

Discipline-Specific Examples

Ideas for gamifying your course and learning materials



Subjects

Many of these examples can be applied to an **online (O)**, **face-to-face (F2F)**, or **dual-mode/hybrid (D-M)** delivery course environment. Alterations will be specified in each case.

Chemistry

Faculty of Science

Entrepreneurship Courses

Sobey School of Business



Psychology

Faculty of Arts



Literature Studies

Faculty of Education



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Psychology

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What's on my back?

Chemistry

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Literature Studies

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Role Play

Polls

Theme Collages

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Sobey School of Business

Rewards

Simulations

Scavenger Hunt: Market Scour Activity

Psychology

Faculty of Arts



01 Case Studies

(O) **(F2F)** **(D-M)** -provide a narrative (game element) upon which students can gain insights through contextualized course content. Example: Give students the reading about Kitty Genovese's murder to teach them about the Bystander Phenomenon- the theory that our sense of individual responsibility becomes diluted by the presence of other people.

02 Solve it!

(F2F)- Divide the class into teams, provide them with a case study of a person with a disorder, a time limit, a list of resources they can use, and have them solve which disorder from the DSM-5, this case study is discussing. Consider using game elements like sending a runner to the front of the room to ring the buzzer when their team has solved it.

(O)- give the class a virtual buzzer to ring in the main room (<https://www.cosmobuzz.net/#/>) when they have solved the mystery.

(D-M)- Give your online students a virtual buzzer, and give your F2F students a physical button. See who is faster, the online groups or the F2F groups!

See more examples in this field



Psychology

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03

What's on my back?

(F2F)- A psychological concept written on a small index card or sticky note is placed on each student's back when they enter the classroom. Students try to find out what's written on their back by asking their classmates questions that can only be answered with yes or no. You may or may not want to allow students to use their books or notes as aids. Certain topics, such as those that have lists of different items make good candidates for this game.

For example, students can review the various psychological disorders by placing a different one on each person's back. Once the student has guessed their disorder, they remove the card from their back but are still available to play the game with others by answering their classmate's questions.



***It may be beneficial to tell students to take notes on the questions they ask, and the answers they receive. This can later be collected and made into a student-generated inventory of notes which can be handed out as exam study materials.*

Chemistry (Faculty of Science)



Checklist

Psychology

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Case Studies- using narrative in gamifying course material



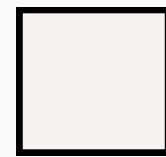
Solve it! Using clues to solve a mystery.



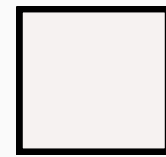
What's on my back?
Encouraging social interaction to help solve a problem or answer a question.

Chemistry

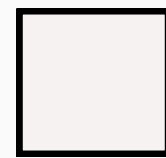
Faculty of Science



Game Maps



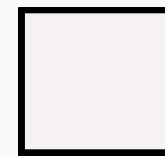
Crossword Puzzles



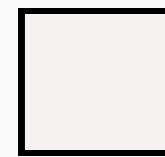
Further Readings

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Faculty of Education



Role Play



Polls



Theme Collages

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Rewards



Simulations



Scavenger Hunt: Market Scour Activity

01 Game Maps

(O) (D-M) -To revise lab safety rules, procedures, and equipment. By using the Brightspace game map tool, one could upload a background image of the lab, and insert elements that will lead students to embedded course content, or external resources, which will provide information about the intended topic.

OR You could map out the course content, to give students a visual representation of the course map/ outline.

02 Crossword Puzzles

(O) (D-M) (F2F) -This can be a fun way to get students to memorize course content. You could test vocabulary, the elements on the periodic table, etc.

Here is an example of how to use one:

<https://www.armoredpenguin.com/crossword/Data/best/chemistry/chemistry.02.html>

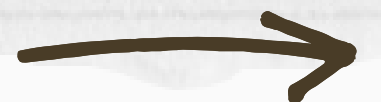
03 Further Reading

https://www.researchgate.net/publication/263189366_Games_Games_Games_Playing_to_Engage_with_Chemistry_Concepts

https://www.researchgate.net/publication/225234741_Classroom_Innovation_Games_to_Make_Chemistry_More_Interesting_and_Fun

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Case Studies- using narrative in gamifying course material



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Game Maps- Using a visual map to create a gamified experience.



Crossword Puzzles- using clues to memorize content and complete puzzles.



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01 Role Play

(O) (F2F) (D-M) -This is a fun way to encourage students to get to know the characters and the narrative arches of the set works. **For example:** If you are reading a Shakespeare play, it may be fun to divide the class into small groups and give them different character roles. Assign a scene to each group and have them practice their lines. Then pair the groups up and have them perform in front of the other groups. It's a fun way of encouraging peer interactions and it helps get the students more engaged with the text.

02 Polls

(O) (F2F) (D-M): Using a fun interactive game which often appears on Instagram stories (see image), invite learners to engage in a poll, where you display a question which has two answer options. Get students to submit their answers and the polling system will give immediate feedback.

Here is a website that allows you to embed polling features in your lessons:
<https://www.polleverywhere.com/>

See more examples in this field



Literature Studies

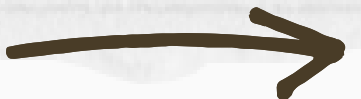
Faculty of Education

01 Theme Collages

(O) (F2F) (D-M): In literature studies, the one thing that students struggle with the most is understanding the theme(s) in a novel, and what they mean in the grand scheme of the narrative. You should choose a lesson (preferably after the students have read the book) where you have a group work activity that will help them analyze the themes of the novel.

You divide the class into small groups (3-5 students per group) and by using a simple graphic organizer (PPT Slides, A3 piece of paper, etc.) to help them determine the theme of any piece of writing and then create a collage of text and images to reinforce their theme's message.

(O) (D-M)- For those students online they can use an empty PPT slide to build their collages.



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Further Readings

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Role Play- using active learning and story telling to help students memorize plot and characters.

Polls- fun interactive element to use in lessons.

Theme Collages- visual aids to help students memorize themes in literature.

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01

Rewards

(O) (F2F) (D-M)

Excellent Market Researcher- Award to students who conduct, collect and convey excellent market research in projects.

Management Master- Award to students who show managerial and leadership qualities in group work projects.

Entrepreneurial Skills- This can be developed and awarded as a micro-credential with a well-established criterion of skills that are reflected in a student's work over an extended period (a semester or term).

Finance Extraordinaire- Award to students who show particular strengths in financial management.

The Silent Strategist- It is important to not overlook the excellence of your more silent students, while they may not be as vocal as some other students, they might be the powerhouse of the class. Pay attention to their contributions and acknowledge their skills- they may start speaking up.

Entrepreneurship Course

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See more examples in this field



02 Simulation

(O) (F2F) (D-M): The name of the game is Banango Traders (<https://www.banangotraders.co.za/>). This game was designed by Peter van Ryneveld, the Johannesburg School of Finance director.

ABOUT THE GAME: A 'banango' is an imaginary fruit that looks like a banana and tastes like a mango. Learners are divided into teams which form their businesses. You and your team will buy and sell banangoes and compete against the other groups to earn the most profit and receive certificates. In each round of the simulation game, the teams must make important pricing, marketing, and purchasing decisions. After each round decisions are fed into a computer program that has been designed to recreate a “real life” market environment and produces instant results (Immediate Feedback). Based on their results teams must adjust their strategies for the next round. The winning teams are the ones that can out-strategize the competition over the four rounds that are played.

While the game simulation is used at the High School level, it can be used as an introduction to a course/module for first-year students fresh out of high school. This is an excellent way to break the ice, socialize the students, and get them into the mindset of an entrepreneur. Read more at <https://www.jhbfina.co.za/courses/corporate-business-simulation-programmes/>

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See more examples in this field



03

Scavenger Hunt: Market Scour Activity

(O) (F2F) (D-M): This game allows students to engage in a learning experience which teaches them how to conduct market research and simultaneously helps them develop soft skills, which are important in a business environment.

Khanjan Mehta, the Vice Provost for Creative Inquiry and the Director of the Mountaintop Initiative at Lehigh University of Pennsylvania, said the following about this activity:

“Every activity in my class is designed to directly support interdisciplinary teams in advancing their multi-year ventures. During off-campus trips to conduct field research or study abroad semesters on building social ventures, I ask my students to scour the market and find the going price for an item from 20+ vendors. They often spend two days just walking around, talking to vendors, and coming back with valuable information and skills. They learn how to communicate across linguistic and cultural barriers, build relationships, negotiate, gather new design ideas from vendors, and learn some humility. Most importantly, they become confident in their ability to navigate a new space.”

(O)- students can research online stores and catalogues instead and begin discussions with established businesses through virtual means.

(D-M)- students can use both online resources and F2F data collection methods.

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 Polls- fun interactive element to use in lessons.

 Theme Collages- visual aids to help students memorize themes in literature.

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 Rewards- using fun themed badges to award hard work and skills development.

 Simulations- use a life like simulation to give students a contextualized learning experience.

 Scavenger Hunt: Market Scour Activity- A gamified method of teaching students how to do market research.



Discipline-Specific Examples

We hope this has given you some inspiration!

Want more information on this topic?
Contact the studio (studio@smu.ca)
Join the Brightspace Gamification Course

- Refer to the Further Resources file.