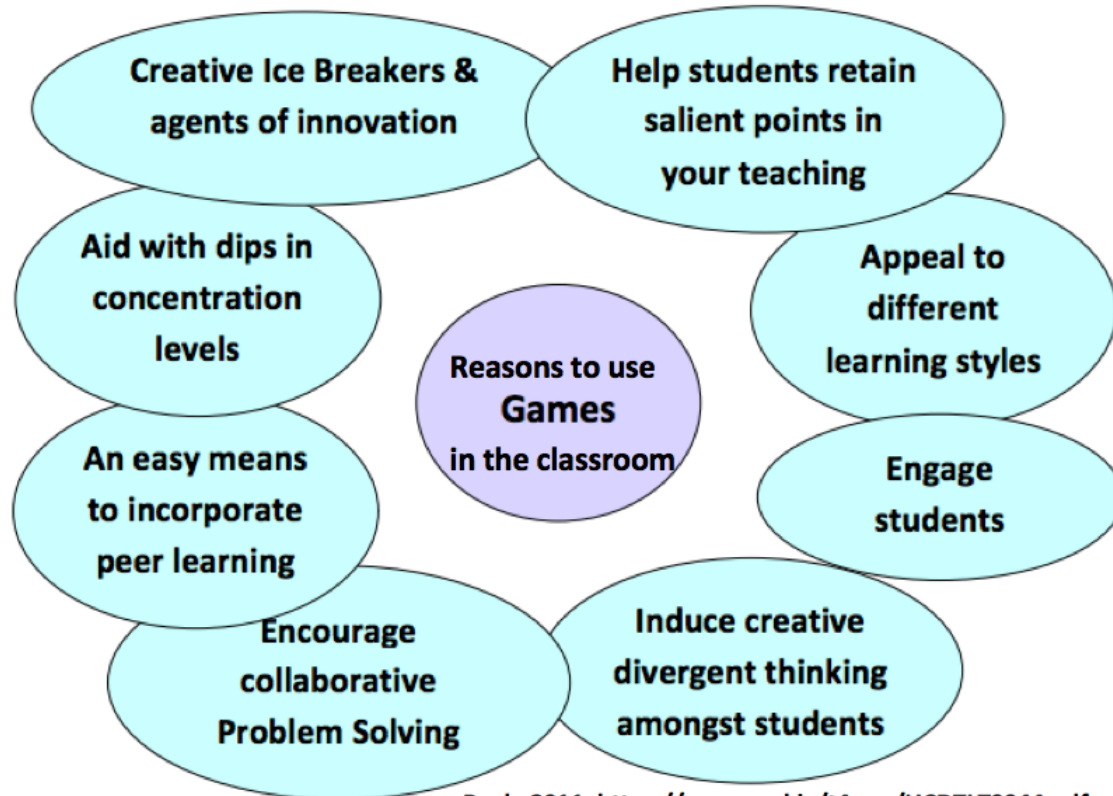# Game-based learning:
Make a game for your class!

Sam Anderson and Krista Harper
10/22/18

What is game-based learning?

- "a type of game play with defined learning outcomes" (Jan and Gaydos 2016)
- Doesn't have to be high-tech!

Why use game-based learning in your class?

Creative Ice Breakers & agents of innovation

Help students retain salient points in your teaching

Aid with dips in concentration levels

Appeal to different learning styles

Reasons to use **Games** in the classroom

An easy means to incorporate peer learning

Engage students

Encourage collaborative Problem Solving

Induce creative divergent thinking amongst students

Boyle 2011: https://www.ucd.ie/t4cms/UCDTLT0044.pdf.pdf

Examples

Card games with "judge and justify" mechanics

Cards against Anthropology (2015) Matthew Durington

Bards Dispense Profanity (2016) Tim Cassedy

Cupid's butt-shaft
Love's Labour's Lost
I.ii

I'm thinking about getting a lower-back tattoo of _____.

one grape
All's Well that Ends Well
II.iii

our synagogue
The Merchant of Venice
III.i

my uncle Clarence
Richard III
III.i

a German from the waist downward
Much Ado About Nothing
III.ii

thy father's moral parts
All's Well that Ends Well
I.ii

Apples to Apples (1999) Matthew Kirby, Mark Alan Osterhaus

Say Anything (2008) Dominic Crapuchettes

image credit: EndersGame
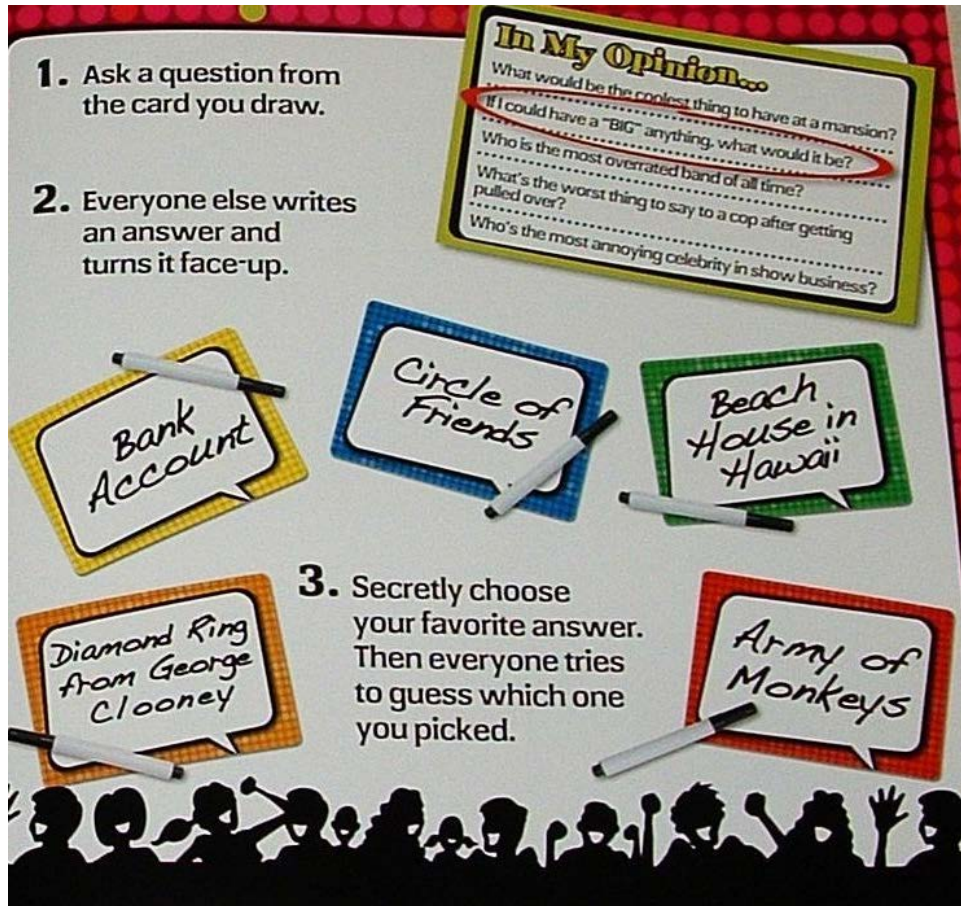
The Big Idea (2000) James Ernest
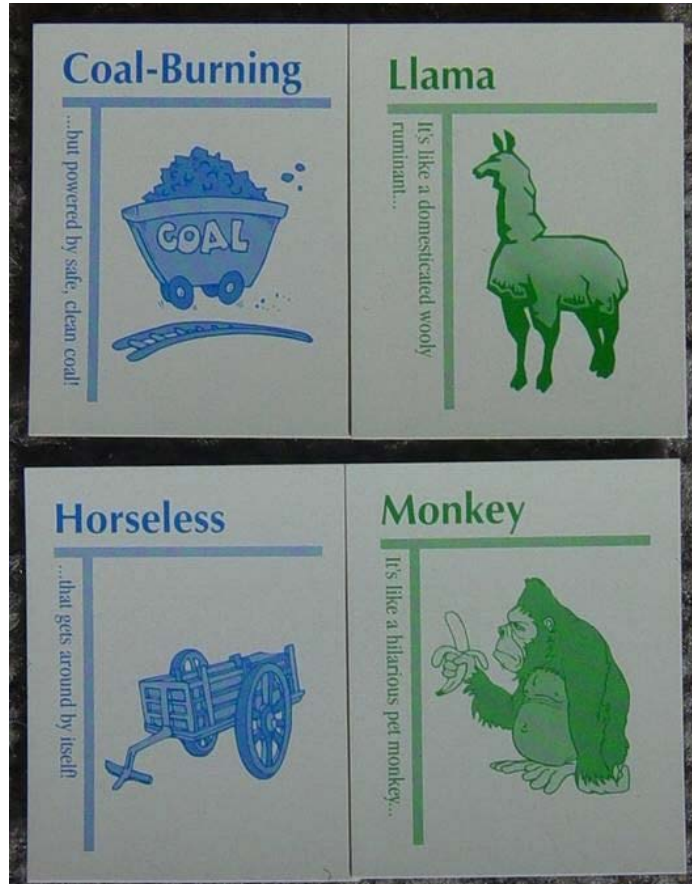
Funemployed (2013)   Anthony Conta

A History of Women on Parallel Earth 3 (2012) Emily Short and Kate Freedman
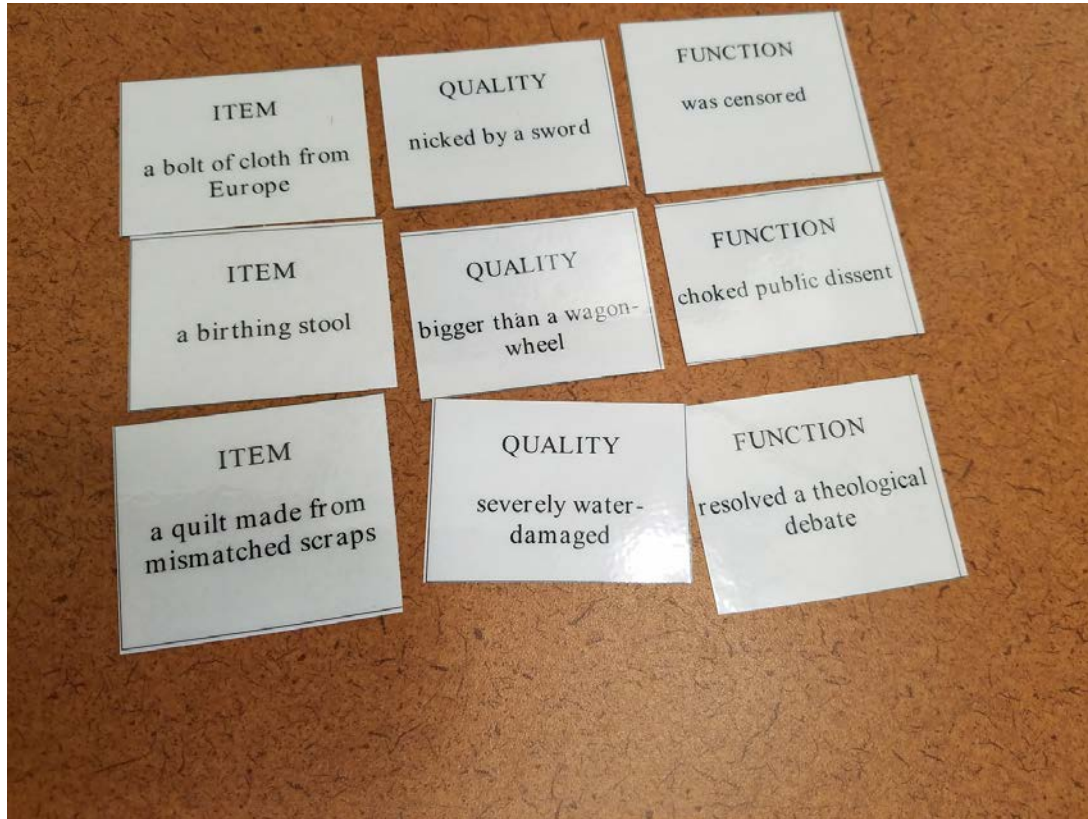

image credit: Sam Anderson

Elon Musk's iPod Submarine (2018) by Steve Dee

ELON MUSK'S IPOD SUBMARINE

A game of terrible solutions to terrifying problems by Steve Dee

Get a piece of paper for every player. One player secretly writes down a terrible problem the world is facing right now, ripped from the headline news or their own tragic life. They must sum it up in six words or less. (eg *kids stuck in cave under ocean, Russian interference in world politics, cat vomit on carpet, going to die a virgin*). Write this problem on all the pieces of paper **except one**. On that one, write **ELON MUSK**.

Put all the pieces of paper in a hat and each player draws one out randomly. The player who wrote the problem does not draw.

Then every player pitches their solution to the problem. Of course, being no-nonsense billionaire tech-bro geniuses, they can only say two words to sum up their solution. One player doesn't know the problem. They are Elon Musk and can only babble random words.

Example: the problem is kids stuck in cave under ocean. Players say things like "robot divers", "cave drill", "waterproof bats". The player who is Elon says "ipod submarine" or "space roadster".

Once everyone has had a pitch, the players try to figure out who – if anyone – is Elon Musk. If they are right, they win – unless Elon Musk has successfully guessed what the problem is. If he has, Elon wins and everyone else loses because he's going to build his goddamn ipod submarine.

Change who came up with the problem, come up with a new problem to defeat and repeat until the fall of capitalism.

POLARIS NUCLEAR SUB
Over 7 Feet Long
Big Enough For 2 Kids
Fires Rockets and Torpedoes
Only $6.98

FEATURES
- Over 7 feet long
- Seats 2 kids
- Controls that work
- Rockets that fire
- Real periscope
- Firing torpedoes
- Electrically lit instrument panel

10 DAY FREE TRIAL

Affordances

What can "judge and justify" card games *do* for a class?

They are easy to learn, and often conceptually familiar to many students

They tend to reward thoughtful and well-aligned decision-making

They scale well to student teams and give low-stakes practice in deliberating ideas

They are much about judging the group social context as picking the most "proper" answer.

Constraints

What should you consider before using "judge and justify" games in your class?

They can reward silly or outrageous responses vs. more "appropriate" responses.

They generally require some shared space, like group tables, pushing together "tablet" chairs, or an online forum of some kind.

They are much about judging the group social context as picking the most "proper" answer.

Assessment

How do you assess student learning and engagement with "Judge and Justify" games?

In-class documentation of the game session and decision response (written, photo, video, audio, online discussion forum).

In-class game groups report-out discussion and debrief.

"Exit ticket": 1-3 minute written feedback response handed in as students leave class.

After-class prompted reflection (written, video, audio).

Students modify a game or create their own, individually, in groups, or as a whole class.

Now, go make a game!