

Special Session - Come On Down: Multiple Pedagogical Options Using Game Show Formats

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Abstract - Injecting a sense of play into the classroom carries many positive benefits. While game show formats in the classroom are neither new nor restricted to engineering and computer science, they are a powerful tool for bringing in that sense of play into the learning environment. Game show formats can be used to deliver new content, more deeply explore concepts in a problem-based course, discover on which points the students need more help, and review content already learned. This immersive special session will demonstrate and discuss using the game show format in three different situations: knowledge-based content with either individuals or teams; problem solving content with teams; and decision making with teams. The goal of this special session is to demonstrate the versatility of the game show format for injecting play into the classroom while supporting a wide variety of learning goals. Additionally, participants will leave the session with tools to reduce the implementation cost of using the game show format in their own classes and labs.

Index Terms – active learning, game show format, pedagogical options

INTRODUCTION

Injecting a sense of play into the classroom carries positive benefits, such as:

- students using their “experiential mind”;
- students using a variety of their multiple intelligences and modes of learning;
- “significant opportunities for the professor to plan for, and students to further develop and apply, skills in both emotional literacy and interpersonal relations”; and
- a classroom environment that, through the use of multiple strategies, “accommodates highly diverse groups of students”. [1]

While game show formats in the classroom are neither new [e.g. 2-6] nor restricted to engineering and computer science [e.g. 7], they are a powerful tool for bringing in that sense of play into the learning environment. Leveraging friendly competition in the classroom, game show formats can be used to deliver new content, more deeply explore concepts in a problem-based course, discover on which points the students need more help, and review content already learned.

SITUATIONS FOR GAME SHOW USE

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The intended audience for this session is instructors who want to use, or have used, a game show format in their classroom, workshops, or with their student organizations. This immersive special session will demonstrate and discuss using the game show format in three different situations:

- knowledge-based content with either individuals or teams;
- problem solving content with teams;
- and decision making with teams.

Knowledge-based content refers to fact-based content, such as names, definitions, variables, equations, and characteristics. Both problem solving and decision making situations are characterized by multiple inputs and the potential for multiple correct solutions. Problem solving tasks are more defined than decision making tasks, however, while decision making tasks are more likely to require the team of participants to build consensus.

EXPECTED SESSION OUTCOMES AND THE TOOLKIT

The goal of this special session is to demonstrate the versatility of the game show format for injecting play into the classroom while supporting a wide variety of learning goals. Additionally, participants will leave the session with tools to reduce the implementation cost of using the game show format in their own classes and labs.

In this interactive session, participants will:

- be better able to articulate when the game show format is a better option for their classroom.
- take home tools to get started or become more proficient at implementing the game show format. Each participant will receive a CD containing a “starter kit” of resources to aid participants in implementing different game show formats at their home campuses. The resources include Excel, Powerpoint, and Flash files, directions to use the files, and sample game rules
- be invited to join the presenters assessing the context for and use of game show formats across multiple classrooms.

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