Meaningful Gamification Learning Module - Guided Reflection Log

After viewing the Practical Guide to Meaningful Gamification Learning Module, respond to the following questions to reflect on how you might apply gamification.

**STEP 1 – Identify some course content you teach (or would like to teach or have taught in the past) that you think could benefit from gamification.**

| Example 1 Stan the Science Education Instructor: How and why to teach Engineering in elementary education |
| Example 2 Lisa the Spanish Instructor: Verb Conjugation |

What course content would you like to gamify?

**STEP 2 – What do you want students to feel as they experience your gamified activity?**

| Example 1 Stan the Science Education Instructor: I want students to feel what it is like to participate as students in a realistic elementary teaching lesson using an engineering approach. I also want them to observe how a teacher handles a realistic science teaching scenario. |
| Example 2 Lisa the Spanish Instructor: I want students just to be able to have some fun and excitement while they memorize different verb conjugations. |

What feelings do you want your students to experience from this content?
### STEP 3 – What game elements can help you create that experience?

- **Example 1 Stan the Science Education Instructor**: Simulation, Roleplaying, Intrinsic Fantasy, cooperation
- **Example 2 Lisa the Spanish Instructor**: Uncertainty elements, Feedback systems, Intrinsic Integration, competition

#### Game elements discussed in the module (refer to the “Game Elements and Examples” document for more details):

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<th>Achievements</th>
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<td>Intrinsic Integration</td>
<td>Feedback Systems</td>
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<td>Cooperation</td>
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### STEP 4 – How does it all fit together or align? Explain how you can use game elements to create an experience that helps to convey the course content?

- **Example 1 Stan the Science Education Instructor**: My college students could have different 4th grader roles. I (or another student) would pretend to be their teacher. The students would really feel what it was like to be a 4th grader in an engineering lesson. They would observe the methods I use to teach the lesson as well as handle classroom management.

- **Example 2 Lisa the Spanish Instructor**: My students will review Verb conjugation with a game in pairs. Students will have 3 decks of cards (made from index cards), Verbs, Tenses, and Points. Students will draw a verb and a tense. If they correctly conjugate it they get to draw from the point deck. The point deck will have positive point values or a few negative point values. To add intrinsic integration the point values could be written using the Spanish words for the number. After a correct answer they will draw a points card and get that number of points. This game will get students excited about the occasional drudgery of verb conjugation.
STEP 5 – What do you need to do or consider to make this happen?

- Example 1 Stan the Science Education Instructor: Role cards for students, Realistic Lesson Plan, How would I introduce this activity? How would I structure reflection?

- Example 2 Lisa the Spanish Instructor: Creating the card decks. Should I create more difficult decks so as to differentiate the activity?

What do you need to do?

STEP 6 – What questions do you have about implementing this gamified Activity?

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