Syllabus-
Game-Based Methods and Strategies for Training and Education
Blackboard Course Site: CCG101

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Required Text: Kapp, Karl M. (2012). *The Gamification of Learning and Instruction.* Pfeiffer.

Recommended Text: Howland, J., Jonassen, D. &Mara, R. (2012). *Meaningful Learning with Technology* (4th ed.). Pearson: Boston.

Welcome to the course "Game-Based Methods and Strategies for Training and Education." I have been an off campus Youth Development Specialist for the University of Missouri for 25 years. I have designed, implemented and evaluated many curriculum and courses over my career for adults and youth. This course was exciting to develop because it encompasses so many teaching and delivery methods that I believe in. With that said, it was also a fun challenge to provide examples and experiences that will be engaging and meaningful throughout the course.

I am a firm believer in the constructivist teaching method. This course uses a learner centered approach. This means that this course focuses on active learning. It will include small group assignments, problem based scenarios and simulated experiences in which cooperative learning, individual accountability and positive interdependence are the focus. Working with youth and adults over the years has taught me that I learn as much from them as they do from me. I look forward to learning from this class as well. All students are expected to actively participate to get the full benefit of learning from each other. To be successful with online courses it is imperative to stay organized, keep up with readings, plan, and prepare for assignment due dates. It's easy to procrastinate and get behind.

DESCRIPTION

The context for this course is the meaning of Gamification defined by Karl Kapp as "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems." This course will provide you with a hands-on introduction to the world of gamification and how it can be incorporated into the classroom and corporate setting using appropriate methodology.

The major goal for this course is not for you to become an expert game designer. It is to help you become informed about the current research and trends to be successful at game-based thinking and mechanics to provide meaningful learning experiences. It's a teaching tool for your toolbox. Gamification is not the answer for every learning design environment and shouldn't be used as a catch all. There is a system and structure to gamification that will help your students and/or clients achieve the learning goals you have set. Gamification has many supporters and just as many people opposed for various reasons that we will be looking at.

There are two forms of gamification students will experience in this course: (explained in LU1-Kapp Video)

❖ Structural gamification- Learners will play the role of a "classroom student" in a game called "Classcraft." Classcraft was developed by Sean Young, a high school physics teacher to engage his students and promote teamwork, collaboration, class management and grade improvement. This is an example of structural gamification because the course content isn't being changed.

❖ Content gamification- Learners will be divided into small teams to develop a final project that is a meaningful learning experience where the subject matter content is changed/altered and game mechanics are added to provide a meaningful learning experience.

Useful Resources from Karl Kapp:
  o Kapp Notes Blog: www.kaplaneduneering.com/kappnotes/
  o Survival Master: http://gaming2learn.org/
  o Karl Kapp Website: http://karlkapp.com/

LEARNING GOALS
  ➢ The definition of gamification
  ➢ Concepts and characteristics of gamification
  ➢ Research and theories behind gamification for learning and instruction
  ➢ Matching instructional content with game mechanics
  ➢ Applying gamification to design and development of instructional content
  ➢ Applying and assessing a framework for developing games that teach higher order thinking skills

Course Organization:

All course materials will be offered through Blackboard CourseSites (a learning management system") or provided online links. There are eight learning units (called Levels) in the course that correspond with each week's readings, discussions, exploration activities and assignments.

Although the course site and reading texts will provide you with the needed learning materials, online courses demand planning, and self-motivation to keep up and not get left behind. Although we do not meet face to face, the course is structured to help students build a meaningful learning environment that is engaging and constructive.

Basic skills needed:
- Ability to access the Internet both for the course web site, resource material and assignments.
- Working knowledge of terms such as file, folder, download, select, copy/move, right-click, etc.
- Working knowledge of Microsoft Word and PowerPoint.
- Working knowledge of Google Docs or other collaborative work space.
- Ability to download and view PDF files from the course web site.
- Blackboard CourseSites performs better in Google Chrome or Firefox browsers. If using Internet Explorer is must be at least version 8.

Announcements Link: Contains important information and updates. You should also receive announcements as an email through Blackboard.

Syllabus and Schedule Links: The syllabus and course schedule are kept here. The schedule is a comprehensive calendar listing for readings, assignments, exploration activities and discussion forum questions.

Communication:
In this course we will mainly communicate using three different methods.
- o Discussion Forums- The discussion forum is a group communication tool for learners to ask questions about the course or to comment and share ideas. The Instructor and participants can reply to individual messages or threads.
- o Email- Use the email link to email other classmates as well as the instructor. To contact the instructor, use the "Contact Instructor" email link.
- o Announcements- This link is used by the instructor to give learners course updates. It's very important to read all announcements in a timely manner.

Learning Units:
This course is divided into eight "levels." There will be an overview for each unit. Course readings, activities and assignments will be outlined in detail under the learning unit's link. Assignment instructions and due dates will be included in each overview.
- o Whenever possible complete assignments so that it is useful to your current work setting.

Classcraft:
The Classcraft simulation instructions, guidebook and all game information will be kept in this link.

Assignments: This is where all course assignments should be submitted.

My Grades: Check this link to review graded assignments.

Tools: Blackboard course tools.

Help: Blackboard course site help.

Successful Course Completion Hints:

To be successful there are several things you can do.

- o   Read the course syllabus thoroughly
- o   Print the course schedule to keep track of when assignments are due
- o   Regularly access the course site
- o   Keep up with course announcements
- o   Use the discussion board and check it often
- o   Print the learning unit outlines to refer back to when completing and submitting assignments
- o   Be an active learner and communicate in a professional dialogue with classmates and instructor
- o   Ask questions if you don't understand something. We are here to learn!
- o   Manage your time effectively so that you aren't procrastinating at the last minute

Course Grading:

90-100   A
80-89   B
70-79   C
69 and below F-Fail

Assessment Criteria:

Discussion Forum- (5 pts. each)   30 pts.
Avatar Introduction   5 pts.
Webinar Assignment   20 pts.
WebQuest Assignment   50 pts.
Final Small Group Project   50 pts.
Classcraft Assessment   20 pts.
Final Project Assessment   25 pts

Total   200 pts.

Course Policies:

- ✓ Please keep a back-up copy of all submitted work
- ✓ All assignments are to be submitted as attachments through the "Submit Assignments" tab in Blackboard CourseSites. Include the final project link within your project paper.
- ✓ Please name your assignments: Your last name_Assignment name
  Example: Kroll_ WebQuestAssignment (no spaces between words)
  Group Example: GroupX_FinalSmallGroupProject
- ✓ Due Dates: All assignments are due by 11:59 p.m. Central Standard Time on the designated dates.
  - o Assigned work must be completed by the due date. Late work may result in a 25% grade reduction and assignments more than 3 days late may not be accepted.
  - o Please contact me in advance before an assignment is due if circumstances affect your ability to complete an assignment on time.
- ✓ The more you put yourself in the game-based designer role, the more meaningful the experience will be.
- ✓ I will be happy to respond to questions and provide brief feedback as you work on projects. However, try to work within your group assignment and rubrics provided to guide the quality and completion of your work.
- ✓ In cases where it is documented that a group member fails to make significant contributions to the final project, that group member will receive no credit for the project and will need to carry out an independent project to pass the course. In most, cases this means the student will receive an "Incomplete" grade for the course and have an additional semester to complete the project. Members' contributions will be gathered by the instructor as input from other group members as well as checking the timeline of contributions made to the group's development site.
- ✓ Netiquette and social justice is a high standard in this course. We want to maintain a positive learning environment based upon professional communication and mutual respect.
- ✓ For additional Blackboard Course Site Support: Click the "Resources" tab located at the top of the page in the right hand corner next to the course number. It will take you directly to the CourseSite Help Center.