Building a Happy and Motivated Language Class Through Game-Based Learning

Weina Li Chen
Pepperdine University
CABE Mandarin
Agenda for Today

- Welcome
- Rationale
- GBL v.s. Gamification
- Game designing
- Potential challenges
- Game examples

4:45-6:00
Wheel Decide

https://goo.gl/Ry1ZMu
Brainstorming
Discussion: What games have you used in your language class?

http://www.online-stopwatch.com/bomb-countdown/full-screen/
Log in to: goo.gl/cB2iX6 (Capital sensitive)
Game is just a tool,
But YOU are the reason!

Your attitude is more important than your teaching.

A teacher’s enjoyment and confidence in teaching, pedagogical efficacy, and affective orientations in the classroom have a positive impact on student engagement and motivation (Martin, 2006).
How Do Your Students Feel?

- Safe
- Excited
- Self-believe
- Challenged

Engaged students demonstrate more effort, experience more positive emotions and pay more attention in the classroom (Fredricks, Blumenfeld, & Paris, 2004). Engagement has also been associated with positive student outcomes, including higher grades and decreased dropouts (Connell, Spencer, & Aber, 1994).
Discussion: Why Game is Important in Learning?

Cooperative Learning
Spencer Kagan

1/40 vs 1/4
1 idea vs +++ideas

http://www.online-stopwatch.com/bomb-countdown/full-screen/
Why are Games Important in Learning?

- Fun & student-centered
- Engagement and motivation
- Cooperative learning
- Immediate feedback
- Games bring success into the learning environment
- Increase students’ memory capacity and cognitive retention
- Fast strategic thinking & problem-Solving
- ...
Game-based learning & Gamification

Photo retrieved from Google Images
12 Elements to Gamify Content

- Conflict
- Collaboration
- Competition
- Strategy
- Chance
- Aesthetics
- Theme
- Story
- Resources
- Time
- Rewards/Scoring
- Levels

(Bradbury, 2017)

Retrieved from:
Game Designing

- Performance vs. Proficiency
- Surface learning vs. Deep learning
- Collaborative, relationship building
- Students’ needs
  - Ask: If I was a student, would I want to play?
  - Consider: age appropriate, level (scaffolding), preference, large group/small group/one-on-one)
Cultivate & Sustain Students’ Engagement

- Praise & Encouragement
- Recognition from teachers & classmates
- Sense of achievement/Incentives
- Feedforward
Potential Challenges

- Simply using games in the classroom (content unrelated)
- Based solely on a new idea or piece of equipment
- Impact on student learning not considered

(Parker and Post, n.d.)
Example: Secret box

- Realia
- Performance to Proficiency
- Attention from curiosity
Example: Unspeakable/ Taboo (APP)
Example: Teacher says

- Kinesthetic learners
Example: Scavenger hunt

- Learning by doing (John Dewey)
- Everyone is a participant
Example: Lego (individual & groups)
Example: Jeopardy (website)

JeopardyLab
https://jeopardylabs.com/
Example: Kahoot! (APP)

- Please log in: kahoot.it/

https://play.kahoot.it/#/k/bacdc17c
More online resources:

- Socrative (assessment)
- Quizlet (assessment/learning)
- Padlet (assessment/discussion/project)
- Mindsnacks APP (K-12 foreign language)
- BrainPop ELL (K-12)
- Classdojo (incentive/classroom management)
- Wheel Decide (classroom management)
- Online-Stopwatch
Thank you!

weina.li@pepperdine.edu