

New Designs for Learning: Games and Gamification

A Symposium cosponsored by the University of Maryland University College (UMUC) and the Kirwan Center for Academic Innovation, University System of Maryland

Thursday, September 29, 2016

College Park Marriott Hotel & Conference Center

CALL FOR SESSION PROPOSALS

Do you have a story you'd like to share about gamifying a course? Would you like to immerse others in some aspect of game playing? Have you tried gamifying a course and want to share what *didn't* work and what would work better? Is there research on gamification – or learning – or design – that you'd like to share? The planning committee for *New Designs for Learning: Games and Gamification* invites interested groups and individuals to propose Symposium sessions. Three types of sessions are available – 360 talks, designed to stimulate people's thinking; hands-on workshops, designed to immerse people in activity; and course showcases, designed to walk participants through the gamified aspects of a course.

About the Symposium

New Designs for Learning: Games and Gamification is for instructional designers, faculty, and academic leaders from across the University System of Maryland who are interested to explore how games and gamification can reinvigorate courses, boost student engagement, and enhance student learning. The keynote address and a featured workshop will be offered by **Dr. Karl Kapp**, an Instructional Technology Graduate Professor at Bloomsburg University. Dr. Kapp is a national speaker, consultant, and author of numerous books, including *The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education* (2012).

Propose a Session

360 Talk (6 minutes each, 4-5 talks per 45-minute session)

360 seconds – 6 minutes – that's the amount of time you'll have to leave your audience informed, provoked, and hungry for more. Our version of Ignite talks* consist of 18 slides that advance every 20 seconds, for a total of 6 minutes. Propose a topic and the main points you'd like to convey, and we'll take care of clustering your talk with others into a set of 45-minute themed sessions with time for Q&A at the end. Proposals for 360 Talks should include a topic, and your "take" on the topic – your main points or takeaways.

*Not sure how it works? Head to the Ignite [main page](#) and check out these [pointers](#) and [examples](#). Some things to keep in mind (adapted from the [Ecological Science Association](#)):

- A presenter will only have time to make 1 or 2 main points that are supported by the slides.
- The slides are not visible long enough to be a major focus of the presentation. *The slides should support what you're saying, not say what you're supporting.*
- Slides should convey quick, powerful visual impressions rather than details. If you're showing a complex figure or more than a couple of simple bullet points on a slide, then it's too much.
- The slides will advance every 18 seconds whether the speaker has said everything they meant to

say on the current slide or not. Assume no more than two sentences per slide. Practicing the timing is critical so you don't end up chasing the slides.

- Assume your first and last slides (and therefore, that time) are mostly for introducing your topic and wrapping it up, respectively.
- We'll say it again: practice is even more important for the Ignite format than it is for traditional presentations.
- Don't let these differences intimidate you! Just be sure to prepare for them. If you have a topic in mind, just telling the story or laying out the big idea rapidly is very satisfying.

Hands-on Workshop (75 minutes)

Hands-on workshops provide an opportunity for participants to engage in active learning, practice, and reflection. The individual(s) leading a workshop should primarily serve as facilitators, with only a brief presentation, if any, to set context or frame the activities. For example, you might engage participants in all or part of a gamified experience and ask them to respond from the perspective of a student, then think about how this experience might inform their own adoption/adaptation of the experience. You might ask participants to each bring a syllabus and guide them through gamifying one section/unit/module in small groups. You might engage participants in testing an app or other technology and have them brainstorm about how it might be utilized in one of their own courses/course designs. Workshop proposals should include a set of participant learning outcomes and a description of associated activities.

Course Showcase (60 minutes)

The course showcase gives individuals who have already gamified their courses an opportunity to shine. The showcase is similar in format to a poster session, where multiple stations are set up in one room for participants to take in. Each presenter will have a station with a rectangular table and/or an easel. A presenter or group of presenters can create a poster outlining gamified aspects of a course/program or have a laptop set up to showcase gamified aspects of a course/program. Presenters can also have handouts, samples of student work products, or mini engagement activities for participants who will be stopping by their station.

A showcase proposal should include basic information about the course – the discipline or subject and the level (lower division, upper division, graduate) – and address why you took a gamified approach to designing/teaching it. Sharing is encouraged – your syllabus, signature assignments, student feedback, student projects, etc. The planning committee encourages proposals involving instructional designers and faculty presenting together and/or proposals that meaningfully incorporate student voices on site or in the showcase materials.

NOTE: as a presenter, you will be responsible for bringing your own poster OR your own laptop + power cord, plus any handouts you wish to share. A poster board, clips, and easel and/or a table and power source will be provided for you. You will be asked about your needs on the proposal form.

Possible Topics

These questions and topics are suggestive and are not meant to cover all the possible topics that individuals/groups might suggest.

- What does research or local assessment efforts suggest about the value of gamifying learning?

- What tools, software, apps, or other resources can participants test out in gamifying their own content and course designs?
- What does gamification look like in specific disciplines?
- How can we use a gamified approach to engage students with diverse learning styles and diverse backgrounds and identities?
- How can we use games to help students explore issues of social justice, global concerns, or other “big questions”?
- What are some pitfalls associated with gamifying a course?
- Are there gamified approaches that could extend across a whole program of study?

To Apply

[Use this link](#) to submit a session proposal by **August 22, 2016**. Applicants will be notified about acceptances approximately one week after the proposal submission period ends. Selection will be based on how well the proposal connects to the Symposium focus, communicates its focus and intent, and contributes to building a well-rounded program. Questions may be directed to Nancy O’Neill, Associate Director of the Kirwan Center for Academic Innovation, at noneill@usmd.edu.

Conference Registration

Registration for the Symposium will open in late August. To receive a notification, join our mailing list at <http://tinyurl.com/jcl9ywl>.