Gaming Your Online Class for Student Engagement	
#	Question	Answer(s)
---	---	---
1	HI, can students email each other thru CANVAS inbox or set up their own private discussion groups? We have sensitive topics that they want to discuss privately to get social support. Sonja	Yes they can. They can use the Canvas Message system. To privately communicate with each other.
2	Where can they find this PPT?	https://tinyurl.com/ycnjtmvo
3	canvas support competency based grading?	Yes. I start up each module with the necessary requirements to pass and the next module is not opened until the previus module is successfully completed.
4	How might this work with a math class? If they only "get" the first 8 levels, they won't have done 1/3 of the material, and wont' be ready for the next course?	Great Question. And the difference is how important coverage is versus real understanding. Richard Paul who started the Critical Thinking Organization tells the story of how his math teacher would call them up one at a time to review the chapter and make sure they understood. He says we didn't cover everything, butr what we covered we knew. And in my case, the better students would cover more.
5	How do you deal with the students who only want to get a C? Do you find that they stop in the class early?	Usually they start later and to get to the C. If they quite early it ill usually be because they have more important obligations or other classes.
6	Quick Question...are those objectives taken from the actual course objectives or did you create them yourself?	The Student Learning Outcome is made by the department. The objectives were created by me and I built the class around them.
7	So each SLO becomes a level or goal?	No. the SLO is the overall goal for the class. The objectives are the steps I have created to reachg the class SLO.
8	How much time does it take score, grade, and so on?	About the same as any class that has unit tasks. The difference is that I need to grade daily. But that is not bad. Instead of grading 30-40 assignments at one sitting, I can do them spread out over the week. So not much more than 45 minutes per class per day.
9	How do you do group projects if they are at different levels in the course?	This is a challenge I am working on. I am going to try to put them in groups as the finish the second unit as they may be moving along at the same pace.
10	How many students contribute to a discussion (Wisdom level)?	All of them as they need to make a contribution to pass that Unit.
11	For retaking a quiz, are students shown which questions they got wrong? What kind of question do they ask you before they can move on?	Yes, I will show them which question they got wrong, but not the correct answer. To retake the test, they write a typical true false, multiple choice question from the text or module and contribute it in a discussion. This shows me that they have reviewed the material and soon there is a list of questions for others to use in their studying.
12	How many students are typically in your online course?	40 per class
13	How would you apply this to health care by on ground courses	Like the martial arts class. Clearly state what they need to know to be competent at each level and let them work on those tasks.

14	for each unit, do you limit them to one week, or two weeks.. if not, it seems that you would have a bunch of things to grade at the end of the course...	Actually, just the opposite. I have no time limit. And what happens is that they see they can only reach a certain level because of the time they have left so they reach a level and stop.
15	If it takes different amounts of time to achieve different levels, how do you handle different students being at different points for the discussions?	I have eliminated the timing element on discussions. They need to participate in the discussion no matter what time they get there. And they need to respond to each other. The later they join the more options to respond there are.
16	are students self-paced?	Yes. They are completely on their own. I provide frequent encouragement to keep them moving along.
17	I'm so excited about this, but am struggling to figure out how to apply this to English 1A, where they are reading an entire book and writing a minimum of 10,000 words over the semester. Any thoughts? I already allow for rewrites, but I'm worried about holding students back from moving forward if they don't do well on a specific essay. How would you recommend addressing a writing intensive class with gamification?	Good question. Do you have units in your class? Now change those units to levels and figure out what they need to show you that they can do before they can advance. And it is ok to hold a student back if they don't do well. You want them to work on the objectives of the unit until they are competent, then you move them on. The other side of this is that the class does not hold back the student who is doing well, as would happen in a traditional class.
18	How does this gaming concept look in Canvas? Can you show us one of your classes in Canvas?	Yes, just send me an email. I am making improvements now and in August I am hoping it is more ready to share. jimmarteney@me.com
19	Curious the percentage of students who get the A versus those that settle for a lower grade. Has the gamification lead to more students getting A's?	This last semester about 40 % received "A's" I was pleased. I am hoping to improve that.
20	Please describe peer review	Peer review is the process where students evaluate their classmates work. They key is to have a real objective rubric. Both peer review and rubrics are specialities of Canvas.
21	How do you create a page in Canvas for an engagedactivity?	I an working on that. From allowing students to author Pages, that option is in the Canvas editor, to more javascript type activities.
22	How do you get Students to contribute to content for Canvas?	Give them points for their contributions. They need a certain amount of points to keep moving on. I am trying to have enough options of activities to give hem real choices.
23	Is this Gaming your classroom?	Yes :)
24	Can you provide a little more depth on the Canvas contribution by students.	I am not wure what you mean here. Sorry. Please send me an email jimmarteney@me.com with a bit more information.
25	For going through levels/modules - can you include optional extra credit points in the module or options that they can choose from but still have it set that they have to complete a certain amount to move on?	Tha is exacty what I do. As they need ponts, I give them extra options to earn those points. Especially if they did not do well in the discussions and really need more points.
26	Do your students see this back story?	Absolutely. If you saw the video I shot introducing a unit I address them with the title they have earned.

27	How do you got the pictures of the White House, for example, behind you in the video?	I shot my video with a green screen and then my editing software, I am a mac user and utilize Screeflow, alows me to place myself in front.
28	Did you film these videos at home? Or did you work with an IT person? They are very high quality	At home in my garage in a very sad looking "studio." I am going to be reshooting them this summer.
29	This looks really fun. How do you balance this fun-ness with hard topics like slavery (I teach history).	This was one reason I chose the White House scenario. Dealing with important and serious subjects would be expectecd in that type of environment.
30	This is exactly the kind of creative inspiration I have been looking for for online teaching. I wish I could take your class! Thank you	Send me an email and I'd be happy to share as I move along in my development.
31	how do you put yourself in the pic?	I shot my video with a green screen and then my editing software, I am a mac user and utilize Screeflow, alows me to place myself in front.
32	What program did you use to create that slide? Video embedded over a background image?	Screenflow. It is for a mac and allows green screen in the video.
33	How is it paced? Could someone do all the levels in 4 weeks or if they are sick and miss 3 weeks, can they skip a level or just catch up on them all?	First, there is not skipping of levels, they need to go through all the levels. If there were a significant illness, I can give them an incomplete and provide more time to finish. So far it weems that 6 weeks was the best time. But if they put in ther many hours needed, and studied the material well enought to pass the quiz the first or second time, this class could probably fit in a summer session.
34	If I don't have a linkedin or slideshare account, how can I down load this presentation from tinyurl?	I looks like you need an account. I didn't realize that. But it is no big deal and gives you download acces to resources. Slideshare is owned by LinkIn who also owns Lynda.com.
35	I only have 4 SLO's. I was thinking I could have levels for each SLO. Would that be too much?	4 SLO's is more that I usually see, but yes, what skills do your students need to reach them. There may be some overlap there.
36	How do you put yourself before the museum in the video? Is it green screen?	I shot my video with a green screen and then my editing software, I am a mac user and utilize Screeflow, alows me to place myself in front.
37	Could this work in an open entry open exit non-credit class?	I don't see why not. In fact, I would think it could be a great option of open entry open exit.
38	I teach Statistics. My mind is reeling with how to do this in Stats, but I have always wanted to create a backstory and work it throughout the course. Love this idea.	Thank you. Give it a try and let me know the ideas you come up with. Other are contacting me and I hope we can share ideas. jimmarteney@me.com
39	how do you manage students who are at different levels at different times - with respect to course content in the learning management system?	I just work with them at the level they are at. This class turns into more individualized instruction than a more traditional class. For example, I cannot use Announcements to congratulate everyone since they are on different levels, but I did create a discussion that they contribute to when they reach a new level and there I can congratulate the individually.
40	Did you record your Level introduction (in front of the museum) with a green screen? Or...standing in front of a power point slide?	I shot my video with a green screen and then my editing software, I am a mac user and utilize Screeflow, alows me to place myself in front.

41	My question is about Competency Based Grading. I teach a subject matter where the majority of my students start the class with varying degrees of background knowledge so many are probably beginning the class at a C level when it comes to meeting the objectives. Very few are true beginners, starting at the bottom. I'm trying to figure out how I would work this type of grading and if it would even be beneficial.	You just need to decide on your objectives. What are the skills your students will need to reach your class SLO's? If some of your students find the first few objectives very easy, great, they can quickly move along to the ones that need additional attention. Sometimes easy early success's builds confidence and motivation to move along.
42	I don't believe students should know how to write a sentence before they can write an essay. Writing is messy and recursive, as in learning. How do you convey this if you teach in "levels?"	Then I would say, don't make writing a sentence an objective towards your SLO of writing an essay. What skills do they need? Make those your objectives and therefore levels.
43	How do you deal with them self-pacing through levels and also interacting with each other?	That is my real challenge now. Right now, they enteract in diwcussion when they reach them. In the Fall I am going to try to create teams. As they reach level 3 I am going to put them into groups. Hopefully their pace will be similar to each other. And I hiope these teams can help motivate each other. Finally, I may try special "quests" where they can select others to join them in some sort of project. I need to really work on this.
44	What is a reaction to an announcement?	When you create an Announcement in Canvas, you can allow for comments where students can give you feedback, ask questions etc.
45	What if your class is divided by lectures w/ the teacher and dicsussion sections w/ a grad TA? How can you incorportate gaming between the split classes students have to attend? Do they need to be motivated on 2 levels?	Not sure what you are asking here. My class is divided by "lectures" but prerecorded lectures so students seem them when they reach that particular level. So I am not sure what the 2 levels are your are describing. Feel free to send me an email" jimmarteney@me.com
46	How long did it take you to develop one course using this approach? How far ahead of the term did you need to begin?	I am starting my 3rd year. The first year was really sad. It is getting better and better. And all I can say is that the more you have done before the semester begins, the more successful you will be.
47	Maybe the shadow of the video comes from a lack of back lighting? I read something about 3-point lighting, not getting it 100%	Yes, that was the problem. I have a better green screen now and am working on the lighting.
48	This is so awesome!!! I don't know how to say this well. But it seems like your class is content AND process, and I see my class (Psych 1) and more content with some process. And it seems like gamifying is easier for the process stuff????? I probably am explaining this wrong, but any thoughts?	Nothing but good thoughts. :) I want to focus on their skills of argumentation. My goal is to increase the process. Think, if you were coaching basketball and you wanted to teach them how to shoot a basket. You would do some exdplaining, but the bulk of the time would be them honing their skill.
49	The badges are in Canvas?	The badges are in an Application that Connects to Canvas. Just go to "Settings" and then "Apps." In Apps you will scroll till you find Badgr US.
50	Do the leaderboards get created automatically?	Yes
51	Where do you find badgr in Canvas?	The badges are in an Application that Connects to Canvas. Just go to "Settings" and then "Apps." In Apps you will scroll till you find Badgr US.

52	what software are you using for the leader board and badges?	The badges are in an Application that Connects to Canvas. Just go to "Settings" and then "Apps." In Apps you will scroll till you find Badgr US.
53	Have you had problems with confidentiality issues with the points and badge distribution	No. All the names asre withheld. For public display, Badgr uses an alias for each student.
54	Where do I find the badges? Is that in CANVAS?	The badges are in an Application that Connects to Canvas. Just go to "Settings" and then "Apps." In Apps you will scroll till you find Badgr US.
55	Students feeling shame regarding their point and badge achievement are low ?	I have never been told that. Since I work with them and allow them to redo the work as much as they need to move up, the only reason they would be low on the leaderboard would be because they did not put in the time.
56	Do you release a badge per module?	Yes. Since each module represents a level with a specific objective, each badge is awarded for each module that is successfully completed.
57	How many students were enrolled in the class? did they all stay until the end of the semester?	The class starts out with close to 40 students. Procrastination is their biggest challenge since there ar no hard and fast de dates, I tried that the first time I offered thisw approach and it just did not work for me. I spend time at the beginning getting them to talk about their challenge of prcrastination and even have them give tipw to each other. But there will be some that just cannot get past it. I anm working on ways to get them more involved. I want to get to the point where they don't want to go to bed until the reach that next level.
58	I've used the badges but got NO feedback from students about them, so no idea if they like them/hate them/... Any further thoughts on that aspect??	Give them a survey and see what they say. It would be interesting. I wasw surprised by the number of students who appreciated it. I now use badges on the Online Pedagogy class I lead for instructors.
59	What would you recommend for classes with stand-alone modules that don't build on easier material?	Should make no difference. I have modules that don't build on each other. A great example is the Boy Scoul\ts as most their badges are totally independent.
60	Is the class you're using as an example synchronous or asynchronous? Could it work synchronously with students on different levels?	I would have to think on this. Right now, since students could be a several different levels, I am not picturing a sychronous course. Now, I might do a Zoom lesson on a topic that many have not reached yet, but having the lesson saved the others could view it as they caught up.
61	Did you have students who are from different cultural backgrounds or not grown up in U.S.? aged students? Can you talk about inclusiveness of gaming the class?	I have not had any feedback on the problems of inclusiveness. I have purposively made the game simple enough to understand. Maybe too simple. I just didn't want non gamers to be totally confused. I am posting a message in our virtual online schedule of classes that gives potential students a preview of what to expect if this approach doesn't fit their style, they can take the same class from another instructor in a more traditional format.
62	Any tips on Badgr? It feels tech heavy.	It might seem a little confusing the first time you set up Badgr as there is a learning curve. But there are videos, even in YouTube, that should help.

63	CAN I contact u when I am building mt Game?	Yes! Please do. I am getting several instructors emails and we are going to share ideas. jimmarteney@me.com
64	Can you give tips on how to create the Badger page, and how to create surveys in Canvas?	By Badgr page I am thinking your are talking about the requirements to earn a badge. Here you just need to edit the Module you are using to award your badge. There you will find the option to set up requirements for succesful completion. Then when. You set up your badges, you just need to state they are awarded when the module is completed. As for creating a Canvas survey, you just create a Canvas quiz and there are two survey options, one where you give them points and another where you don't. Just select the option you like best.
65	Are your modules self-paced? Or do students have to hit certain levels by a certain time?	Totally self-paced. That way they can move as fast as they want, or take time out when something important comes up. The goal is to demonstrate mastery.
66	How do you create the badges and game board	The badges are in an Application that Connects to Canvas. Just go to "Settings" and then "Apps." In Apps you will scroll till you find Badgr US. And I have not created an actual board game.
67	Do you do your surveys as annonymous ?	Yes
68	Do you worry about students share methods to advance to the next level (i.e. plagiarism)?	No. Because my assignments are unique enough that I could easily tell if they were copiedv from other sources.
69	Is there a good resource/link regarding creating badges in canvas? (I did a quick Google search and couldn't find a good website) Thanks!	Try this site: https://support.badgr.com/portal/kb/articles/adding-badgr-to-a-canv
70	You have great ideas for backstories. Do you have for a Child Development course? Or a lifespan development course?	For child development how about something like starting out as a visitor and working you way up to owning a chain of Child Developent Centers, or a world renound expert demanded by global groups ever where?
71	What program is he using for badging?	He, me :), The badges are in an Application that Connects to Canvas. Just go to "Settings" and then "Apps." In Apps you will scroll till you find Badgr US.
72	What is your student success rate?	Not high enough. Procrastination is the killer. I started with close to 40 and ended up with 30.
73	Did you have to plan the entire class before the semester began? So a student could literally finish the class in a few weeks even if it's supposed to be a 16 week course?	The answer is yes and yes. In a traditional class the student is expected 54 hours of seat time. If we teach the class in the summer, they may only have 5 weekws to finish the same class. They just need to spend more time per week. That is the same in my class. If they put in the additional hours per week to demonstrate they know the skills and can reach the SLO in less than 16 weeks, great. I am not a big fan of defining learning by the length of time of the semester, but instead what skills they have mastered.
74	Maybe create tips for those of us teaching in a premade Online class that has restricted assignments and due dates.	The only thing I can even think of is to talk to your chair and see how much creativity and input you can have in your course. As you describe your class, it seems that you are pretty locked in to a more traditional class.

75	Where do you get the consumer key to add Badgr to Canvas?	Take a look here: https://support.badgr.com/portal/kb/articles/adding-badgr-to-a-canv
76	If there are no deadlines, the course becomes "self-paced" which is not what we are supposed to be doing. How can you ensure appropriate and timely interaction in discussions if no deadlines?	I am not sure what you mean by, "which is not what we are supposed to be doing." The goal in my class is to have them become more competent in the argumentation process. I am also not sure what you mean by "Appropriate" interaction. My students participate in the discussions. Some students may be at different times in the semester, but they post their initial thoughts and then read other's comments to reply.
77	Do you feel that the 1- question a day will work for returning students who are also navigating life?	The one question a day idea is a very low stakes activity. And there are many other activities that they can use to earn points. But what I am hoping is that maybe at lunch, they pull out their phone, check into class and through the question, are reminded of some aspect of the class that they can think about.
78	I am looking for a meeting where I am a student, participater, involving the lecture like a part of as a learning, not just a listener. How to make students "do the activities" online as we did on face to face teaching	One example that I am working on is EdPuzzle. Where you can take your videos and add questions within the videos for your students to answer.
79	Are you still setting modules with weekly release dates?	Not exactly. All modules are available from day one. But they are not opened until the student successfully completes the previous module. So there is no set release time.
80	How do you assess and how do you check for real and deep learning? How about cheating?	Two thoughts. How do you assess? Go ahead and incorporate those assessment in this format. I try and create skills assignment that has them demonstrate a level of mastery. For Example in my Making Decisions unit I have the take a test to determine their decision making style, then they write their analysis of that. Then I have them play a simple game where they have to make decisions and they analyze that and how their style affected their decisions. Aw you can guess, cheating on this assignment would be challenging.
81	Do students get to grade "C" level and then walk away even though there is still time in the term?	Not many. And only if it is towards the end of the semester and do not think they can make it to the next level. One"trick" I do is make the "B" level only 3 levels away, while the "C" level needed them to complete 7 levels. Since that seems well within reach if they make it that far, they are actually a bit anxious to move on.
82	2 Questions: 1) On the assignments students need feedback on to "move forward", do you find it hard keeping up with the work load? 2) Can Canvas hold students back from starting the next module if they haven't received a grade on an assignment in the previous?	1. Not really. I get up and with my morning coffee I put in the hour or so to evaluate their work. Remember, they may only come in 5 or 6 per day. 2. Yes. I need to approve their skill level before they can move on. That is why I grade every day.

83	Can you explain how you set up the class so students can move at their own pace?	Sure. Each module is a different level. I edit the module so that they need to do certain tasks before they successfully complete the module. And then I have set up a requirement that the next module will not open till they have successfully completed the previous module.
84	I think for some subjects, certain units could be gamified, if that suits the content better. New back stories, perhaps?	Absolutely. The only limits is our imagination.
85	Hi Jim. First of all, this is fantastic. My question is, I teach math and I would definitely need deadlines, do you think I can still make this work, or maybe use this not for the whole course but for some part of the course?	I tried using deadlines the first time I used this approach and it didn't work because they were given penalties for being late and so they had to make up those penalities, the past assignments and then the current assignments to move on and it got too much. Question, if a student in your class received all "A's" in the first half of the class and then failed the rest, would that average out to a "C" grade. If so, that would be like reaching half the levels. Just a thought.
86	I'm an English prof. Normally students build discrete skills that build to an essay. Do students in your class have assignments that ask them to combine skills learned from previous modules? In other words, do the assignments in each level build upon the others? Trying to think about how I can do something like this in my class.	Some do and some don't. That is one aspect I want to improve on. So after the modules on evidence and reasoning I need more options where they combine them in an assignment.
87	I saw your presentation in person at last year's OTC but I am watching this again because I really liked it. My questions is, how do you manage class disscussions in which you want the entire class to participate in at the same time, if your students have flexible due dates? I am afraid that students might be at different levels and it might be difficult for some to participate in a same disscussion activity if they are at different levels. Could you give us some insight on that?	Yes, that is a drawback.Especially for the students who post early and have few to respond to at that time. Basically think, instead of a discussion that is a week or two weeks long, mine might take a month or so before everyone haw participated. And for the reponse points, I let the early contributors return to a discussion to reply to a classmate. So the discussion is the same, just over a longer period of time.
88	For someone just starting and have never done gamification strategies, what would you recommend?	This free online class really helped me out. https://www.coursera.org/learn/gamification
89	How do you incorporate speeches	Just make them one of the tasks to complete a module.
90	Can you create your own badges (change from badges to offices)?	Yes you can.
91	Does that mean that you'll have some students that don't do all the modules?	Yes. In fact over half will not complet all 13 modules.
92	do students at level 14 help those at level 7? how do you cooridinate this?	Not as of now. I think they are either too busy celebrating or working on their other classes. But one of the things I am pondering is the idea of giving them credit to mentor a classmate for a level or two.
93	Is your couse shell in Canvas Commons?	Not yet. I want to make it stronger before I do that.
94	Are there any resources to create actual games within Canvas? For example crosswords, word	I am in the process of looking for those.

	finds, etc. that I can populate with subject matter?	
95	Do you think this approach would be scalable? Like for 200 students	Yes. I see no reason why not.
96	How does teh class retention/completion change in terms of equity when you gamified it? more under-represented minorty students completing or less?	I haven't noticed and difference. The good aspect is that if a student fails an assginment I can give them instructions and they can try again. So basically, all my tasks are of a "formative" nature. I don't have to assign any failing grades on tasks. And most of my under-represented students have perserverance.
97	What are some ways to minimize the competition in the classroom and still do this?	Other than the leader board which is just there for those that are motivated by competition, there is no competition. All can receive "A's" if they put the time into the class. Competition was one of the reasons I disliked grading on a curve. There students were competing to be in the upper percentage. There was no incentive to help each other.
98	Please provide link to OER Argument/critical thinking ASCCC link	Here is the site for all the new texts, just scroll down to Communication Studies: https://asccc-oeri.org/asccc-rfp-1-resource-preview/
99	Do you know of anyone who's doing this with a science class (preferably astronomy) with whom I could brainstorm? I love this idea!	Not yet, but I know one is working on it. And you maybe the one who contacted me. If not send me an email at jimmarteney@me.con
100	Is Gaming Your Class Sp2019 your latest?	No try here, https://tinyurl.com/ycnjtmvo
101	Can you please repeat how to find the badgr option in canvas?	The badges are in an Application that Connects to Canvas. Just go to "Settings" and then "Apps." In Apps you will scroll till you find Badgr US. And I have not created an actual board game.
102	can you type your email here?	jimmarteney@me.com
103	What are your success rates? Are there equity gaps?	They are getting better. Spring it was 75%, but I am working to make that higher. I have not seen any equity gaps. As I stated to another question: The good aspect is that if a student fails an assginment I can give them instructions and they can try again. So basically, all my tasks are of a "formative" nature. I don't have to assign any failing grades on tasks. And most of my under-represented students have perserverance.
104	Online gaming usually have game forums where players can engage with each other and get level tips. Do you do something similar?	I have a forum here they can contribute that does focus on the game. But I just might emphasize that even more.
105	Some suggestions for managing feedback loop?	Carve out some time each day. Have a beverage with music you enjoy and see how your students are progressing.

106	Any tips for convincing higher-ups that you're not "giving away" points??	Give them a list of your objectives and tasks. The amount of work you edpect from your students will probably be more than a traditional class. Especially one that meets on campus one night a week. You are not changing the rigor of the class, you are trying to set that work in a more motivational climate. To receive an "A" in my class they have a minimum of about 38-40 tasks before their capstone argument using the skills they have acquired.
107	Any class participation or attendance assessment category?	Just participation in discussions would be what you would think of as a traditional participation. Since I don't use Zoom for weekly type "traditional" lectures I don't take role. My emphasis is the skills they can demonstrate.
108	Recommend good game apps?	Not at this time. My whole class is a game.
109	Do your students make speeches and give feedback on them to each other?	Not yet. I have had them give me one for additional credit, but I am thinking of doing this in the future.
110	Whats the threshold for passing an assignment or level?	Participate in the discussion, get a 70% on the quiz and about 85% on the skill assignment. Then about every 3 levels they need a certain amount of points and I have additional assignments they can turn in to earn those points.
111	Do you have any issues with students cheating to pass levels?	Not that I know of as my tasks are fairly unique. I am sure the vast majority of the students use their work. I also try and make the assignments in such a way as to improve their skills and they get satisfaction out of improving.
112	Where to find Arguing using Critical Thinking again?	Here is the site for all the new texts, just scroll down to Communication Studies: https://asccc-oeri.org/asccc-rfp-1-resource-preview/