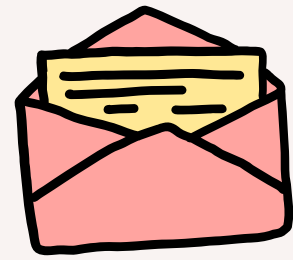
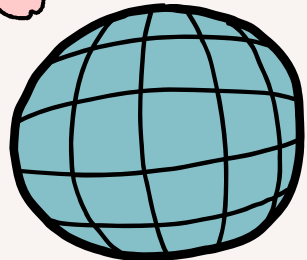


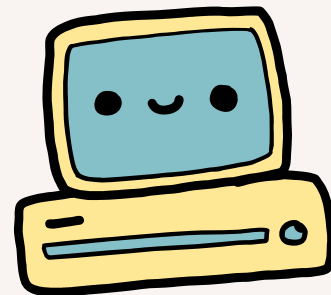
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**Games and  
Gamification in the  
History Classroom**

*START*



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9:57 am  
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# First . . .

*Permission to unplug and engage*



- As teachers, our attention is constantly divided; give yourself permission to close out of your email tab and mute notifications
- After ineffective but mandated PDs, we're often tempted to check-out of training, I encourage you for this one to "check in"
  - remember your love of learning and how good it feels when students engage with your lessons
  - **let's work together to make this PD work for us and not just at us**



Search



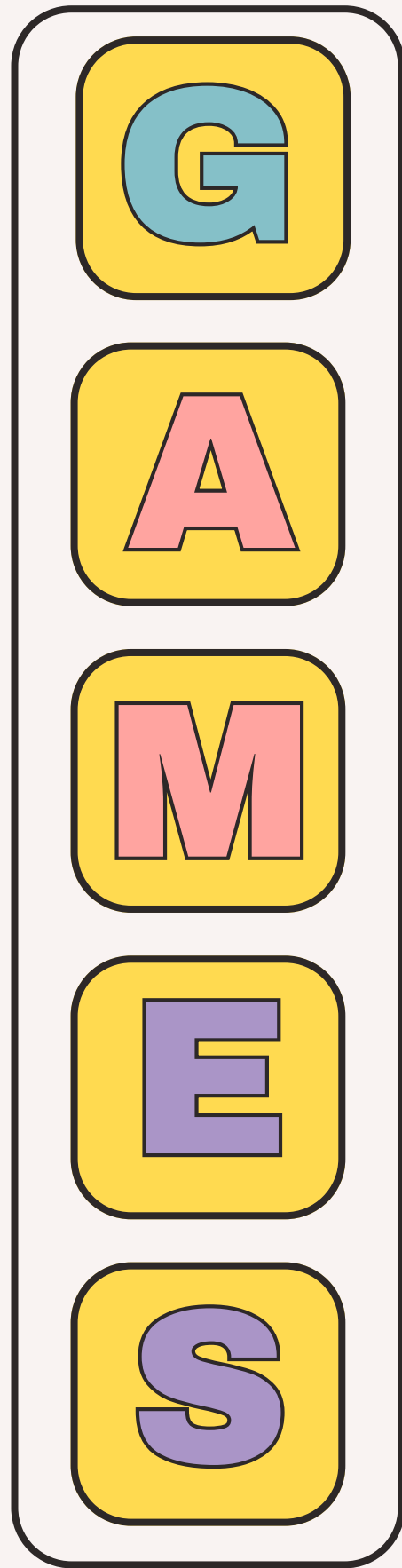
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# Goals

By the end of this training, you should be able to:

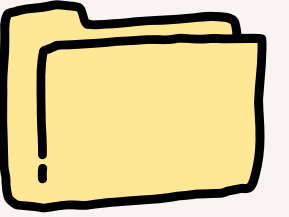
- Define gamification and gamified learning
- Explain how to effectively implement the strategies / pedagogy
- Plan potential implementation of gamification / gamified learning in your classroom



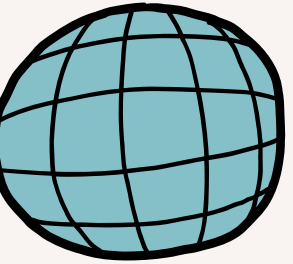


*Agenda*

- demonstration of how to use slides (5 mins)
- exploration of material (30 mins)
  - in pairs or on your own
  -
- group discussion (20 mins)
- wrap up and plan for next time (5 mins)




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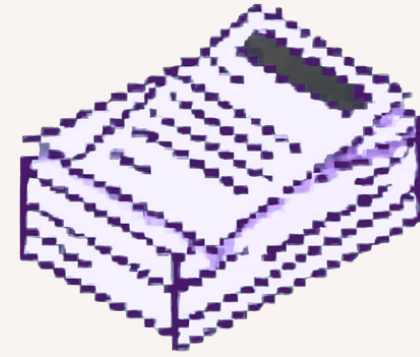
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**Gamification /  
Gaming Theory.**



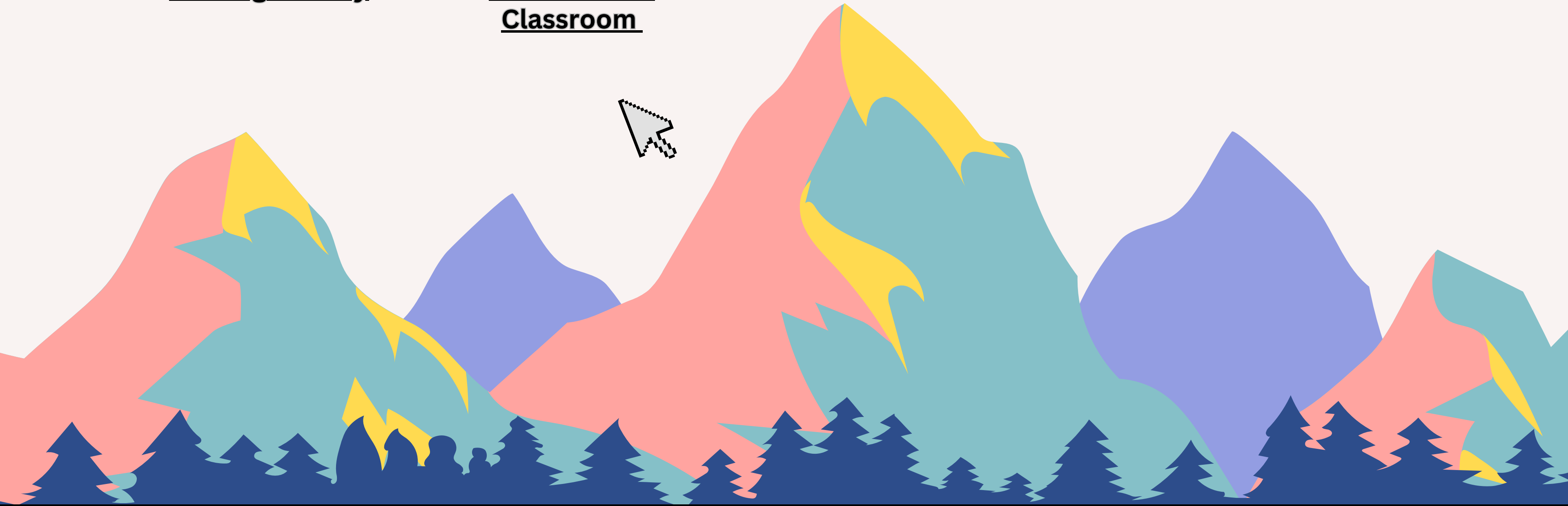
**Gamification /  
Games in the  
Classroom**



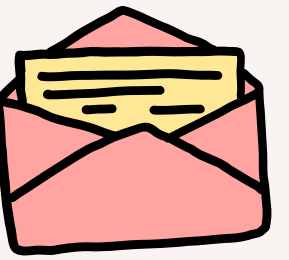
**Examples of  
Gamified Learning.**



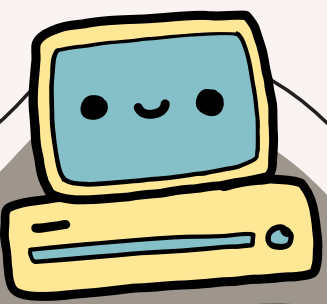
**Create your Own**



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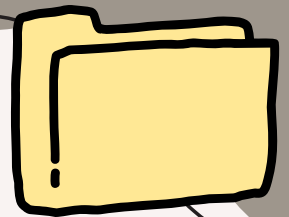
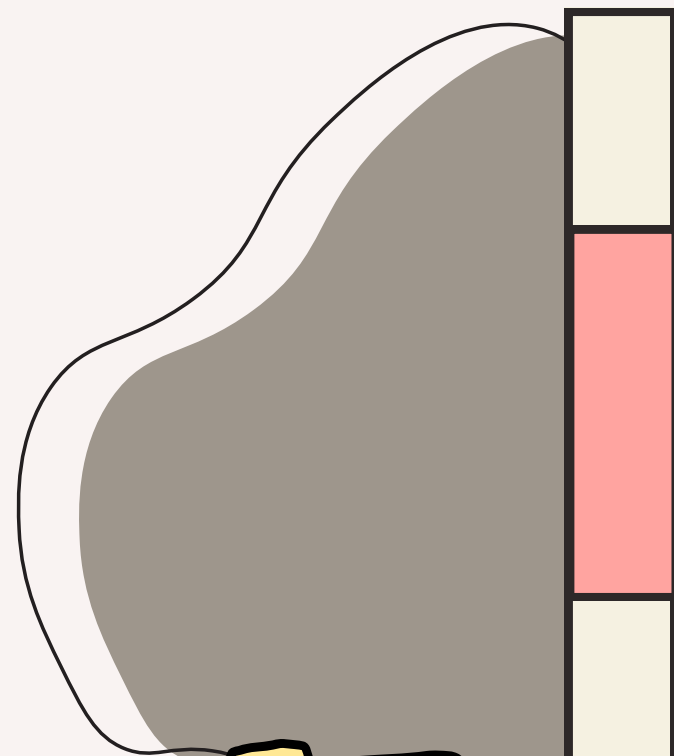
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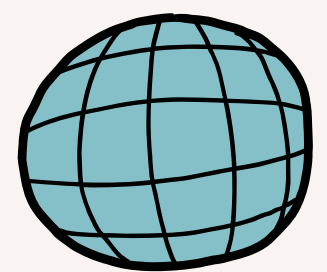
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# Gamification and Gaming Theory

*What is it?*



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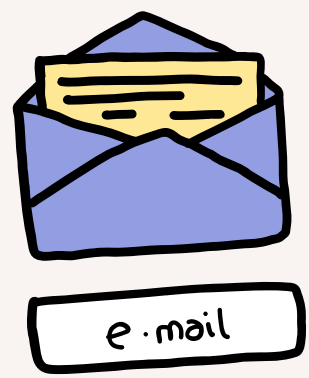
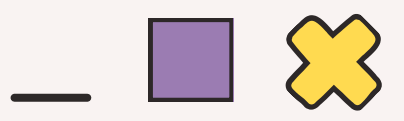
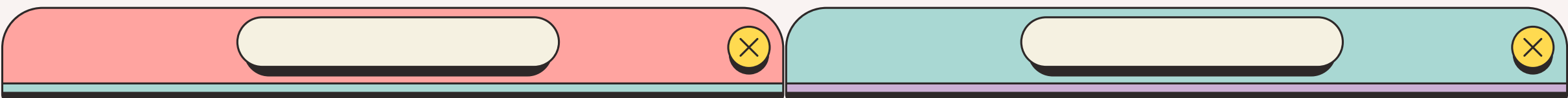
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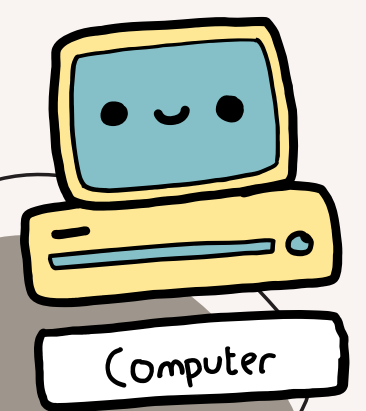
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# This Module Contains





An overview of gamification and game-based learning theory





Examples of levels of gamification






A look at game-design teaching and learning





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## Brief Overview

- Gamification and game-based learning draws from: neuroscience and human connection to drive learning
- Gamification
  - makes use of game elements in learning
- Game-based learning
  - transforms the learning pocess into a game

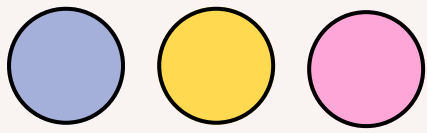
[\*\*Full Article\*\*](#)



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# Gamification


Levels of Educational Gaming - How to implement games and gamification into education  
Ray Pastore, Ph.D.

## LEVELS OF EDUCATIONAL GAMING

- Level 1: Games for Attention
- Level 2: Educational/Serious Games
- Level 3: Adding Elements
- Level 4: Enhancing Content
- Level 5: Commercial Games for Learning
- Level 6: Game Design and Development
- Level 7: Classroom Live Action Role Playing  
• (CLARP or CLARPing)
- Level 8: Esports/Extra Curricular

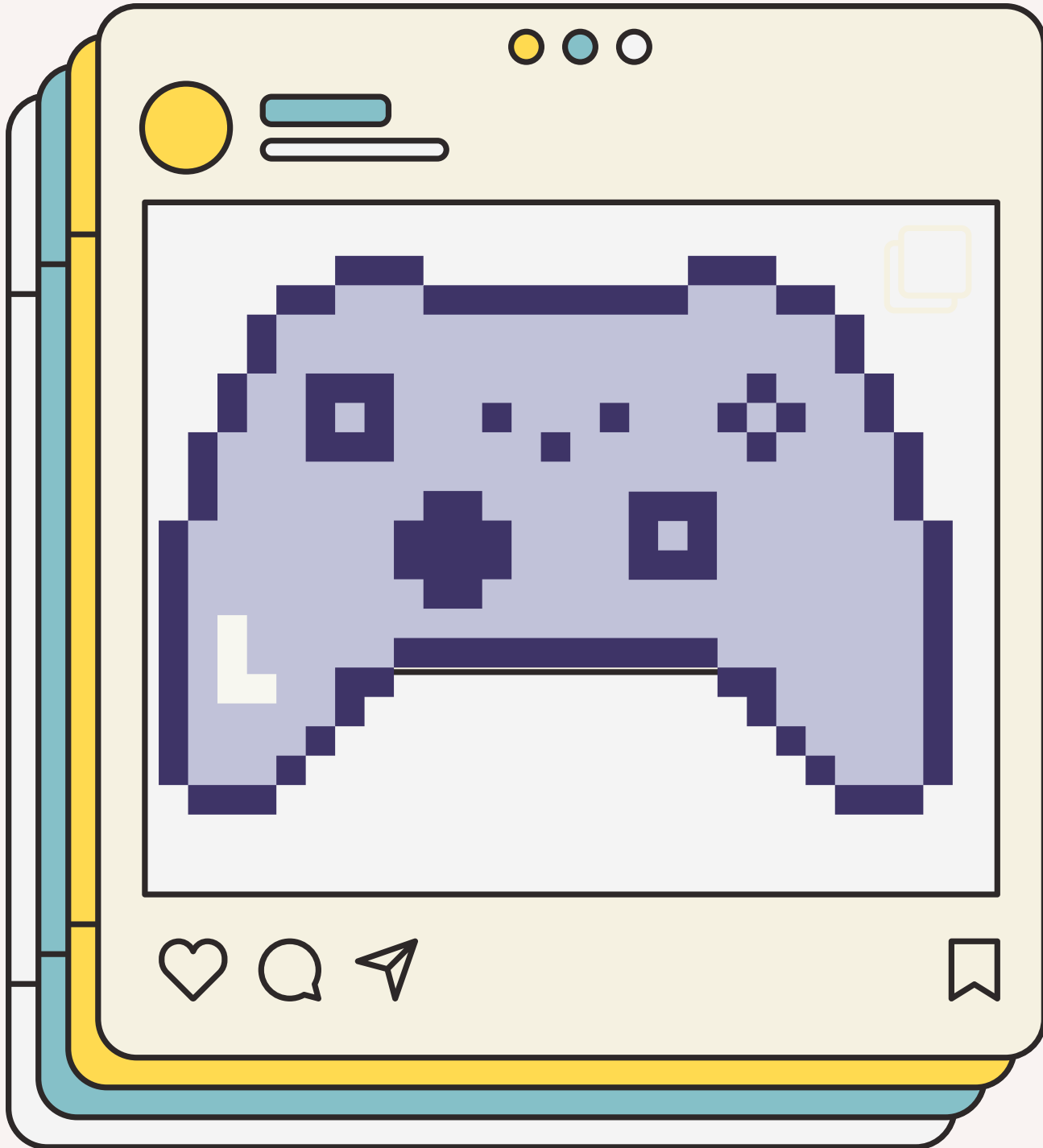
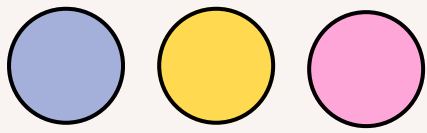
[www.raypastore.com](http://www.raypastore.com)  
Ray Pastore, Ph.D. Watch on YouTube



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# Game Design Teaching and Learning

## Key Points

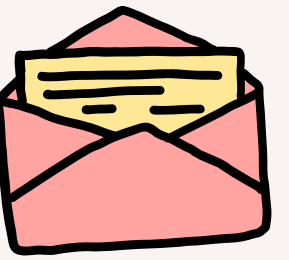
“**Game-design teaching and learning**’ (GDTL), is not just about games in the classroom, but about using deep game-based **principles of teaching and learning across curriculum**, recruiting any and all tools available for what they are best at” (Gee and Price, 2021, p. 36).

This approach, unlike gamification, is **focused** more solidly on the **deeper features of games as teaching and learning sites and on intrinsic motivation**. It stresses principles that are common in learning science research and in good video game design” (Gee and Price, 2021, p. 36).

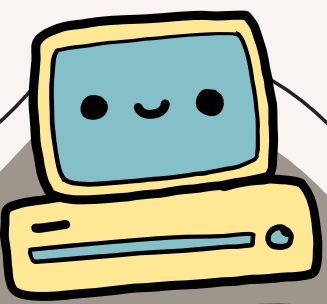
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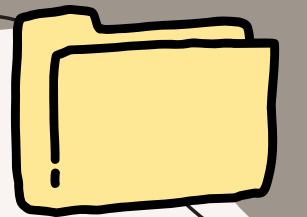
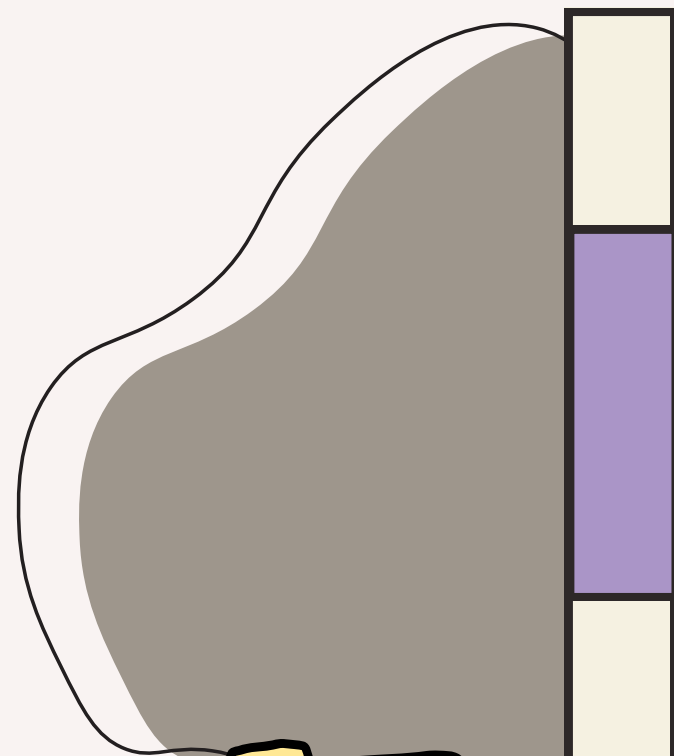
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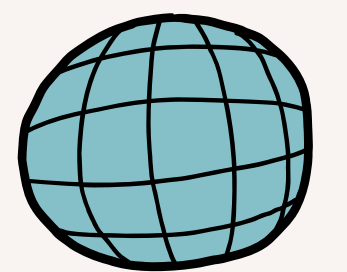
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# Gamification and Games in the Classroom

*What can it look like?*



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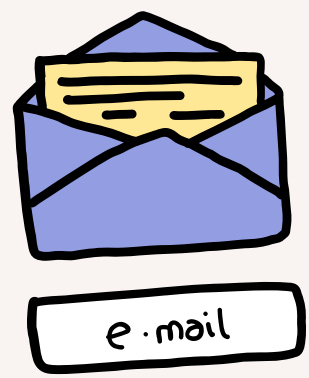
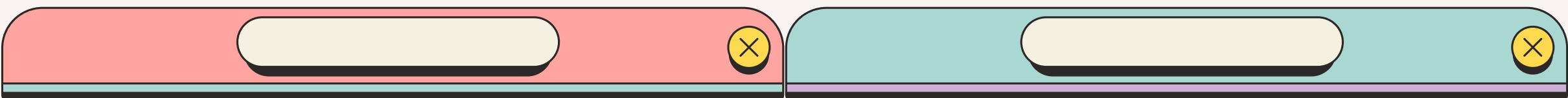
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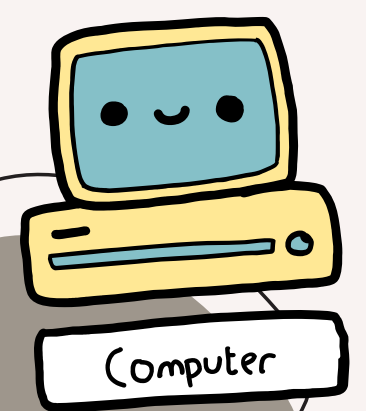
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# This Module Contains







Commercial Games ready for use



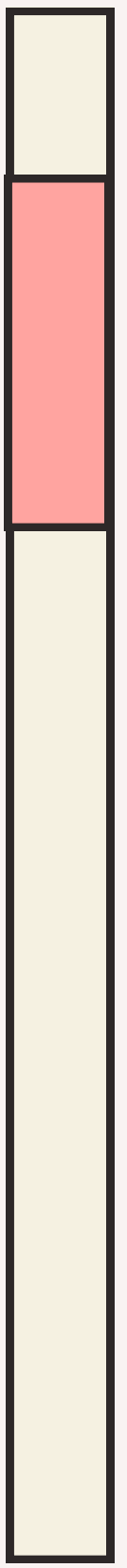
Game styles to adopt for classroom use




Gamified Element examples



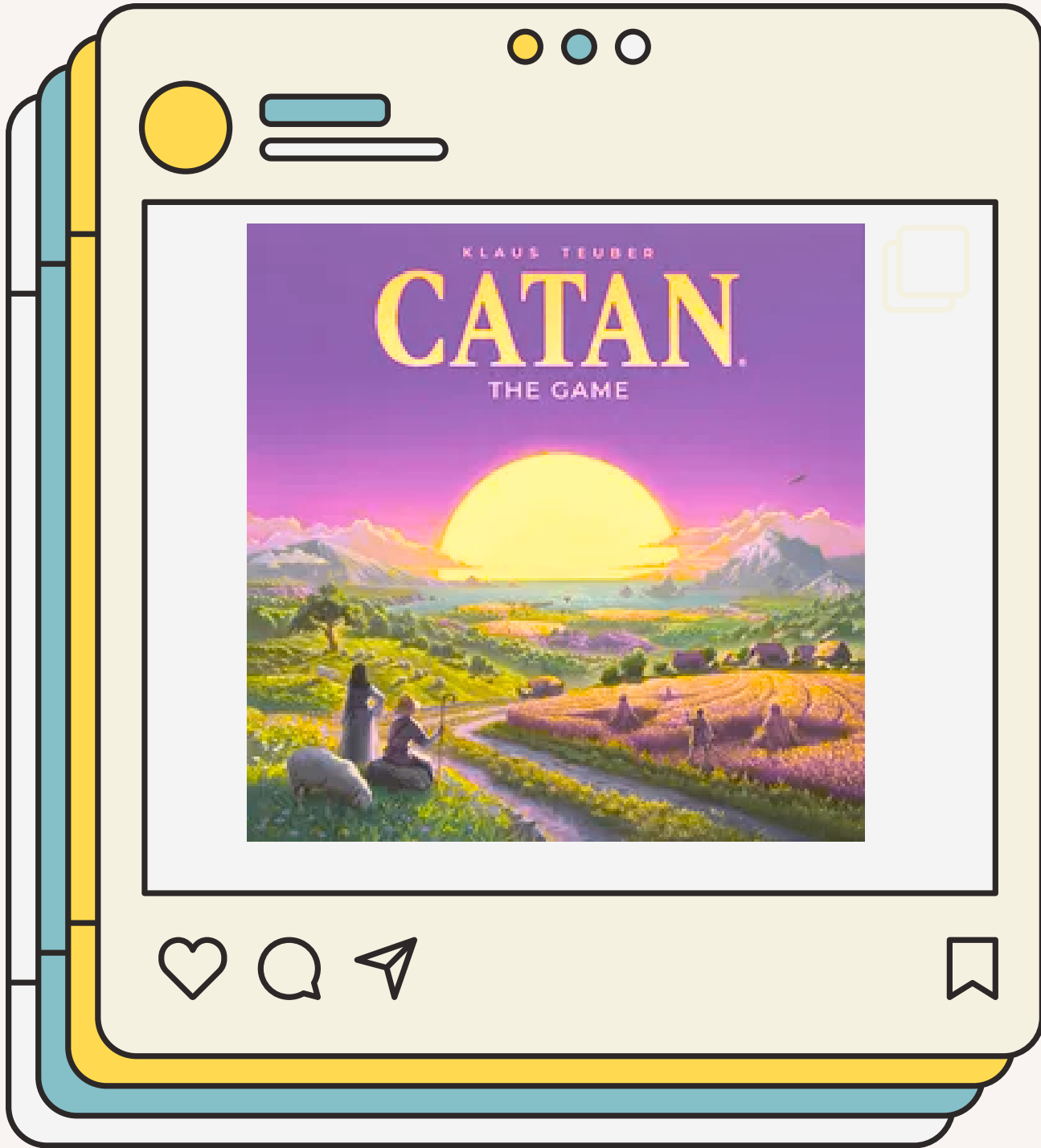
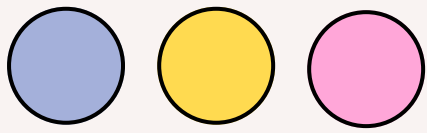
A special consideration for video games



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# Commercial Games

Some commercial games can easily be adapted for use in the history classroom, or are built off of historical settings/people!

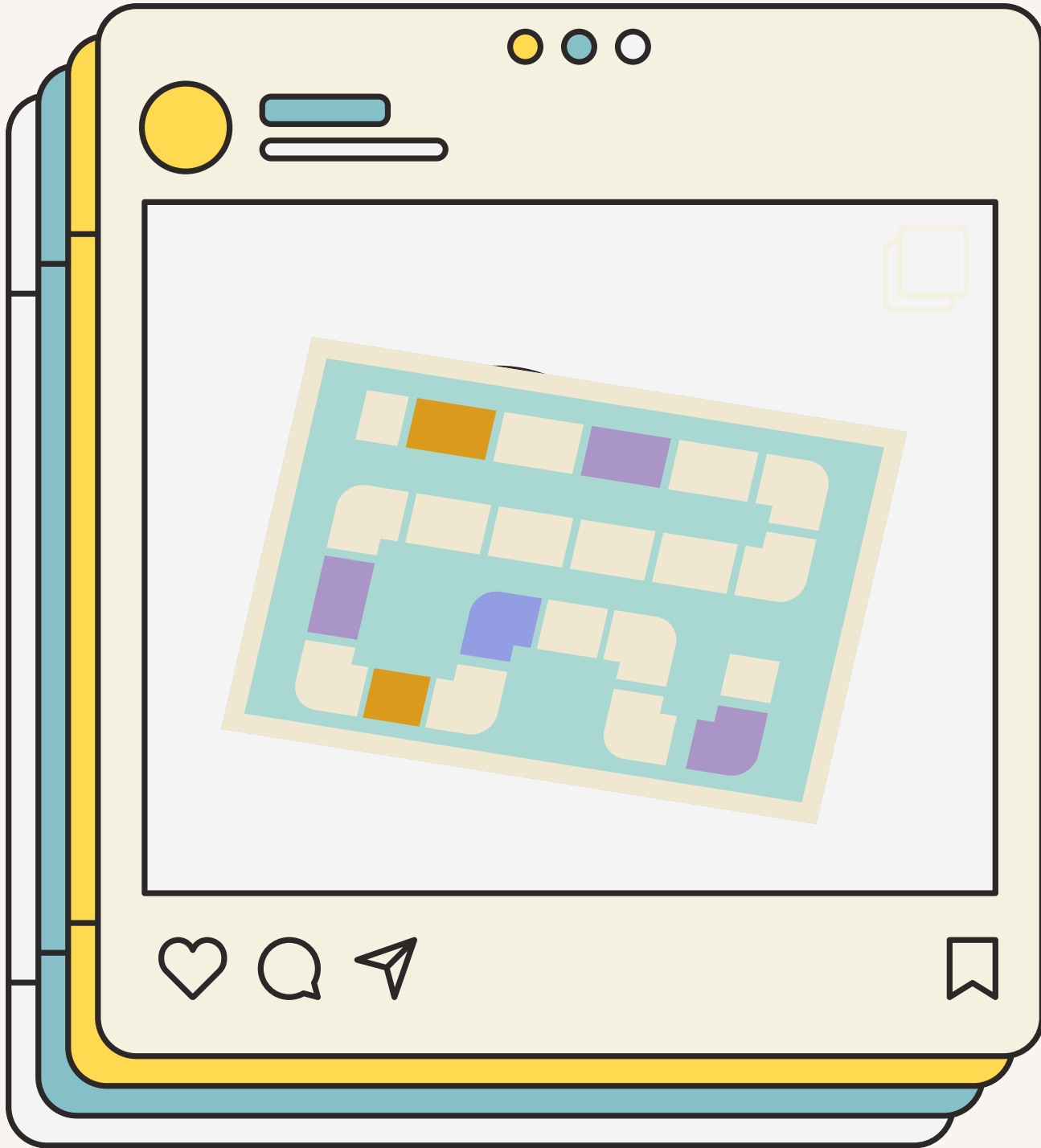
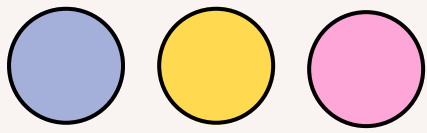
- **Catan**
  - board game
  - building civilization
  - resource management
- **Salem 1692**
  - card game
  - based off the Salem Witch Trials
- **The Grizzled**
  - board game
  - survive the WWI trenches



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## Adapt Games for the Classroom

With a few tweaks, you can also take **popular games** such as Monopoly, Candyland, or even Battleship and **adapt them for classroom use!**

**Genially** and **Canva** have a host of templates (for free!) ready to go.



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## Gamified Elements

If an entire game seems overwhelming, **gamified elements**, when intentionally used, can help motivate and engage students.

[The University of San Diego](#) has a great list, including:

- progress bars
- creating avatars
- missions and quests
- leaderboards



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## Video Games

Depending on the level you teach, and your class, you might encourage students to explore video games that are based off of historical events. Asking students to compare and contrast the game to the actual history can be a powerful tool.

- [This article from the Medium](#) goes through 10 examples
- [Wolfenstein](#)
  - alternative WWII history
- [Ghost of Tsushima](#)
  - a samurai's quest to protect Japan from the Mongols



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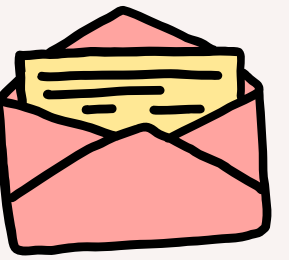


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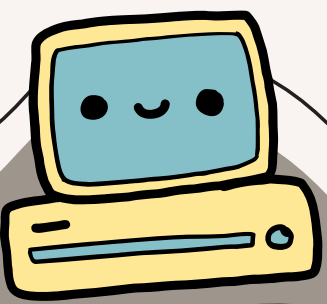


# Gamification and Gaming in the Classroom - Samples

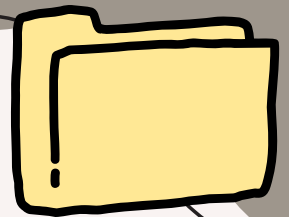
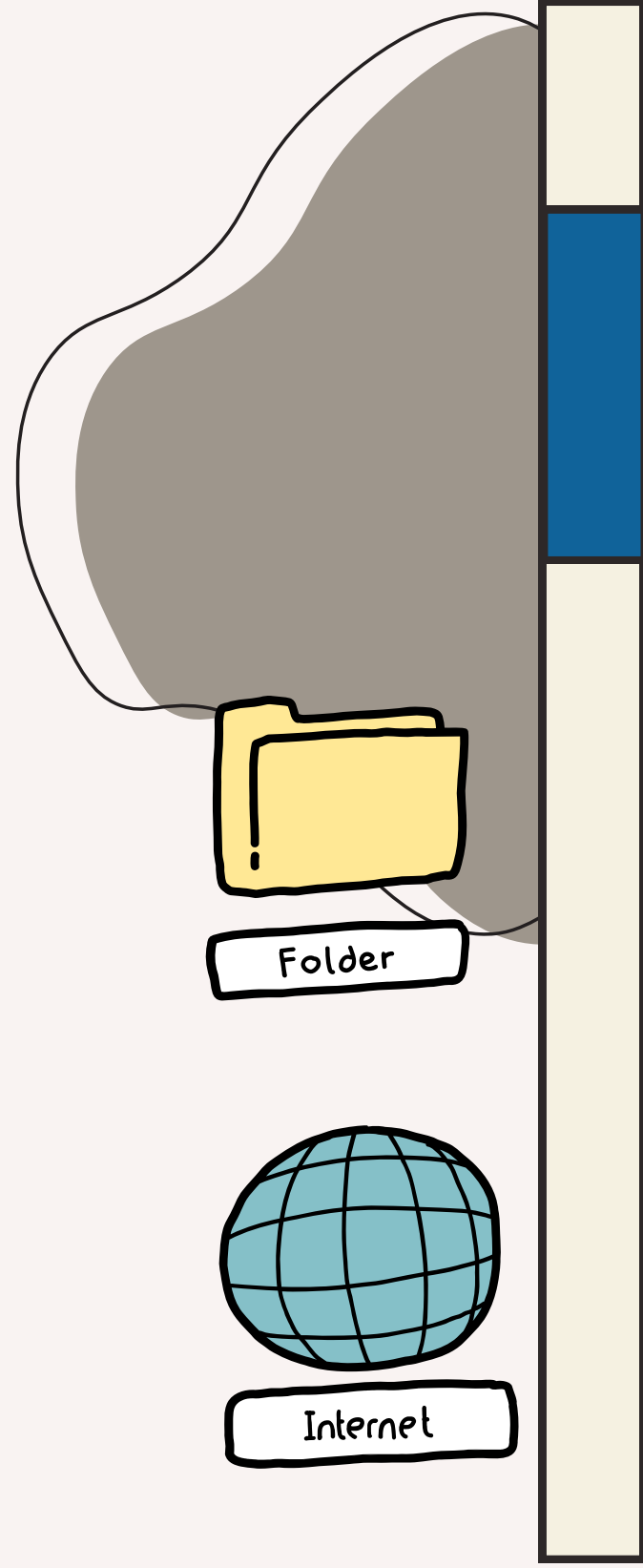
*How does it happen?*



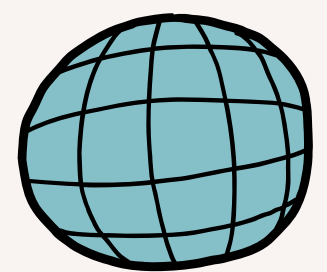
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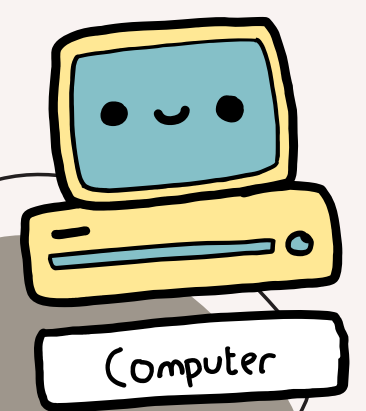
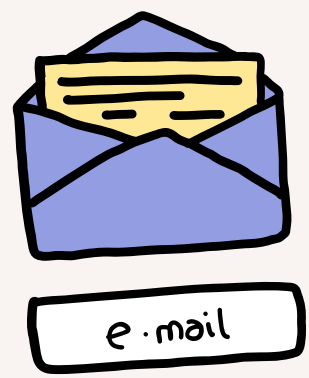
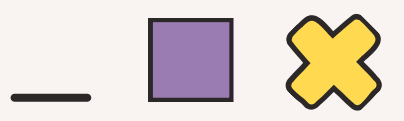
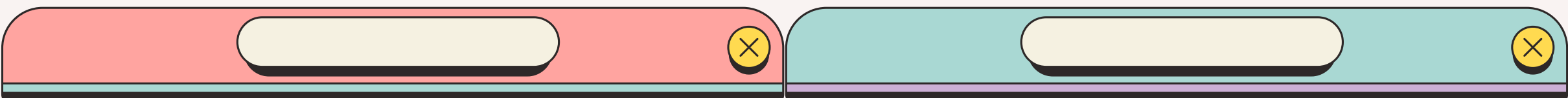
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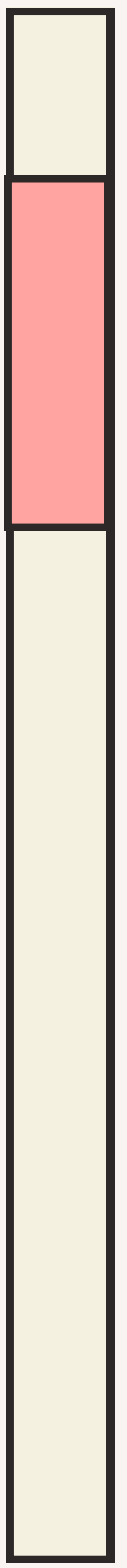
# This Module Contains




Examples from a CMU professor and his collaboration with other teachers



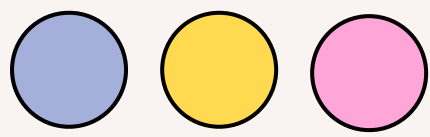
Examples Ms. English has used in her classroom at WHS



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Though the whole video is worth a watch, focus on 5:00-21:00 minutes for some practical approaches in the classroom

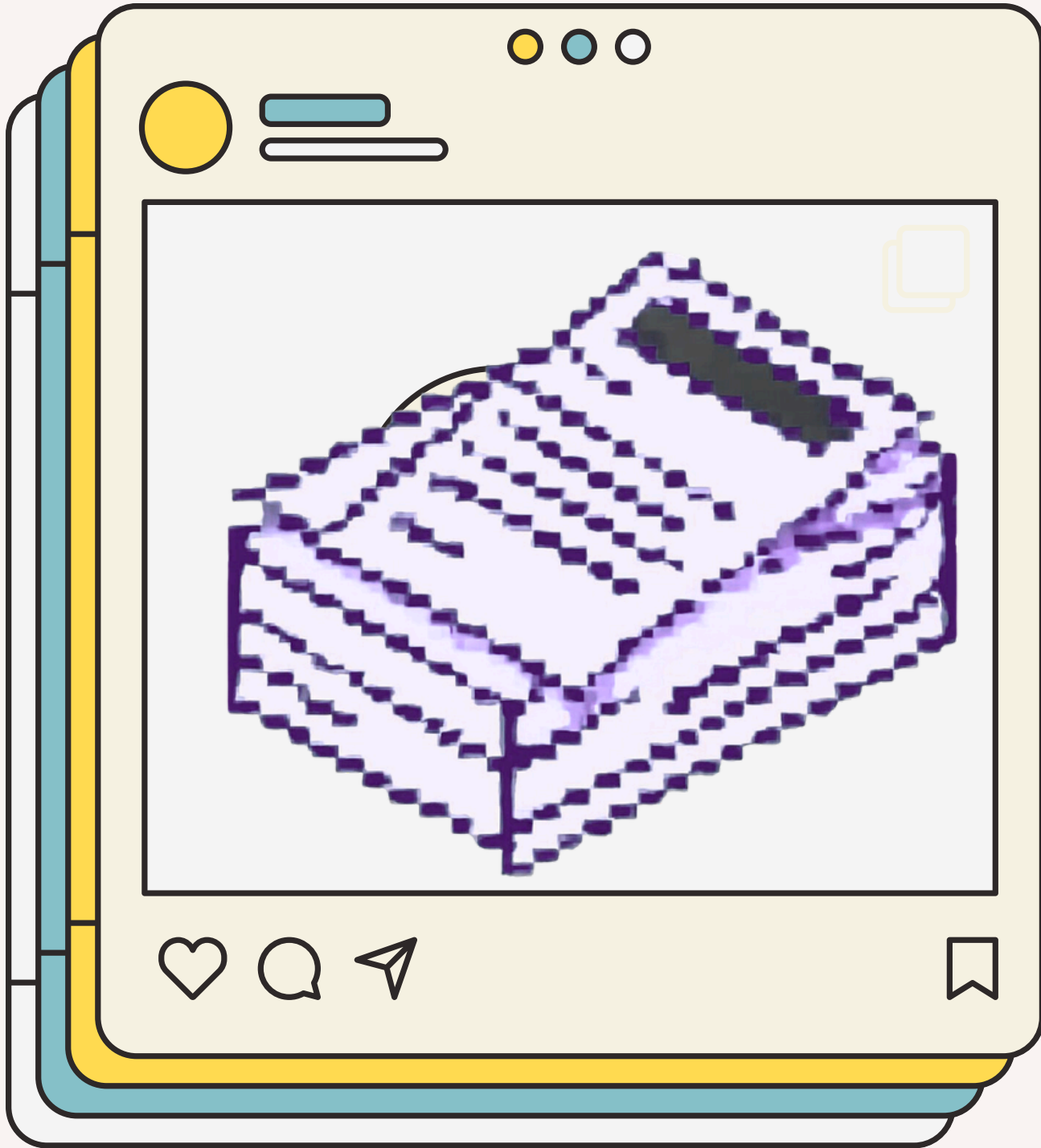
## Gamified Elements



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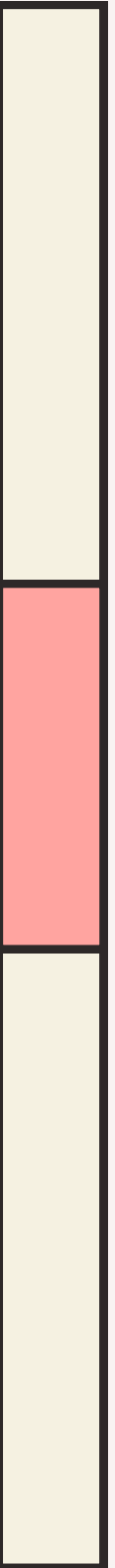


## A few suggestions from Ms. English

I've used Gimkit as an easy way to review concepts for a test. It offers a variety of games for students to play, including one modeled after Among Us.

I also created a game to show how quickly governments can turn to fascism

Finally, I've used Secret Hitler as a way to talk about the insidious and hidden nature of fascism



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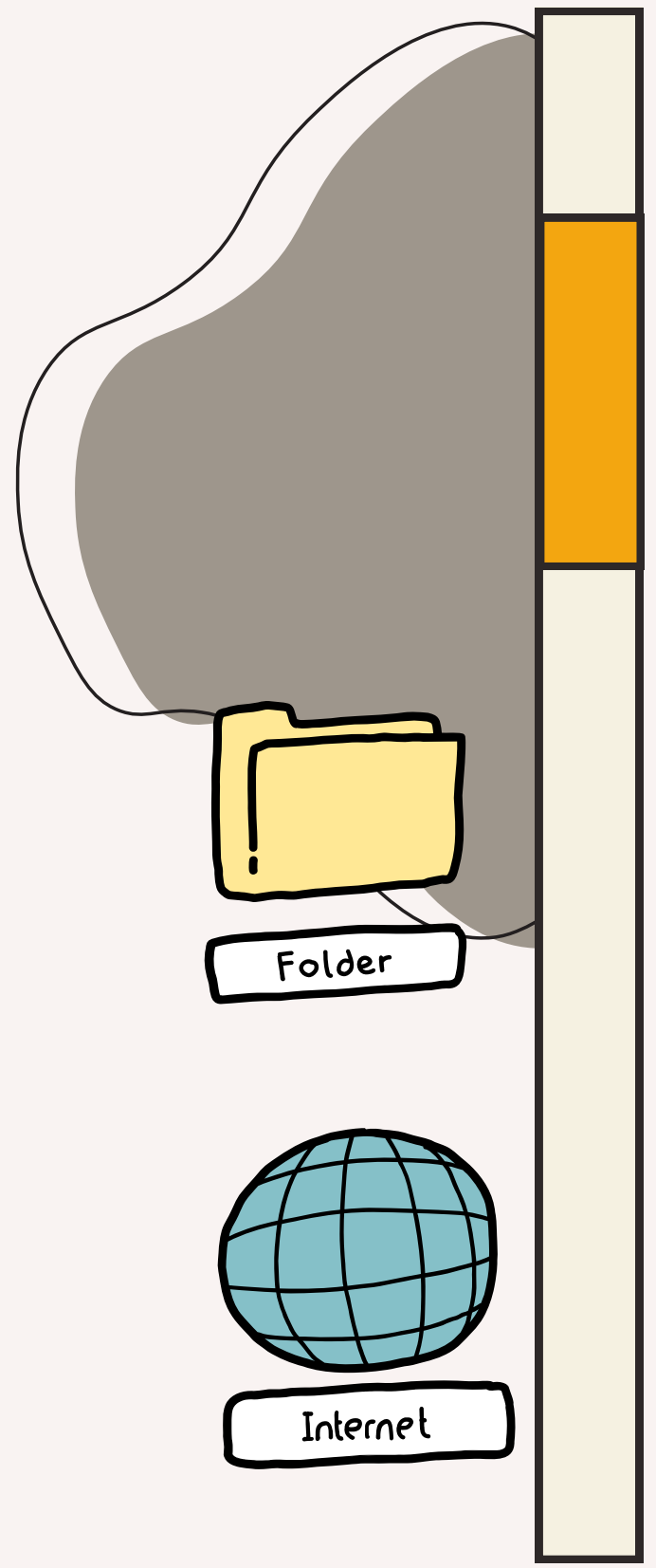
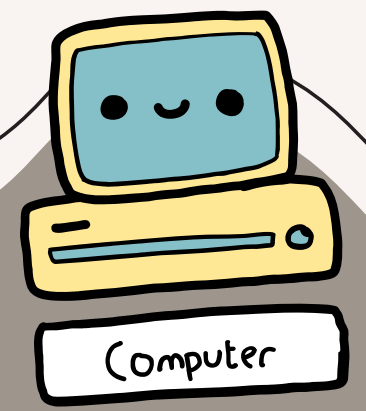
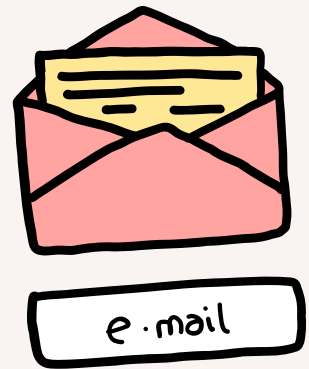


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**Gamification and Gaming in my Classroom**

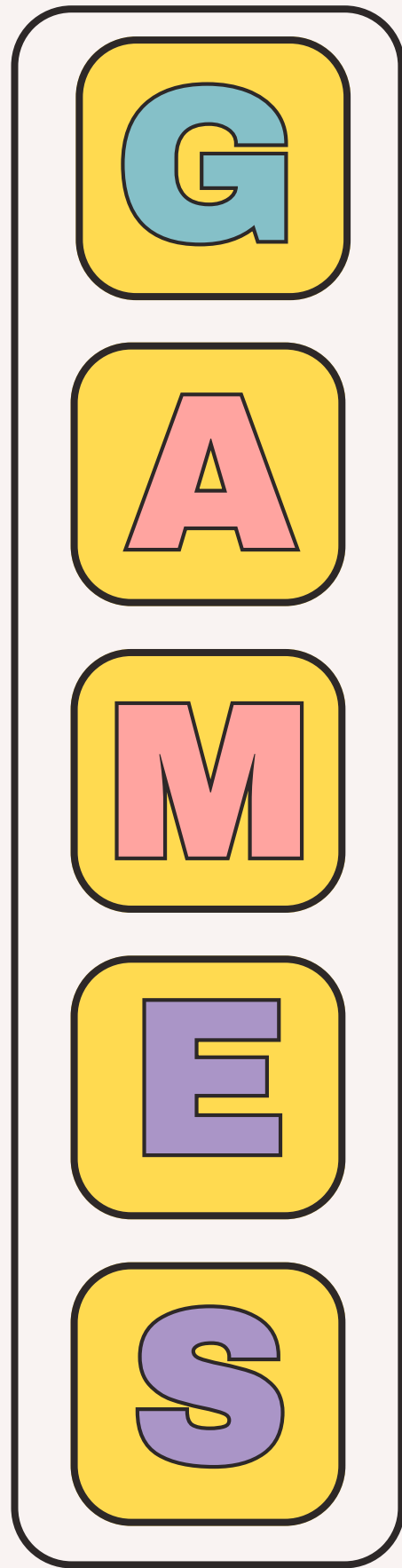
*How can I make it happen?*





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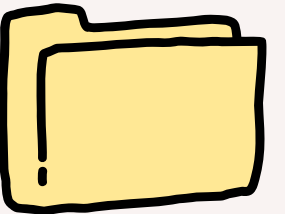
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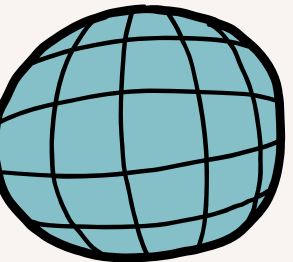
 *Let's get Playful* 

You might already have some ideas about gamification or game-based learning in your classroom. Let's use the next few slides to brainstorm and/or plan out a lesson that works for you!

*Remember, gamification or gaming for the sake of "doing something fun" in itself is not strong curriculum planning. Start with what students should know or be able to do, and walk back from there.*




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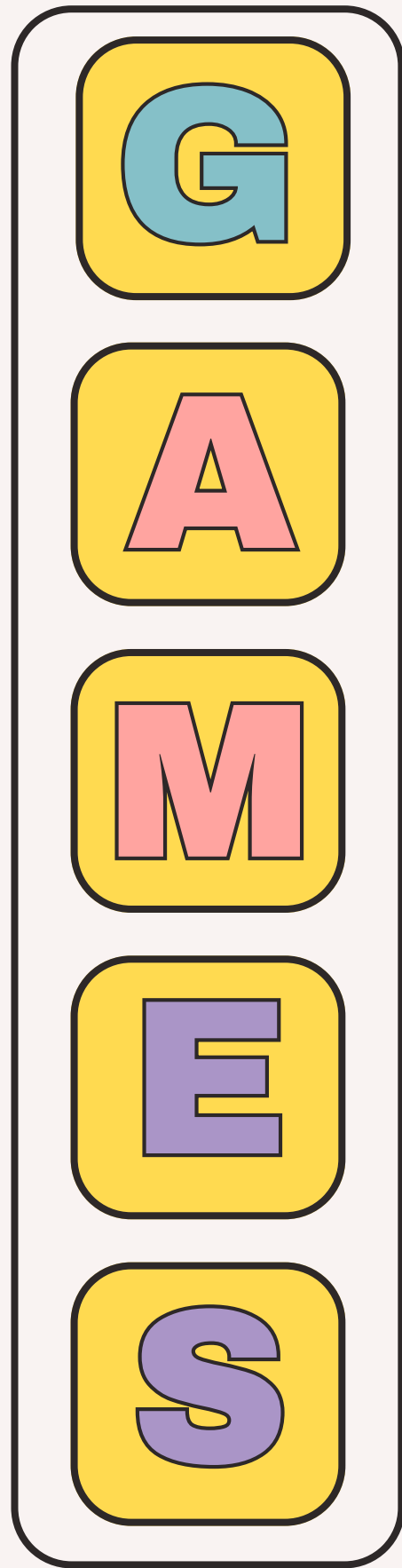
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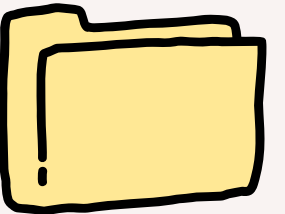
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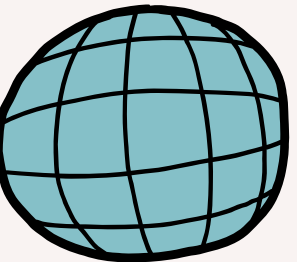
*Let's get Playful*

1. What might be content suited to gamification / a game?
2. What approach would work best for the content/group of students/your time?
  - a. Gamification
  - b. Game based learning
3. What do you need to accomplish this?

*Brainstorm / create in a space that works for you!*



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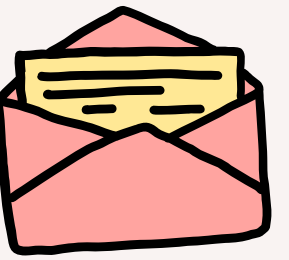
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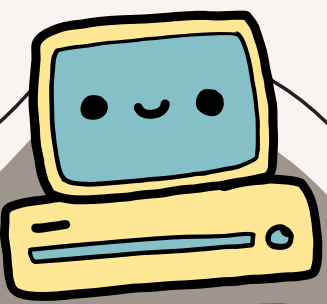
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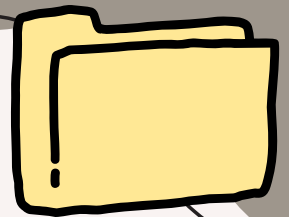
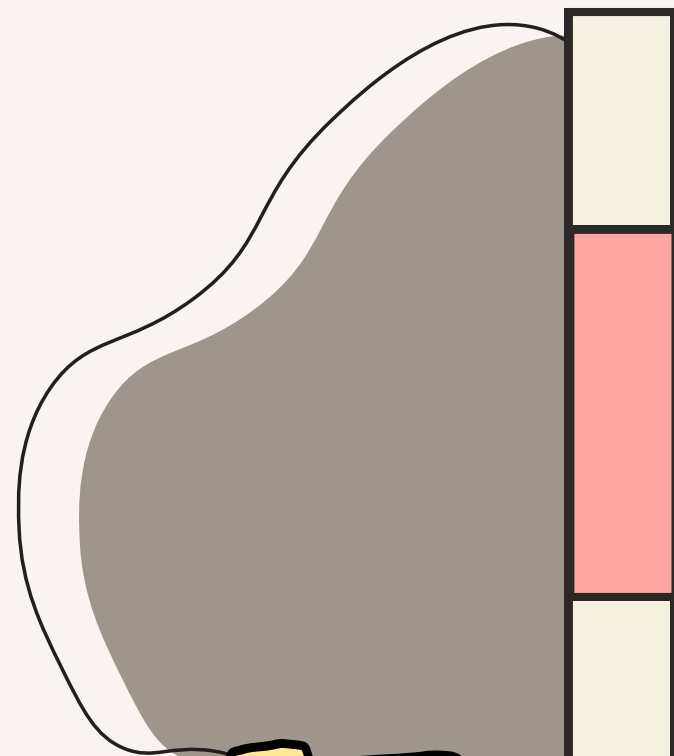


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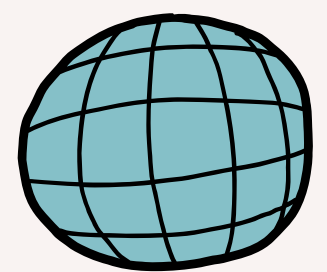


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Let's Discuss



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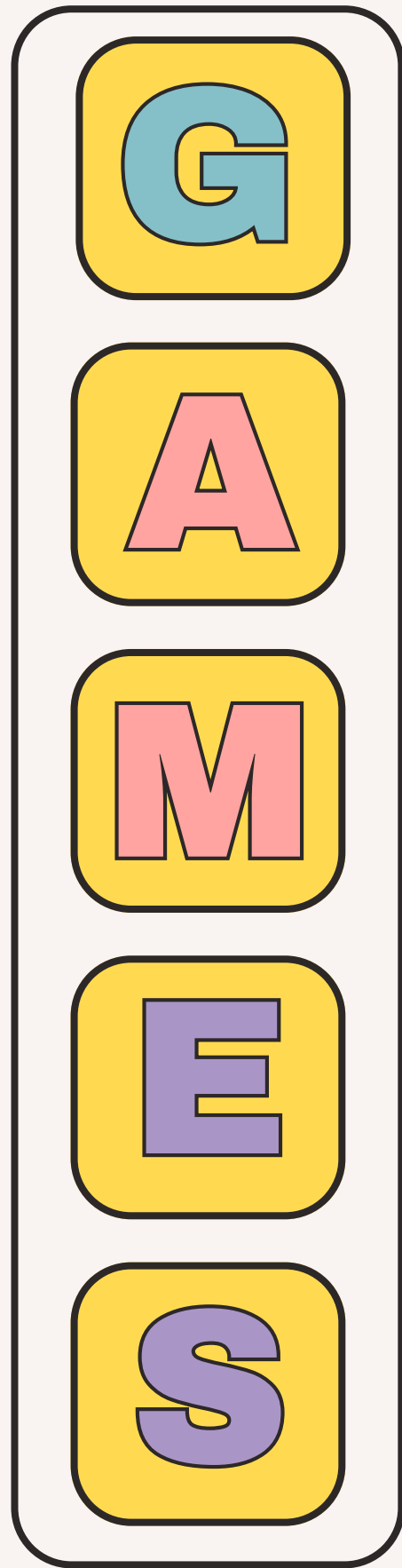
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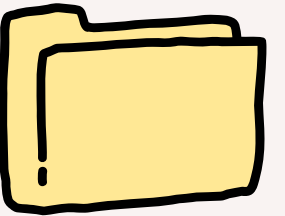
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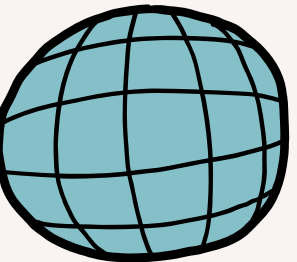
   *Discussion Guidelines*  

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- Working with your grade level colleagues, decide who will be:
  - the discussion leader
  - the time keeper
  - the note taker
- You will have a set amount of time for each question



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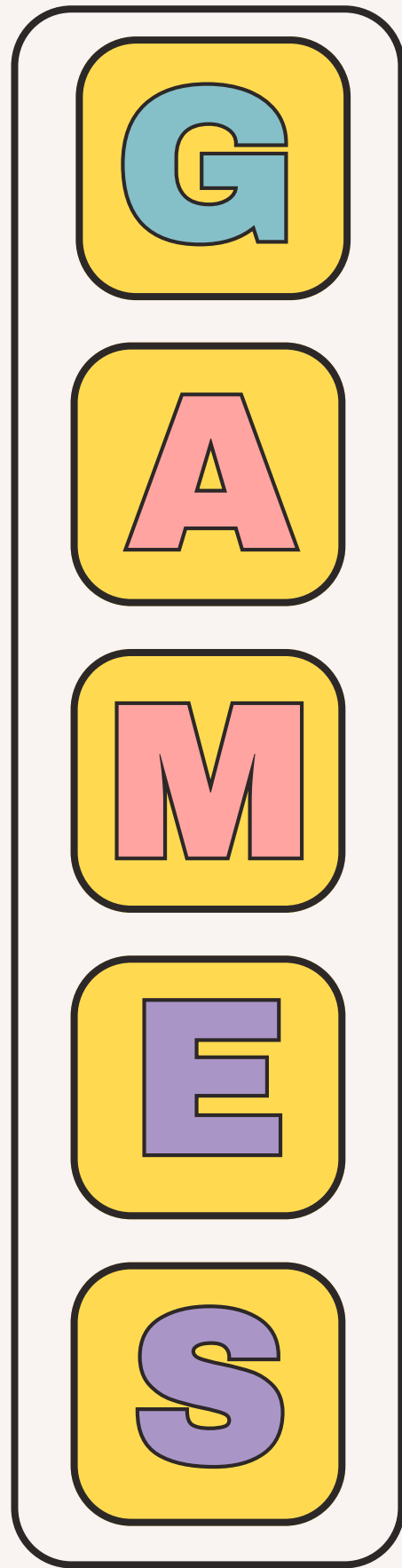
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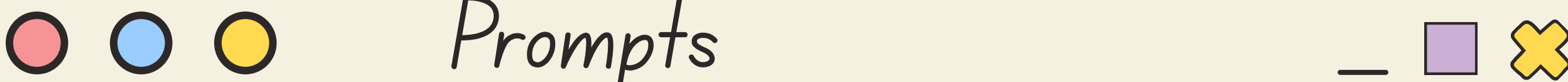


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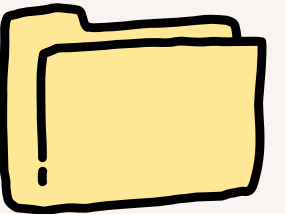


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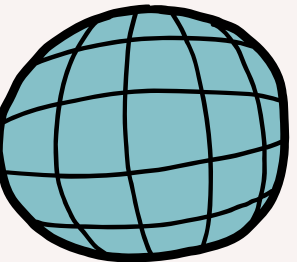


 *Prompts*

- What do we now know? Consider:  
*What might be useful for our classrooms? When might we choose to implement this? (7 minutes)*
- What concerns do we have? (4 minutes)
- What questions do we now have? (3 minutes)
- Group Share (6 minutes)



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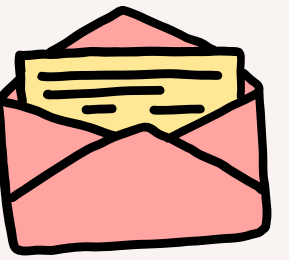
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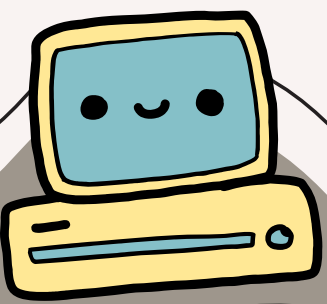
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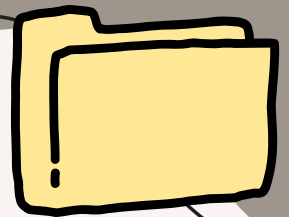
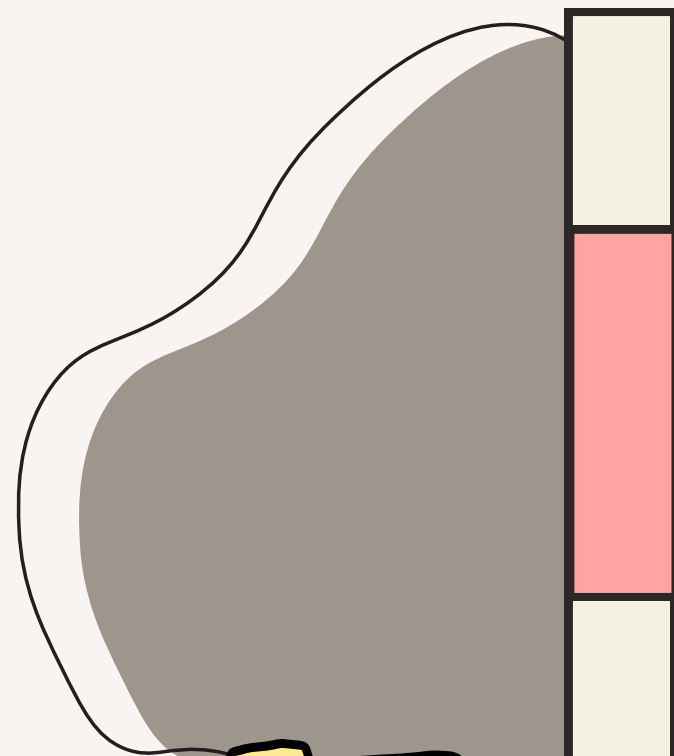


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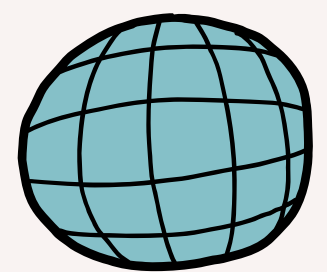


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Let's Plan



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## Return to Goals



### Can you:

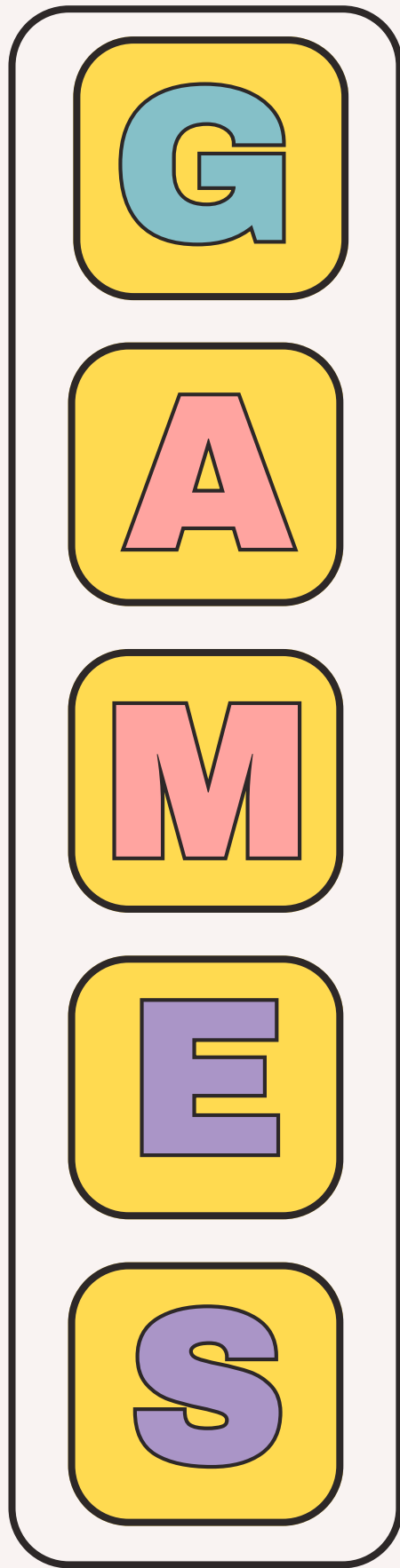
- Define gamification and gamified learning
- Explain how to properly implement the strategies / pedagogy
- Plan potential implementation of gamification / gamified learning in your classroom




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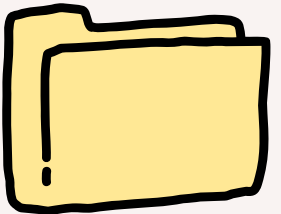
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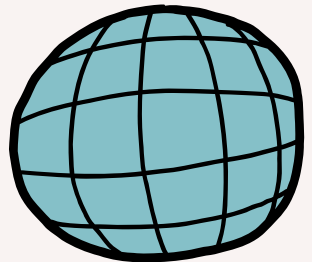


What would we like to do when we meet again?

Examples: take time to create, share lessons, explore a specific style or game?




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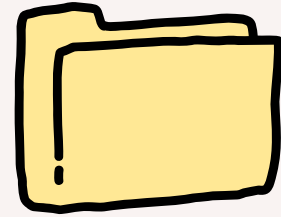
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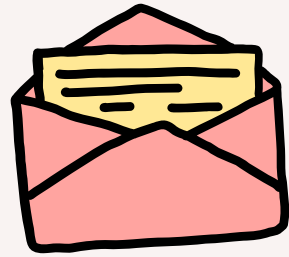
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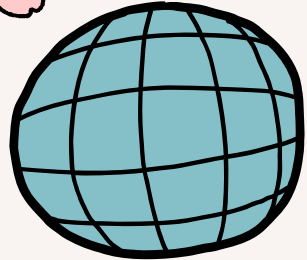
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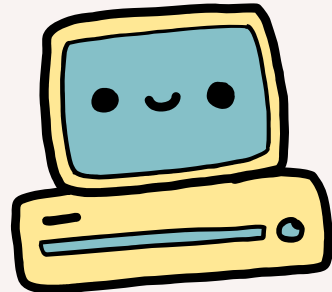
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# Thank You!



LOG OUT



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# Further Reading

[Gaming Anthropology \(many resources in here are applicable to the secondary classroom!\)](#)

[Learning Education and Games](#)

[Video Games for the History Classroom \(EDUtopia article\)](#)