Do Your Kids Play Games in Class? GOOD! Work With It.

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Abstract:

Do your students love to play games? Are they into technology? With the recent advent of Pokemon GO! And Clash Royale, it's clear kids (and adults) are driven by games. In the past, many educators have noticed that their students have been into games such as Minecraft, Agar.io, Slither.io, Clash of Clans, and countless other games, it's important for teachers to incorporate games to their curriculum to engage their learners. In this presentation, participants will learn about Classcraft, a unique RPG-style game that engages, motivates, and creates a productive learning experience in the classroom.

Theory of Gamification

A. What is gamification? Gamification is the use of game design and mechanics to enhance real life situations in business, work, and schools.. It taps into the basic needs and desires of the user to motivate them to behave in certain ways. It can include anything from using a points system for competing with other individuals or groups, upgrading an item or a character to a higher level, or awarding badges for meeting certain criteria.

   a. Gamification is everywhere: stamping your frequent buyer card at Subway or hair salon, completing your profile on LinkedIn so you get 100% on the profile status bar at the top, and even going shopping at your local grocery store to build points.

   b. The Ford company uses gamification in its Hybrid Ford Fusion. This happens in the form of a group of leaves displayed on the dashboard. As

long as the driver remains economical in their driving, the leaves remain
healthy. If not, the leaves begin to wither away.

    c. Coursera, Khan Academy, Code Academy and other educational
institutions utilize gamification to enhance motivation and monitor student
progress.

B. Gamification increases motivation all around us. In education, it s a strong
performance enhancer.

How do we implement gamification in an effective manner?

    A. The big question: does gamification clash with intrinsic motivation?

    a. According to a study by Mekler, et. al, gamification does not affect intrinsic
motivation as long as it is used as a progress and performance indicator.

    b. Long term effects of gamification MAY reduce the impact of intrinsic
motivation (Banfield and Wilkerson, 2014)

    c. Aspects of gamification needs to be paired with purpose - connect with
ethical and moral values.

    B. Classcraft - each student creates their own avatar and picks a class -
healer, warrior, or mage

    a. Student is able to customize their avatar based on their class. Each avatar
has experience points (XP), health points (HP), action points (AP), and
Gold points (AP)

    a. As students answer more questions in class, follow directions, and have a better experience, they can gain experience points (XP). Each time students reach 300 XP, their avatar upgrades to a higher level. When they upgrade, they gain gold points (GP) where students can purchase items for their character.

    b. Avatars also have specialized powers where students are given certain class privileges based on their level. They use action points to activate their privileges.

    c. Avatars can lose health points (HP) for different class events. If HP gets to zero, then students may have consequences to follow.

    d. Other perks of Classcraft: daily events, class quizzes, parent involvement, integrated gradebook with Google Classroom

How is gamification relevant to fulfilling the needs of Islamic schools.

A. Creates an atmosphere of motivation and friendly competition

B. Students can make creative stories out of their avatars

    a. Navigate through the school's ESLR's and connect with the values and create scenarios where problems can be solved.

    b. Creative writing, science scenarios, math problems.

C. Performance indicators to work with positive discipline.

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