high expectations for the quality of your work. Understandably, some students will be nervous stepping into a Research Methods course. Don't be. If you attend class, read, take notes and work to draft and re-draft your literature review you will do well.

What is the very first thing to do in this course? Please view this introductory video and then complete the bulleted tasks laid out below. The you can click here to download the orientation video transcript. Thanks!

Checklist

After reviewing the Introduction Video, please:

1. Familiarize yourself with all of the resources available on this page
2. Review the syllabus and all linked documentation via the "Syllabus" link in the course navigation
3. Introduce yourself on the Course Discussion Board (please refer to the parameters defines on Introduction forum)
4. Reply to at least one other person's introduction on the Discussion Board
5. Complete the Orientation/Syllabus quiz below this checklist with a minimum 90% score
6. Click on the "Weekly Content" link in the course navigation to review what will be coming up this coming week. Note: You will not be able to view any of the enclosed content until you pass the Orientation/Syllabus quiz with a minimum 90% score

Orientation and Syllabus Quiz

Please complete this quiz in order to access Unit 1. You must earn at least a 90%. You can take a quiz as many times as needed in order to earn this minimum score

Blackboard Student Orientation Module

Students can learn how to use Blackboard and Bb Collaborate through these resources.

Technical Requirements

Find out what software and plugins you'll need for an optimized course experience.

Accessibility Resources

Enter this folder to learn about the accessibility resources, documentation, tutorials, and references available to reduce barriers for users with disabilities, whether student or instructor.

Reward/Easter Eggs

Leveraging Adaptive Release to Promote Student Engagement

Adaptive Release

- Rules governing content access
  - date, membership in a group, grade, and review status
- Enforce sequencing
  - e.g., students watch a video and take a quiz; content is unlocked based on the quiz scores
  - competency-based learning
- Customize content for specific groups (e.g., course sections)
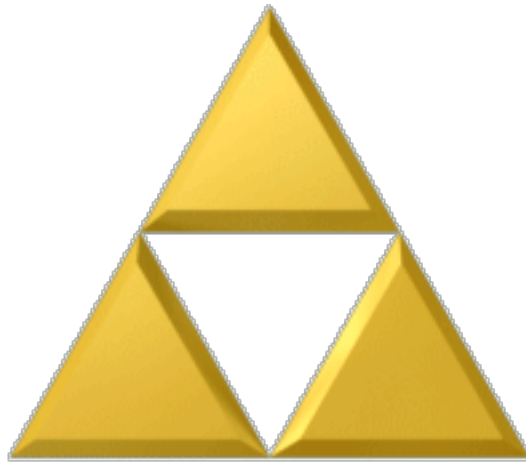- Restrict access by date to maintain course pace for social learning

Orientation/Syllabus Quiz

Onboarding students into the course

Your quest cannot begin until you have passed the Orientation and Syllabus Quiz with at least a 90%

Congratulations! You Have Successfully Passed the Course Orientation Quiz!

Weekly Content

Week 2: February 8 - 14

Identifying and Citing Research Literature

Reading(s); Text: Chapter 1-2

Week 3: February 15 – 21

Overview of Research Approaches and Layout of Research Studies

Readings: Text: Chapters 3-4

Week 2: February 8 - 14

Availability: Item is no longer available. It was last available on Feb 1, 2017 7:00 PM.
Enabled: Adaptive Release
Identifying and Citing Research Literature

Reading(s); Text: Chapter 1-2

Week 2: February 8 - 14

Identifying and Citing Research Literature

Reading(s); Text: Chapter 1-2

Week 3: February 15 – 21

Availability: Item is no longer available. It was last available on Feb 8, 2017 7:00 PM.
Enabled: Adaptive Release
Overview of Research Approaches and Layout of Research Studies

Readings: Text: Chapters 3-4

Week 3: February 15 – 21

Overview of Research Approaches and Layout of Research Studies

Readings: Text: Chapters 3-4

Week 5: March 1 – 7 ⌄

📄 **Week 5 Class Presentation**

📁 **In-Class Activities**

📄 **Amazing! You earned full points for your Source Summary Assignment!**

Enabled: Adaptive Release

📄 **Chapter 6 PPT**

📄 **Chapter 6 Outline**

📄 **Chapter 7 PPT**

📄 **Chapter 7 Outline**

Achievements

Congratulations! You've earned at least 90% on the course quizzes!

You earned an "A" on the Quantitative Exam!

Congratulations on earning an "A" on the Qualitative Exam!

Reminders

Spring Break! Time to write, write, write!

Remember to complete readings for the literature Review!

Face-to-Face

Flipped Learning (Mostly)

- Reading and quizzing always in advance of f2f
- Some of the application requires work outside of class
- Some screencast and lecture content prior to meeting
- Group activities (e.g., peer review)
- Seminar-type discussion of literature
- [Kahoot!](#) reviews

Example Activity: Sampling ∑ :-)

- Plastic Easter eggs of various colors

- Eggs filled with (pastel) M&Ms

- Some eggs include jellybeans

- Counting candy; Google Form used to gather class data

- Make population inferences
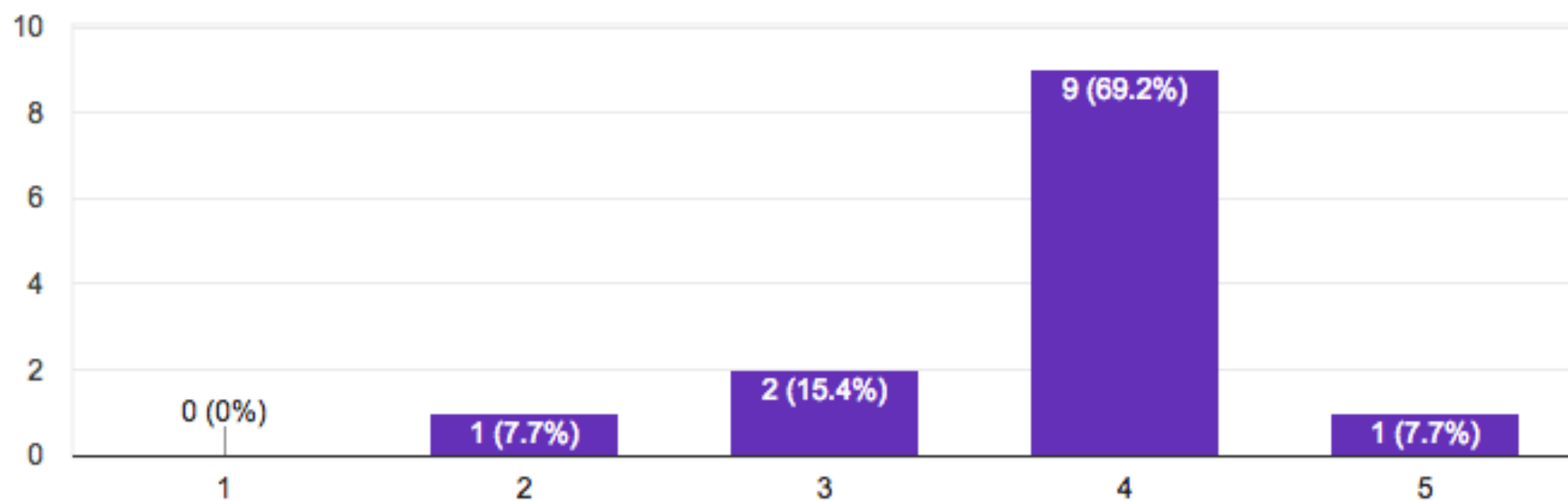
- Discussion about sampling methodologies

Feedback

How would you rate the motivating elements embedded in this course's Blackboard compared with other courses you have taken?
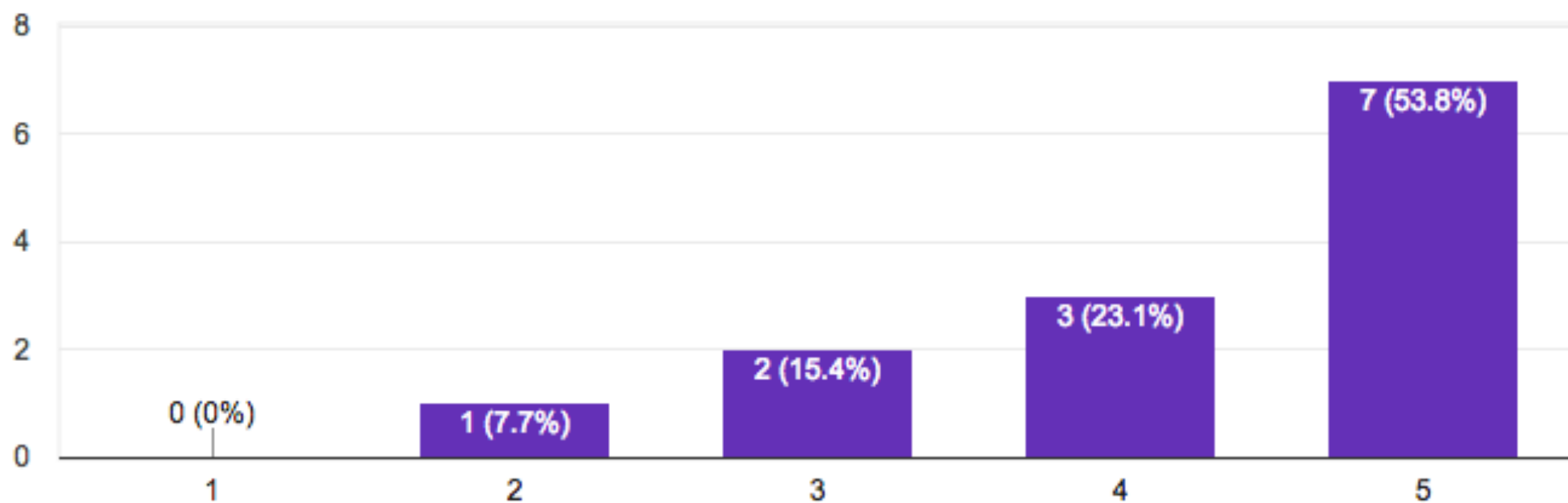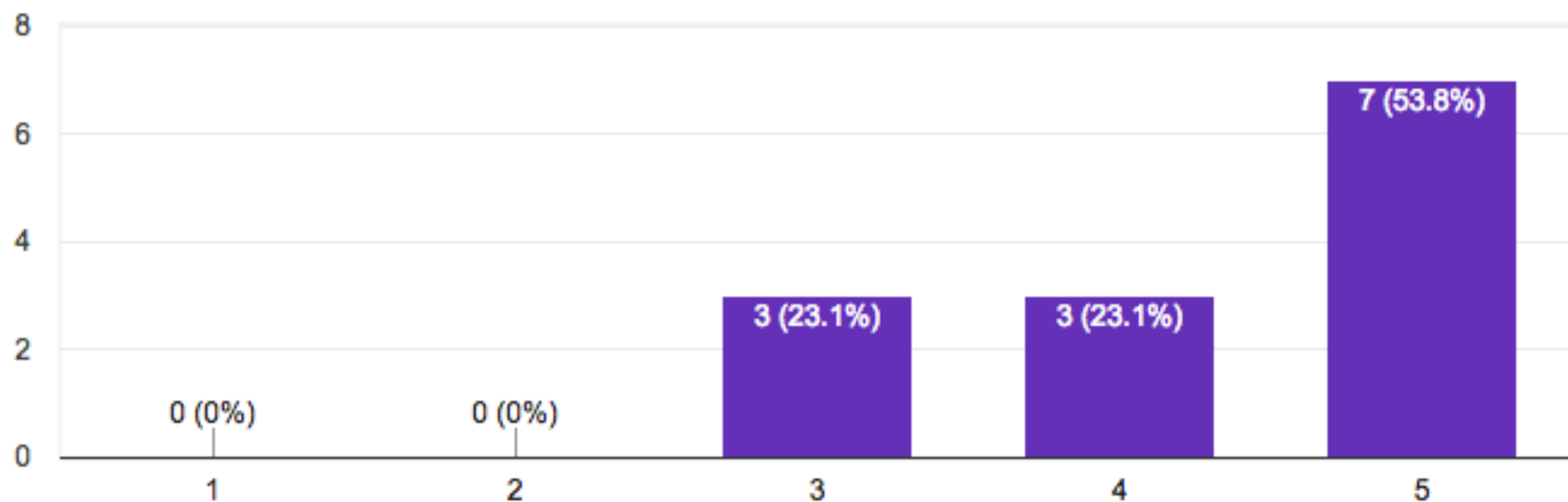
13 responses

How difficult was the online element of the course compared with other courses you have taken?

13 responses

How was your course "gamification" experience?

13 responses

How might the game elements be improved for this course?

- I loved the game elements! The only way they could be improved is if you added more. They definitely made me smile when I logged on and found them!

- Maybe incorporate a reward/badges/gifs for turning assignments/discussion posts in earlier.

- Fewer clicks to access them perhaps - such as showing up as an individual announcement without requiring additional clicks into weekly content

- Give us an outline of what "rewards" to look for, but include the secret ones too!

What other feedback do you have about the game elements within the course?

- The game elements were very fun =)
- They were a very cool and unique idea! You should use them in all your courses!
- I liked the idea. It made it seem more like an achievement to get something done. Even if it was something small it was still rewarding. Same idea as 8th graders being motivated by stickers. Apparently, shiny is better for all students.
- I liked the Fresh Prince of Bel Air reference

Student Course Evaluation Survey

What was the best part of the course and why?

[...] hands on activities, the hidden gifs in our blackboard course, his willingness to make sure we truly understood the material.

What changes would you recommend in the course and why?

This was the most challenging class for me in my graduate program so far. At first it felt like a lot of reading and homework. At the beginning of the course I would answer this question: too much work, cut back on the density of the course. But I would not recommend that now. Keep it! Oh, add even more GIF's!!!

Lessons Learned/Next Iteration

- Modified from previous offering to not require a threshold quiz score to access content
- List primary achievements prior to term and list in central location
- Continue to hide non-advertised Easter Eggs
- Include Achievements for Face-to-Face Content
  - E.g., Classroom activity on sampling using plastic Easter Eggs and Jellybeans
- Keep GIFs/Memes fresh and relatable
  - Nostalgia (e.g., Stranger Things; NES Mini)
- Gamification can't make students learn, but it can make the environment a lot more fun!

Course Comparison Data

Spring 2017 Courses

Blackboard Interactions

- 25th of all graduate courses

- 9th of all Hybrid courses

- **3rd of all graduate hybrid courses**

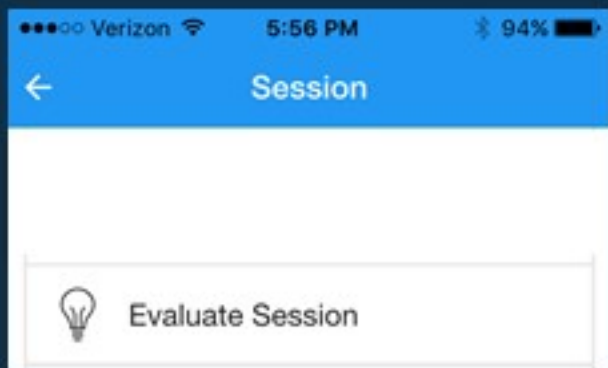|	Distinct Users ~	Avg Interactions	Avg Minutes	Avg Items
ENMG656_7319_SP2017	12	1,471.4	4,849.0	197.8
ENMG652_5206_SP2017	16	1,288.6	4,273.6	285.6
EDUC771_2037_SP2017	15	977.7	2,414.9	206.0
EDUC678_8045_SP2017	11	902.4	2,580.6	158.8
ENMG652_4476_SP2017	27	891.3	2,626.4	208.0
ENMG650_4450_SP2017	21	672.9	999.6	277.7
STEM506_6855_SP2017	20	640.3	1,455.1	101.8
EDUC795_2043_SP2017	20	565.5	1,656.7	96.9
HIT723_7355_SP2017	21	546.8	1,845.1	146.6
HIT759_7359_SP2017	18	499.9	1,851.7	155.3
ENMG661_6591_SP2017	12	425.5	993.8	81.0
EDUC781_7780_SP2017	14	410.3	1,201.2	104.6
ENEE670_7910_SP2017	3	406.0	1,830.1	125.7
EDUC781_7247_SP2017	11	328.4	599.4	108.7
EDUC785_7778_SP2017	14	248.6	273.6	66.8
EDUC785_6662_SP2017	15	227.0	560.0	35.2
CYBR624_6667_SP2017	21	212.8	305.5	75.9
CYBR622_4834_SP2017	21	199.7	1,684.5	78.0

Q&A