

2015 DCC Spring Conference Committee

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Gamification: Making English Learning Fun

Proudly hosted by the Daejeon-Chungcheong Chapter of KOTESOL at Cheongju University

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| 10:30 | Registration [Foyer] & Networking with Refreshments [Lab 4] | | |
| 11:00 | Opening Ceremony (<i>Welcome & Introductions</i>) [Lab 1] | | |
| 11:15 | Plenary Session (<i>Featured Presentation</i>) [Lab 1]: Understanding Gamification - Peadar Callaghan | | |
| 12:30 | Lunch Break | | |
| Room | <i>Lab 1</i> | <i>Lab 2</i> | <i>Lab 3</i> |
| 1:30 | <i>Designing Better Classroom Activities Through a Playcentric Approach - Peadar Callaghan</i> | <i>Implementation of interactive software via PowToon and Memrise - John Bedford</i> | <i>Does gamification improve student learning outcomes? What does and doesn't work for students - Kimberly Hogg</i> |
| 2:15 | Refreshments Break | | |
| 2:30 | <i>Command and Conquer Classroom Management - Wayne Finley</i> | <i>Using tech in the classroom: Improving the experience for students and teachers - Paul Lawley-Jones</i> | <i>Opportunities for Observation and Research in the Classroom - Chris Miller</i> |
| 3:15 | Refreshments Break | | |
| 3:30 | <i>Alternate Reality Games in Education - Paul Starr</i> | <i>Tech Tools to Galvanize Your Games - Lindsay Herron</i> | <i>Show me your badge - Electronic rewards for academic achievements - Dan Bailey</i> |
| 4:15 | Refreshments Break | | |
| 4:25 | Closing Ceremony (<i>Speaker Appreciation, Door prizes & Announcements</i>) [Lab 1] | | |

Speaker Abstracts

11:15am

Plenary Session: 'Understanding Gamification' – Peadar Callaghan

Gamification is one of the latest trends to come into the field of education. It has the potential to increase learner engagement, reduce the effective filter and create better learning opportunities. However, as with all new trends in education, it is important to understand the basics before attempting to bring it in to the classroom - lest we misapply and in so doing squander the potential of the techniques.

Gamification in education can be subdivided into two broad areas: 1- Serious games sometimes referred to as simulations, and: 2- gamification proper.

Serious games are computer or other games that have been specifically designed to teach a stated goal. While this field is growing with the introduction of game based learning for businesses and social projects and the continued use of games in edutainment, it is of limited interest for teachers in a classroom setting. This is because it requires a high level of investment in terms of money and time to produce a good game. For these reasons this talk will not focus on serious games. The curious reader can find out more on the topic in Marc Prensky's "Digital Game Based Learning" (2001).

Gamification proper can be defined as **"the use of game like elements in a non-game context"** (Dettering et. al., 2011). This definition along with others that are in common usage need to be unpacked, however, before they become useful.

The primary questions raised by the above definition are:

1. **What exactly is a game?**

We will look at a series of proposed definitions from a cross section of the groups who have attempted to answer this surprisingly difficult question. These will include: structuralist, philosophical and game designer perspectives.

2. **What is a non-game context?**

When having looked at what makes a game, we must ask: "Is education or the classroom truly a non-game context?" This will be explored in further detail.

3. **Why should we be interested?**

Gamification provides a new framework to reexamine the best practices in ESL with the aim of creating better designed education experiences and outcomes.

Without understanding these three fundamental questions, gamification in the classroom becomes at best a bolted on addition to a standard methodology. The additions can be points, badges, leaderboards, boss fights instead of final exams and leveling systems. Ostensibly, these are used to make a class more interesting. They are however little more than gimmicks that, while useful, do not produce a gamified classroom any more than dice can make a board game.

Featured Speaker Biography:

Peadar Callaghan graduated from the University of Limerick with a Master's degree in English Language Teaching (M.ELT). He is a lifelong gamer, learner and comic book fanatic. He has been teaching in Korea for over nine years. During this time he has given numerous presentations on a wide range of topics, including gamification. Peadar is currently the president of KOTESOL and teaching at Daegu University. In his spare time, he writes a blog on gamification and education, and practices hapkido in his free time.

1:30pm

Designing Better Classroom Activities Through a Playcentric Approach – Peadar Callaghan

There is nothing quite so disheartening for a student as boring and unengaging classroom activities. Too often the design of these have been based around Students Will Be Able To (S.W.B.A.T) statements or specific linguistic goals. When materials are designed in this way, sadly little attention is paid to how the student will engage with these activities or be engaged by them.

In contrast the playcentric approach to design, such as employed in the video game industry, focuses on creating and maintaining engagement. By understanding and applying a playcentric approach to classroom activities teachers can increase student engagement with the material. This in turn leads to students who are more likely to retain and be able to apply the information that they are using.

This presentation will focus on how to breakdown some of the most common ESL activities using a playcentric approach. It will then discuss how these activities can be improved on.

Implementation of Interactive Software via PowToon and Memrise- John Bedford

Interactive software engages students by mentally stimulating their minds while introducing language concepts to enhance performance and cognitive retention after initial exposure to classroom material. By using a gamification approach through PowToon and Memrise programs, the English teacher can maximize student involvement, manage English-speaking time more effectively, and encourage cooperation between low and high achievers. The use of key game elements such as award systems, point tallying, and leveling up, enhances learner performance, retention, and the teacher-student dynamic.

Does gamification improve student learning outcomes? What does and doesn't work for students - Kimberly Hogg

Proponents of gamification argue that it will increase student motivation and improve learning outcomes. Based on analysis of existing research, Ms. Hogg will provide an overview of what is and isn't working, with which students, and how you may want to consider using gamification in your classroom or school.

2:30pm

Command and Conquer Classroom Management - Wayne Finlay

Give your students a competitive advantage by applying game mechanics to the management of the ESL classroom. Whether it is introducing a classroom leader board, implementing a 'leveling up' participation system or simply giving your students an avatar, there are numerous menu options to gamify your students' sense of achievement.

Using tech in the classroom: Improving the experience for students and teachers - Paul Lawley-Jones

This presentation will discuss using specific technology and applications in an out of the classroom as part of a teaching workflow. The advantages and disadvantages of each will be discussed. Additionally, there will be tips for overcoming the difficulties of using such technology for you as a teacher, and for when working with students. The technology discussed: ClassDojo; Kahoot!; Moodle; and Google Docs.

Opportunities for Observation and Research in the Classroom - Chris Miller

Research is not something limited strictly to controlled academic settings. Opportunities abound to construct and benefit from fruitful research in your classroom. Drawing primarily on Allwright's (1988) classic work *Observation in the Classroom*, the presenter will offer a series of case studies and tools participants can use to perform efficient and useful research in their classrooms. Participants will leave this session with an increased awareness of opportunities (and hopefully inspiration) to engage in classroom-level research.

3:30pm

Using Alternate Reality Games in the English Classroom - Paul Starr

Alternate Reality Games (ARG's) are a unique blend of interactivity, problem solving, and storytelling spanning a variety of media and real world spaces. They are fictional stories that bleed into the real world and often lead players to decode various puzzles and cooperate with other players to move the story forward. Players often report playing in ARG's is like being in a spy movie in real life. While ARG's have yet to be widely applied to educational settings, this presentation will focus on their potential usefulness in ELT.

This presentation will provide an overview of ARG's and their previous uses as educational tools. The focus will then shift to two recent uses of ARG's by the presenter in EPIK classrooms. There will be discussion of the successes and failures of these examples and the practical lessons learned. Participants will then be asked to design some basic ARG elements for their own learning environments.

Tech Tools to Galvanize Your Games - Lindsay Herron

It's amazingly easy to add spice to your classroom; thanks to technology, it's easier than ever to add audio and visual elements to your favorite games—or even worksheets! This workshop will present a selection of free, flexible, easy-to-use tech tools for creating and sharing multimedia input.

Participants will discover how video apps such as YakIt Kids and ChatterPix, auditory tools such as Vocaroo, and display tools such as Padlet and Aurasma can be used singly or in combination to create a more engaging, active, and memorable lesson. They'll also have an opportunity to create their own multimodal clue-game prompts with the tool or app of their choice, using their smartphone or tablet. With a little preparation and creativity, these flexible tools can help create a dynamic, interactive lesson that won't soon be forgotten!

Tip: Attendees will have an opportunity to try out several tools for themselves; bringing a smartphone or tablet pre-loaded with a QR-reader app (e.g., QR Droid, QR Reader) is encouraged and will save time during the presentation.

Show me your badge: Electronic rewards for academic achievements - Daniel Bailey

This presentation will inform instructors on how to motivate students in a blended learning environment. I will show audience members how to use learning managements systems like MOODLE, Schoology, or Badge.com to reward students with digital badges. These badges can be used for rewards as simple as virtual stickers to certificates of course completion. I will emphasize their use for such things as replying to discussion threads, participating, or meeting academic benchmarks. Most of my examples come from rewards for completing online tasks such as contributing to forums, wikis, and blogs; therefore, I will highlight online task-based language teaching methods that incorporate badges.

Badges can track learning accomplishments, and by so doing, support traditional grading assessment. They are also mechanism to reward students. When used with points and leader boards, a badge can become a gamification element allowing learners to compete with themselves or others, and to know how close they are to accomplishing a goal.

There are intrinsic and extrinsic elements of motivation when implementing digital badges. Students compete with each other in classroom activities or homework assignments (extrinsic motivation), or they can view the badges as trophies or symbols of personal accomplishments (intrinsic motivation). Just giving students a symbol of their achievement, however big or small, gives them something to be proud of. Badges are something they can see, download, and show others. Rewards like this add more meaning to games and activities.

Finally, if time permits, audience members can discuss how they would use digital badges, and I can help interested members set up accounts which best suit their needs.



BUS TRIP TO THE NATIONAL CONFERENCE! SATURDAY, MAY 30TH, 2015



**PICK-UP TIMES:
DAEJEON: 7AM
CHEONGJU: 8AM
ARRIVE: 9:30AM**



**ROUND TRIP FEE, INCLUDING
SNACKS AND DRINKS:**



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