

PROJECT DATA

Project Title Byzantine Jeopardy

Tools used in
Development *Adobe Captivate*

Collaborators Chackras Lee Smith, ID

Time in
Development *2 Hours*

BACKGROUND AND PROBLEM CONTEXT

This lesson was originally designed in PowerPoint for tenth grade world history classes at Dunnellon High School. The gamification module was chosen to engage students that were becoming worn down during the learning process. The project was well received by the students in the classes and resulted in a 25% learning gain in the classes compared to the pop-quiz given the week prior. The students had a 96% passing rate on the unit exam, and the class average was an 88% on the exam. I recreated the project in Adobe Captivate to hone my skills as an instructional developer.



Executive Summary

The aim of this design was to engage students in a class that was becoming increasingly exhausted learning ancient history. Many of the students did not feel like the Byzantine Empire pertained to their current lives and were uninterested in the content. This was combated with two measures. First, the culture of the Empire and our current culture was compared and contrasted with the students. Second, the lessons incorporated gamification to aid student buy-in and engagement in the classes. By gamifying the lessons students were able to become competitive and challenge one another; which, pushed the students to outperform one another. This led to a measurable increase in student learning through common data collection methods.

SOLUTION JOURNEY

The design needed to be fun and familiar. It also needed to encourage students to recall previously learned information and prepare students for testing. By choosing Jeopardy all these requirements were able to be met. The format was familiar and students were able to be broken into three groups where one student would converse with their group before answering the question. As the game progressed the points were kept on a whiteboard for each team. By having the game on a PowerPoint I was able to curriculate throughout the classroom and use a remote pointer to control the game. After completion of the game students asked to play again and the second round I had the students with the lowest quiz scores report the answers to ensure they retained the information, by this point the competitive nature of the students was beginning to push the students to retain the information so they could win.



RESULTS

It was a not a complex design, however it was ingenuitive as my principle would latter tell me after a student informed him we were playing games in my class. By recreating the game in HTML5 format students can play it on iPads and could be in groups of three where everyone answered the questions. At my current high school this type of technology is available and this is something I have implemented in my current world history class. Adding a scoring log to the project would allow the students to focus solely on the history lesson. However, teachers are expected to incorporate cross curricular activities into classes and having the students keep their own score provides the students with the ability to practice their math skills in applicable situation. This project has been used on various occasions with steller results each time.



Credits

Kristin Anthony, Portfolio Worksheet