

Introduction

At the Tea Area Middle School, I have noticed that when several teachers are preparing to review for an assessment, they still use traditional review packets or review worksheets. While these types of reviews might be effective and may still hold a time and a place, studies show that there are more effective and quite frankly, more fun ways to review for assessments. Game-based learning tools like Kahoot, Quizizz, Quizlet Live, Gimkit, Socrative, Classtools.net, Plickers, and equizshow.com are a sample of awesome tools to help boost classroom engagement. Games are useful instruments for learning specific strategies and for acquiring knowledge; they also develop the learning that is characteristic of the culture of the information society. Gros, B. (2007). More than 60% of learners said that leader boards and friendly competition would motivate them. (Talent LMS). A whopping 97% of kids play computer and video games, making gamification a smart way to keep students engaged in the classroom ([Ry-Jenkins](#)). Nearly 80% of learners said they would be more productive if their learning or job was more game-like ([Talent LMS](#)). Again, I'm not suggesting that we toss out books or pencil and paper reviews to just play video games all day. I simply suggest thinking about bringing in one or two games to add to or enhance classroom engagement.

Project Definition

The project goal is to provide teachers with the opportunity to explore and learn new and different game based learning tools. The audience for this project will be middle school teachers at the Tea Area Middle School. There will be approximately 24 certified teachers in attendance.

The delivery strategy will be an informal meeting where I give a broad overview of a list of these tools and maybe just scratch the surface with a few of them by showing and explaining what they are, how they can be used in your classroom, and provide some visual examples. The goal of the meeting would be to spark interest with some of these tools. In the following weeks after the meeting, I would plan on sending out one video tutorial per week, maybe on loom, or a screencasting product like loom, to explain one game based learning tool for that week. That way I don't bombard teachers with a list of 10 tools at once and give them an information overload. During the video, I could specifically show that tool and how it's used.

Schedule and Budget

The timeframe should be about four weeks, with the scheduled completion to be around the end of February 2020. The resources needed for the current design project will not entail any financial resources.

Executive Summary

While many schools emphasize traditional methods in the classroom, such as reading books or writing assignments, games offer a different kind of learning experience for students. Having students play games as part of the learning process provides them with a number of educational benefits. 70% of teachers said they saw an increase in student engagement when using educational video games ([Online College Courses](#)). From elementary school through high school, teachers can use game-based learning to enhance their lessons. Game-based learning tools like Kahoot, Quizizz,

Quizlet Live, Gimkit, Socrative, Classtools.net, Plickers, and equizshow.com are a sample of awesome tools to help boost classroom engagement.

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Since a good portion of the world's population (especially our students) play games on a regular basis, it's important that we can take that knowledge and apply it into the classroom. Whatever shape they take, games appeal to our competitive nature. This is what makes them such an influential tool in the classroom setting. Classroom games encourage students to become more involved in the learning process and interact with other students. This type of engagement can help students understand

new concepts or improve existing knowledge. When students are engaged in the learning process, they are more likely to retain the information they are learning.

Instructional goal

The instructional goals will allow teachers access and information to a list of sample game based learning tools. The plan will be to create videos showing and explaining how the game-based learning tool can be used and then post these videos into a Google Classroom that I will create. By doing this, teachers won't feel overwhelmed and they can revisit the list when it is convenient for them.

Audience definition

My audience for this proposal is any middle school educators that are interested in implementing game-based learning into their classroom but aren't sure what is available or where to start. Most teachers that I am working with are willing to try new technology tools in their classrooms. The range of education for the teachers involved in this professional development is a bachelor's degree to a master's degree.

Delivery environment

The presentation will be synchronous, and it will be delivered first through an informal meeting letting all teachers know what my plan is and how I will be following through with it. Then I will be posting one instructional video per week into a Google Classroom I create.

General outcomes

As a result of the instruction, participants will be able to know what types of game-based learning tools are available to them, how to access them, how to create accounts, and how to implement it into their classroom.

Assessment strategies

I think that the easiest way for learners to demonstrate the obtainment of my learning outcomes is to provide them with a survey asking what (If any) game-based learning tools they tried implementing in their classroom. I could also ask what they liked, disliked, or if they plan on continuing using the game moving forward.

Content organization

The content will be organized for my audience inside of a Google Classroom, that way they can access the content any time they need. The assessment will be a survey that I will also post into the Google Classroom. I plan on getting my content by reviewing source materials and conducting my own research.

Instructional strategies

I think some effective strategies will be the tutorial videos, which will help the visual learners. They will be able to be paused and revisited or rewatched at any time. Sometimes during live PD sessions, if you miss a step or fall behind, you are unable to catch back up. As far as media useage, I plan on using computers to access Google Classroom, a projector to display my resources, and some sort of screen recording software like [Loom.com](https://www.loom.com) .

Evaluation plans:

My plans for evaluating will be a survey to find out which game-based learning tools teachers used, which ones they liked, which ones they disliked, and maybe a list of other game based tools that I did not include. That way I could potentially continue to add to the list moving forward.

Overall interface and navigation:

Teachers will need to have basic computer skills to enter the code for my Google Classroom. All instruction, tutorials, videos, and surveys will be located inside of the Google Classroom.

Development tools:

The only software I might potentially use would be a screen recording software used to show my screen as a tutorial, so my learners know where to navigate to and what to click. More than likely, I will select loom, which is just a free screen recording website. I will conduct a short survey at the end of the year to get feedback on which tools my learners used, which ones they liked, and which ones they disliked. Some other questions might include how many times they used one of the tools, what was their students' feedback to using it, how well it worked, and their confidence level of using it.

Treatment

Teachers that choose to participate in this professional development will first attend an informal meeting where a broad overview of a list of game based tech tools will be presented. There may be a slight amount of information being presented by just

scratching the surface with a few of them by showing and explaining what they are, how they can be used in your classroom, and provide some visual examples. There will also be a survey sent out to get an idea of which tools have been used before and which ones have not been used.

In the following days, there will be a Google Classroom code that will be sent out to all teachers who attended the preliminary meeting. Inside of the Google Classroom there will be one topic per week. That topic will be the game based tech tool of the week. There will be written instructions on how to use this tool and even a video tutorial, maybe on loom, or a screen casting product like loom, to explain the learning tool for that week. That way teachers won't be overwhelmed with a list of 10 tools at once and it will give them a chance to focus on that tool being presented. During the video, that specific game based tech tool will be presented and explained how to use in your classroom.

User Scenario

During the week of that specific game based tool, teachers will be able to post questions, comments, ideas or anything relevant into the Google Classroom. This will promote ideas and provide examples as to how other professionals might be using this tool in their specific classroom.

Templates

Attached will be the code and link for the Google Classroom. I will also post screenshots of the template of the Google Classroom, which will be the central location for the information on the game based learning tools.

Google Classroom Link -

<https://classroom.google.com/c/MjEzMTg0NTA4NzQ0?cjc=hpupywp>

The screenshot shows a Google Classroom interface. At the top, the class name is 'Game Based Learning Tech Tools'. Below the name, there are navigation tabs for 'Stream', 'Classwork', 'People', and 'Grades'. A 'Main Menu' button is visible on the left. The main content area features a header with the class name, class code 'hpupywp', and a 'Meet link' button. Below this, there is a section for 'Upcoming' with the text 'No work due soon' and a 'View all' link. A 'Share something with your class...' button is also present. A post by 'Matthew D Brue' is shown, titled 'Week 1 - Kahoot', posted at 6:57 PM. The post content includes the text: 'Attached are step by step instructions on what Kahoot is, how to create an account, and how to set up, create, and assign a Kahoot you made.' Below the text are two attachments: 'Kahoot Instructions Google Docs' and 'What is Kahoot! | How to ...' with the URL 'https://kahoot.com/what-is-k...'. A 'View material' link is at the bottom of the post.

Requirement Specifications

List of Requirements

1. Projector / Promethean Board – The initial meeting will be in my room and I will need to visually show the learners the list of tech tools I plan on covering and maybe a quick snippet or introduction to a few of them.

2. Computer & Internet Access – Learners will need computers with internet access. All information will be posted into a Google Classroom.
3. Webcam - Some videos will require step by step video tutorials of me utilizing the product.

Description of Media Assets Needed

I will find tutorial videos from YouTube or from the tools specific website that talk about their product. I will also create my own videos with step by step tutorials on how to use this product. I plan on creating such videos using Loom, which is a screencasting tool used in creating videos.

Preliminary Prototype

My first informal meeting script will be as follow

- Thank Teachers for participating in my professional development sessions
- Explain the importance of game based learning - provide statistics
- Generate a list of game based tech tools that will be covered in detail
- Provide Survey to find out who has heard of or used these tech tools and to find out how confident or comfortable they are with them.

All following interactions will be virtual through Google Classroom.

Link to Google Classroom -

<https://classroom.google.com/c/MjEzMTg0NTA4NzQ0?cjc=hpupywp>

Working Prototype

Above are prototype pictures of the Google Classroom which will serve as the central location for all information on the specific game based tool for the week. I will share my week one topic of Kahoot and provide the prototype for this information.

Link to Initial Survey -

https://docs.google.com/forms/d/e/1FAIpQLSfwPX6TOG-wdqu-xdLi74px-VulgbKMqAZwfbqBvcyRDjrSWA/viewform?usp=sf_link

Link to Google Classroom -

<https://classroom.google.com/c/MjEzMTg0NTA4NzQ0?cjc=hpupywp>

Link to Kahoot instructions -

https://docs.google.com/document/d/19hv_hhd5Lm1XAXOoWI_agN5BLVkhi9uLsU7ISgZZpws/edit?usp=sharing

Link to video I plan on using for week one -

<https://www.youtube.com/watch?v=7XzfWHdDS9Q&feature=youtu.be>

Website Information on Kahoot - <https://kahoot.com/what-is-kahoot/>

Learning Testing

I have not completed this Professional Development yet, so I have no feedback yet on my final product.

Chapter 11 – Develop & Deliver

All of my instructional materials will be posted inside my Google Classroom. The Link to my Google Classroom is -

<https://classroom.google.com/c/MjEzMTg0NTA4NzQ0?cjc=hpupywp>

Or The Code to Join My Google Classroom is - hpupywp

Pre Survey -

<https://docs.google.com/forms/d/1GF7BXRab3owKndVJ0NAI8k8BGSRI3FNFL9Sc-exRdjE/edit?usp=sharing>

Post Survey-

https://docs.google.com/forms/d/1OivsfqMUvF7j-peThvILbx3gouUwznEtS_d708gUY1I/edit?usp=sharing

- The 4 weeks' worth of instructions, resources, & materials are inside of the Google Classroom.

References

- Cennamo, Katherine. Real World Instructional Design. Taylor and Francis. Kindle Edition.
- Gros, B. (2007). Digital Games in Education: The Design of Games-Based Learning Environments. *Journal of Research on Technology in Education*, 40(1), 23-38.
- Picka, K. (2017). DIGITAL GAMES IN EDUCATION FROM THE PERSPECTIVE OF TEACHERS. *Journal of Technology and Information Education*, 9(1), 156-174.

Reflective Journal

Chapter 8 Feedback

- I like that you would do the videos after the initial meeting so that teachers aren't overloaded. It's a good thought for the teachers and better encourages them to use these programs. One suggestion would be to trim this up a little. It seems to wordy, especially in the introduction. The textbook says to get to the point with your proposal for best results.
- I really like your idea of introducing new technology tools to your coworkers. One thing you could think about is holding separate meetings for teachers for a specific tech tool they are interested in. This way they can watch the video you are still sending out but then have time to meet to ask any follow-up questions.
- Not sure if you were thinking of creating a Google Classroom for teachers to put all the material on or not but sounds like a good place to have it all. This way teachers can go back and look at it when needed.

The main piece of feedback I took and utilized for my chapter 8 project proposal was the idea of creating a Google Classroom as an LMS and a place to organize and store my documents, resources, videos, tutorials, and all relevant information. The main appeal of this was that educators can come back and revisit whatever resources they want, whenever they want to. It helps stay flexible around their schedules.

Chapter 9 Feedback

- Totally agree-i am kinda of shocked by the lack of my peers that use any type of gamification type activities to increase engagement
- I really like how the first meeting is just to show teachers different tools. Then I like how you will go more in-depth with to tool each week.
- I like the idea of the tool of week. Throwing information in small pieces is a good plan.

The main thing I gathered as feedback from chapter 9, design phase, was the reassurance that other educators feel like this is a good idea and could be helpful for certain teachers. I also received reassurance in the way I have my instructional design project planned.

Chapter 10 Feedback

- I have no comments for you. This is laid out very nicely. You did a great job. The only thing would maybe to list the other tools that you are going to present on, so teachers know what is coming up.
- Would you also give the audience an opportunity to try some of these games out during the meeting? I think some guided practice would be very beneficial for anyone who doesn't know about these games at all.

My chapter 10 feedback presented a good comment on allowing the audience an opportunity to test some of the games during the meeting. I like of the idea of a guided practice during the meeting but it will depend of time restrictions. If there is enough time to allow for this opportunity then I would plan on adding it into my plan.