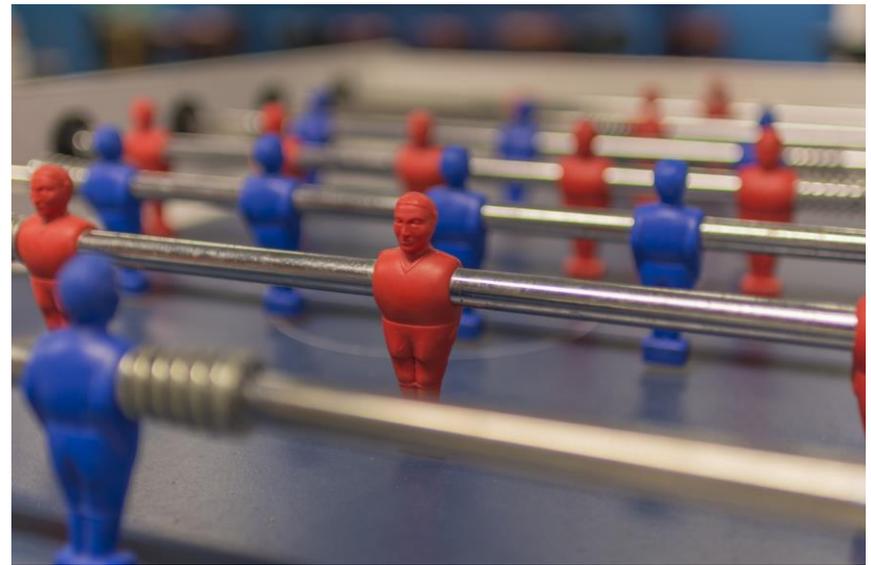


Playing Well with Others:
Kingsborough's Community of Gamers

Grace L. Axler-DiPerte and Mary T. Ortiz
CUNY: Kingsborough Community College
CUNY Games Festival 4.0
January 2018

Agenda

- Getting Started
- Resources and Tools
- Faculty Feedback and Results
- Where we are headed

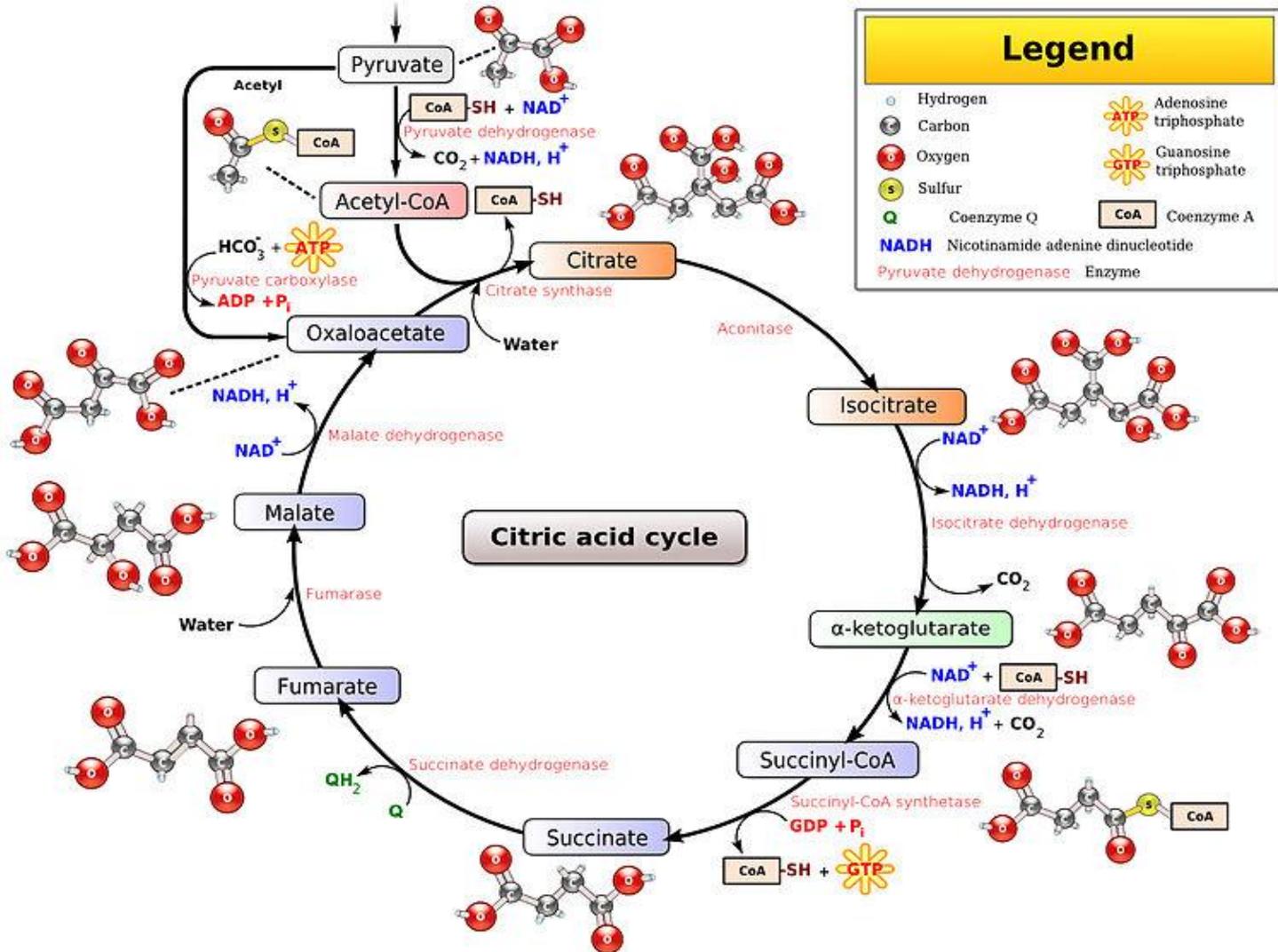


Who we are (and aren't)!

- Our Background
 - Dept. of Biological Sciences
- New to Game Design
- Interested in Active Learning Strategies
 - Wanted to design a game to use in our classes.
 - Everything we could find said digital was the way to go.



Getting Started



Dipping Our Toes

- Attended 2015 CUNY Games Festival v 3.0
- Simple, analog games!
- Sharing:
 - Active Learning
 - Collaboration is key
 - A useful and flexible tool for all disciplines



Our Framework

- **The Kingsborough Center for Teaching and Learning**
 - Over 1,000 participants since 2005
 - Fosters the use of student-centered pedagogy and collaboration among faculty across disciplines
- 46 different Faculty Interest Groups (FIGs)
 - F2017- 20 active groups
 - A low commitment way to collaborate with colleagues
 - Topics include: Teaching with Technology, Graphic Novels and Open Educational Resources

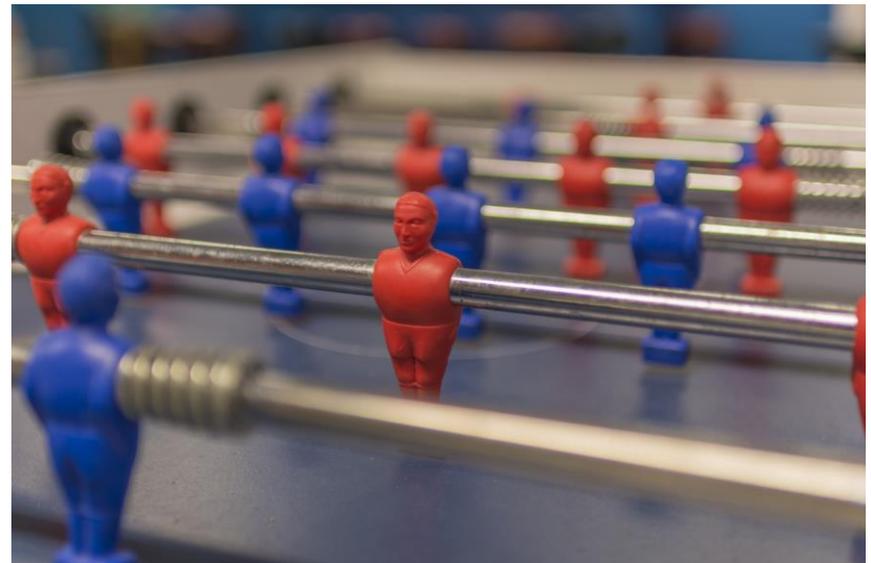


Getting Together with Gaming

- Game Based Learning FIG
 - A place to collaborate and learn about serious games together
- Goals:
 - Learn and Explore Together
 - Workshop New Games
 - Share Resources, Successes and Failures

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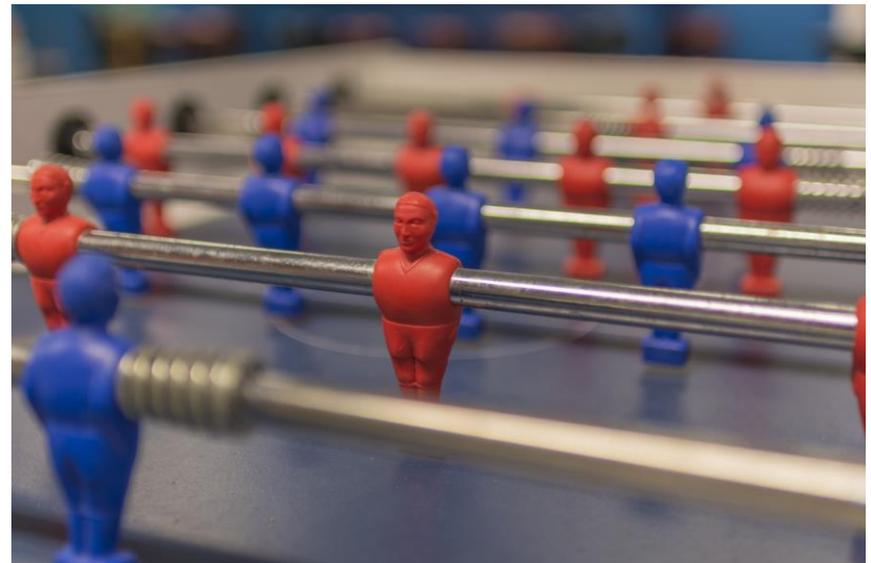


Resources Used and Discussed

- Our GBL-FIG Academic Commons Site
- The CUNY Games Network on CUNY Academic Commons
- **JoeBisz.com**
 - What's Your Game Plan?
 - Complex Mechanics Cards
- **TaleBlazer**
- **Goose Chase**
- **Remixing and Remaking Analog Games**

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Was this approach successful?

- The KCTL GBL FIG has run for 2 semesters.
- 10 individuals have participated.
- We have used game-creating tools to develop and discuss games in a wide range of subject areas (ex. value systems, infectious disease).
- Common discussions:
 - How and when to use games?
 - What makes a game a good fit for a particular lesson?
- Surveyed participants to gauge whether usage improved by participating in the FIG
 - Six respondents

Survey Results: Question 1

What was your level of game use in the classroom before attending the GBL FIG?

Every class	0%	0
About once a month	17%	1
About once a semester	50%	3
Never	33%	2

“I found it difficult to fit games into my regular teaching because of the level of planning I thought was involved.”

“I couldn’t really see how games were relevant given the material I was teaching(an integrative seminar).”

Survey Results: Question 2

Did you have any experience in game/activity design before coming to the FIG?

Yes, quite a bit	17%	1
Yes, I've tried it once or twice	50%	3
No, never	33%	2

“I had designed a lot of activities for my classes, but didn't implement them as often as I'd like. Usually waiting until the activity was 'perfect' before using it.”

“...Given my courses, I didn't see the connection.”

Survey Results: Question 3

Have you designed or implemented any games or activities since participating in the FIG?

Yes, I have increased my use of games and activities. **67%** **4**

I am currently working on a new game/activity **17%** **1**

Yes, I have designed but not yet implemented a new game/activity 0% 0

No, I have not designed or implemented any games or activities 17% 1

Question 3 Comments

“I’m less worried about a game being fully formed, and a bit braver in ‘trying it out’ and seeing what works.”

“I realized how role plays are ‘games’ and was able to utilize these in my course.”

“I have used ‘brain-teaser’ problems to get my students to think and work competitively.”

Overall Comments

“I’ve become more flexible in my use of competition and game-like activities.”

“I use **prizes** to encourage my students”

“Students are **very willing to give their feedback** and help with the design process.”

Overall Feedback

“...**more willing to try something new** in my classes.”

“**Listening and sharing** have sparked ideas and given me insight into what colleagues are doing with games in the classroom.”

Overall Feedback

“Made me **think more intentionally** about using games and the kinds of new games I can create.”

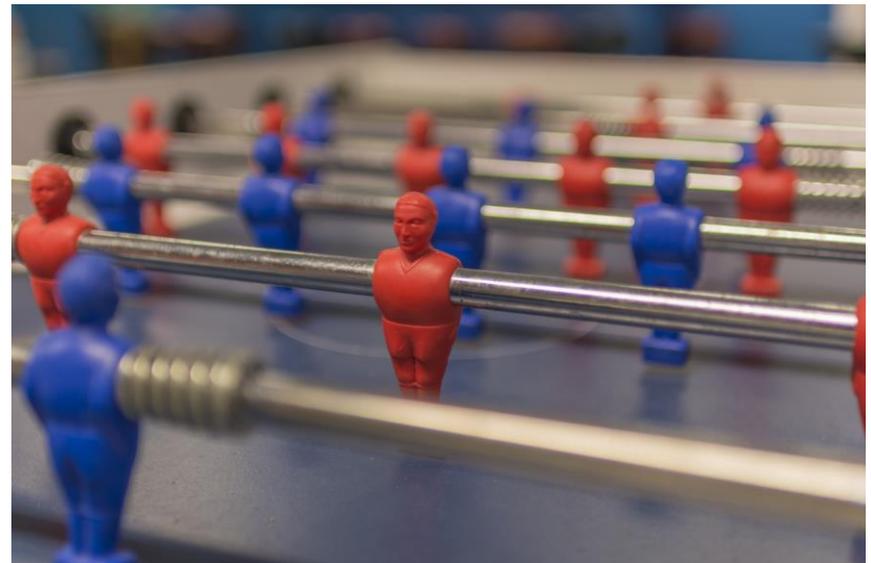
“It got me to try them out – and see that they could work!”

Overall Results

- Before attending the GBL FIG, some thought it too difficult or irrelevant to use games in class.
- After attending the GBL FIG, many participants are more willing to use, or have tried using, GBL activities in class.

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Next Steps...

- Next semester – continue the GBL FIG at KCC
 - Incentivize participation
 - Explore Game Remixing in detail
 - Workshop existing educational games
- We hope to continue to promote and widen use of games across disciplines at KBCC

Questions? Comments?

Thank You!

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