*More detailed course curriculum, including graduate level, alignment with standards, culturally responsive practices, assessments and resources, can be provided upon request

Title of Course: Engaging K-12 Learners Through Gamification

Course Description: What were some of your favorite games as a child? What made these games so engaging? In this course, participants will learn about gamification and how to utilize game-based strategies in their classrooms. To enrich our discussion and understanding, participants will review research on engagement theory and consider how these techniques can motivate all learners, especially those who have been historically underserved. Together, as a think tank, we will evaluate examples of gamification and brainstorm turnkey activities that you can try with your students the very next day!

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four-week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the skills and information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom.

Proof of Course Completion

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflective feedback n in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.

Scope & Sequence/Weekly Topics and Objectives

Session I

Objectives	● Participants will understand that our course discussions are reliant on a safe, brave learning community ● Participants will introduce themselves to the class including teaching experience and any prior knowledge or thoughts regarding gamification ● Participants will be able to compare and contrast gamification and game-based learning, and evaluate their ability to meet the potential of multilingual learners ● Participants will reflect upon the education system and understand how we might be able to better engage all learners, especially multilingual learners ● Participants will learn about unconscious bias and examine their underlying personal beliefs, norms, practices, and assumptions ● Participants will identify essential skills that students learn throughout the year and discuss how gamification could promote these skills, especially for multilingual learners ● Participants will discuss ways in which gamification can be encouraged during distance/remote learning
Topics	● Personal introductions ● Gamification vs. Game-based learning ● The state of education: How we engage all learners, especially multilingual learners ● Unconscious bias ● Essential skills in each teacher's classroom and how gamification can promote engagement with these skills
Application to Instruction & Student Learning	● Educators will understand that our course discussions are reliant on a safe, brave learning community ● Educators will introduce themselves to the class including teaching experience and any prior knowledge or thoughts regarding gamification ● Educators will be able to compare and contrast gamification and game-based learning, and evaluate their ability to meet the potential of multilingual learners ● Educators will reflect upon the education system and understand how we might be able to better engage all learners, especially multilingual learners ● Educators will learn about unconscious bias and examine their underlying personal beliefs, norms, practices, and assumptions ● Educators will identify essential skills that students learn throughout the year and discuss how gamification could promote these skills, especially for multilingual learners

Session II

Objectives	● Participants will role-play being an observer in a classroom in order to identify "loo kfors" of students' engagement

	● Participants will consider how engagement "look fors" change based on students' cultures and evaluate how a traditional system of education "prefers" a certain type of engagement over others ● Participants will be able to define student agency and evaluate how gamification can promote it in the classroom, including how it can lead to better, more equal access to the curriculum ● Participants will be able to define project-based learning and explain how it is different from traditional teaching methods ● Participants will evaluate the merits of traditional teaching methods as an instructional practice that can further oppress historically marginalized and underserved groups of students, especially multilingual learners ● Participants will analyze two gamified activities and discuss how they could be implemented in their classrooms as a means to increase student engagement, and how they may be differentiated to meet the needs of multilingual learners ● Participants will discuss ways in which gamification can be encouraged during distance/remote learning
Topics	● "Look fors" of student engagement ● Student agency and gamification ● Project-based learning and how it relates to gamification ● Gamification examples
Application to Instruction & Student Learning	● Educators will role-play being an observer in a classroom in order to identify "look fors" of students' engagement ● Educators will consider how engagement "look fors" change based on students' cultures and evaluate how a traditional system of education "prefers" a certain type of engagement over others ● Educators will be able to define student agency and evaluate how gamification can promote it in the classroom, including how it can lead to better, more equal access to the curriculum ● Educators will be able to define project-based learning and explain how it is different from traditional teaching methods ● Educators will evaluate the merits of traditional teaching methods as an instructional practice that can further oppress historically marginalized and underserved groups of students, especially multilingual learners ● Educators will analyze two gamified activities and discuss how they could be implemented in their classrooms as a means to increase student engagement, and how they may be differentiated to meet the needs of multilingual learners Educators will discuss ways in which gamification can be encouraged during distance/remote learning

Session III

Objectives	● Participants will be able to define micro-credentials and create a spiraled instructional approach to a specific skill students learn in their classrooms ● Participants will reflect on the potential for micro-credentials to increase levels of engagement with the curriculum for students in their school who come from historically underserved and marginalized groups (including but not limited to students of color, students with disabilities, multilingual learners) ● Participants will be able to select an engaging gamified activity and evaluate the pros/cons of it for multilingual learners ● Participants will be able to select a gamified educational technology tool from a list and discuss how it could be used in their classrooms to engage multilingual learners

	● Participants will be able to create a gamified choice board activity and explain how it meets the needs of multilingual learners ● Participants will discuss ways in which gamification can be encouraged during distance/remote learning
Topics	● Micro-credentials ● Gamified classroom digital escape rooms ● Gamified educational technology tools ● Choice boards
Application to Instruction & Student Learning	● Educators will be able to define micro-credentials and create a spiraled instructional approach to a specific skill students learn in their classrooms ● Educators will reflect on the potential for micro-credentials to increase levels of engagement with the curriculum for students in their school who come from historically underserved and marginalized groups (including but not limited to students of color, students with disabilities, multilingual learners) ● Educators will be able to select an engaging gamified activity and evaluate the pros/cons of it for multilingual learners ● Educators will be able to select a gamified educational technology tool from a list and discuss how it could be used in their classrooms to engage multilingual learners ● Educators will be able to create a gamified choice board activity and explain how it meets the needs of multilingual learners ● Educators will discuss ways in which gamification can be encouraged during distance/remote learning

Session IV

Objectives	● Participants will be able to discuss student engagement by making connection to Hattie's research, including how the needs of multilingual learners are met or not met in their schools ● Participants will be able to evaluate different methods for implementing gamification, including how it can be implemented in a purposeful way that does not create undue hardships or additional inequity ● Participants will describe gamification in terms of its ability to promote creativity in their classrooms for all students, with respect to their backgrounds, cultures, and experiences ● Participant will create a lesson plan that integrates gamification and explain how it meets the needs of multilingual learners ● Participants will discuss ways in which gamification can be encouraged during distance/remote learning
Topics	● Student achievement and gamification ● Strategies to implement gamification in the classroom ● Gamification and creativity ● Gamification lesson plan that promotes learning for all learners, specifically students with disabilities
Application to Instruction & Student Learning	● Educators will be able to discuss student engagement by making connection to Hattie's research, including how the needs of multilingual learners are met or not met in their schools ● Educators will be able to evaluate different methods for implementing gamification, including how it can be implemented in a purposeful way that does not create undue hardships or additional inequity ● Educators will describe gamification in terms of its ability to promote creativity in their classrooms for all students, with respect to their backgrounds, cultures, and experiences

	- Educators will create a lesson plan that integrates gamification and explain how it meets the needs of multilingual learners - Educators will discuss ways in which gamification can be encouraged during distance/remote learning