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):

Badges	Achievements	Intrinsic Fantasy	Extrinsic Fantasy
Intrinsic Integration	Feedback Systems	Roleplaying	Simulation
Cooperation	Competition	Uncertainty Elements	Aesthetics

What game elements can help you create that experience?

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.**

How will you use game elements to create an experience that helps to convey the course content?

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?