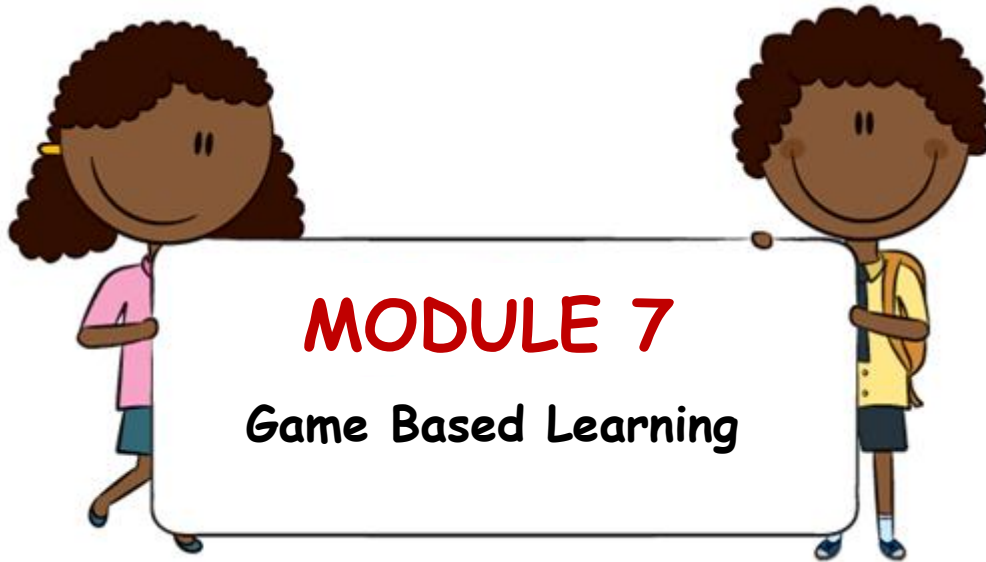




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### Outcomes

By the end of this session you will be able to:

1. Use the game based learning strategy in your classroom.
2. Earn the GAME BASED LEARNING BADGE.
3. Explain the following issues around Copyright and licensing: Fair Use, Plagiarism, Licensing, Public domain, Shareware software, Freeware software, Open source, Attribution and Creative Commons licensing.
4. Explore the use of a mobile device:
  - i. Play electronic games.
  - ii. Play Quiz games.
  - iii. Use a spreadsheet to keep score.
  - iv. Make music.
  - v. Choose students randomly.
5. Use the following suggested Apps:  
*Memoires, Angry Birds, Swiss Army Knife App Timer, Video Player, Kingsoft Office Spreadsheet, Youth Musical instruments, Random Student Picker, Video Maker Pro.*



## Introduction

 5 min

During this module you will experience Game Based Learning as a teaching and learning strategy. You will explore issues around copyright and licensing when selecting and using teaching and learning material.



## Activity 1

**Reflection**  15 min

Reflect in your groups on what you have learned and applied since the previous session. You may need to consult the reflection notes you made in your *Memoires app*.

- What worked? What did not work? Why?
- How did you use your mobile device?
- Share how you used the Learning Stations teaching strategy in your classroom.
- Explain how the Learning Stations strategy supports 21<sup>st</sup> century skills (the 4 C's)?



## Activity 2

**Game Based Learning**  20 min

### What is Game Based Learning?

In this activity you will spend some time playing a game that will allow you to answer this question for yourself.

1. Work in pairs. Open the *Angry Birds* app on your mobile device and take turns playing the game. The tutorial, **How to play Angry Birds**, is in your module 7 resource folder.

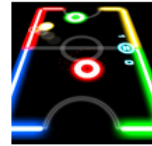


2. You have 5 minutes to try to get three stars on each of the first two levels. The second team member must keep time, offer advice and cheer you on!



3. After 10 minutes (5 minutes each) stop playing and discuss the following questions.

a. Is a game just playing? Why/Why not?



b. Do you think gaming apps have educational value? Motivate your statement.



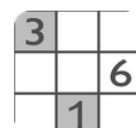
c. What do your students know about games?



d. In what way do you think **GAME BASED LEARNING** can be used as a teaching strategy?



e. What makes a game a game?





### Activity 3

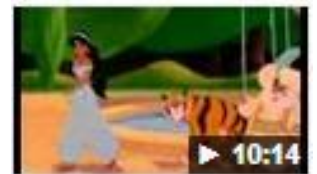
## Copyright 25 min

The aim of this activity is to prepare you to participate in a competitive quiz game during the next activity. It is in your interest to make notes while watching the videos. You must be in a position to answer questions regarding the various kinds of copyright, fair use and the different creative commons licensing options.

1. Use the *YouTube app* and watch the video: **You Tube Copyright School** (5 minutes). The video explains how copyright law is violated when a person uploads content he/she did not create. (Online <http://goo.gl/kqsku>)



2. Watch the video: **A Fair(y) Use Tale** – (10 minutes). The creator of this video used extracts from Disney cartoons to make a video with new meaning. He made “fair use” of the copyrighted work. (Online <http://goo.gl/imWq>)



3. Watch the Movie: **Creative Commons License & Copyright info** (5 minutes).  
(Online <http://goo.gl/qRZXmX>)



The additional resources about copyright in the Module 6 resource folder can also help you to prepare for the upcoming quiz show.



### Notes



## Activity 4

# Quiz Game show



35 min

Quizzes and quiz shows are great ways to get your learners to acquire general and subject specific knowledge in a fun and collaborative way. They already know how to play it due to television game shows like *Who wants to be a millionaire* and *Jeopardy*.



A **quiz** is a form of game or mind sport in which the players (as individuals or in teams) attempt to answer questions correctly. In *some* countries, a quiz is also a brief assessment used in education and similar fields to measure growth in knowledge, abilities, and/or skills.

Quizzes are usually scored in points and many quizzes are designed to determine a winner from a group of participants - usually the participant with the highest score.

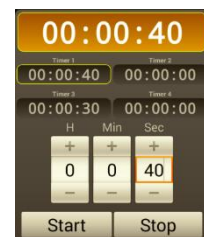
(Source: <http://en.wikipedia.org/wiki/Quizzes>)



In this game based activity you will compete against the other groups using your knowledge about copyright, fair use and the different creative commons licensing options. Make sure that every group member adheres to the game rules. Your facilitator will be your game host and use a slideshow presentation (**Copyright Quiz Game Show**) to manage the quiz show.

### Quiz: The rules and instructions

- Learners can play the game individually (on their own) or in teams under the guidance of the teacher/the facilitator acting as the game show or quiz host.
- Appoint a time and score keeper who does not participate in the quiz. (He/she can use the time keeping app on his mobile device as well as the **Game show score sheet** (spreadsheet), which is available in the module 7 resource folder, to keep track of each team's score).
- The host will use the *Random Student Picker* app to select the team to start.



- An individual or the team chooses a category and a point value from the category board slide.

| Traditional Copyright | Creative Commons | Public Domain | Rights |
|-----------------------|------------------|---------------|--------|
| 100                   | 100              | 100           | 100    |
| 200                   | 200              | 200           | 200    |
| 300                   | 300              | 300           | 300    |
| 400                   | 400              | 400           | 400    |
| 500                   | 500              | 500           | 500    |

- The quiz host (usually the facilitator/teacher) clicks on the box indicating the point value under the chosen category, to open and read the question.

- Once the question is read the team has to answer within a time limit e.g. 40 seconds.
- The quiz host clicks the **Answer** button.
- If the learner or team is correct, they are awarded the point value of the question and the scorekeeper updates the score sheet.



- Click the **Back to board** button on the slide to return to the category board.
- The next team now has the opportunity to answer the question with the point value under the category they choose.
- The team with the most points at the end of the game wins.
- The game ends when all the questions have been answered **or** the time allocated for the game has lapsed.



**NOTE:** A template for this quiz game show is available in slideshow format in the Module 7 resource folder (**Copyright Quiz Game show slideshow**). You may change the template in order to use it for the subject you are teaching.

There are many quiz related apps in the app store that can help your learners to broaden not only their general knowledge but subject specific knowledge and skills. Try some of the apps below:



*Geography  
quiz 3D  
Online*



*Quizoid  
Offline*

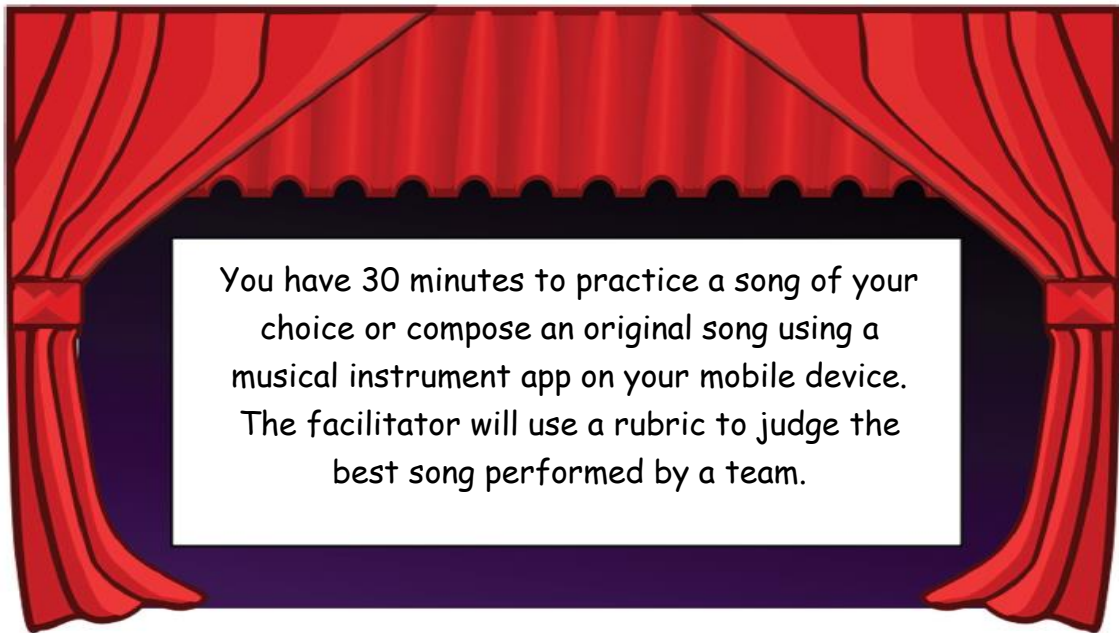


*Kids Math  
Offline*



*Study  
flashcard  
Offline  
Create your  
own*





You have 30 minutes to practice a song of your choice or compose an original song using a musical instrument app on your mobile device. The facilitator will use a rubric to judge the best song performed by a team.

Instructions

- Each team should have 4-5 members.
- Open the *Youth Musical Instruments* app on your mobile device (or use any other musical instrument app).
- Each member must choose a different instrument to play.
- Compose an original song or use any of the songs in the app.
- You have 30 minutes to rehearse/practice the song using the instruments on your tablets, so assign a conductor and a timekeeper.



- Use the **Creative Commons** table to describe and explain your song's license choice before you perform your music.

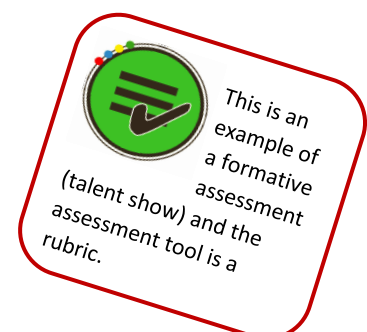
|                               |  | Can someone use it commercially? | Can someone create new versions of it?   |
|-------------------------------|--|----------------------------------|--|
| Attribution                   |  |                                  |  |
| Share Alike                   |  |                                  | Yup, AND they must license the new work under a Share Alike license.                         |
| No Derivatives                |  |                                  |  |
| Non-Commercial                |  |                                  | Yup, AND the new work must be non-commercial but it can be under any non-commercial license. |
| Non-Commercial Share Alike    |  |                                  | Yup, AND they must license the new work under a Non-Commercial Share Alike license.          |
| Non-Commercial No Derivatives |  |                                  |  |

How are you licensing your song?

- Your facilitator will allocate a person to video record your performance. Share the video with your facilitator.
- The facilitator will use the following rubric to assess the singing performance to determine the winning team.

### Rubric to assess the singing performance of the different groups

|  | 0  | 1   | 2  | 3  | Score |
|--|--|---|--|--|-------|
| <b>Use of tablets</b>  | Nobody is using the tablet                                     | One person is using the tablet  | Some group members are using the tablet  | All the group members are using the tablet   |       |
| <b>Music App</b>   | Nobody is playing an instrument                                | All the group members play the same instrument                            | Some of the group members play the same instrument                               | Each group member plays a different instrument                                       |       |
| <b>Participation</b>   | Nobody is singing  | Only one person is singing  | Some of the group members are singing  | All the group members are singing  |       |
| <b>Copyright/ Licensing regarding the video of their performance of the song</b> | The group does not explain the copyright details of their song | The group mentions the copyright details but do not motivate their choice | The group provides some detail regarding the copyright and motivate their choice | The group describes all the detail regarding the copyright and motivate their choice |       |
| <b>Originality</b>   | Boring and disorganised  | Group has used an app song but it is boring.                              | Group has used app song but has composed new words.                              | Group has composed their own song and words.   |       |
| <b>WOW score (1-5)</b>   |  |   |  |  |       |
| <b>Total score</b>   |  |   |  |  |       |
| <b>Comments:</b>   |  |   |  |  |       |





## Activity 6

# Game Based Learning



10 min

Discuss the answers of the following questions.

1. What are the important characteristics of Game Based Learning? Each group needs to come up with at least two unique characteristics.

2. How can you use the **Game Based strategy** with your learners? Each group needs to suggest at least one idea.

3. What kind of assessment tools can be used to assess **Game based learning**?



## Notes





## Homework



25 min

1. Read the following articles in your Module 7 resource folder

- [en.wikipedia.org](https://en.wikipedia.org)-Game
- How to Play Jeopardy Games
- How to Create Jeopardy Games



2. Use the *Memoires* app to reflect on the module 7 session:

- What worked? What did not work? Why?
- How did you use your mobile device?
- Explain how you used the Game Based Learning teaching strategy in your classroom.
- Explain how the Game Based Learning strategy supports 21<sup>st</sup> century skills (the 4 C's) learning?



3. Do the compulsory GAME BASED LEARNING BADGE on page 10. Ensure that you know how to access the required artefacts on your mobile device to show to the badge collector.

4. Complete the **Outcomes Checklist** on page 11.

### HINT:

There are many other educational gaming apps available in the app store.



Here are a few examples:

- *Enjoy Learning World Maps*. Learners learn the location of different countries on a map.
- *Learn to talk 2x2=4 lite Fun Time Tables*. Learners learn tables in a fun way while playing the app.
- *Talking English*: Learners learn to read, spell and pronounce words.



## Compulsory Badge

Must do



### GAME BASED LEARNING BADGE



This badge is a compulsory badge that must be completed in order to graduate.

#### Instructions:

Design a lesson which makes use of Game Based Learning and supply supporting material (e.g. subject specific quiz template or game rules) as well as proof of your learners playing the game. You must clearly state what the educational outcomes are (e.g. what do the learners learn while playing the game)

#### Assessment criteria

|   | What to do   | What to provide   |  |
|---|--|---|--|
| 1 | Design a Game based learning lesson using the mobile infused lesson plan template, making sure that you incorporate relevant technology and 21 <sup>st</sup> century skills. | A completed lesson plan in electronic format. <ul style="list-style-type: none"> <li>The game and rules are clearly described.</li> </ul> |  |
| 2 | Learners play your educational game and achieve educational outcomes.  | Photos or videos of learners playing the educational game in your classroom.  |  |



#### Notes





## Outcome Checklist

| I can do the following: |  | √ |
|-------------------------|--|---|
| 1                       | Use the game based learning strategy in my classroom         |   |
| 2                       | Earn the GAME BASED LEARNING BADGE.                          |   |
| 3                       | Explain the following issues around Copyright and Licensing: |   |
| I.                      | Fair Use   |   |
| II.                     | Plagiarism   |   |
| III.                    | Licensing  |   |
| IV.                     | Public domain  |   |
| V.                      | Shareware software   |   |
| VI.                     | Freeware software  |   |
| VII.                    | Open source  |   |
| VIII.                   | Creative Commons licensing                                   |   |
| IX.                     | Attribution  |   |
| 4                       | <b>Explore the use of a mobile device:</b>                   |   |
| I.                      | Play electronic games (e.g. Angry Birds)                     |   |
| II.                     | Play QUIZ games.   |   |
| III.                    | Use a spreadsheet to keep score.                             |   |
| IV.                     | Make music.  |   |
| V.                      | Choose students randomly.                                    |   |
| 5                       | Use the following suggested Apps                             |   |
| i.                      | <i>Memoires</i>  |   |
| ii.                     | <i>Angry Birds</i>   |   |
| iii.                    | <i>Swiss Army Knife App Timer</i>                            |   |
| iv.                     | <i>Video Player</i>  |   |
| v.                      | <i>Kingsoft Office Spreadsheet</i>                           |   |
| vi.                     | <i>Youth Musical instrument</i>                              |   |
| vii.                    | <i>Random Student Picker</i>                                 |   |
| viii.                   | <i>Video Maker Pro</i>                                       |   |



## Notes



## Doing it differently

This course has been designed for classrooms where all learners and teachers have access to their own mobile devices. In contexts where this is not possible, you will need to reflect on how you will use your particular technology provisions within the given teaching strategy.

### Examples

You can use the **Game Based Learning** strategy without any embedded technology. For instance to reinforce subject knowledge using quiz flashcards. Get the learners to draw a concept on a card and use that to introduce the quiz questions.

- **Foundation Phase:**  
Learners can learn the alphabet by picking animals to go with corresponding letters.
- **History:**  
Learners can play "30 Seconds" where groups have 30 seconds to explain who a historical figure is to their team.
- **English:** Use a word-search grid or hangman game for learners to find words.

### One device

If you only have one device, for example if only the teacher has a device, you can still use it to bring technology into the **Game Based Learning** strategy.

- Use the device and subject specific game apps as incentives for the learners who have completed their normal work already.
- Combine this strategy with learning stations and use the device to play an educational game at one of the stations.
- Use your device to take videos of the learners playing educational games.

### 5 or more devices

If you borrow 4 more devices from your colleagues or have the use of a Mobikit / trolley of devices, you can organise for the learners to use these devices as part of a Game Based Learning lesson.

- Learners can play educational games in their groups.
- Do a multiple choice quiz and the groups have to hold up the correct answer using presentation slides. (See **Answer** presentation template in your Module 7 resource folder).
- Group members can video their team members playing a game.

### 1 to 1 device

This is the ideal scenario for embedded technology and ideal where each member must try the skill on his/her device.

- Learners can play educational games e.g. quizzes to re-enforce concepts.
- They can design their own flash cards to use in quiz games.
- Games like *Angry Birds* can be used to learn about mathematical and physics concepts like projectiles and parabolas.
- The Play store is full of educational games that can be used to make learning fun. Just search for **educational games** in the app store.