Work Hard, Play Hard: What We Can Learn from Games

dePaul University

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The University Center for Writing-based Learning

UCWbL
Learning requires change.
Change requires risk.
Risk requires trust.

Tom Angelo
Keynote Address
Lilly Conference, Nov. 2012
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How Do We Encourage Risk?

Create learning opportunities that are:

- Low stakes
- Customizable
- Self-paced
- Process-based
- Collaborative
What Is a Game?

Four defining traits (McGonigal 2011):
1. A goal
2. Rules
3. Feedback System
4. Voluntary Participation
How Do We Apply Games to the Curriculum?

Bloom’s Taxonomy (1956)

Create

Evaluate

Analyze

Apply

Understand

Remember

Updated by Anderson & Krathwohl, 2000
Remember

Define  Describe
Label  Match  Cite
Select  List  Recall
Relate  State  Name

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Evaluate

Support  Rate  Assess
Judge    Critique
Argue    Justify  Verify
Discriminate  Revise  Score
Create

Synthesize  Design
Compose    Formulate
Invent     Propose
Imagine
Final Score

The graph illustrates the final scores for various linguistic elements over two weeks. The x-axis represents the linguistic elements, while the y-axis shows the scores. Two lines, one orange and one red, represent the scores for Week 1 and Week 11, respectively. The graph shows fluctuations in scores across different elements, with some elements improving over the course of the study.
References


DePaul’s Office of Teaching, Learning & Assessment. “*Bloom’s Taxonomy with Action Verbs for Cognitive Learning*.”