Affordable Learning Georgia Textbook Transformation Grants

Final Report: Open Historical Game

To submit your Final Report, go to the [Final Report submission page](http://affordablelearninggeorgia.org/site/final_report_submission) on the ALG website: http://affordablelearninggeorgia.org/site/final\_report\_submission

The final report submission form allows up to five files:

* This completed narrative document
* Syllabus or syllabi

*If multiple files, compress into one .zip folder*

* Qualitative/Quantitative Measures data files

*If multiple files, compress into one .zip folder*

* Invoice for the second half of the grant’s award amount (or institution sends after)

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other events.

# General Information

**Date: 2018-12-11**

**Grant Round: Pilot**

**Grant Number: Proposal 402.f**

**Institution Name(s): Georgia College & State University**

**Project Lead: Dr. Peggy Elliott**

**Team Members (Name, Title, Department, Institutions if different, and email address for each):**

* **Dr. Elissa Auerbach, Professor of Art History, Art,** [**elissa.auerbach@gcsu.edu**](mailto:elissa.auerbach@gcsu.edu)
* **Dr. Peggy Elliott, Chair and Professor of French, World Languages and Cultures,** [**peggy.elliott@gcsu.edu**](mailto:peggy.elliott@gcsu.edu)
* **Dr. Aran McKinnon, Chair and Professor of History, History and Geography,** [**aran.mckinnon@gcsu.edu**](mailto:aran.mckinnon@gcsu.edu)
* **Dr. Brantley Nicholson, Assoc Professor of Spanish, World Languages and Cultures,** [**Brantley.nicholson@gcsu.edu**](mailto:Brantley.nicholson@gcsu.edu)
* **Dr. William Risch, Assoc Professor of History, History and Geography,** [**william.risch@gcsu.edu**](mailto:william.risch@gcsu.edu)
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* **Holly Croft, Digital Archivist, Asst Professor of Library Science,** [**holly.croft@gcsu.edu**](mailto:holly.croft@gcsu.edu)
* **Jaclyn Queen, Instructional Designer, Center for Teaching and Learning,** [**Jaclyn.queen@gcsu.edu**](mailto:Jaclyn.queen@gcsu.edu)

**Course Name(s) and Course Numbers:**

* **FREN 4950 – French Fairy Tales**
* **HIST 4950 – Colonial Africa (for future use in HIST 1132 World History)**
* **MSCM 3376 – Advocacy Journalism**
* **SPAN 4500 – Seminar in Contemporary Latin American Culture**

**Semester Project Began: Spring 2019**

**Final Semester of Implementation: Spring 2020**

**Total Number of Students Affected During Project: +100**

# Narrative

* 1. *Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:*
* *Summary of your transformation and game creation experience, including challenges and accomplishments*

Our goal for this project aligned with several of the high impact practices that are part of our “GC Journeys.” We wanted to provide faculty members with resources allowing them to create a templated module that is easy to adapt and readily available for additional Georgia College faculty teaching GC2Y courses or for faculty at other institutions in the USG System teaching Area B “general education” courses (“*Courses that address general education learning outcomes of the institution’s choosing*,” per Section 2.4.2 of USG Academic & Student Affairs Handbook). The module would serve as a gateway for using published RTTP games in the classroom. One of the most immediate outcomes would be to increase interest and participation in the longer, more complex game and thus improve classroom success rates and lower DFW rates. Ultimately, the introduction of this module would participate in improving all of the GC Journeys outcomes highlighted above.

The project aimed to enhance awareness of and engagement with the RTP model for the wider use of mini-game scenarios in various courses, including key Core offerings, at GCSU. The team planned and delivered a series of workshops that included students with past experience of using RTP in courses, faculty who had used and developed RTP experiences, academic support staff with knowledge of RTP and engaged learning activities as well as faculty who were new to the model. Team leaders explained and ran simulations of various RTP model games and gathered feedback from participants in qualitative discussions that informed future workshop planning and the further development of mini games in various courses. One significant challenge for this part of the project was limited participation among faculty unfamiliar with the mode.

The actual mini-game project used for the grant was developed by Dr. Aran McKinnon and implemented based on the RTP model in an upper level history course on Colonial Africa. The game was titled “Reparations for Mau Mau Insurgents and the End of Empire in Colonial Kenya.” The purpose of the game was to engage students in role-playing in a simulation in which they each represented a stake-holder in a hearing to determine if reparations should be paid to Africans who resisted oppression in Colonial Kenya. Dr. McKinnon developed a game scenario with SLOs (develop a sense of empathy for historical people, apply content to a real-world setting, analyze how history can inform social justice issues) related to the course and identified a series of OERs that others could use in running this game simulation. His narrative proposal with a breakdown of OERs in attached to this final submittal.

* *Transformative impacts on your instruction*

Team members had different experiences through either the planning and implementation of the workshops and/or the development of the mini games. Several faculty members noted that these experiences were transformative for their classroom instruction in that it allowed them to explore an engaged, high impact model of pedagogy both from the point of view of teaching it to others and also as a vehicle for developing a more intensive, open-ended, student-centered activity. Since the goal of the game is to allow students to explore various indeterminate possibilities based on OERs, faculty commented on the benefits of this easily accessible resource which empowered them to deliver the set course content in a more engaging way.

* *Transformative impacts on your students and their performance*

All faculty agreed that students appeared much more enthusiastic about the content when they had a role to play in showing how it worked in the game than in courses where they are only required to respond to set content. Students clearly did more close reading of material when they were responsible for participating and role-playing with peers than if they had only submitted a paper to the instructor on the topic.

* 1. *Describe lessons learned, including any things you would do differently next time.*

Challenges included:

Working with new administrators unfamiliar with *Reacting* as a pedagogy – Jordan Cofer, Jim Berger.

Communicating the advantages of *Reacting* to faculty unfamiliar with the pedagogy was the primary objective of our grant and remains the biggest challenge. Convincing faculty to grapple with new formats, new ideas, and new approaches to classroom management are all difficult, and transmitting the notion that our templates and gaming strategies engage students is a hard sell without administrative involvement.

# Quotes

*Provide three quotes from students evaluating their experience with the new materials.*

Student quotes provided by Drs. McKinnon and Elliott:

“It was hard for me to play a colonial prison guard when I knew about the atrocities they had committed. Now I know more about how cruel people can be.”

“I enjoyed playing my character (a Mau Mau rebel) because I thought I could win more in the game than people did at the time.”

“I never knew about the fact that the British hid their dirty secrets about colonialism until I played the Mau Mau simulation.”

“This course was so different because we started out creating a salon, and in the end our class became one. We listened to each other, supported each other, and learned from each other.”

# Quantitative and Qualitative Measures

## Measures Narrative

*In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience.*

*Include measures such as:*

* + *Drop, fail, withdraw (DFW) delta rates*
  + *Course retention and completion rates*
  + *Average GPA*
  + *Pre-and post-transformation DFW comparison*
  + *Student success in learning objectives*
  + *Surveys, interviews, and other qualitative measures*
* *Indicate any co-factors that might have influenced the outcomes.*

Dr. McKinnon indicated that students who selected final exam questions based on the mini-game topic (16/22 students) scored an average 10% higher on that question than the students who opted for a different exam question not based on the mini-game simulation. Overall, students appear to be more engaged in both reading the course materials -most are online or OERs- based on their ability to reflect on the content in applications of both class discussion and written exam responses than for course components that are not tied to the mini game.

In the case of French Fairy Tales, enrollments increased each time the course was offered due to the engaging nature of the mini-game at the outset. Students felt committed to their authors, delved more deeply into their readings, and produced final projects with multiple forms of multi-media representation that were far more intricate, contextual, and time-consuming than a final paper. The results were far superior in the quality and quantity of research applied to the projects.

# Sustainability Plan

*Describe how your project team or department will offer these materials in the course(s) in the future, including the maintenance and updating of the materials.*

Our group met first as a team and then with our Center for Teaching and Learning partners to plan and implement a campus-wide workshop designed to introduce new faculty to the pedagogical advantages of the RTTP methodology and, additionally, to share the 3-day mini-game template we had compiled for them. Members of our team, who had already used their own mini-games, provided firsthand resources to attendees, sharing strategies and encouraging them to develop simple formats that inserted their topic and its objectives onto the template.

With the format for the workshop in place (including flyer formats, media releases, agenda, other resources), similar half-day meetings will be easier to replicate in future semesters, thus expanding the potential number of users on an ongoing basis. The ongoing involvement of our Special Collections Librarian is also a benefit to this group since she is able to keep an eye on materials that might not otherwise come to the attention of the faculty.

Early in the process, our team met with the new administrators for the Center for Transformative Experiences: Drs. Jordan Cofer, Cynthia Alby, and Jim Berger. They have been involved in much of the planning of our workshops, development and implementation of mini-games, and the need to fund faculty participation at conferences to advance the understanding of *Reacting* techniques. Our group requested that a staff member of the CTL be designated as responsible for promotion of ongoing efforts to introduce the *Reacting* pedagogy on our campus, and that a $500 to $750 annual stipend be allocated for interested faculty to attend the Winter Conference at UGA in Athens, GA.

# Future Affordable Materials Plans

*Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*

Several members of the team have expanded their use of existing games, have enhance their own mini-games, and have promoted interest in this pedagogy to other faculty. As a result of the project, Dr. James Schiffman developed an idea for an OER game that he will be pursuing and certainly would not have without the grant and project.

# Future Scholarship Plans

*Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

The use of the mini-game in the French Fairy Tales course has been documented and published as a book chapter, and includes a course syllabus, links to the OERs, and illustrations of final projects. See <https://boydellandbrewer.com/adapting-the-eighteenth-century.html>