

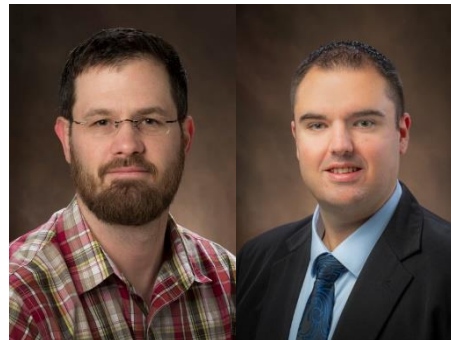


# Let's Play - Better Teaching through Re-Experiencing Learning with Tabletop Games

subtitle: the long boring slide

**Peter Jamieson - Miami University**

**Eric Rapos - Ontario Tech University**



**LET'S PLAY**

ABOUT 2022/23 FUG RESOURCES RES

**Faculty Learning**

The Learning

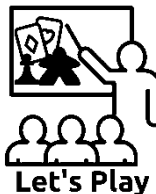
Individual teaching of games with other faculty members. The group members in 2022-23 included:

- Member: Jason Adams from the Department of Computer Science
- Member and Facilitator: Peter Jamieson from the Department of Education
- Member: Doreen Kelly from the Department of Education
- Member: Brady Nash from the Department of Education
- Member and Facilitator: Eric Rapos from the Department of Education
- Member: Mark Spitznagel from the Department of Education
- Member: John Williams from Miami Lee

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LILLY CONFERENCES  
EVIDENCE-BASED TEACHING & LEARNING





# INTRODUCTIONS

- Name, where you're from, what you teach, etc.
- What is your experience level with games? Games in the classroom?
- What are your goals here today?

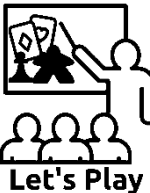




How **PLAY** can help **US** improve our **TEACHING!**



LILLY CONFERENCES  
EVIDENCE-BASED TEACHING & LEARNING

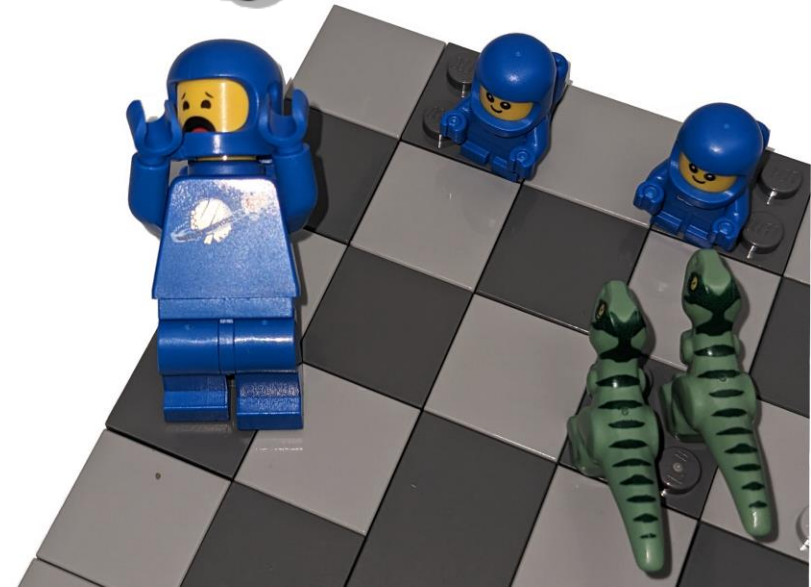
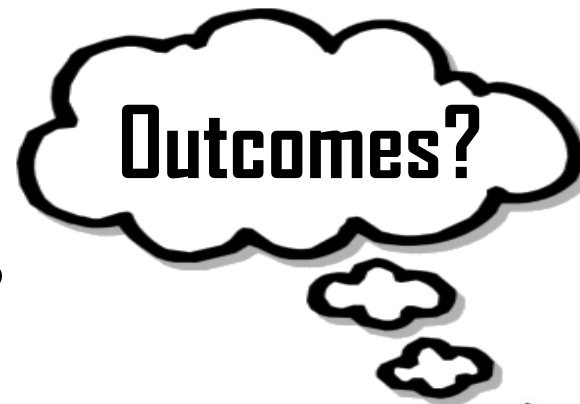


**Games**

?

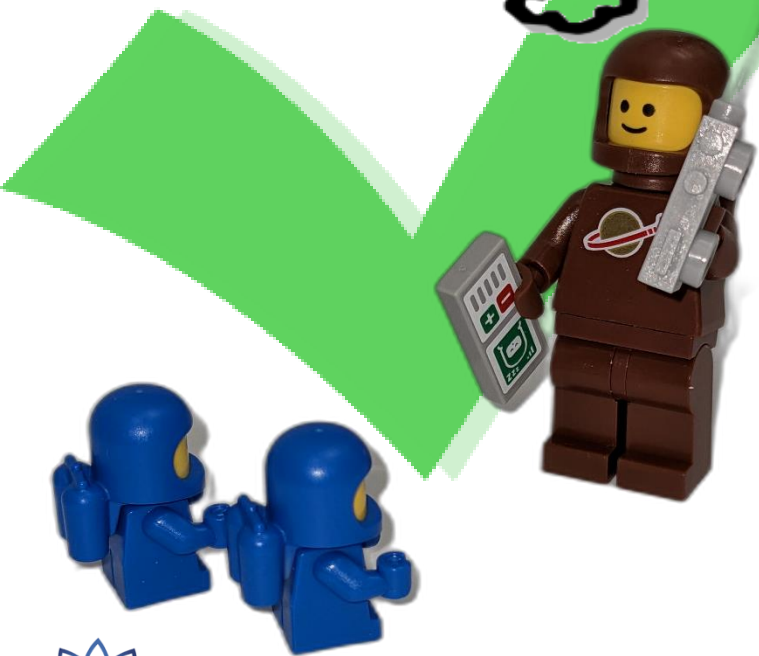


- Learn Again
- Actionable Ideas
- Discuss
- Enjoy and Play

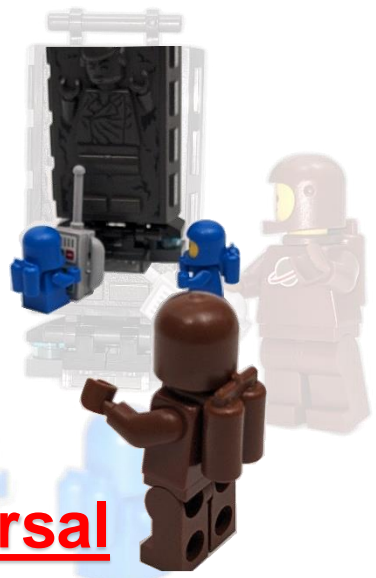




Improve Teaching with Games!

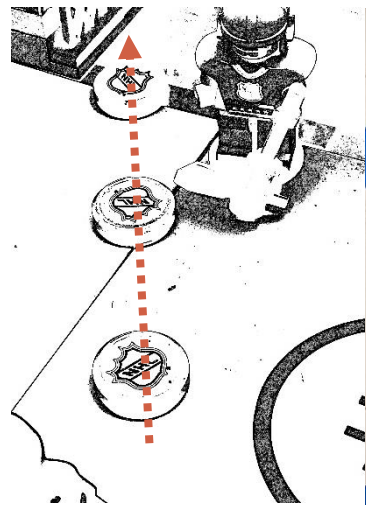


**NOT!** Games in the Classroom

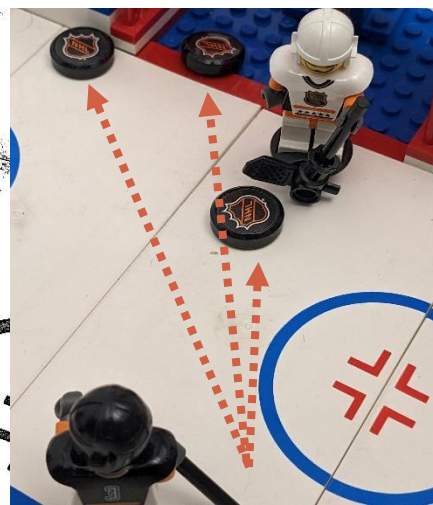


# Role-reversal

Learning Objective



Practice



Assessment



Games are:  
Structured, Short  
Active Learning

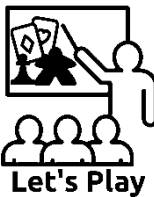




## Technical Vocabulary - Game 1

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# Quoridor

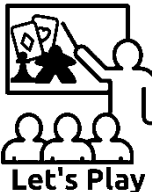
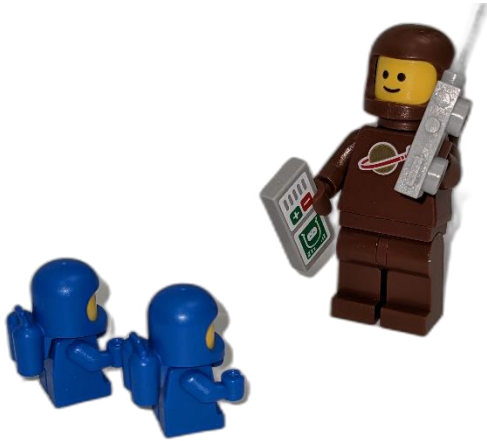




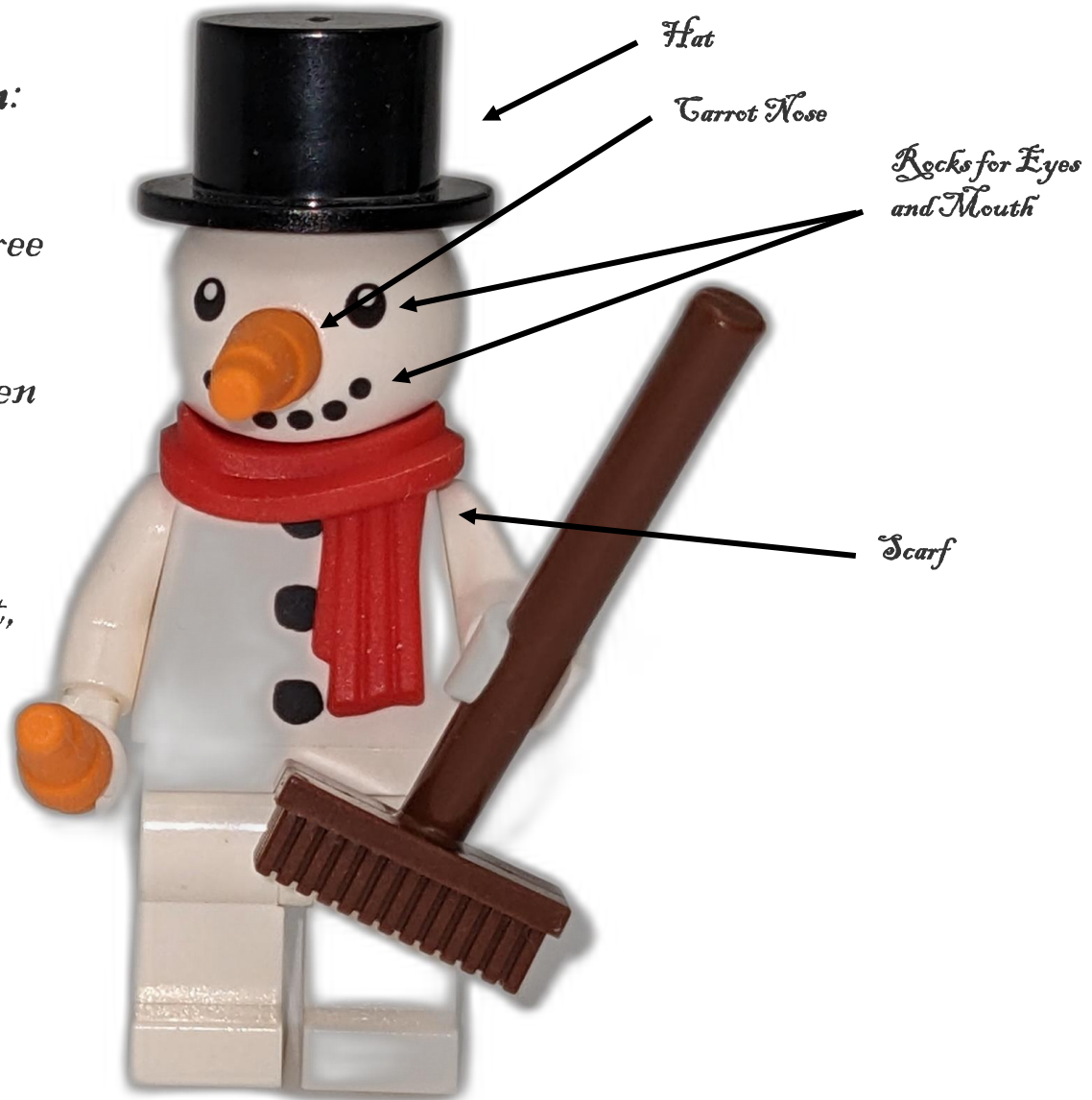


# Learning Outcomes

1. Understand the importance of Vocabulary
2. Explore Understanding by Design
3. Discuss Course Learning Outcomes

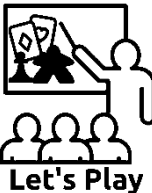


*Snowman/Snowperson:*  
is a snow sculpture  
typically made up of three  
large snowballs of  
different sizes. Snowmen  
can have various  
accessories, like a carrot  
for a nose, a stovetop hat,  
rock eyes/mouth and a  
scarf to make them look  
more like a person.





# Quoridor





See you after the **BREAK**





**Technical  
Vocabulary**

**Scaffold**

**Culture  
classroom**

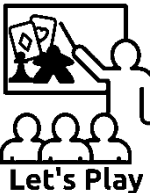
**How does technical vocabulary impact the value of our teaching and learning?**





# Reflection – Discussion

## Think/Pair/Share

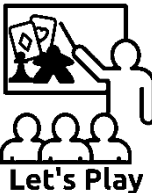




## Technical Vocabulary - Game 2

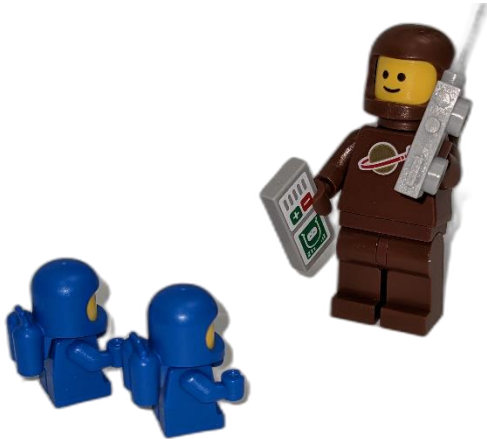
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# Knockout Whist



# Learning Outcomes

1. Explore impact of competition in learning.
2. Discuss application of prediction and retrieval.
3. Discover importance of filtering in design.



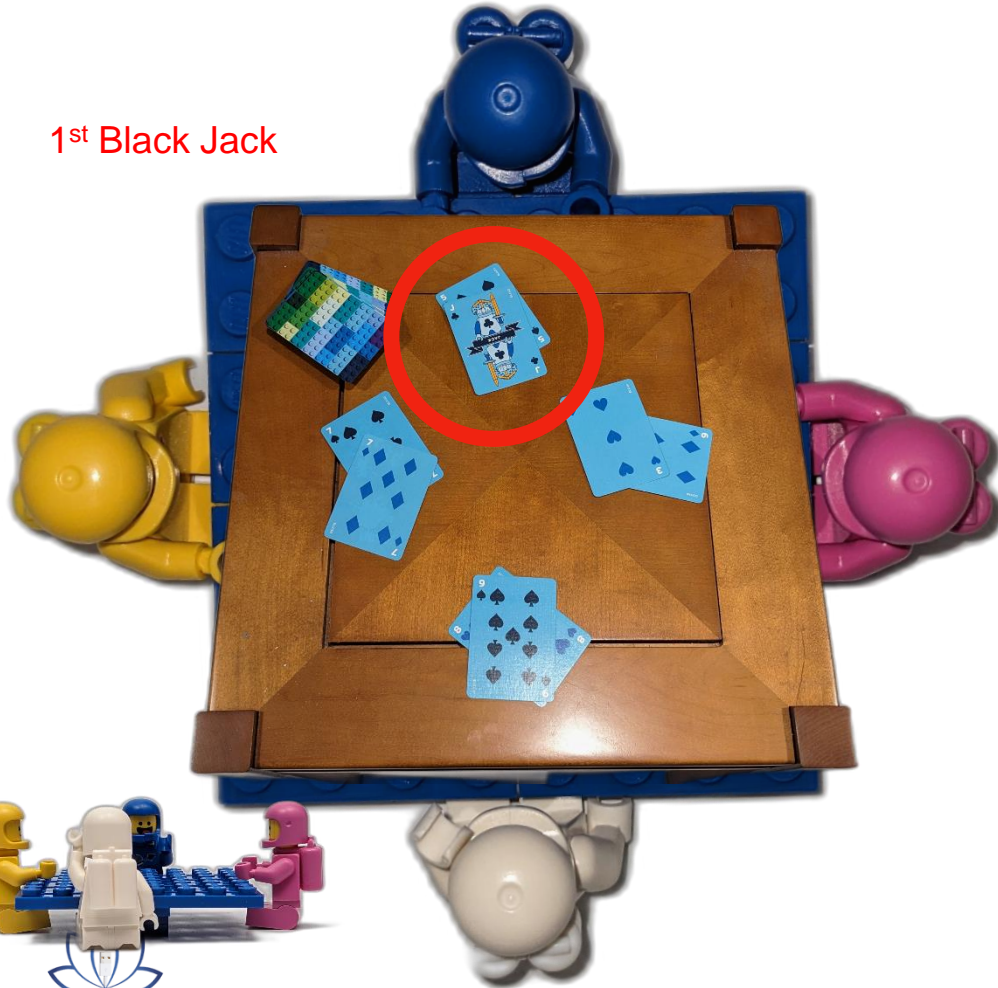




# Determine Dealer and Deal out X cards



1<sup>st</sup> Black Jack

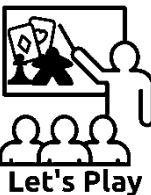
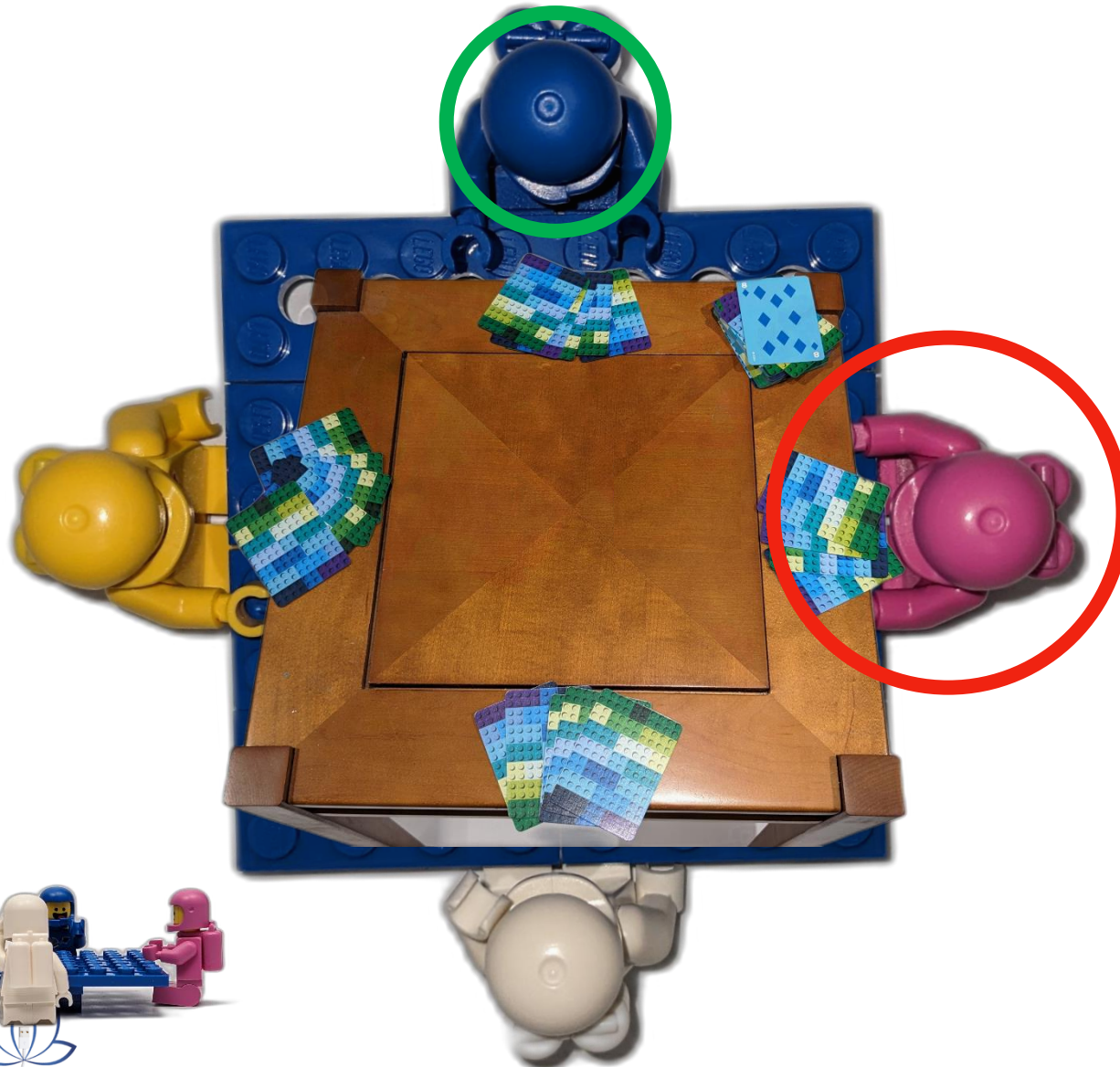


Trump –  
**flip top card**  
**OR**  
won most  
tricks on  
previous  
hand



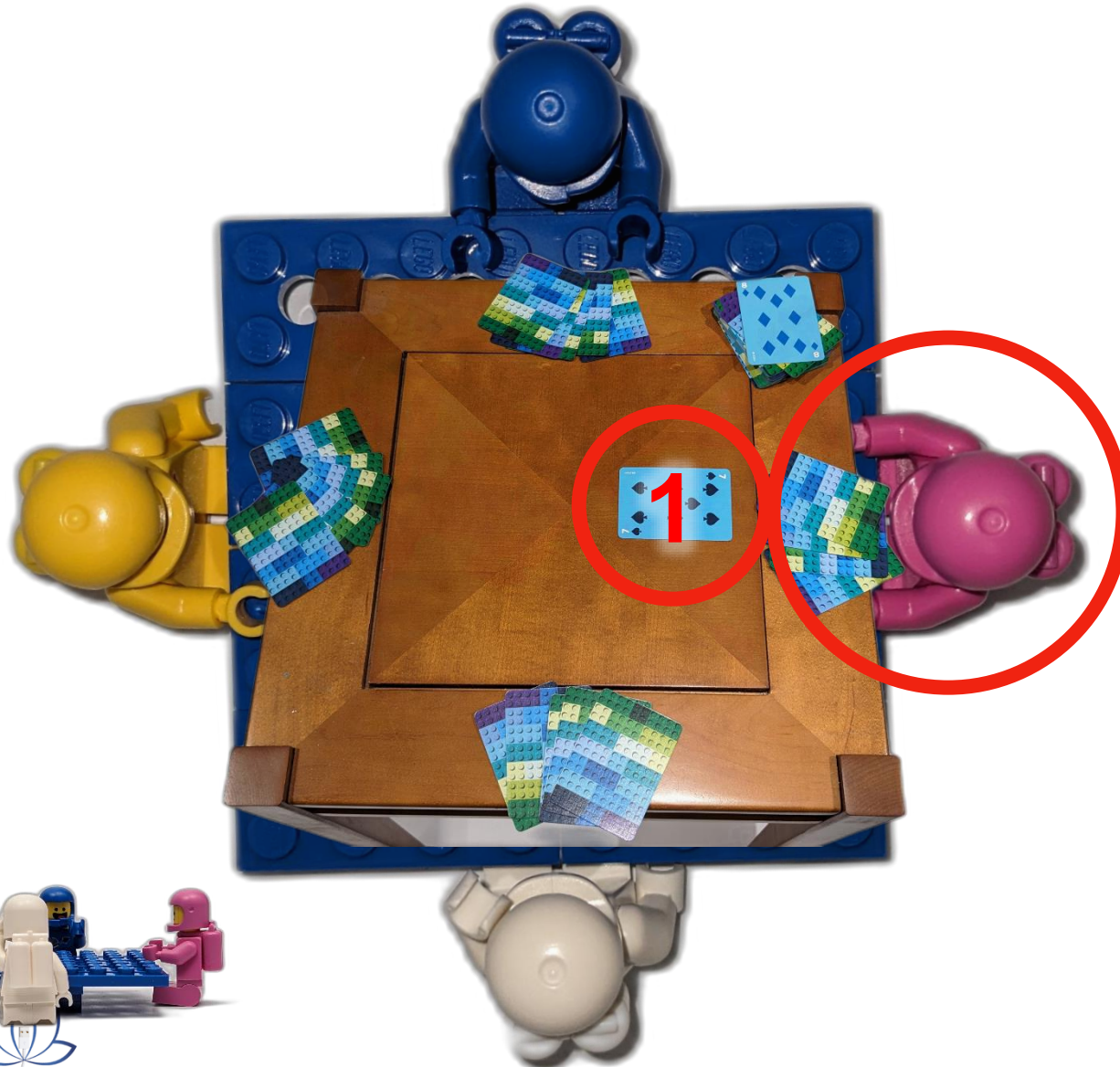
# M

Lead of 1<sup>st</sup> trick to left of dealer

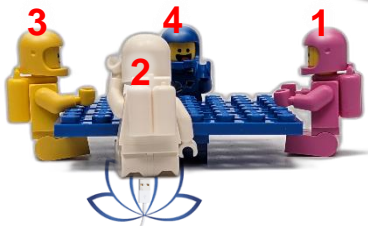
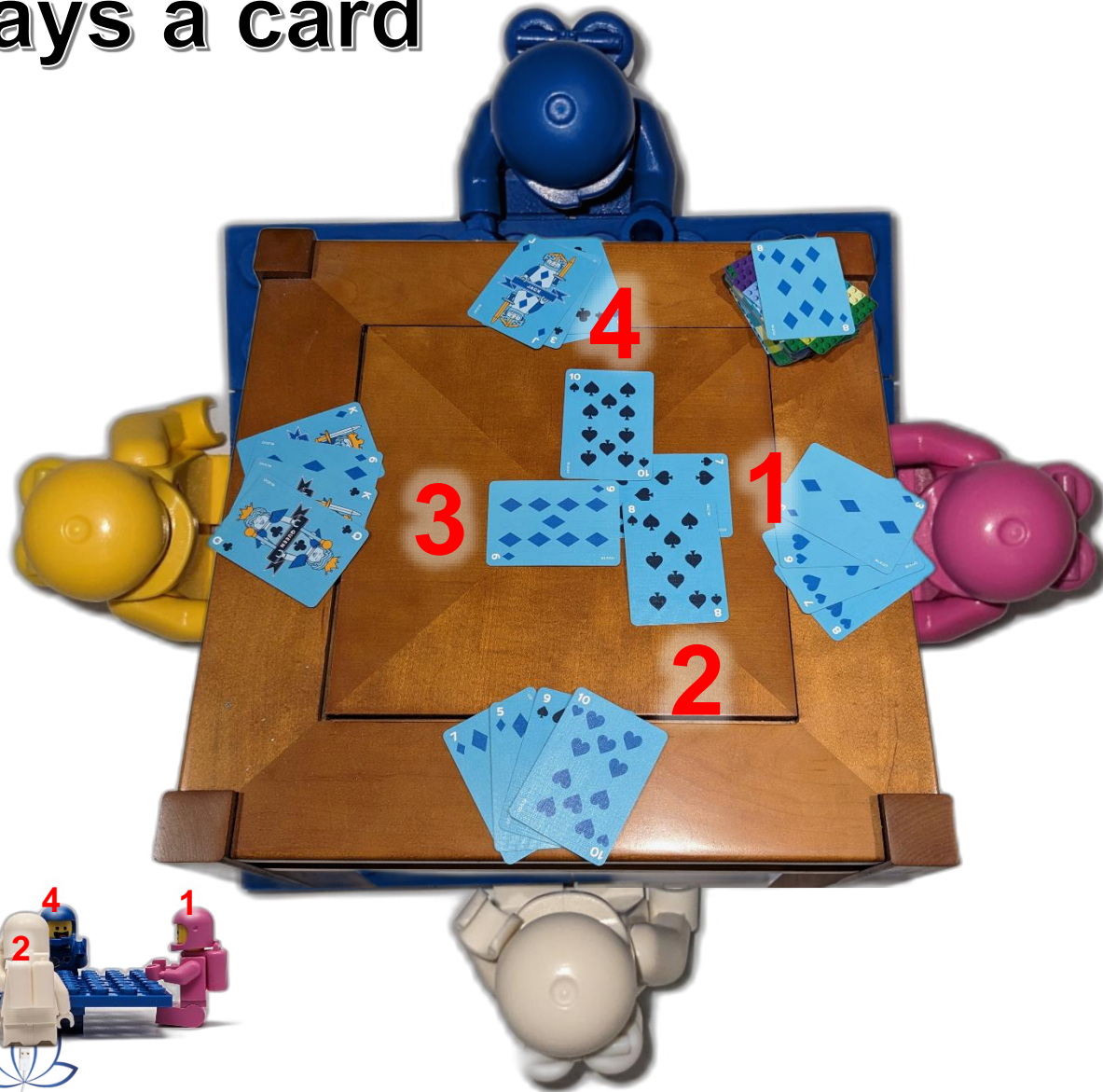


# M

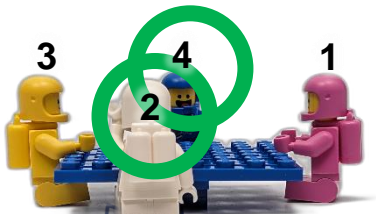
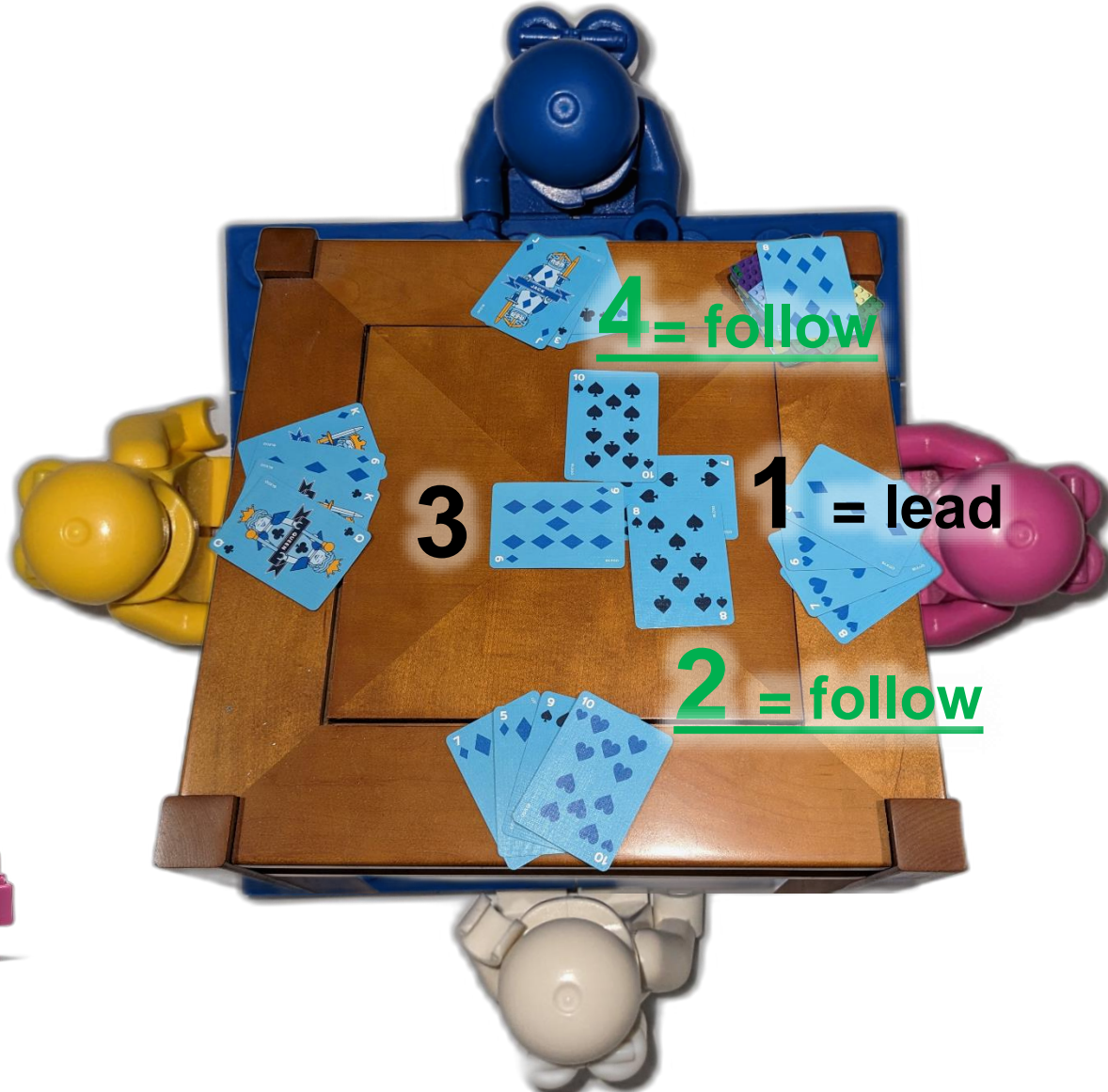
## Lead picks and plays a card



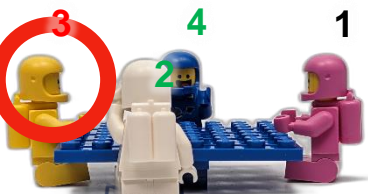
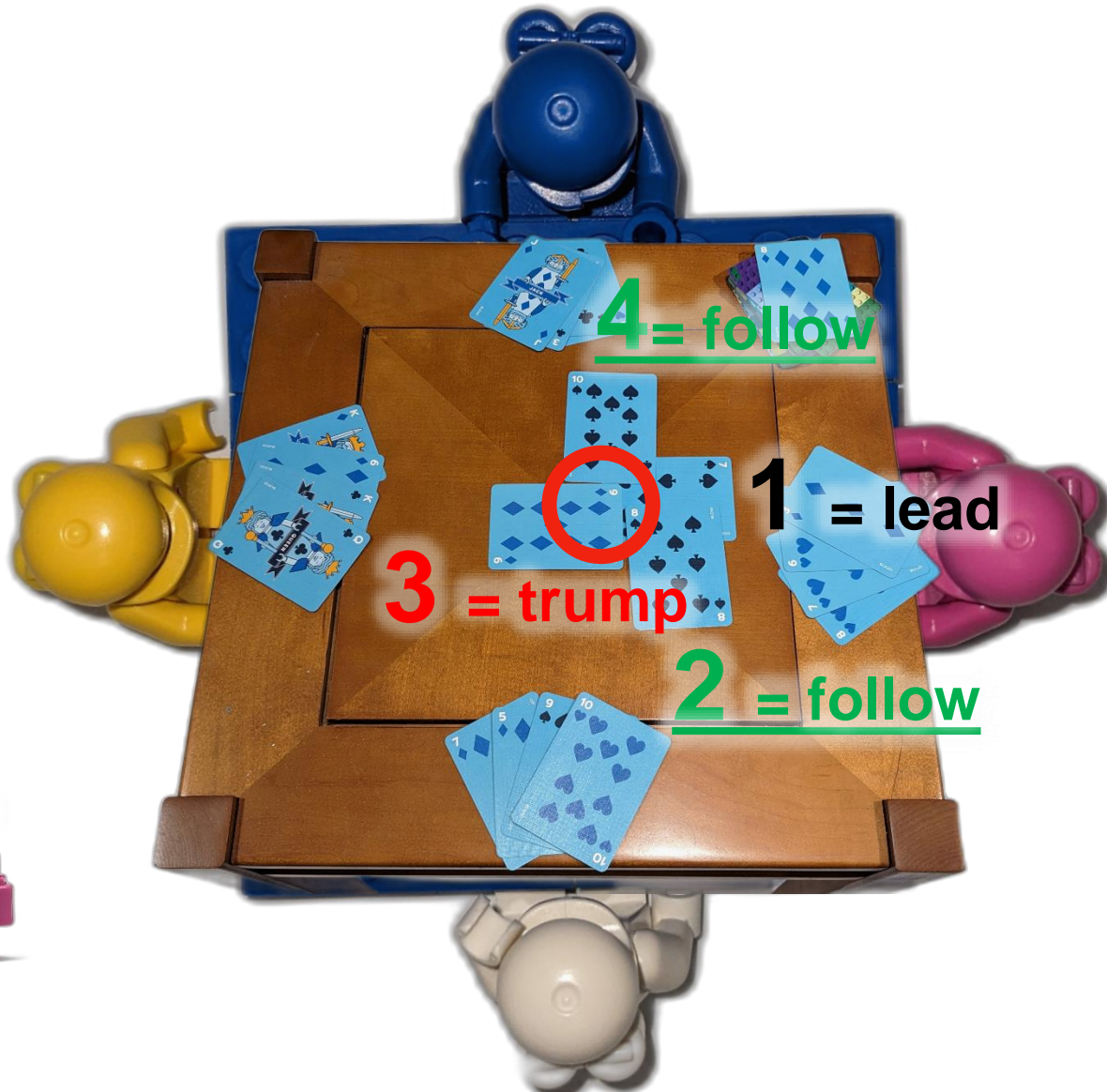
# **Everyone in clockwise order** **plays a card**



## Following suit: play a card from led suit if can

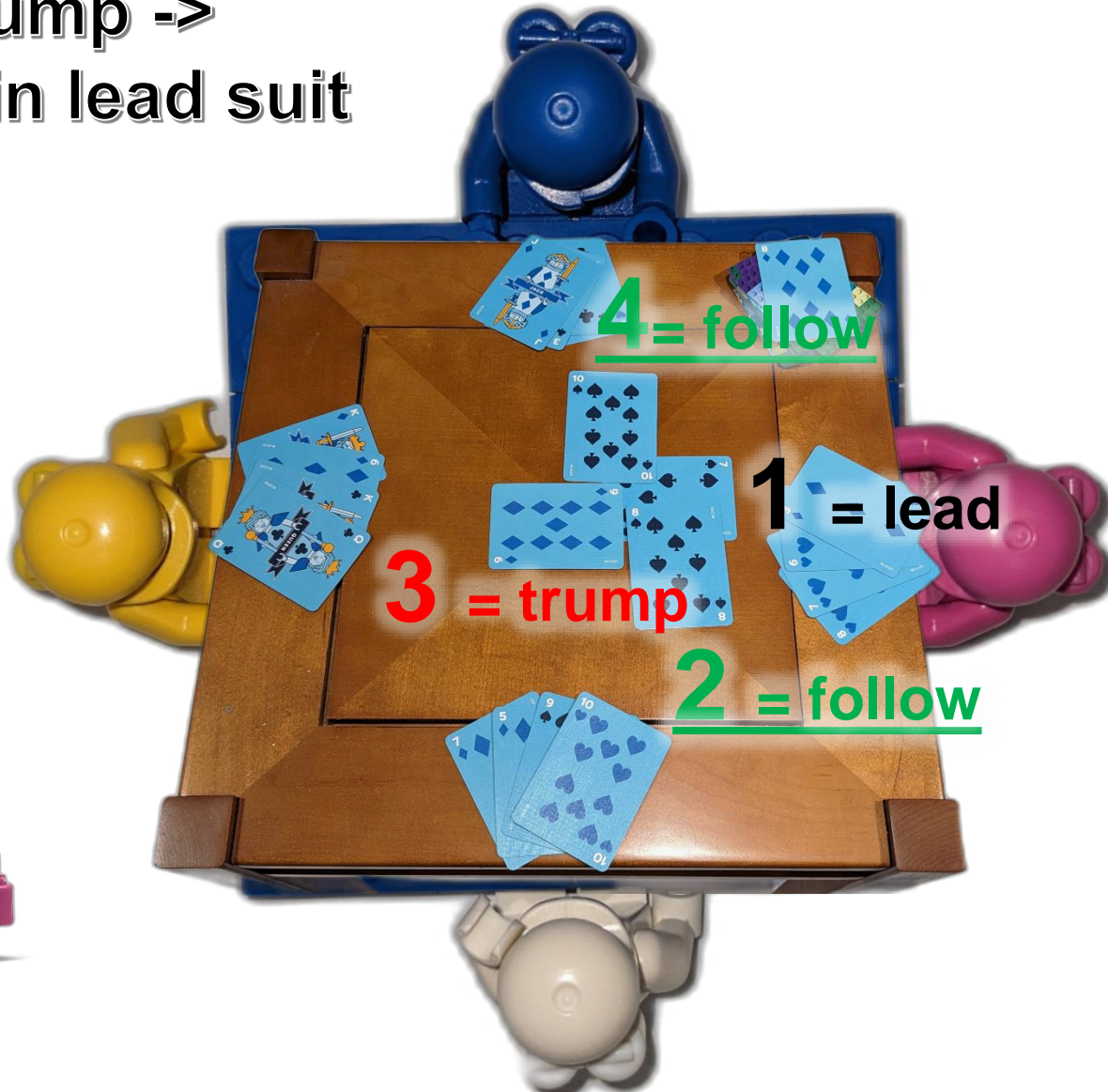


# M If you can't follow suit play another card



# **Winner of trick is highest card =**

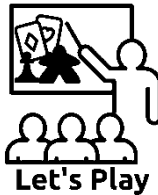
- Highest Trump suit**
- No trump ->  
Highest in lead suit





# M

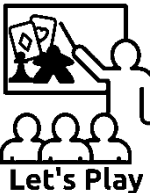
Collects trick or book and leads





# Reflection – Discussion

## Think/Pair/Share

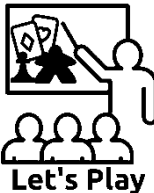




## Scaffolding - Game 3

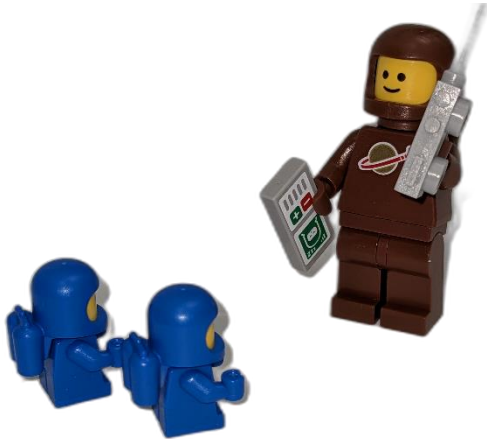
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# Knockout Whist - Variant



## Learning Outcomes

1. Experience environment with unwritten rules and apply to course design.
2. Demonstrate the importance of scaffolding in delivery of content.



# Learn a variant

## Knockout Whist



# Trick Taking Games



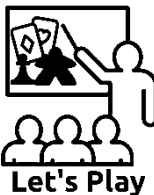


**Technical  
Vocabulary**

**Scaffold**

**Culture  
classroom**

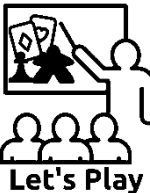
**How does scaffolding add connection between ideas to allow more complexity?**





# Reflection – Discussion

## Think/Pair/Share





## Classroom Culture - Game 4

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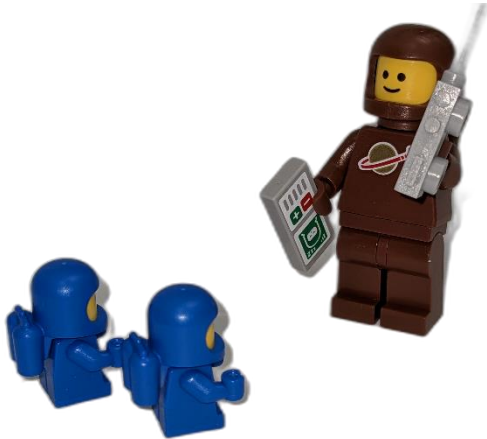
# Knockout Whist – Variant for Some - **BARNGA**





# Learning Outcomes

1. Explore impact of competition in learning.
2. Discuss application of prediction and retrieval.
3. Discover importance of filtering in design.

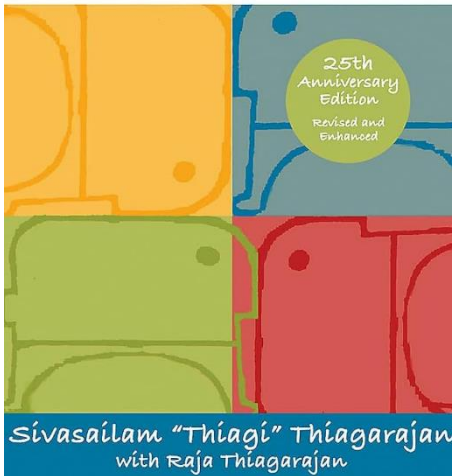




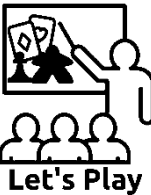
# What is the Culture of the Classroom?



**BARNGA**  
A Simulation Game on Cultural Clashes



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EVIDENCE-BASED TEACHING & LEARNING



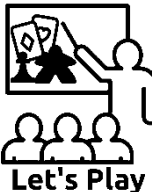


**Technical  
Vocabulary**

**Scaffold**

**Culture  
classroom**

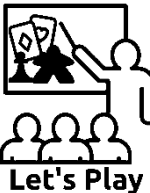
How does this simulation relate to the class? and to my teaching?





# Reflection – Discussion

## Think/Pair/Share

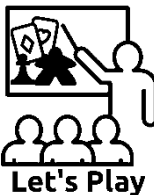




## Complexity - Game 5

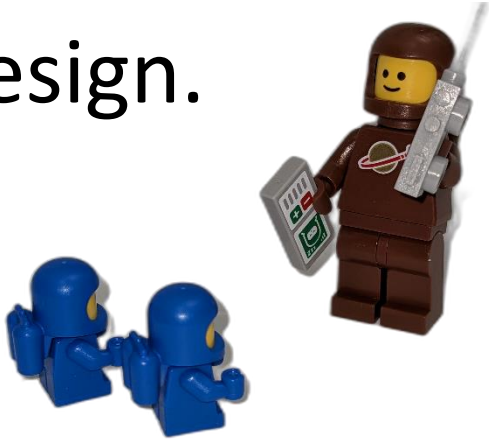
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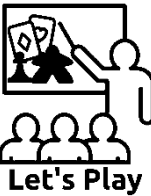
# More Tricks – The Crew



## Learning Outcomes

1. Explore how teaching approaches impact learning.
2. Observe the importance of cooperation in learning.
3. Discuss the role of structure in course design.

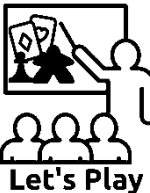






# Reflection – Discussion

## Think/Pair/Share







# 1. US



Create Value

Connections

Curiosity



LILLY CONFERENCES  
EVIDENCE-BASED TEACHING & LEARNING



# 2. Improve our Teaching

## LET'S PLAY

ABOUT 2022-23 FAC RESOURCES RES

### Faculty Learnin

The beginning



in individual teaching of games with others  
The group members in 2022-23 included all  
Member Juan Carlos Alcaran from the  
Member Karen Davis from the Departm  
Member and Facilitator Peter Jarvis  
Member Sarah McLennan from the Depart  
Member Brady Nash from the Departme  
Member Dale Pollock from the Deppa  
Member and Facilitator (in support) fro  
Member Mark Stobocum from the Dep  
Member Bryan Stricker from the Deppa  
Member John Williams from Miami Libr

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# 3. With Games!!!

