

Increasing Classroom Participation with Offline Gamification: IMAGLEE Playing Cards Best Practice Workshop

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Summary

IMAGLEE playing cards are a multi-semiotic and pictogram-based learning tool targeting conceptual thinking and emphatic exchange of ideas. Using the cards require metacognitive processes and participants in this workshop will experience how this particular gamification tool may enhance their learning development by focusing on their ability to explain particular concepts from their field of expertise in a setting constrained by the rules of the game.

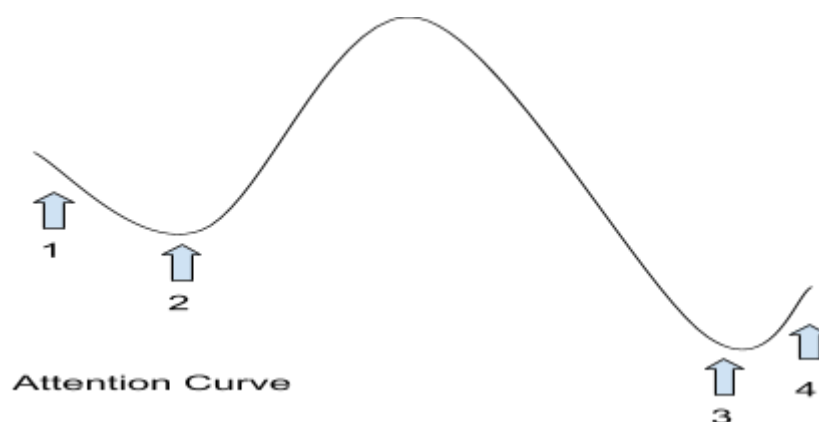
Set up

Our participatory workshop consists of three “hands-on” demonstrations. In the groups of three, participants will explore different games designed for different learning objectives, such as critical thinking, empathic communication and ability to explain a concept.

Theory highlights of the (offline) gamification approach

- Theory of gamified learning (Landers, 2015).
- Social gamification as an effective instrument (de-Marcos et al., 2016).
- Possibly detrimental effect of digital tools & class competition on motivation (Hanus & Fox, 2015).
- Importance of balancing extrinsic with intrinsic motivators with an extensive variety of gamified techniques (Dichev et al., 2014).

Our use of the IMAGLEE cards



Arrows on the attention curve indicate the placement of the playing cards activities during the class that we have experimented with. Based on this experience, playing cards may serve different purposes: (1) icebreaker (facilitates introduction to new areas of study); (2, 3) energizers (stimulate attention after a different type of a teaching method) and (4) summary (includes key takeaways and synthesis of the class content, could be also used as a reading summary).

Instructions for demonstrations

Demonstration I., “Diplomats” (explaining the concept, empathic communication). Explain a chosen concept from your field of expertise to others. You may only use the symbols on the cards.

Demonstration II., “Dominoes” (memorizing and recalling the concepts). In this activity, only the symbols in the corners are used. Put one card on the table, then create pairs using the card/s on the table and the cards in hand. Each pair of symbols represents a concept from your field.

Demonstration III., “Hungry Lion” (empathic communication, critical thinking). This is a co-operative game. Choose a pair of the symbols on the cards that best represents a chosen concept/term from your field (do not tell your colleagues which pair you have chosen). Afterward, share the concept with the others. If others have selected the same pair of symbols from the cards, your group earns a point.

SWOT analysis of our experience

- **Strengths:** energizing in-class activity, mostly positively received by students
- **Weaknesses:** demands students’ understanding of the class content (lectures, readings, etc.)
- **Opportunities:** a modifiable set of activities that fit in the larger teacher’s *toolbox* to facilitate students’ learning process through a balance of intrinsic and extrinsic motivators
- **Threats:** students may feel disengaged if the activity is too challenging or they lack prior knowledge

