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Games and Roleplaying in the Classroom

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Games and Roleplaying in the Classroom



EAST TENNESSEE
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INSTRUCTIONAL
PRACTICES

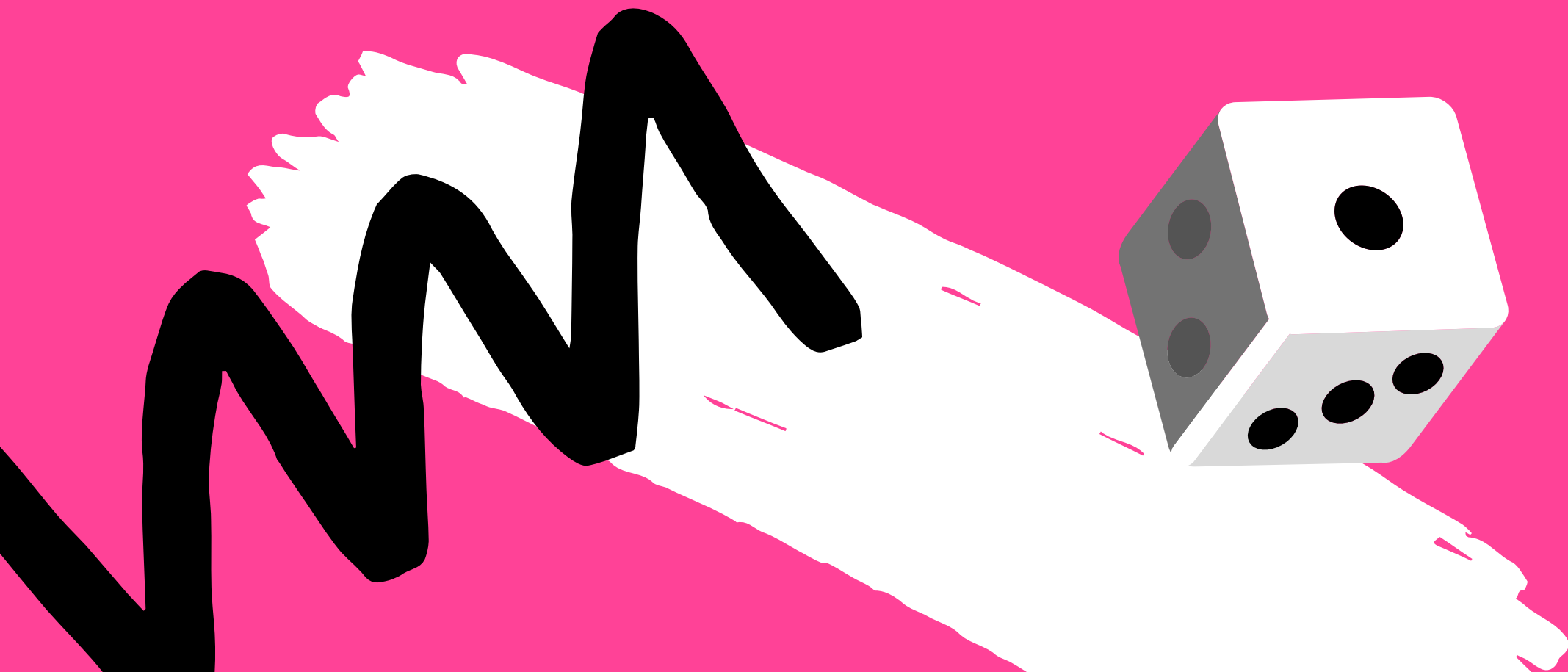
Games & Roleplaying in the Classroom

JONATHAN WILSON & LYDIA GWYN

Session Overview

WHAT WE'LL COVER

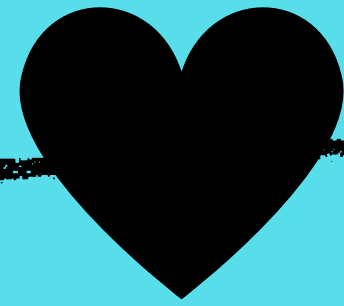
- Benefits of Games & Roleplaying in the Classroom
- Types of Games that Work Well in the Classroom
- Best Practices for Integrating Games in the Classroom
- We'll Play a Game
- Brainstorm ideas for Games in Your Classroom



Benefits of Gamification

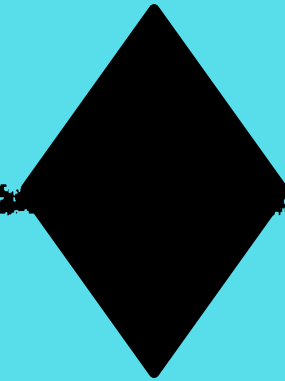
- Creates immersive and experiential learning environments (Oblinger,2006)
- Success is dependent on problem-solving, relying on prior learning, and developing new understanding (Oblinger, 2006)
- Functions as a type of educational community of practice by creating a culture of learning in which the diverse backgrounds and experiences of team members leads to collective understanding (Oblinger, 2006)
- An effective method for increasing student engagement in the classroom (Hanus & Fox, 2014)
- Have a positive effect on brain activity, stimulate retention, are engaging, and lead to higher cognition when compared to traditional instruction alone (Wouters, et al 2013)
- Games engage different learning styles that aren't typically engaged in traditional instruction (Gareau & Guo, 2009)

Gardner's Multiple Intelligences



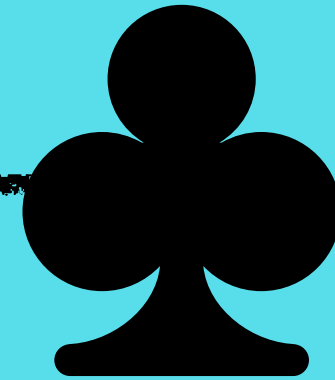
Verbal-Linguistic

Well-developed verbal written and oral skills; good with languages



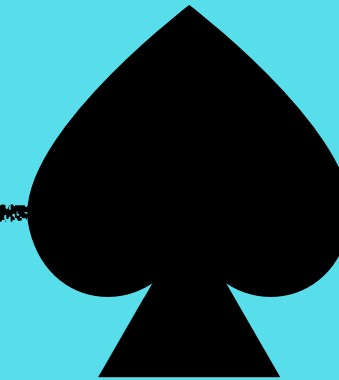
Logical-Mathematical

Conceptual and abstract thinking abilities; good at understanding logical & numerical patterns



Musical

Sensitivity to pitch, rhythm, tones; good at singing or playing instruments



Bodily-Kinesthetic

Ability to handle objects and bodily movements with skill; good sense of time and physical movement

Spatial-Visual

Ability to think in images; good at seeing spaces in the mind

Interpersonal

Sensitivity to the moods & feelings of others; good at reading & empathizing with others

Intrapersonal

Ability to be self-reflective or introspective; good understanding of the self

Naturalistic

Ability to relate to and understand natural surroundings; good at identifying plants & animals

Existential (2009)

Sensitivity to the human condition; good at tackling deeper questions

ROLE-PLAYING IN THE CLASSROOM (HAWKES-ROBINSON, 2008)

- **Collaborative and highly social, with no winners or losers**
- **Powerful therapeutic tool (well established in psychological fields); helps overcome depression, anxiety, and tension**
- **Goal is a "mutually rewarding experience for as long as participants wish"**
- **Utilizes imagination and develops the ability to relate to others and the self more effectively**
- **Relies on and enhances communication skills**

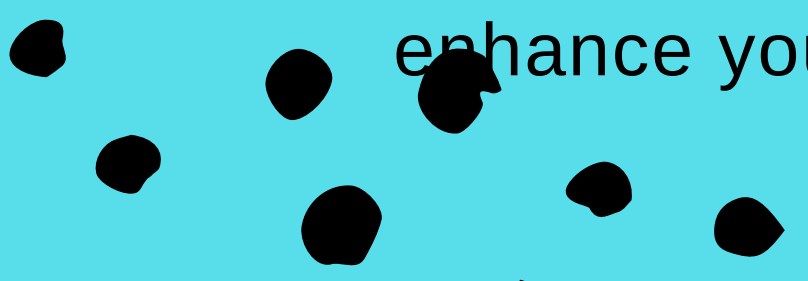




HIPs

High Impact Instructional Practices

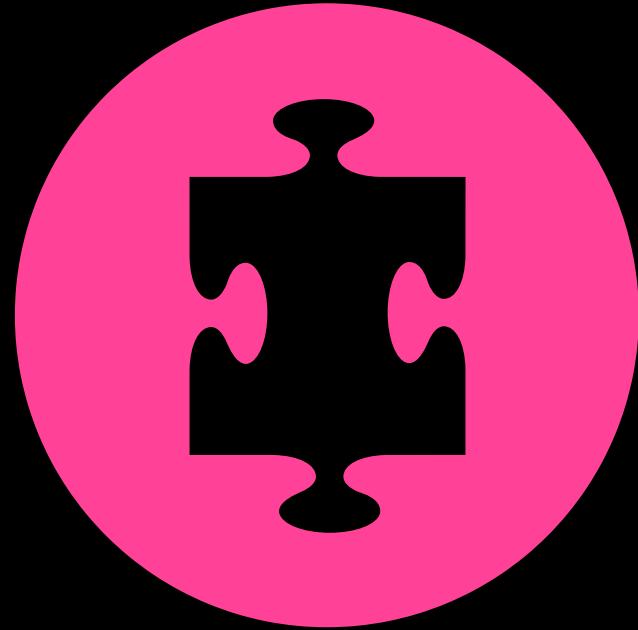
Collaborative Assignments & Projects:

1. Learning to solve problems as a group or a team
 2. Listening to and valuing the ideas and insights of others in order to enhance your own understanding
- 



Types of Games

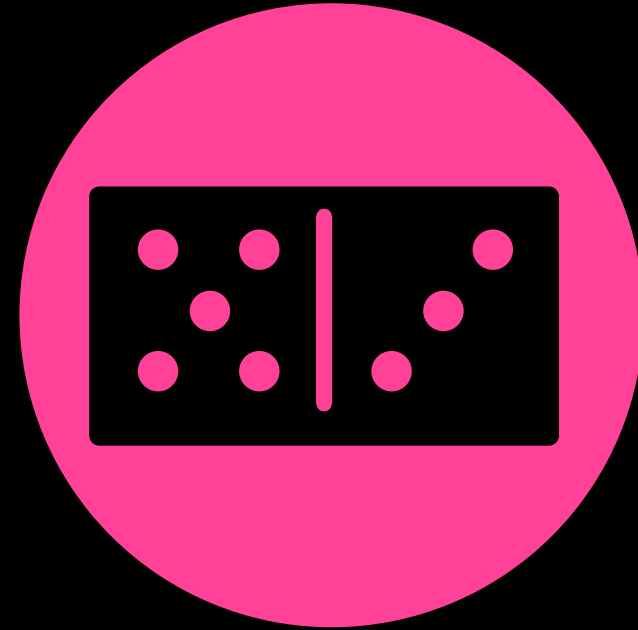
YOU CAN PLAY IN YOUR CLASSROOM



Games You Create



Already-Existing Popular Games



Games Students Create



Already-Existing Educational Games

Best Practices

- Games are most effective when supplemented with instruction (Wouters, et al, 2013)
- Games work best when played as a group (Wouters, et al, 2013)
- Multiple game sessions yield higher learning effects (Wouters, et al, 2013)
- Good game integration involves "understanding the medium and its alignment with the subject, the instructional strategy, and the students learning styles and intended outcomes" (Oblinger, 2006)
- Measure effectiveness by using assessment tools, by observing student interactions and engagement during game play, and by asking/surveying students



Let's Play
a Game!

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