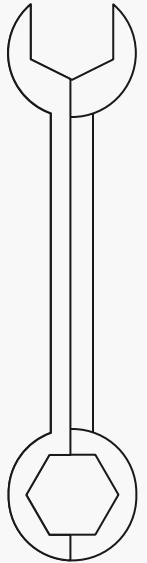
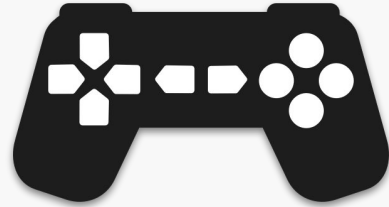


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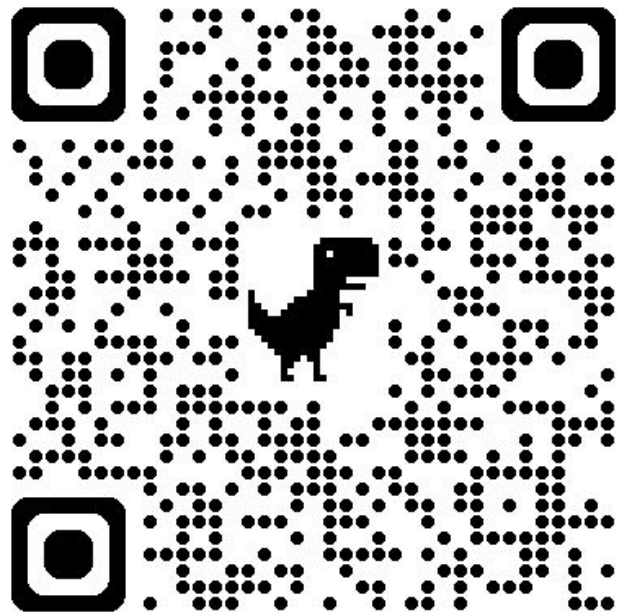
# Gamification and Game-Based Learning Tools to Teach Writing

Amy Nguyen



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# Ice Breaker



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01

# About Me

You can enter a subtitle here if you need it



# Who am I and WHY am I interested in this topic?

- B.A in Psychology from University of California, Merced (2019)
- M.A in Experimental and Research Psychology from SJSU (2021)
- Ed.D in Educational Leadership (May 2025!)
- Lecturer in Psychology department at SJSU since 2021

## Why am I interested in this topic?

- First-generation college student
  - The thought of academic writing terrified me as my parents were Vietnamese and spoke little English
  - The expectation that students should already know how to write in APA made me feel more anxious about writing
- Interested in lessening this anxiety through game-based methods to enhance student learning and engagement
- 



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02

# Literature

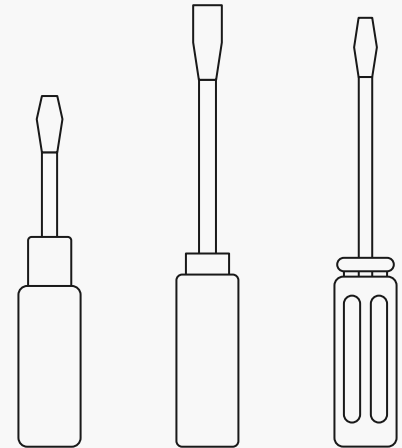
What is game-based learning compared to gamification?



# Literature on game-based learning (GBL) and gamification

Jain et al. (2021)

- Game-based learning (GBL) is defined as learning through the facilitation of games
  - Games are used as an additional tool to curriculum
  - Ex: Kahoot!
- Gamification is adding mechanics of a game to a non-game environment or platform
  - Ex: Playing modified version of monopoly in your classroom
- Both practices are student-centered and interactive
- Allows for students to learn through application, problem solving, and memory recall



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# Literature on game-based learning (GBL) and gamification

- To teach summary writing, Ly (2021) used digital badges to motivate students
  - Approximately 67% of students found the badges as a motivator behind their understanding of summary writing.
- In southern Ecuador, Castillo-Cuesta (2020) created digital games to help improve grammar for 68 students enrolled in English as a Foreign Language (EFL) classes
  - Post-test showed that approximately 86% of students perceived the games as helpful for developing their English vocabulary knowledge.
- It is important to note that, “... a game will serve its educational purpose only if the teaching objectives are clearly defined and the game contributes to reaching those objectives” (Tomaska, 2022, p.2)

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03

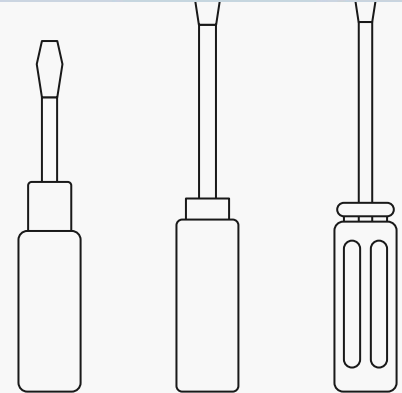
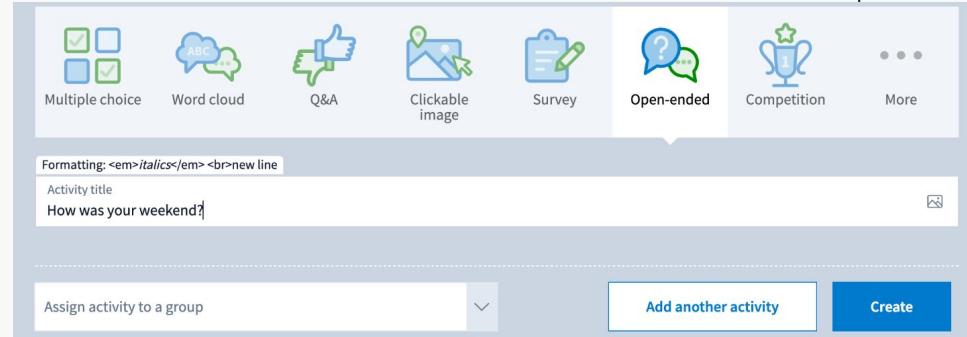
# Gamification and GBL Tools

Digital and Non-digital tools




# Digital: PollEverywhere

- Platform that allows you to create polls, open-ended questions, and pop-quizzes for students to take.
  - No cost - Free for all users
- Can be used to gauge how students are feeling at the start of class or testing knowledge throughout the lecture
  - Example: Can you spot the error in this reference citation?



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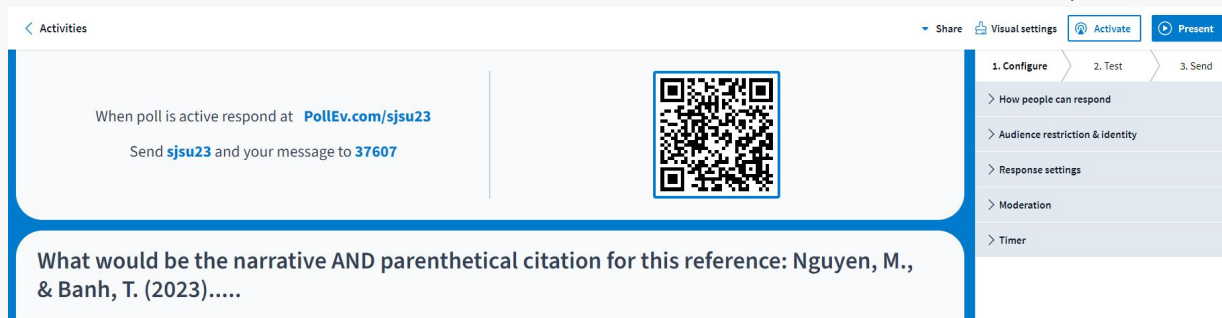
# Pop Quiz!

Scan this QR code and answer the quiz. Once you are done, select the green checkmark  button!



# PollEverywhere Demo

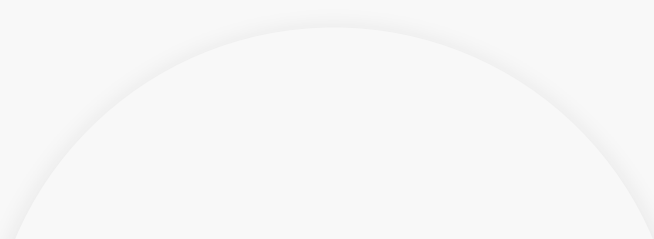
- How to integrate it
  - QR Codes copied into lecture slides
  - Link posted in Canvas module
    - Present in PollEverywhere
- Same main link
  - Activate different activities for it to pop up on the main link



The screenshot displays the PollEverywhere interface for configuring a poll activity. At the top, there are navigation options: '< Activities', 'Share', 'Visual settings', 'Activate', and 'Present'. The main content area is divided into two sections. The top section contains instructions: 'When poll is active respond at [PollEv.com/sjsu23](https://PollEv.com/sjsu23)' and 'Send [sjsu23](#) and your message to [37607](#)'. To the right of this text is a QR code. The bottom section contains the poll question: 'What would be the narrative AND parenthetical citation for this reference: Nguyen, M., & Banh, T. (2023).....'. On the right side, there is a sidebar with a progress indicator showing '1. Configure', '2. Test', and '3. Send'. Below the progress indicator are several expandable menu items: '> How people can respond', '> Audience restriction & identity', '> Response settings', '> Moderation', and '> Timer'.

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# Discussion:

- **Have you used this tool and how do you use them in your class?**
  - **In which ways are your teaching strategies with this tool similar or different?**
- 

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# Digital: Google Slides

- Google Slides can be used as a collaborative GBL tool by assigning students into groups and solving complex puzzles
- Make sure to assign groups to a designated slide number
  - Have students enter their names in the speaker notes for points
- Create a “Master” slide deck with the puzzle and duplicate until you create as many slides as groups
  - Make new copies each semester



## Group 1

Instructions: Move the correct source type to the correct APA citation

Journal article

Book

Website

Chapter in an edited  
book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In E. E. Editor & F. F. Editor (Eds.), *Title of work: Capital letter also for subtitle* (pp. pages of chapter). Publisher. DOI (if available)

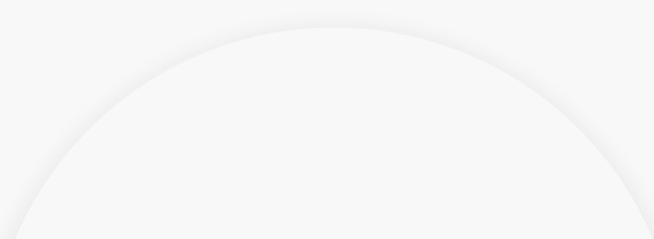
Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical, volume number*(issue number), pages. <https://doi.org/xx.xxx/yyyy>

Lastname, F. M. (Year, Month Date). *Title of page*. Site name. URL

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Publisher Name. DOI (if available)

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# Discussion:

- **Have you used this tool and how do you use them in your class?**
  - **In which ways are your teaching strategies with this tool similar or different?**
- 

# Digital: Kahoot!

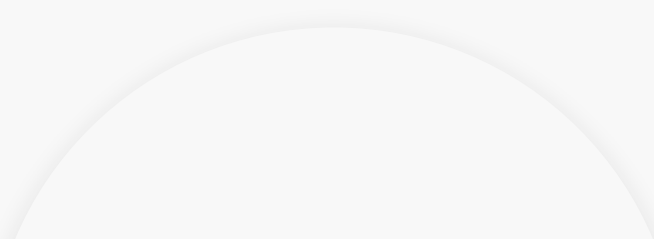
- This platform can be used to create interactive quizzes
  - Possible for group or individual quizzes
- Students can answer live questions and you can insert slides after each question to explain the correct answers
  - Allows students to test their knowledge and recall during lecture
  - Allows instructor to see what concepts are still confusing to students and re-explain them
- Gives students points and provides a leaderboard for game-based learning
- Free up to a certain number of players
  - Players can play for free and can play in an unlimited number of Kahoots
  - Alternative: **Blooket** - similar to Kahoot and free



# **Kahoot! Example for APA Formatting**

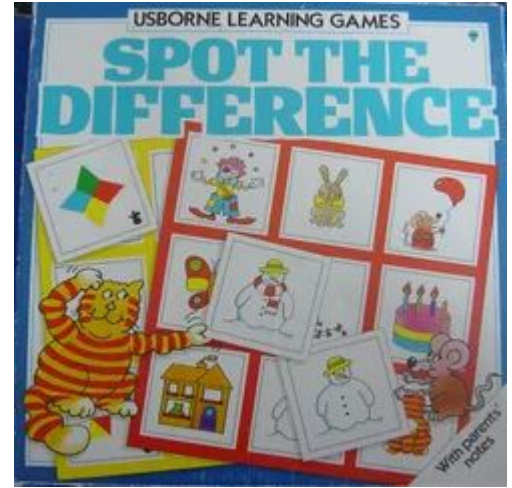
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# Discussion:

- **Have you used this tool and how do you use them in your class?**
  - **In which ways are your teaching strategies with this tool similar or different?**
- 

# Non-Digital: “Spot the Difference”

- Provide students with a document that contains writing, grammar, spelling, and APA errors
- In groups or individually, ask students to look for these errors and fix them
- If working in groups, provide clear roles for each student (to avoid diffusion of responsibility)
- Allow students to use resources to correct the document such as APA 7th edition manual or lecture notes
- Optional: Provide snacks or prizes for students for motivation
- Time duration: 1-2 class sessions (depending on length of document)



# Non-Digital: “Heads Up”

- Provide each group with a list of possible terms that will appear on the notecards
- Each member in the group is given a word on a notecard (e.g., concepts in the APA manual, sections of a empirical article)
- Each member must hold the notecard in front of them and is not allowed to know what their notecard says
- Each person in a group takes turns asking the group yes/no questions until they figure out the word on the card.
  - Word: Reference List
    - Questions: “Does this appear at the beginning of the paper?”
      - Group: “No”



# Non-Digital or Digital: “Rearrange It” Game

- Provide students with pieces of APA citation, headings for an APA paper, or sections of a literature review
- Place students in groups of 4
- Ask groups to put the pieces in the correct order
- Once completed, groups raise their hand to ask you to check their answer
- Once groups are done, move on to the next activity

You can print out and cut up pieces for each group OR create Google Slide deck and assign each group to one slide

Re-arrange the pieces of a journal article citation in the correct APA order

Title of article.

Doi link

Year.

Author name.

Page ranges.

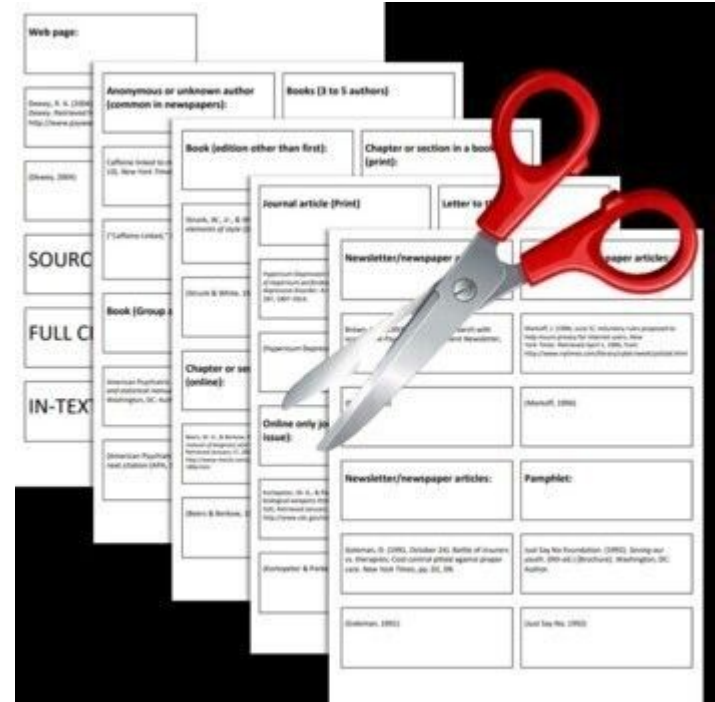
*Periodical or journal name,*

(issue number),

*Volume number*

# Non-Digital or Digital: Sorting Game

- Create groups
- Provide each group with term and definitions separated or categories and examples separated
- Have groups sort the term with the definition or category with the examples
- Have groups ask you for a check once they are finished



## Group 1

Instructions: Organize the sticky notes under the correct categories (15 minutes). Make sure to add group member names in the speaker notes!

Primary  
Sources

Literature  
Review  
reviewing  
research on  
video game  
addiction

Meta-analysis  
on research  
focusing on  
personality  
traits and  
success

Secondary  
Sources

Book  
discussing  
prior research  
on video game  
addiction

An empirical study  
where the  
researcher  
examined video  
game addiction and  
gender

## Group 1

Instructions: Move the in-text citations to the correct categories.

Correct in-text  
citations

(Nguyen et al., 2021)

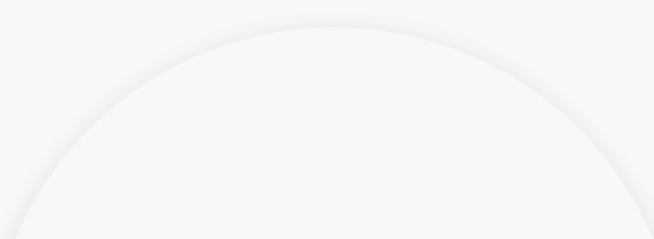
Nguyen et al, 2021.

Nguyen et al. (2021)

Incorrect  
in-text  
citations

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# Discussion:

- **Have you used these non-digital tools and how do you use them in your class?**
  - **In which ways are your teaching strategies with non-digital tools similar or different?**
- 

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04

# Student Feedback



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“The way she structured the assignments definitely broke down a class that seemed to be 'intimidating.'

The assignments were strategically structured in a way that facilitated learning and understanding of writing in  
APA.”

—100W Student

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“Professor Nguyen was great at explaining during lectures and explaining the instructions to assignments. The way in which she structured assignments was helpful to understand what was being taught in lectures and to complete the bigger assignments.”

—100W Student

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“One thing Professor did really well was break down the large assignments into doable parts. I appreciated the stations and group work for the Research report and the Mastery test. ”

—100W Student



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**05**

**Tips & Q/A**



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# Tips: What I've learned + What is Next

- **Trial and error is important!**
  - Don't give up and keep tweaking it until the games run smoothly
- **What works one semester might not work the next semester and that's okay!**
  - Have a back-up activity that satisfies the objective through a traditional method
- **Remember the objective and purpose of the game**
  - It's supposed to be fun and interactive for your students (and you!). If it is too time-consuming or complex, it may not be the right game for your class
- **If using digital tool, provide students with a heads up**
  - Ensures accessibility of the assignment for all students
  - Ask yourself if the assignment may be better facilitated through a digital or non-digital tool
- **In the future, I hope to ask students to create their own games for writing**
  - Have a field day or "writing" fair where groups are in charge of running their own game stations to teach writing to other students



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# Q/A & Discussion

**-Q/A**

**-Questions for the audience:**

- **Have you noticed a difference in students' engagement or skill attainment when using gamification/game-based learning?**
- **What inspires you to incorporate game-based learning in your writing classes?**
- **What factors may hinder you from wanting to implement these tools into your classes?**
- **Are there any other tools that you would like to share?**

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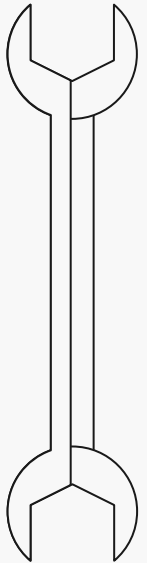
# Thank you for attending!

Do you have any additional questions?

You can reach me via email at [myngoc.nguyen@sjsu.edu](mailto:myngoc.nguyen@sjsu.edu)

**CREDITS:** This presentation template was created by [Slidesgo](#), and includes icons by [Flaticon](#), and infographics & images by [Freepik](#)

Please keep this slide for attribution



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# Resources

- Blooket
- Google Slides
- Kahoot!
- PollEverywhere
- Castillo-Cuesta, L. (2020). Using digital games for enhancing EFL grammar and vocabulary in higher education. *International Journal of Emerging Technologies in Learning*, 15(20), 116-129. <https://doi.org/10.3991/ijet.v15i20.16159>
- Jain, S. A., John, S., Hussaini, N., Alexander, D., & Sarkar, B. (2021). Game-based learning in higher education: An effective pedagogical tool for enhanced competency building. <https://doi.org/10.4018/978-1-7998-7271-9.ch008>.
- Ly, Q. C. (2021). Using gamification to teach and engage students in the act of summary writing. *Journal of Media Literacy Education*, 13(3), 111-122. <https://doi.org/10.23860/JMLE-2021-13-3-9>
- Tomaska, L. (2022). Let's bring games into university classrooms: Specifically adapted games could greatly enhance teaching in higher education, *Science and Society*, 23(11), e55730. <https://doi.org/10.15252/embr.202255730>