



LEVEL 1

Games in Education

Elena Lukashevich – ELA Trainer

Learning objectives

At the end of Level 1, you will get the basics to open the door of the world of Gamification and Game-based Learning!

- Understand the pedagogical value of playing
- Reflect on how learning happens through games
- Distinguish between gamification and game-based learning

The pedagogical value of playing

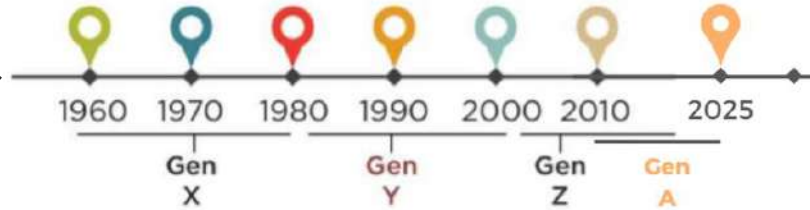
- Play is a crucial component of cognitive development from birth through adulthood (Piaget 1962; Vygotsky 1962)
- Learning through games encourages the acquisition and development of various hard and soft skills, as it **stimulates problem-solving, encourages experiential learning and increases motivation.**
- The player learns through repetition, failure, ongoing and non-threatening feedback and accomplishment of goals in a risk-free environment, which is aligned with clear objectives.

Games stimulate learning

- **Maintaining students' engagement and reigniting their enthusiasm for learning in the classroom** are probably among the main challenges we face as teachers.
- Games can play a crucial role in this because they may promote a **student-centred pedagogy** that facilitates a more personalised learning approach.
- Crucially, we educators need to grow into a new role when using games in the classroom: the role of **facilitator of learning**. Teachers as facilitators provide their students with resources, opportunities and guidance, as students take on agency for other aspects of their learning.

Dealing with *Digital Natives*

- *Generation gap*: “digital natives” vs. “digital immigrants” → cognitive disadvantage and skepticism
- *Reality mismatch* → traditional school settings can be deceiving for digital natives
- *Knowing your students* → deep knowledge of your target group is the key to create a successful motivational learning design



MILLENNIALS

Tech Savvy: 2 screens at once
 Communicate with text
 Curators and Sharers
 Now focused
 Optimists
 Want to be discovered

vs.

GEN Z

Tech Innate: 5 screens at once
 Communicate with images
 Creators and Collaborators
 Future focused
 Realists
 Want to work for success



Categories

Birth	From 2010	Leadership style	Inspirational
Social markers	Trump/ Brexit (2016)	Ideal leader	Co-creator
Iconic cars	Autonomous vehicles	Learning style	Virtual
Iconic toys	Fidget spinner	Influence/ Advice	Chatbots
Musical devices	Smart speakers	Marketing	In situ (in real time)

Source: McCrindle.

Challenges with generation A:

- Reduced attention span and concentration.
- Less time for socialising.
- Less development of creativity and imagination.
- Reduced ability to achieve happiness.

Task

10 Skills for Modern Teachers

Besides the 6 traditional teaching skills (in red), what are according to you the “new” teaching skills? Why?



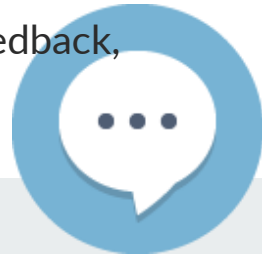
Commitment, Preparation
Organization, Tolerance
Storytelling, Open for Qs

Task

10 Skills for Modern Teachers

Besides the 6 traditional teaching skills (in red), what are according to you the “new” teaching skills? Why?

Active listening, tutoring, partnership, ICT skills, empathy, management of expectations, open for world, teachers wellbeing, managing emotions, flexible, interactive, distance learning, think about verified sources, critical thinking, patience, changes activities more often, future thinker, learn from students, nature/outdoor, open to diversity, creativity, multitasking, adapt to the learning styles, build “not only school” relationship, project oriented learning, take it easy!, give feedback, edutainment,



Challenge: Matching Crosswords

- Divide in 2 groups. Every group receives a crossword half empty. The other group has the other half.
- You have 15 minutes to agree inside each group on the definitions you want to give to your words for the other group to guess. Before starting, the trainer will check if the definitions are of an even difficult level.
- Take turns to guess the missing words in your crosswords. You have 2 possibilities to guess at each of your turns. For every word, if you guess at the first try you earn 10 points, on the second try you earn 5 points, if you don't guess you lose 2 points.
- The trainer counts the points and declares the winning group.



Task:

Motivation in playful contexts

Did you enjoy the activity?

What did you learn?

In what way(s) were you motivated in a playful context?

Individually, write the reasons why you were motivated during the game on different post-its (**one reason = one post-it**)

Keep the pieces of post-it with you and do not lose them because we will need them to accomplish a Task in the Next Level! 😊



Games in your classroom



Do you use games in the classroom?

- THINK – Think about one game you used in classroom (single time or repetitive)
- PAIR – Explain this experience to your neighbour
- SHARE – Report what you learned from your neighbour to the whole class



Today (Tuesday)

- 2:30pm meeting point in the reception for La Orotava tour
- Sun cream, hat!

Wednesday tour

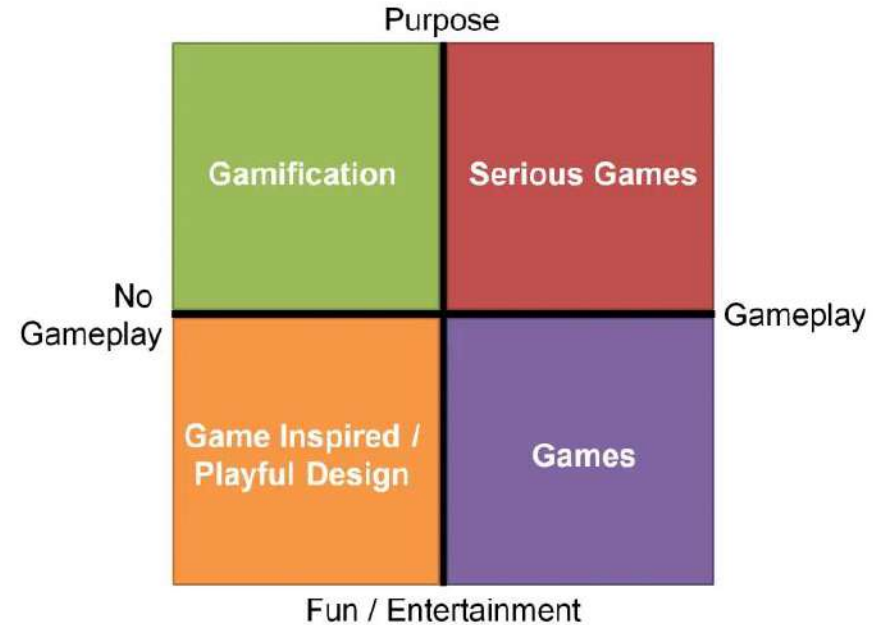
- We work till 11:30, meeting point 11:45, the tour is from 12 till around 8pm
- Packed lunch (?)
- Sun cream, hat, jacket, comfortable shoes!

Friday

- Farewell dinner 7pm

Gamification or Game-based learning?

The wide world of game-based solutions



Source: Marczewski, A. (2015). Game Thinking. Even Ninja Monkeys Like to Play: Gamification, Game Thinking and Motivational Design

Gamification vs Game-based Learning

GAMIFICATION

- Gamification means applying *game elements* and *mechanics* into non-game environments to engage and motivate learners

GBL

- Game-based learning is a teaching approach whereby *learning is an outcome of playing a game itself*

Salient Features

GAMIFICATION

- The learning *process* is turned into a game
- Game elements and mechanism are applied to *existing content*
- Some of the key principles: points, badges, leaderboards, levels, challenges, meaningful stories, avatars, rewards

GBL

- Games are *integral part* of the learning process because the game itself is aimed at teaching a specific skill or achieving a specific learning outcome
- Game-based learning includes the content which is *created to fit the story* and scenes of the game

Benefits

A decorative horizontal bar consisting of a blue segment followed by a grey segment, positioned below the 'Benefits' header.

GAMIFICATION

- Encourages collaboration, fun, focus, productivity
- Encourages specific behaviours, provides immediate feedback and gratification, tracks progress

GBL

- Helps in motivating and influencing learners
- Provides context and consolidates knowledge in a friendly environment

When to use it?

GAMIFICATION

- To engage and motivate learners
- To encourage learners to take specific actions and behaviours
- To promote a positive spirit of competitiveness

GBL

- To engage and motivate learners
- To repackage existing academic content
- To promote critical and strategic thinking

Task

Gamification or Game-based learning?

- Go to **socrative.com**
- Choose Student Login
- Enter the Room Name **“ELAICT”**
- Enter your name

You will read about different classroom situations. You have to guess whether it is an example of Gamification or Game-based learning.



Examples

- A teacher gives learning badges instead of grades (Gamification)
- Students learn to think like a city major in SimCity (Game-based learning)
- All students who have their homework out ready to be checked before being prompted by the teacher receive 2 points (Gamification)
- Students play card games to explore probability (Game-based learning)
- Students perform role-playing exercises in history classes (Game-based learning)
- Students must follow a rule that the teacher sets. Anytime a student follows the rule, the Class gets a point. Anytime a student does not follow a rule, the teacher gets a point. If the Class wins, the teachers assigns fewer homework problems. (Gamification)
- Students gain systematic understanding of engineering problems by working with a limited budget and available material in Bridge Builder (Game-based learning)
- Students solve maths exercises in Classcraft, using avatars and in the context of an adventure with various levels (Gamification)
- The winner of a wrap-up Kahoot or Quizziz receives 5 points (Gamification)
- Students perform an interactive treasure hunt with Actionbound to learn about historical and cultural traits of their town (Game-based learning)



LEVEL 2

A framework for Gamification

Elena Lukashevich – ELA Trainer

Learning Objectives

At the end of Level 2, you will have got familiar with Gamification dynamics and framework.

Learning objectives:

- Define the most common Gamification framework
- Reflect on Gamification principles to increase learners' engagement and motivation

The Octalysis Model

- The most comprehensive Gamification model can be found in the Octalysis framework developed by Yu-Kai Chou in 2016
- A must-have tool to **analyze and apply** gamification
- The framework orders and clusters game mechanisms into eight categories, **the 8 core drivers**, able to influence human motivation

Where do these core drives originate from?

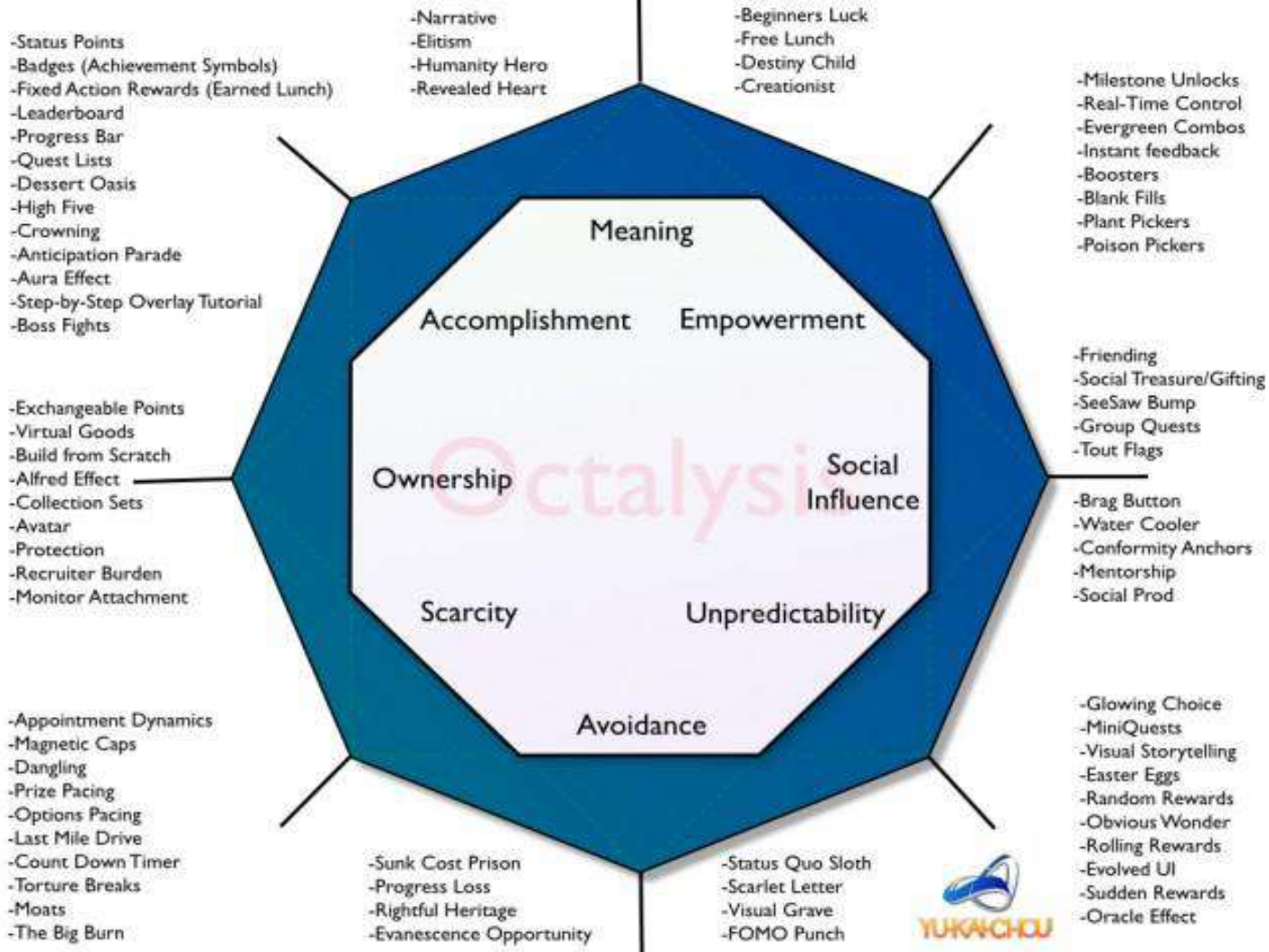
Task: The Octalysis Puzzle

- Divide in groups.

CORE DRIVES	The player is motivated because...	Real-life examples
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- You will see the elements of the Octalysis model as if they were pieces of a puzzle.
- Build the puzzle following the schema below ?
- per each CORE DRIVE try to find the correspondent:
 1. Explanation (... the reason why the player is motivated)
 2. Real-life example (taken from the enterprise/business world, social media, games&entertainment industry)

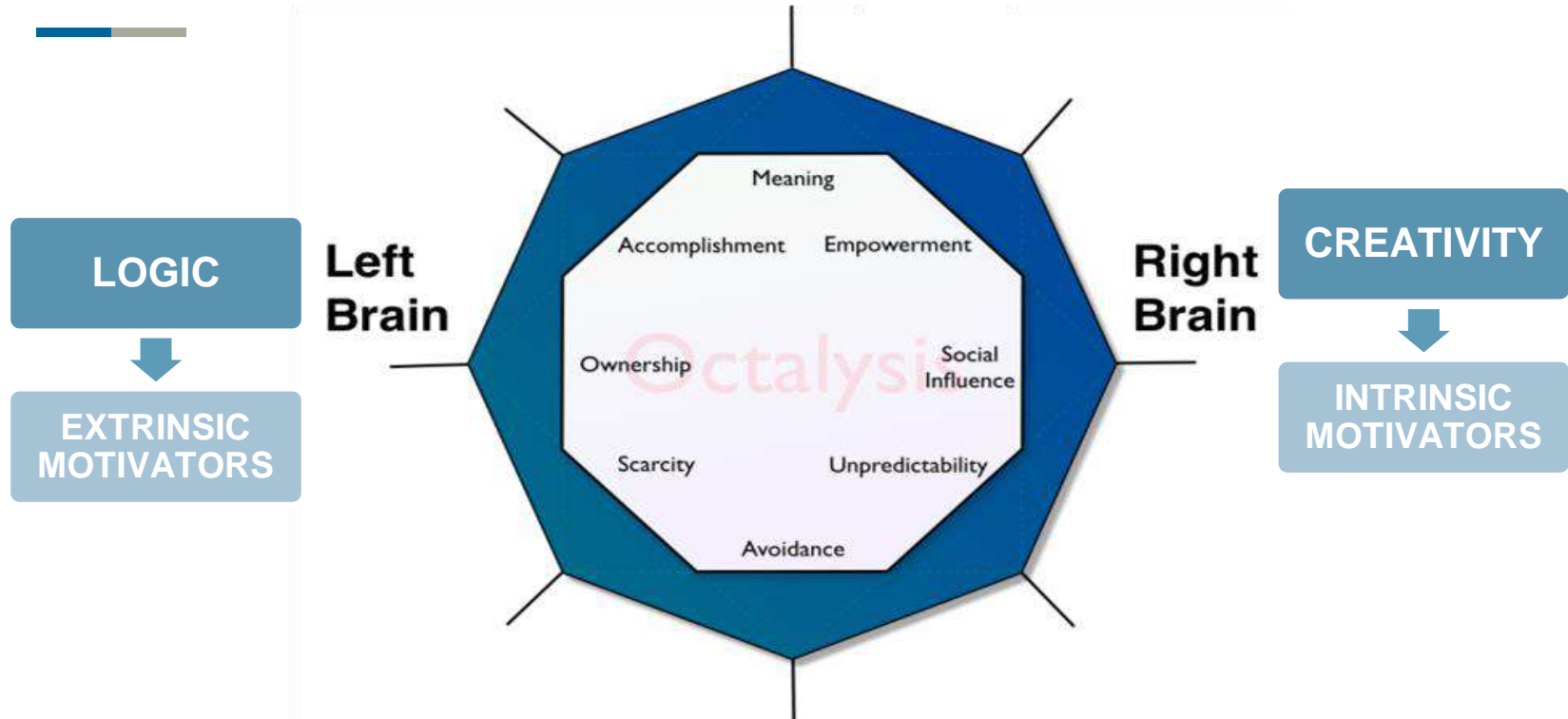




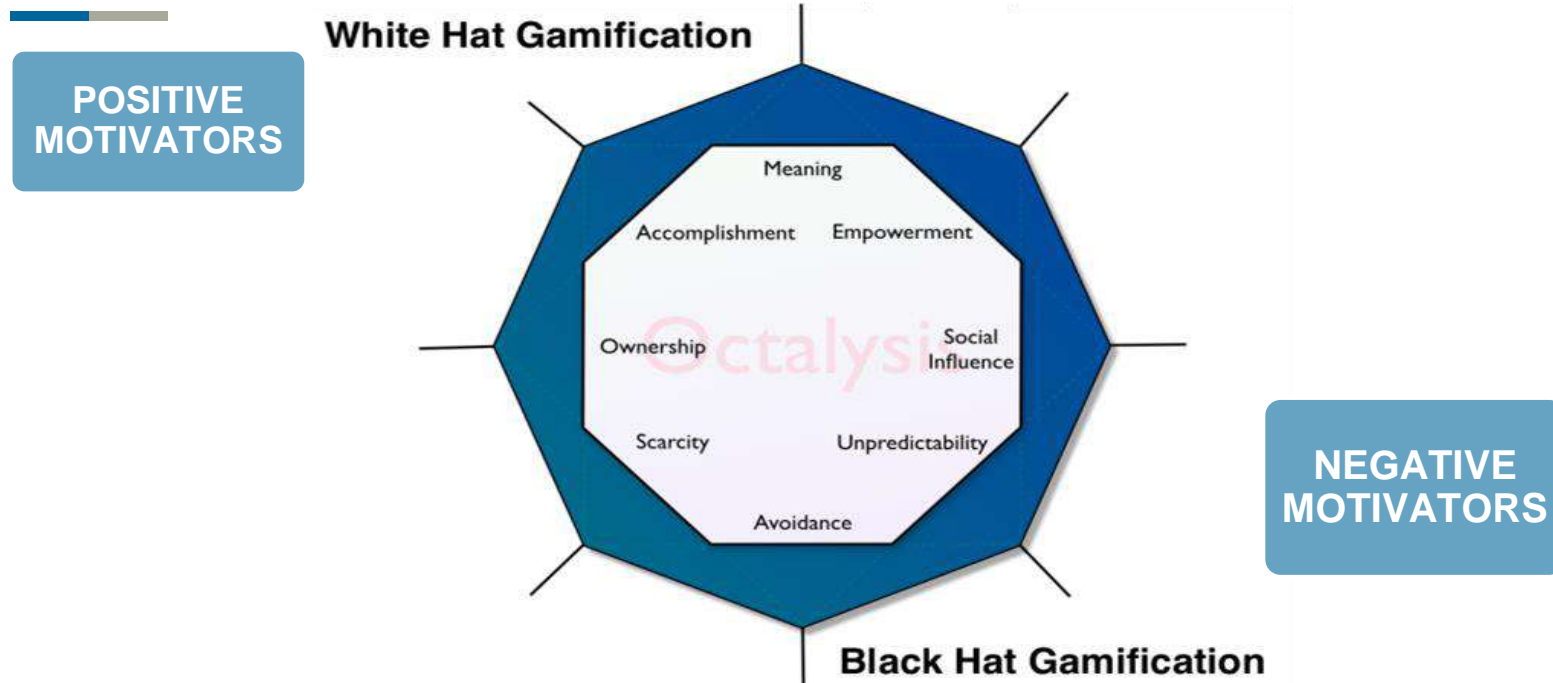
The Octalysis Model

YU-KAI CHOU (2016)

Left vs Right Brain Drives



White Hat vs Black Hat Gamification



Epic meaning & calling

Its components help players justify devoting their time to the game. They are supposed to make players believe that **they are doing something great** (*narrative, higher meaning*) or **were “chosen” to do something** (*elitism, humanity hero, destiny child*), or that they have **got some gift that others have not** (*beginners luck, free lunch*). Players may also feel attached to the game world elements they created (*co-creator*).

Development & accomplishment

Its components exploit the players' internal drive to make progress in absolute (*points, progress bar*) or relative terms (*leaderboards*), acquire (*step-by-step tutorial*) and develop skills (*with badges as achievement symbols*), overcome challenges (chosen from *quest list*, or the final *boss fights*), and receive due appreciation for it (*fixed action rewards, win prize, high-five, crowning, aura effect*).

Empowerment of creativity & Feedback

Its components give players the decisive power (*plant pickers*, *poison pickers*) and engage them in a creative process, where they have to repeatedly figure things out (*evergreen mechanics*, *blank fills*) and try different combinations (*real-time control*) possibly using approaches unavailable earlier (*milestone unlock*, *boosters*) after receiving instant feedback or hints. They may also have a chance to opt out of a given challenge.

Ownership & possession

Its components give players the feeling of owning something (*virtual good, avatar*), so that they want to make what they own better (*build from scratch*) while progressing in the game and own even more (*collection set*). The players' attachment to their belongings can be augmented by letting them constantly observe what they have (*monitoring*) and have them protect it from dangers (*protection*). The feeling of possession can also be extended to other players one has invited to the game (*recruiter burden*).

Social influence & relatedness

Its components refer to activities inspired by what other people think, do, or say as well as the desire to draw closer to people, places, or events that players can relate to. It includes making personal relations publicly observable (*friending*), having veteran players as guides (*mentorship*, which also makes the beginner players more attached to the specific culture, as well as helps veteran players stay engaged in the game), cooperating with other players to solve difficult challenges (*group quest*), showing other players one's accomplishments, either explicitly (*bragging*) or implicitly (*touting*), having a place to chat about a variety of topics (*water cooler*), gifts or rewards that players can only receive from other players (*social treasure*), encouraging players to generously give, expecting the recipients to give back somehow (thank-you economy), and making social interactions technically very easy to perform (*social prod*).

Scarcity & impatience

Its components address the human tendency to want things they cannot have. They include constantly showing an item that a player cannot easily get (*dangling*), having something accessible only at specified time (*appointment dynamics*), or in fixed intervals, or after meeting specified conditions (*moats*), showing time after which something becomes inaccessible (*countdown*), changing the pace at which progress can be made, and requiring players to collect multiple pieces to earn the actual reward (*prize pacing*).

Unpredictability & curiosity

Its components exploit the human infatuation with experiences that are uncertain and involve chance and the natural curiosity to explore. They include surprises (*Easter eggs*), also in form of unexpected rewards (*random rewards*) that recreate the excitement that children have opening gift boxes. *Oracle effect* that makes player expect an event to happen in the future (and wonder whether it will actually happen), quests within quests (*mini quests*), *glowing choice* which leads players in the right direction by appealing to their curiosity, lotteries that some player has to win each period, with actions available that increase one's chance (*sudden or rolling rewards*).

Loss & avoidance

Its components motivate players with a threat of losing something they have attained. They include *sunk-cost tragedy* (players continue the game, because they spent a lot of time playing so far), *progress loss* (if players stop playing, they lose what they earned), *fear of missing out* (players are aware that when they do not participate, things happen that could benefit them), *evanescence opportunity* (which will disappear if a player does not perform certain action), *scarlet letter* (a shame of not having something all the good players have), *status quo sloth* (wanting to continue the game with the same behavior), and marking the loss in a special way (*visual grave*).

Check-in!



- Think about what you have learned so far. If you had to make up a test question about it, what would you ask? Write it on paper and assign it to the person sit on the right.
- If you are satisfied with the answer assign 1 Star to your neighbour!

To sum up...

- There is no element that is bad in itself or better than the others!!
- A good gamified system will consider all 8 Core Drives on a positive and productive manner so that everyone ends up happier and healthier
- A good gamified system doesn't need to have all of the Core Drives, but it needs to do well with the ones it does implement

Linking the framework to personal experiences

- Have a look at Octalysis puzzle and the post-it where you wrote your impressions after the Matching Crosswords game.
- Would you be able to categorize your reflection according to the Octalysis framework? If so, stick the post-it under the relevant Core Drive.
- Share and comment your choices in plenary.



CORE DRIVES	The player is motivated because...	Real-life Examples
EPIC MEANING & CALLING	... he believes that he is doing something greater than himself or he was “chosen” to do something or he has some type of gift that others don’t.	Wikipedia users are motivated by the feeling that their contribution is meaningful because they are creating something useful for the entire community.
DEVELOPMENT & ACCOMPLISHMENT	... he makes progress, develops skills, overcomes challenges that lead him to get some kind of reward, such as a badge or trophy. Without the challenge is however not meaningful without the challenge.	Instagram users are motivated from seeing their profile growing (Followers, likes, visualizations)
EMPOWERMENT OF CREATIVITY & FEEDBACK	... he is engaged in a creative process where he has to repeatedly figure things out and try different combinations. Besides the need to express their creativity, the player needs to see the results of his creativity and receive a feedback on it.	Playing Legos is fun in-and-of itself because the player can create hundreds of combination using the same playground. It is not necessary to continuously add more content to keep the activity fresh and engaging.
OWNERSHIP & POSSESSION	... he feels like he owns something and consequently wants to make what he owns better and own even more. This deals for example with the accumulation of wealth (also in the form of virtual goods and virtual currencies). If the player has customized his profile or avatar, he feels more ownership towards it.	The willingness to own more and more can make collecting stamps motivating.
SOCIAL INFLUENCE & RELATEDNESS	... he is driven by social mechanisms like companionship, mentorship, acceptance, collaboration but also competition and envy. Also, it includes the drive we have to draw closer to people, places or events that we can relate to.	A group of friends all following the same TV series not be cut off from conversation and understanding inner references and jokes.
SCARCITY & IMPATIENCE	... he wants something that he can’t have. The fact that people can’t get something right now motivates them to think about it all the time.	Every year during the Black Friday, people queue up outside shops to reap the benefits of it, just because they cannot do so (or they are led to think they cannot do so) in other periods of the year.
UNPREDICTABILITY & CURIOSITY	... he wants to find out what will happen next. If you don’t know what’s going to happen, your brain is engaged to think about it often.	Winning is probabilistic in gambling: people are motivated from not knowing the outcome of a poker game or slot machine.
LOSS & AVOIDANCE	... he wants to avoid something negative to happen or losing previous work. On a larger scale, it could be to avoid admitting that everything you did up to this point was useless because you are now quitting. Also opportunities that are fading away have a strong utilization of this core driver, because people feel like if they didn’t act immediately, they would lose the opportunity to act forever.	Many people find it hard to get rid of their Facebook profile, most of the time because they feel the time spent collecting and sharing things with friend would appear weisted.

Challenge: Lupus in Tabula!

Every night some villagers turn into wolves and slaughter an innocent victim to satisfy their hunger. Surviving villagers gather every day to discuss the problem: at the end of the discussion, they lynch one person among them, thinking he could be a werewolf.

Can you survive the massacre?

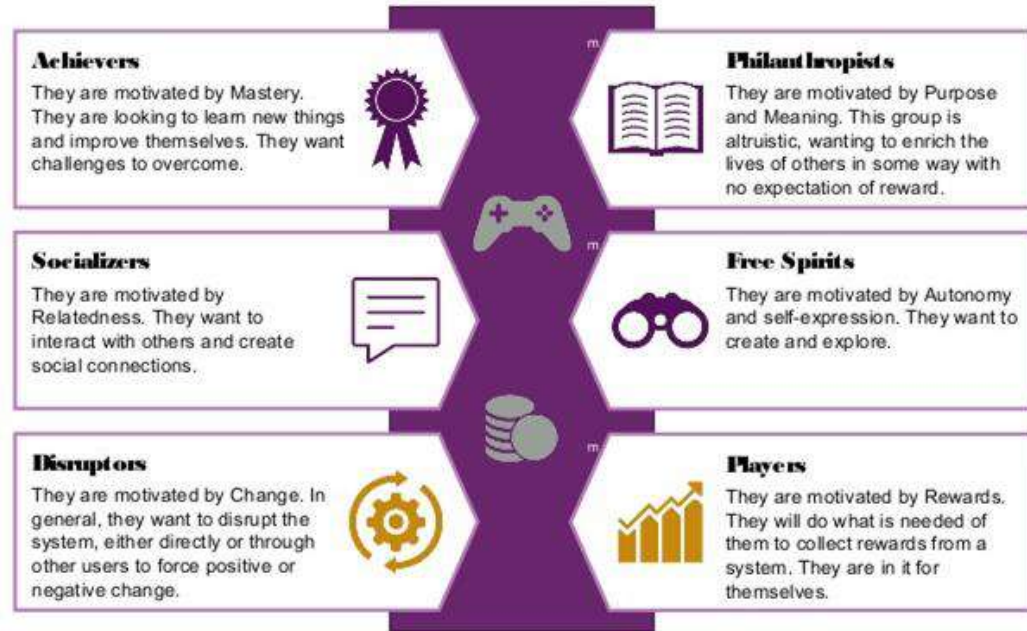
Task: Types of players

Go to **Quizlet.live**, enter the code you are told and wait to join the game!

Read about the most common gamification types of players. Can you match them with the roles played during Lupus in tabula?



Gamification Types of users



References

- **For the main theoretical framework**

Y.-K. Chou, *Actionable gamification: Beyond points, badges, and leaderboards*. Fremont: Octalysis Media, 2016.

- **To dig deeper into Gamification elements and mechanics**

<https://mambo.io/blog/gamification-elements-and-mechanics>

- **To learn more about Lupus in tabula**

<https://boardgamegeek.com/boardgame/63539/lupus-tabula>



Mentimeter



Mentimeter.com



- Easy to use **online interactive presentation** software
- Combination of **Kahoot** and **Powerpoint**
- **Online:** no download or installation
- Usable on your device: smartphone, computer or tablet.



Freemium



- Unlimited **content slides**: for heading, paragraph, image slides
- Maximum five **quiz competition slides**: for kahoot-like quizzes and fun competition
- Maximum two **popular question types slides**: for special interaction, word clouds, ...
- Unlimited audience size: there is no limit to the number of interactions or votes on the presentation, Mentimeter works in front of large and small groups of viewers



With Mentimeter we can

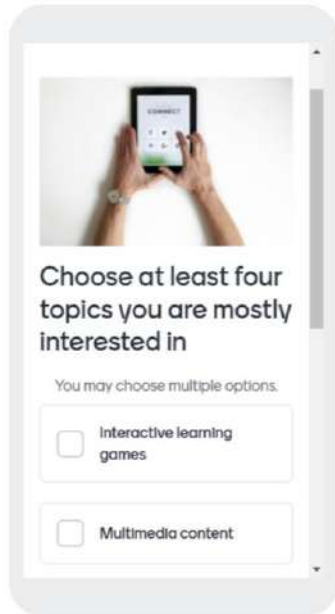


- Add **simple slides**
- Add instant **polls** and ask the **opinion** of the students
- Virtually **brainstorm** of words
- Ask the students to **rank** statements or items
- Launch multiple choices or open answer **quizzes**



Mentimeter Multiple Choice

Audience screen



Choose at least four topics you are mostly interested in

Mentimeter



Interactive learning games



Multimedia content



Tools to create websites/
blogs



Video lessons



Social media in the
classroom



Formative Assessment



Pay attention!



Difference between **Mentimeter** and **Menti**:

Menti is for participating, Mentimeter is for creating.



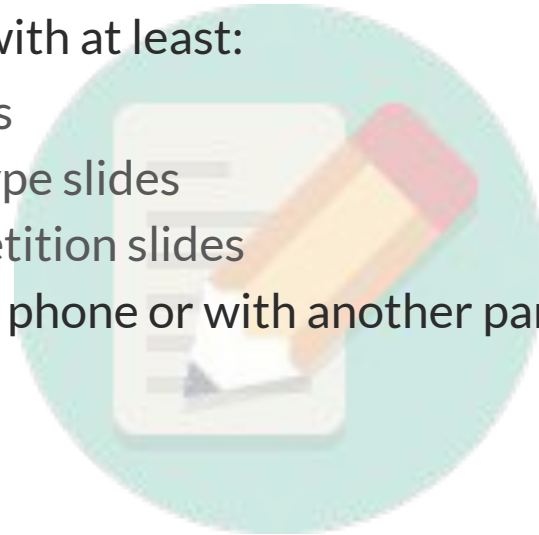
How to use it in education

- To **present subject** in a more interactive way
- To engage the classroom during **explanation**
- To **revise** and **recap**
- To monitor student learning to provide ongoing feedback (**formative assessment**)
- To **assess** (through quizzing, collaboration and presentation of content)
- To **challenge** the students to **create** their own interactive presentation



Activity

- Create a presentation with at least:
 - 5 content slides
 - 1-2 question type slides
 - 3-5 quiz competition slides
- Test it with your mobile phone or with another participant





LEVEL 3

Game-based Tools and Apps

Learning Objective

At the end of this level, you will become familiar with several tools and platform that will help you gamify your classes.

Learning objectives:

- Have a toolbox of concrete ideas to introduce games in your classes
- Get to know Gamification and game-based learning apps

Plenty of opportunities from traditional games

- **Scavenger Hunts:** the teacher compiles a list of items and activities that students complete by a given time. For an educational spin, teachers can match the items and activities to the lesson.
- **Pictionary:** one player illustrates a word, while teammates attempt to guess it. Used to teach vocabulary, and develop creative skills.
- **Taboo:** students get your teammates to guess the word they are describing without using some taboo words. Used to test critical thinking, language and knowledge of a particular subject

Plenty of opportunities from the Web

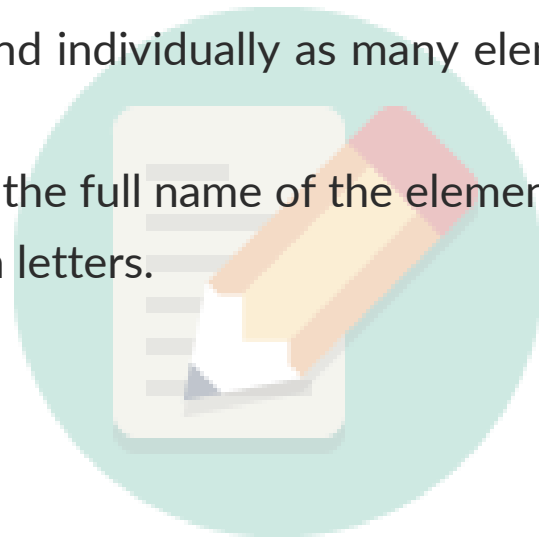
- Kahoot
- Socrative
- Quizziz
- Quizlet
- TedED
- EdPuzzle
- Kialo (debates)
- Padlet
- Jamboard (board)
- Miro, mindomo (mind maps)
- Flippity
- Learningapps, wordwall
- Genially, Thinglink
- Duolingo
- Bamboozle
- Seppo.io
- Mentimeter
- Prezi, Canva (presentation)
- Oncoo

Let's test some learning games!

Periodic table words

You have 5 minutes to find individually as many elements as you can from the word *GAMIFICATION*.

You can write down only the full name of the element, not a part, ex. Be not *B*.
Don't change the order in letters.



Periodic table of the elements

		<div>Alkali metals</div>										<div>Halogens</div>											
		<div>Alkaline-earth metals</div>										<div>Noble gases</div>											
		<div>Transition metals</div>										<div>Rare-earth elements (21, 39, 57–71) and lanthanoid elements (57–71 only)</div>											
		<div>Other metals</div>										<div>Actinoid elements</div>											
		<div>Other nonmetals</div>																					
group	1*																			18			
period																				2			
1	1	H																	He				
2		3	4											5	6	7	8	9	10				
		Li	Be											B	C	N	O	F	Ne				
3		11	12	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
		Na	Mg											Al	Si	P	S	Cl	Ar				
4		19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36				
		K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr				
5		37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54				
		Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe				
6		55	56	57	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86				
		Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn				
7		87	88	89	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118				
		Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Nh	Fl	Mc	Lv	Ts	Og				

lanthanoid series 6

58	59	60	61	62	63	64	65	66	67	68	69	70	71
Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu

actinoid series 7

90	91	92	93	94	95	96	97	98	99	100	101	102	103
Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr

Battleship Game

Divide in pairs. Each person in the couple will be assigned a thematic battleship grid.

Use the empty battleship grid to find and sink your colleague's ships. Instead of asking e.g. "A1" use the information that you find in the first row and the first column forming complete sentences. You'll hit the vessel only if the association is correct.

Benefits of Battleship Game

Battleship is a widely known and played game. But is also an excellent learning activity to:

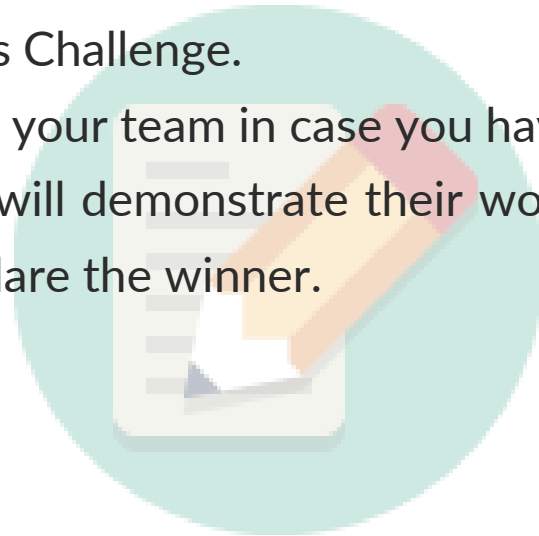
- Provide opportunities to revise in a fun way
- Provide a safe space for peer-review
- Review and memorize more complex and detailed content

10 Quest Challenge

Complete the 10 Quests Challenge.

An instructor will follow your team in case you have questions.

At the end, the groups will demonstrate their work and the instructor will assign the points to declare the winner.



Debriefing

- Write down how you felt during the game.
- Mix the paper and pick one randomly.
- Read it and try to guess who wrote it.



Benefits of Quest Challenges

- To enhance group atmosphere and energy
- To create choice-based lessons and learning pathways that are both personalized and differentiated
- To break down topics/assignments into a menu of choices, mission-style
- To give learners a sense of agency or autonomy!
- To provide a simple way to gamify learning

Brain break with Baamboozle!

Let's refresh our brain with some physical challenges ;)

Challenge: Baamboozle and Quizlet

- Test it
- Follow the demonstration
- Create your flashcards
- Be ready to test them with your colleagues!



Omar's Game

- Take 5 post-its. Number them from 1 to 5.
- Write on post-it 1 a sentence (it could be on anything, just use your imagination!).
- Pass the deck of post-its to the person on your right.
- Take post-it 1, read the sentence, move post-it 1 at the end of the deck. Draw in post-it 2 what you read on post-it 1.
- Pass the deck of post-its to the person on your right.
- Take post-it 2, look at the drawing, move post-it 2 at the end of the deck. Write in post-it 3 what you think you saw on post-it 2.
- Pass the deck of post-its to the person on your right.
- Move on until you receive post-it 5 filled. Comment what you received.

Benefits of Drawing games

- To enhance creativity and imagination
- To promote positive atmosphere and energy
- To provide multiple and inclusive ways of expression

... It's your turn!

Choose some of the following tasks as a follow-up to the games implemented:

- Create a 10 Quests challenge for your students
- Adapt Omar's Game to your subject choosing a theme for drawing
- Create a grid to implement Battleship in your class
- Create an Escape Room/Actionbound



LEVEL 4

Real-life Experiences and Adventures

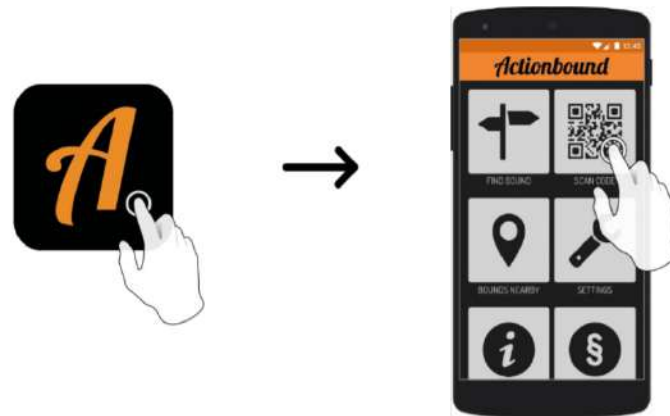
Elena Lukashevich – ELA Trainer

Actionbound

- Real-world treasure hunts and guided walks
- Online platform to create Tours/Scavenger Hunts
- Created on Computer, used on Smartphone and Tablet
- Tour around a city or building enriched with quizzes and information to discover

Getting started

- Get the Actionbound app for free in the Apple App Store or at the Google Play Store



How does it work?

A decorative horizontal bar consisting of a blue segment followed by a grey segment, positioned below the title.

A bound encompasses a series of location-based activities

<https://www.youtube.com/watch?v=V2VEKH6dNJM>

The logo for Actionbound is displayed on a green gradient background. The word 'Actionbound' is written in a large, orange, cursive script font.

The interactive tour game creator

Why is it called Action Bound?

- BOUND = in this app, “Bound” is a tour around a city or inside a building
- ACTION = Each tour is enriched with quizzes and information to discover, similarly to a real treasure hunt

Content of a Bound

A “bound” can contain:

- Text and pictures
- Quiz (multiple choice, true/false)
- “Mission”: a task to perform
- Finding a spot with GPS
- Scanning a QR Code
- And much more...

When to use ActionBound

- On school trips in another city or country
- When visiting a Museum
- In your city, to carry out an alternative lesson of art, architecture, history, music, culture, or anything you want!
- Indoor (even in the classroom) to gamify your classroom (scan QR Code, give an assignment, give a reward!)



- Helping students stay focused on school trips or visits, while having fun
- More dynamic and involving tours
- Developing attention to details and ability to connect knowledge acquired to reality

Step 1: Creating a bound

When creating a new Bound, you will be asked to:

- Select a name for your bound
- Select a URL for your bound
- Choose if it is for single or multiple players
- Choose if it is **fixed** sequences or **flexible** sequences



same sequence for everyone



changes depending on the choices each player make

Step 2: Adding elements

- **Stages:** give structure, create “sections”
- **Information:** images or texts which simply display information
- **Quizzes:** Multiple choices, open answer, sorting...
- **Mission:** carry out an activity with no right or wrong answer
- **Find Spot:** following GPS coordinates to earn points and move on to the next step
- **Scan Code**
- **Survey**
- **Tournament:** team members play against each other



Stage



Information



Quiz



Mission



Find spot



Scan code



Survey



Tournament

Step 3: testing

After adding all the elements, the bound is finished and can be tested:

- Click on “Test” > you will be given a QR Test code
- Go to the app in your mobile phone > Click “Scan Code” and scan the QR Test Code

Only with QR Test Code it is possible to review all the spots and elements of the bound **without going outside** in the streets.

Step 4: playing



- When the bound is ready, you can **pulish it**
- Ask your students to download and open the ActionBound app on their smartphones
- Ask them to scan the **QR code for playing**


1 group = 1 smartphone

Results

A decorative horizontal bar consisting of a blue segment followed by a grey segment, positioned below the title.

- All teams' performances are available in the results page of the bound
- For each player, details include:
 - Right/Wrong answers
 - How much time it took
 - Team members
 - Earned points

Benefits of Actionbound

- 
- A decorative horizontal bar consisting of a blue segment followed by a grey segment, positioned below the title.
- Helping students stay focused on school trips or visits, while having fun
 - More dynamic and involving tours
 - Developing attention to details and ability to connect knowledge acquired to reality

Escape Rooms

A themed narrative that presents your students with Escape Room-inspired puzzles and challenges can encourage critical thinking, teamwork and communication skills, along with reinforcing subject matter expertise. Escape Rooms also generate an intrinsic motivation to learn.

Canarian Escape Room



Are you ready to escape the cave...
???

Try this [Escape Room experience](#) to
discover that 😊



Rapunzel Escape Room

Are you ready to help Rapunzel
Escape the room?

Try this [Escape Room experience](#) to
discover that!

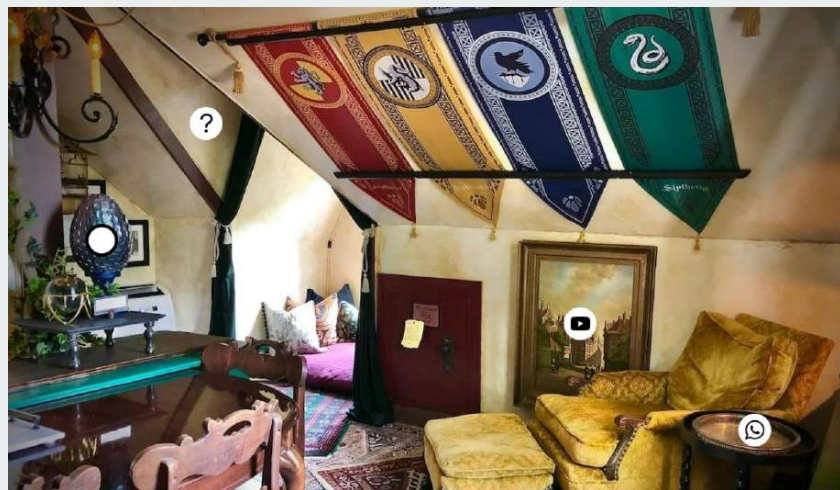


Section 1 of 10

Help Rapunzel to escape the Tower



Magical Escape Room



Are you ready to escape the Magical headquarters... ???

Try this [Escape Room experience](#) to discover that 😊



Main ingredients



The main ingredients of an escape room in the classroom are:

- **A purpose** – there is always a mystery to be solved or a goal to be reached
- **Clues** – a series of puzzles or questions to solve that lead them to the goal
- **Time limit** – the time limit drives motivation and focus

Escape Room with Google Apps (Forms, Sites, Slides)



- Easy to create
- Doesn't require many supplies such as locks, boxes, maps
- Classroom activity: enhances collaborative learning and motivation driven by class competition
- Engages them in doing homework or individual assignments

Step 1 – Organize your job

- The creation of an Escape Room might require time and research: make sure you create a folder with all the material you find along the way to organize your work effectively
- Backward Design: the first step is to begin with the end in mind and decide which skills and learning objectives you would like to address using the escape room. This will help focus the tasks you create to open each lock.

Step 2 - Storyline

- Come up with a story that grants a purpose to the challenge. You can make up all kinds of storylines just like video games (a treasure that needs to be found, a haunted hotel to escape from, etc.)
- Visualization is important: choose a background and adapt all the visual element you add to the story itself!

Step 3 – Create the clues

- Decide the tasks/questions/missions/riddles to create to open each lock.
- Think about using quizzes you've already created and bundling them together to create the various tasks of the escape room.
- Be sure to vary the types of activities so that students are challenged in different ways as they move through the escape room (alternate simple questions, video hints, images to analyze, QR codes to scan, etc.)

Some hints...



- Puzzles ? Jigsaw planet
- Memo/match and much more ? Learningapps
- Breaking news generator ? breakourownnews.com
- Rebus generator ? festisite.com
- The newspaper clipping generator ? fodey.com
- Receipt maker ? fakereceipt.us
- Fake test conversation ? ifaketextmessage.com
- Riddles ? riddles.com
- Fake twitter twit or facebook posts ? simitator.com

Step 4 – Create the locks

- Use Google Forms to create the lock (or the locks). The codes to open locks can include anything you want— numbers, letters, words, symbols, etc.
- Each clue must lead to a code (or a part of the code) for opening a lock.
- Use the **Response Validation** feature in Google forms to let students know if they need to keep searching for the right code. This option allows you to set *one* correct answer (or a range), which, until it is entered in the correct spelling/ format, the answer is marked as “incorrect”. Make sure your instructions are very clear and specific.

Step 5 – Create your site

- Put everything (clues, story, images) inside a Google Site for an engaging visualization
- User-friendly drag and drop system
- Don't forget to ensure all Google tools you used (Drawings, Sites, Forms) are set as **accessible for anyone with the link** (or for anyone inside your organization)

Step 6 – Play!



Escape Room only with Google forms

- Use different **Sections** to structure your challenges in order: in this way hunters will be unable to move on to the next section until the previous question isn't answered correctly; moreover this allows you to add more details of a story (climax, unexpected events, etc)
- Use always **Response Validation** to signal your students whether they need to keep on trying

Benefits

- **Engagement-** Kids love running around and finding clues (both physically and electronically). They are so immersed in the mystery and excitement, that they don't even consider it an educational activity.
- **Collaboration-** When looking for clues, the more hunters the better- everyone is valuable, and everyone contributes to a common goal.
- **Independence-** All students need is a device. The rest is already there for them!
- **Repetition-** Digital scavenger hunts allow you to use clues as many times as you want since no one takes them along their hunt.
- **Assessment-** When students solve clues, it indicates they understand the content of the scavenger hunt. When they get stuck on a clue, you know where you need to re-teach!

Resources




- To learn how to play Dixit

<https://boardgamegeek.com/boardgame/39856/dixit>

- For additional ideas on IT tools with short video tutorials

<https://educationalresources.online/essential-gamification-tools/>

Socrative: an app for classroom engagement



What is it?

- Socrative is a platform that allows for swift and efficient questions and answers visualizing and measuring student understanding in real time
- It allows to quickly assess students with prepared activities or on-the-fly questions to get immediate insight into student understanding



Socrative

- It can be used on any device (tablets, smartphone, browser) since in addition to the web platform there is the student app
- Particularly useful for large teaching groups to monitor the learning in a brief and fun way

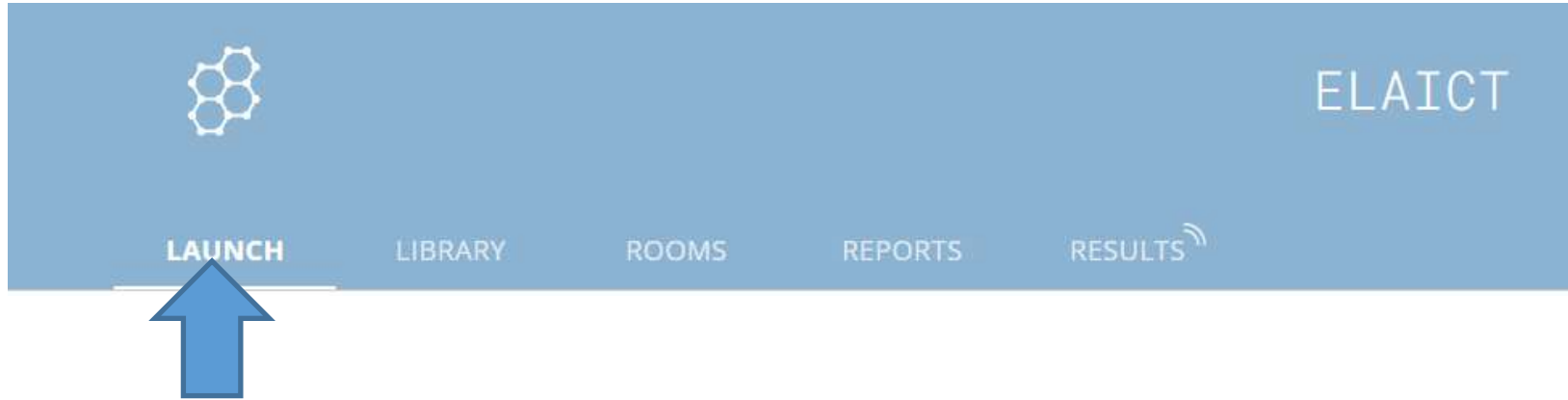


Launching activities

• Socrative allows you to engage your students in several learning activities such as:

1. Quizzes to assess learning (that you can share with colleagues)
2. Space race (for fun assessment)
3. Exit tickets to wrap up a lesson
4. Quick question for instant student feedback.





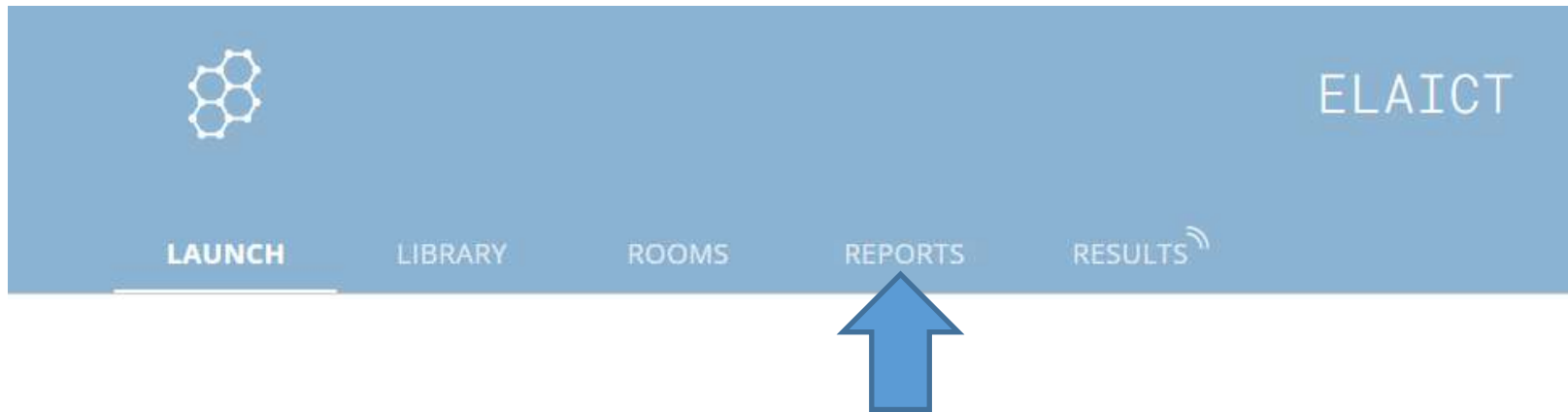
- **LAUNCH:** to use when you want to start a quiz.

In this tab, you have to choose the type of assignment that you want to start (quiz, space race, exit ticket)



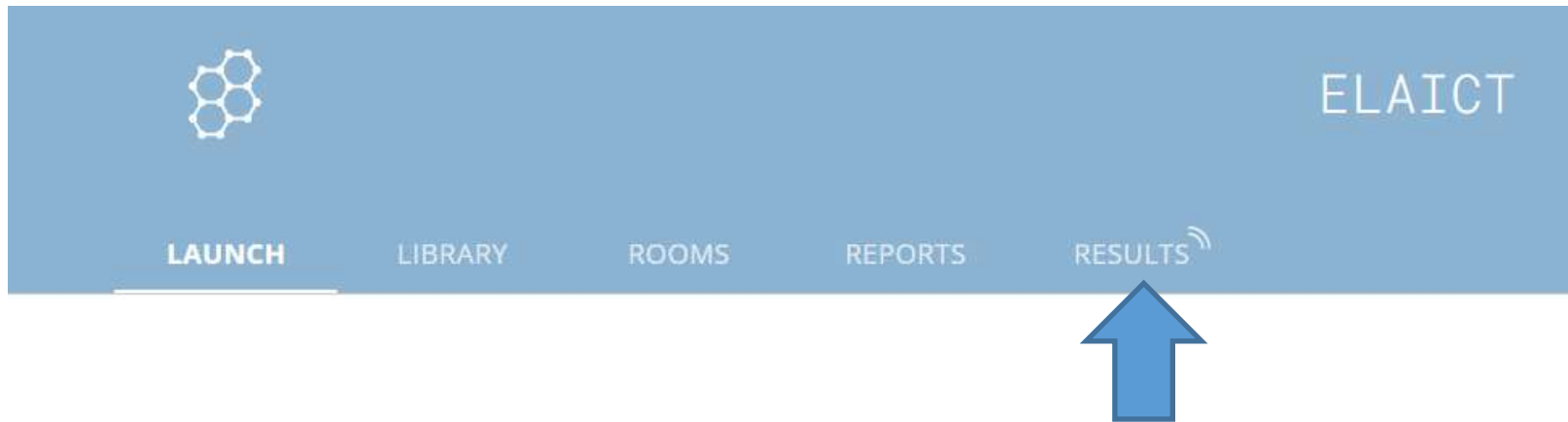
- **LIBRARY:** to use when you want to create a quiz.

In this tab, you have the possibility to create your quizzes and share them with other teachers.



- **REPORTS:** to see the results of the test when it is **finished**

In this tab, you can read, browse and download the results of all the previous tests that have been done



- **RESULTS:** to see the results of the test in **real time**

In this tab, you can monitor the progress of your students while they make the test. It will be clickable only when you have an “active” quiz. From here you can stop the quiz.

How to use it in education

- To **assess** students' knowledge
- To **recap** a concept
- To monitor student learning to provide ongoing feedback (formative assessment)
- To help students identify their strengths and weaknesses and target areas that need work
- To wrap-up the lesson

Quizlet: learning tools and flashcards



What is Quizlet

- Free online tool to organise **study sets**, for mobiles, laptop and tablet
- Study a topic by searching already made sets or creating your own
- Organise live games to test students' knowledges and abilities to teamwork



What Quizlet offers

- make flashcards,
- practice spelling,
- play learning games,
- test knowledge,
- collaborate with other students
- create folders of sets and invite students to join
- create virtual classrooms and invite students to join



What's the name of the
oldest bridge of
Florence?

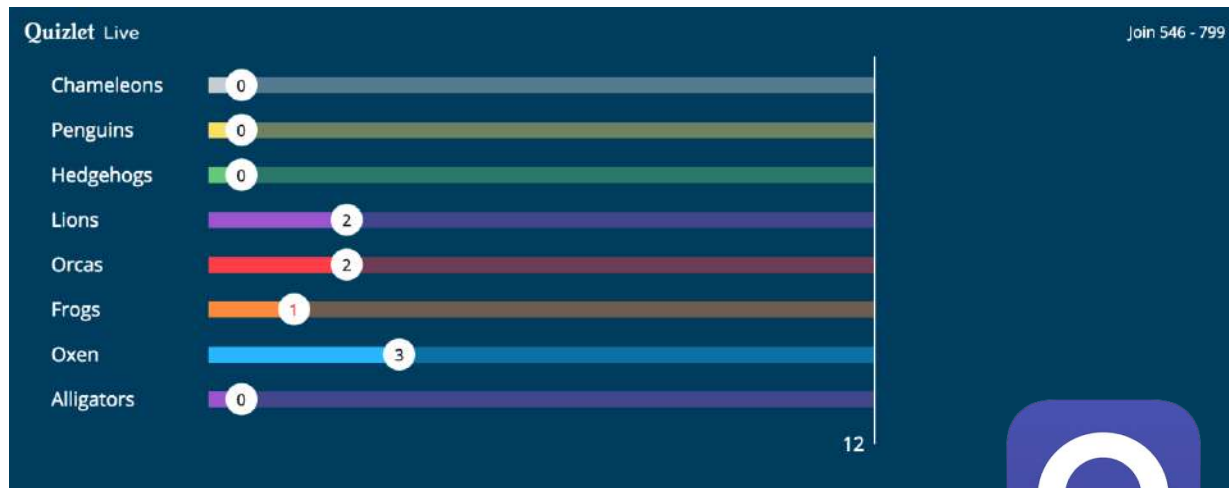
Cards



Ponte Vecchio.

Quizlet

Leaderboard in live mode



Starting with Quizlet

When you start with Quizlet as a teacher, first of all you have to **create a set of words** that you want your students to study.

You can:

- Choose an existing set and change it
- Build your own set from zero



How to build/change a set

When you create a set, you can think about associating:


- A Word and its translation/matching term

Example: Star – Stella Star – Sun

- A Word and its definition

Example: Star – a fixed luminous point in the night sky which is a large, remote incandescent body like the sun

- A Word and a picture

Example: Star – 

- A question and the exact answer

Example: Which is the star of our solar system? – SUN



Using the sets

After creating the set of words, Quizlet offers to use them in 2 ways:

- LEARNING
- PLAYING



1) Learning

3 types of exercises to learn the set of words:

- “Learn”: choose answer between different options
- “Flashcards”: read and guess; discover the answer by flipping the card
- “Test”: 5 Written questions, 5 Matching questions, 5 Multiple choice questions, 5 True/False questions



2) Playing

3 types of exercise to play with the set of words:

- “Match”: Drag corresponding items onto each other to make them disappear.
- “Classic Live”: to play in group of minimum 4.
<https://vimeo.com/266414654>
- Check point live



10 QUESTS!

1. Create something for the instructor to wear, such as a hat or tie (10 points)
2. Write a one-sentence summary for the Core Drive "Social Influence" (5 points)
3. Sing a song together for at least 30 seconds and record it in a video (15 points)
4. Create something practical thing and/or funny using 10 bottle caps – use all of them (10 points)
5. Mime a famous character (fiction or real) for the instructor to guess (15 points)
6. Create a portrait of the group in which each person is somehow represented (10 points)
7. Create a riddle for another group to guess (10 points for the riddle, 5 points if it rhymes; 3 points if the other group guesses)
8. Crazy 8s math riddle! Using only addition, use eight 8s to get the number 1,000 (10 points)
9. Find a good reward opportunity to convince one member of the other team to join you! (10 points)
10. Choose one person in your group who needs to memorize the name of at least 6 core drives and repeat them to the trainer at the end of the challenge (10 points)

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