

****Workshop Resource Page: <http://riskyteaching.digitalodu.com/>

Having Fun Teaching and Learning: Risking Gaming and Game Design in the Classroom

- Players
 - Chair: [Rochelle \(Shelley\) Rodrigo](#) Old Dominion University -
 - Channeling Shelley: Megan Mize
 - Speaker: [Cynthia Haynes](#) Clemson University, SC -
 - Speaker: [Jan Holmevik](#) Clemson University -
 - Speaker: [Kevin Moberly](#) Old Dominion University -
 - Speaker: [Jill Morris](#) Frostburg State University -
 - Speaker: [Scott Reed](#) Georgia Gwinnett College -
 - Speaker: [Danielle Roach](#) Miami University and Old Dominion University -
 - Speaker: [Stephanie Vie](#) University of Central Florida -
 - EMAILS easy to copy: jamorris@frostburg.edu, shelley.rodrigo@gmail.com, mmize@odu.edu, danielle.roach@wright.edu, kmoberly@odu.edu, sreed3@ggc.edu, stephanie.vie@ucf.edu, jholmev@clemson.edu, myntiepwny@gmail.com, ondiney@gmail.com, rhetoroxor@gmail.com, danielleroneyroach@gmail.com, merryquinn@gmail.com, kevinmoberly@gmail.com, texcyn@clemson.edu
- When/where: Wednesday 3/18 9:00 AM - 5:00 PM in Convention Center, Tampa CC, Room 9, First Floor
- What we said we'd do & is public:
http://center.uoregon.edu/NCTE/2015CCCC/program/session_details.php?sessionid=2328629

OUTCOMES

After attending this workshop, participants will be able to:

- discuss how/why games help facilitate learning;
- outline core elements in game design;
- describe major game design strategies/processes;
- outline a game design to achieve a specific learning objective; and
- experiment with various digital game design applications.

TAKE AWAYS

- annotated list of scholarly resources;
- assignment prompts, graphic organizers, and lesson plans/activities to help develop games; and
- annotated list of digital game development applications.

AM AGENDA--9:00am-12:30pm

9:00am

Welcome, instructions to get started playing card and board games.

- WHO SPEAKS, Kevin or Jill?: “Hi...let’s get playing games”...getting started instructions
- Website, Play Card/Board Games Page: Getting Started Instructions & List of Games w/descriptions (content in next section)

9:10am (30 minutes)

Jill: Participants play one of the following games that demonstrate different rhetorical concepts and/or writing processes.

- [Argue](#) (Jill)

Megan: plan to take pictures of game play and be timer

9:40am (40 minutes)

Kevin M.

Legos: Participants introduce themselves while sharing reflections on game play.

10:20am (10 minutes)

Danielle will give workshop overview and instructions for next activity

- Workshop introduction, objectives, outline the day, etc.
- **Megan** will introduce [Website URL](#)--Shelley & Megan responsible for
 - <http://riskyteaching.digitalodu.com/>
 - About & Outcomes Page
 - About Presenters Pages
 - Agenda Page (& sub pages)

10:30am Break

10:30 is the official break time; there will be coffee available

10:45am

Stephanie

Participants play a different game (originally listed above) demonstrate rhetorical/writing concepts **AND 10-15** minute break

Examples:

- [Bananagrams](#) (Stephanie V)
- [Scrabble UpWords](#) (Stephanie V)
- [Boggle](#) (Stephanie V)

Megan: plan to take pictures of game play and be timer (remind folks of break at

11:10am (15 minutes)

Stephanie Debrief and discuss second round of game play

11:25am (60 minutes)

5 minute brainstorming: what are some units or concepts that you struggle to teach effectively?

10 minute convo with group: how can games/play meet the needs of that unit/concept?

20-25 minutes: Begin to fill in Graphic Organizer

20-25 minutes: Show and Tell and Ask for Help

Participants use [different prompts/graphic organizers](#) to articulate specific learning objectives about rhetoric and/or writing and develop a course module/assignment/activity that uses games to facilitate learning and writing. Participants will workshop their ideas in small groups.

Webpage/s with each of the following.

Megan: you'll want to circulate and take pics of people, their work (ask first), and remind people of time (prompt moving on to next step and/or discussion groups)...maybe make each graphic organizer 15 minutes--7 minutes to draft, 7 to discuss at tables?

12:25pm

Megan: [Eye-Bombing](#) (Megan M)

Danielle: give instructions on both:

- Collect "Ticket Out" formative assessment--Instructions: take piece of paper, fold into quarters, label quarters 1-4. Answer each question in each quarter:
 - 1. What 2-3 key ideas/concepts did you learn this morning?
 - 2. What are you most excited about?
 - 3. What are you confused about?
 - 4. What do you want to know more about?
- provide "Food for Thought" prompt for the lunch hour--IDEAS ANYONE?
 - How might you see games fitting into your classroom based on what you've seen here?
 - How might you see games working their way into your pedagogical research based on what you've seen here?

12:30-1:30--LUNCH

Danielle & Megan, cut sheets into their quadrants, give sheets to the individuals responsible for reading and responding. Who wants to read/respond to which questions (everyone will probably have to help with #3 and #4...we still need organizers!):

1. who
2. who
3. who
4. who

PM AGENDA--1:30pm-5:00pm

1:30pm (20 minutes)

Danielle & Megan, Welcome back and discuss “Food for Thought” prompt and “Ticket Out” concerns and questions.

Eye-Ros

[Ticket Out Responses](#)

1:50pm (10 minutes)

2:20-2:30 Stephanie: Introduce [1,001 Blank White Cards](#). Depending on size of total group, break into 2 or 3 smaller groups (I’m guessing at least 5 people per group).

2:30pm--official break time

2:30-3:00 pm (30 minutes)

Have groups build/play within their group

3:00-3:15 pm (15 minutes)

Group debriefs game building activity, discussing the following types of questions:

- What were the learning objectives met by the activity?
- What are support issues?
- How might you imagine adopting/adapting for your own course?

3:15pm (90 minutes)

Digital Game Builders

Kris Purzycki will talk about and demo using Twine. Discuss where/how/what have students do with it. What type of prompts? How support? etc. Just demo other things exist (anyone else can step in and add their two cents)

- [Twine](#) Kris
- [Sploder](#) Kevin (brief overview)
- [Construct 2](#) (pc)/ [Game Salad](#) (mac) Jill
- [ADVENTR](#) Jill
- [Unity](#) Kevin and Jill
- [Quest](#)
- [Adventure Game Studio](#)

[Annotated list of tools](#)

4:45pm

Conclusion, [Workshop Evaluation](#), etc.