GETTING IN THE GAME: *STEPS TO LESSON GAMIFICATION*

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1. What films (like 12 Angry Men)/ documentaries, videos, songs, podcasts, or books/articles/labs fascinate you with real-world lessons that relate to your course? Here's your story!

   - Google "engineering stories," "chemistry podcasts," or "music documentaries"
   - Inspiring podcasts: Radiolab, Invisibilia, This American Life, Hidden Brain
   - Free documentaries can be found at PBS.org, Frontline.org, topdocumentaryfilms.com
   - OK Go Sandbox for video production lessons in math, physics, engineering: okgosandbox.org
   - Not Awful and Boring Ideas for Teaching Statistics: notawfulandboring.blogspot.com
   - You can also check out the UNT Media Library for movies, documentaries, etc.

2. What experience? Using that story, determine the change you want to inspire in your students as a result of the lesson.

   - Attitude shift
   - Awareness of a problem
   - New understanding or skill

3. Develop a Failing Forward and/or Level Up Assignment for the lesson. This gives students opportunities to make mistakes and learn from them by trying again! The incentive is earning more points on a second attempt.

   - Mastery Learning Quiz over materials
   - Retrieval Practice Grid
   - Crossword puzzle with more points for more difficult answers
   - Your CLEAR Instructional Consultant can assist you with the development of this!

4. Create a pre/post measure that helps you determine if change occurred. Give points for completion!

   - True/False items
   - Likert Scale
   - Multiple-choice
   - Any of the items listed in #3

5. **a.** Weave the story into the lecture.
   AND/OR
   b. Expose students to the actual source of the story by presenting the film/podcast in class or online.

   - Onboard the students by opening lecture with the pre-test from #4 and then follow with the story.
   - Connect terms/theories from the course to the story.
   - End the lecture with the big picture from the story.
   OR
   - Onboard the students by opening the film/podcast with a myth/ misconception/ "thing to think about."
   - End the film/podcast with the big picture and discuss how it connects with terms/theories from other assigned materials.

6. Finish the day's lesson by having students complete the post-test from #4.

   - Collect and compare pre-and post-data to determine what changes occurred.
   - Talk about those changes during the next class!

7. For the following class, give students the Failing Forward/Leveling Up assignment from #3.

   - If assignment is individual, consider a Mastery Learning quiz or the Retrieval Practice Grid.
   - If assignment is collaborative, a backwards crossword puzzle works wonders!
     1. For the first half of class, students are given the answers and must develop their own clues.
     2. For the second half of class, students switch clues with another group (that has a different version), and must complete the crossword.
     3. Clues are ranked from "Not as helpful" to "Extremely helpful." Those ranked as "Extremely Helpful" are pooled together for review sheets, future crosswords, quizzes, or the Retrieval Practice Grid. *Less work for you, more engagement from students!*

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