

LEARNING AS GAMING

Aleia Mims | Uplift Summit Middle School | Grade 6-8

Theme: Increase student engagement at an individual level

Prototype Objective: Introduce gaming as a teaching mechanism

Activity: Create an open dialogue and survey to determine student interest in extracurricular activities

Resources Used:

- Survey
- Student Focus Groups
- Teachers



**PRINCIPAL
IMPACT
COLLABORATIVE**

<p>Likes:</p> <ul style="list-style-type: none"> • In general authentic notes, etc. • Use of protocols • Facilitated, not directive Small groups • Excitement, emotional • Modeling and coaching happening between players • Path with clear outcomes • Audience participating and watching 	<p>Change:</p> <ul style="list-style-type: none"> • Trying to create an experience and outside of the normal "flow" of things • Gaps when teachers don't have the resources or know where to find the right resource • Teaches uncertain of the bar of excellence they should aim for • Didn't think about online socializing aspects
<p>Questions:</p> <ul style="list-style-type: none"> • Are students demonstrating low risk? • Is there a difference between RPG games and others (arcade, quiz) • How to get kids having an emotional connection with the game- PBL? • How to ensure if the bae they are aiming for is rigorous enough? 	<p>Ideas:</p> <ul style="list-style-type: none"> • Using playlists as the differentiated learning piece • Protocol for designing PBL • Make the learning social • How to reduce student emotional risk (reflection protocol) • Restructure the flow/ time chunk in class (front loading direct intention to start of unit and/or class)

Topics to explore:

- What are the concepts of gaming that resonate with students? What are planning needs for teachers in order to get instinct in this way?

Key Takeaway: Use scholars and teachers as problem solvers in this process.