Game-based Learning (Interactive Demo)

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Recommended Citation
Bisz, Joe, "Game-based Learning (Interactive Demo)" (2014). CUNY Academic Works.
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**WHAT’S YOUR GAME PLAN?**
A GAME FOR GROWING IDEAS INTO GAMES
BY JOE BISZ (© 2012)

**Audience:** For innovative presenters, game designers, or educators (Elementary to Graduate school)
Lesson
Taking Notes

Game
Trivial Pursuit
Answer one of each category of question to win. Skillfully choose questions you’re good at to move again.

Mechanic
Movement/Sport
The classroom, chalkboard, or piece of paper can simulate some aspect of a sport (passing, blocking, scoring, difficult shot).

Action
Walking
Rulebook: Section 3

The Five Simple Game Mechanics

- Rapid
- Random
- PACE
- Goal
- Rivals
- Reward
- Roles
The “Complex Mechanics” – and their learning outcomes

Trivia Questions
• IDENTIFY <any facts for practice and review>

Challenge and Switch
• IDENTIFY <any terms that need to be corrected or completed>
• CREATE <any terms that need to be corrected or completed>

Collecting and Creation
• BUILD Close Reading
• BUILD Paragraph Development/<any systemic content>
• BUILD Essay Organization
• BUILD or IDENTIFY Terms

Classify the Pieces
• IDENTIFY <any amount of terms that can be easily classified into categories>
• CREATE <any amount of terms that can be easily classified into categories>

Cut-ups
• IDENTIFY Transitions/Grammar/<any linear concept>
• BUILD Close Reading

Find the Clue
• IDENTIFY <any non-fictional or fiction concept>
• BUILD/CREATE Literature Appreciation
• BUILD/CREATE Close-reading
• BUILD/CREATE Interpretation

Meaning Role-play
• CREATE <any experience for understanding or appreciation>

Simulation Role-play
• CREATE <any experience for understanding or appreciation>
• BUILD/CREATE Argument
• BUILD/CREATE Research
“How to Catch River Crabs” by Mary Seigle

First, you need a boat. But not just any boat.

I recommend a 15 foot long, flat-bottomed boat that comes with a 25 horsepower motor. It can't be a steel hull, nor a fiberglass hull; the motor should be outboard, not through-hull. It must be strong enough for six strong adults.

You will also need a rope, crab pots, a special hook, and traps.

Drop your lines overboard, but not before you have tied them securely to the boat's tiller.

Each crab line, made from heavy-duty string, is attached to a weight, and the weight is tied to the bottom with a special hook and string.

Because crabs are sensitive to sudden movements, the lines must be slowly lifted until the crab lines are visible just below the surface of the water.

Now, only the hook is loose, you are ready to begin catching.

If you see a crab moving the line, reach up with a crab scoop of your own.

Drop the crab into the wooden ends before it has a chance to get away.

The crab will be farmers, wrapping its claws and tailings at the mouth.

You should leave the crab breathing in the crate as you make your way home.

Back in your kitchen, you will boil the crabs in a large pot until they turn a healthy shade of orange.

Just remember to keep the crab pot covered.

Finally, spread newspapers over the kitchen table, deposit the boiled crabs on the newspapers, and you have the most delicious meal of your life.
Redesigning Learning Management Systems with Game-based Learning

and with

LEVEL FLY
LEVELING UP HIGHER EDUCATION
Learning is a deep human need, like mating and eating, and like all such needs it is meant to be deeply pleasurable to human beings.

--Prof. James Gee, *Why Video Games Are Good for Your Soul: Pleasure and Learning*
<table>
<thead>
<tr>
<th>DUE</th>
<th>TASK</th>
<th>COURSE</th>
<th>XP</th>
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<tr>
<td>03-11-2013</td>
<td>Read and Respond to Equiano’s &quot;Narrative&quot;</td>
<td>World Literature 2</td>
<td>50</td>
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<tr>
<td>02-11-2013</td>
<td>Read and Respond to &quot;The Tempest&quot;</td>
<td>World Literature 2</td>
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<td>Thesis Proposal for Formal Essay 1</td>
<td>World Literature 2</td>
<td>50</td>
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“The points and levels helped me. It made me notice I was doing better, that I could keep getting ahead in my schoolwork.”

- A BMCC Student
Badges
1. Give a descriptive name and a short description for the badge.

**BADGE NAME**
Best Post of the Week

**DESCRIPTION**

2. Choose an image for the new badge.
Summary Paragraph

You are able to write a strong summary paragraph in which you introduce the author/text and summarize each major point.

Given by Frank Crocco on 10-18-2013 for ENG095-004
BRIDGET LEHNERT
BUSINESS ADMINISTRATION, BMCC

250 MORE FOR LEVEL 3
250 XP
ACCUMULATED IN TOTAL

NOTES
Enter private notes on Bridget Lehnert (only I will see this)

CONTACT INFO
Email: bridget.lehnert5@stu.bmcc.cuny.edu
       blehnert900@gmail.com
Cell: 347-926-9286

INTERESTS
Blogging, education, entrepreneurship

BADGES
Champion Student Responder

CHAMPION STUDENT RESPONDER
You’ve written many responses to student work, all of excellent quality, and you’re the best in the class at doing so. Thanks to you, our online discussion is exciting and nurturing.

Given by Joe Bisz on 10-01-2013 for ENG383-961
“The badges were a lot of fun for me. It is one of the feedback forms from which I could determine what you consider to be good responses. I liked this feature, especially since I got two of the badges myself ;).”

- A BMCC Student
II. Course Description
This course is taught online with Blackboard. There are no face-to-face meetings. ENG 392 introduces students to representative works of world literature from the seventeenth century to the present. We will place literature within both its cultural context and a world context, focusing on how literature of one culture and period has affected literature of other cultures and periods. We will cover a variety of literary genres over the course of the semester. ENG 391 is NOT a prerequisite for this course. The prerequisites are ENG 101 and ENG 201, or ENG 121.

III. Learning Outcomes & Assessment
Students taking this course will be expected to
- Discuss course content in a range of critical contexts
- Demonstrate knowledge of themes and genres of course texts
- Critique the complexity and differences among course texts

These objectives will be assessed with periodic quizzes, low-stakes weekly forum posts, and high-stakes formal essay assignments involving research and use of MLA style.

IV. Requirements & Grading
There are three requirements: (1) A CUNY Portal Account and reliable access to Blackboard (access CUNY Portal here); (2) A working BMCC student email account for ALL class-related correspondences (check your BMCC student email here); (3) Completion of all assignments listed on the course SCHEDULE by the deadline.

***The “MONDAY AT MIDNIGHT” Rule: Unless otherwise stated, all course work is due by midnight each Monday. Late work will count as absences. The professor may drop students from the course AT HIS DISCRETION for poor “attendance” due to late or missing work.***
Outcomes

Click the Add Outcome button to add learning outcomes to your course. Later you can assign these to your tasks.

Grading Categories

Click the Add Category button to set up your syllabus grading categories in your Grade Book. You can modify these later.

Literary Theory
- Discuss course content in a range of critical contexts

Themes
- Demonstrate knowledge of themes and genres of course texts

Comparative Analysis
- Critique the complexity and differences among course texts
Weekly Forum #1: The Tempest

Due Date
06-10-2013

Description
Read the material for week 1 and complete the forum called “The Tempest and Its Critics.”

Check the Schedule for a list of the required readings for this week.

Click on the files tab for this task to download some of the required readings. You may also download the readings from the links on the Schedule.

Outcomes

- Comparative Analysis — Critique the complexity and differences among course texts
- Literary Theory — Discuss course content in a range of critical contexts
- Themes — Demonstrate knowledge of themes and genres of course texts
<table>
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<th>GRADE</th>
<th>OUTCOMES</th>
<th>TASK</th>
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<tr>
<td>Joe Bisz</td>
<td>C+</td>
<td>Read and Respond to the Material on the Enlighten</td>
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<tr>
<td>Jaques B. Crocco</td>
<td>B-</td>
<td></td>
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<tr>
<td>Emma L. Crocco</td>
<td>A-</td>
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- **Literary Theory**: 2.5
- **Themes**: 2.0
- **Comparative Analysis**: 3
<table>
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<th>Category</th>
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<td>Discuss course content in a range of critical contexts</td>
<td>2.0</td>
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<tr>
<td>Themes</td>
<td>Demonstrate knowledge of themes and genres of course texts</td>
<td>2.4</td>
</tr>
<tr>
<td>Comparative Analysis</td>
<td>Critique the complexity and differences among course texts</td>
<td>1.0</td>
</tr>
<tr>
<td>MLA Documentation</td>
<td>Demonstrate ability to cite and document using MLA style.</td>
<td>3.0</td>
</tr>
<tr>
<td>Grammar and Usage</td>
<td>Demonstrate proficiency with English grammar and vocabulary usage.</td>
<td>3.0</td>
</tr>
</tbody>
</table>
“The outcome feature was outstanding. It really set a barometer on your aptitude regarding different subjects.”

“It was helpful to know where our strengths and weaknesses are. If only every class was like this!”

- Two different BMCC students
Your students can also use Levelfly.

Visit
info.levelflylearning.com

Contact Joe Bisz
info@levelflylearning.com