

**Can you use the techniques identified bellow to devise a debate situation that will assist you with your revision?**

Lecture/revision notes for week twenty-two, twenty-three and twenty-four are available on the DMU Commons wiki

[https://wiki.our.dmu.ac.uk/w/index.php/TECH3022\\_Advanced\\_Social\\_Media\\_Production#Lectures\\_Thirteen\\_-\\_Twenty-Four](https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Advanced_Social_Media_Production#Lectures_Thirteen_-_Twenty-Four)

**Why Gamification should not be a dirty word in ED Tech**

Many games developers pour scorn over the word 'gamification', as it suggests imposing some artificial structure, rendering a game superficial and without true integrity. To some extent I agree, top games have compulsive game play at their core and everything else springs from that. Its something developers feel strongly about and is often hotly debated at Developer Meetups. However, as an educator I'm not so adverse to gamification, it is actually what teachers do day in and day out. We play charades, supply matching tasks, crosswords, group competitions and many, many strategies which are attempting to 'gamify', sometimes rather dry content.

<http://www.madebyeducators.com/blog/why-gamification-should-not-be-a-dirty-word-in-ed-tech>

**Gamification**

Gamification is the last student led seminar in the module. I already use games in the classroom but mainly for revision. When it comes to my online students the most they get are quizzes to complete, which can't be very engaging after a while. I feel most games work as a revision aid but not to the evaluation and analysis level that most of my students need to do as part of assessments or in their end of year exam. Even though they don't do this it still allows them to almost let off steam at stressful parts of the year and can kick start their studies if they are in a slump (this is based on feedback I have had from my own students in the past). Domínguez et al., (2013) define gamification as "the use of game design elements and game mechanics in non-game contexts" and with games being extremely popular with all age groups (how many of us play those silly games on Facebook to pass some time but then become slightly addicted?). In 2014 it was estimated that there were approximately 20 million mobile gamers, which was just in the UK! Imagine what that figure is now.

<http://www.angelsblog.co.uk/2016/04/23/gamification/>

**Gamification of Revision: Snooker and Battleships**

"I am a big fan of using game formats as a revision strategy. Over several weeks I use various quiz formats and build up a 'Leaderboard Challenge' culminating in an overall winner being declared in the class each year"

**Snooker**

Students gain more points for answering more difficult questions, and continue to answer questions to build up the score for their 'break' until they provide an incorrect answer. I like the way that "describe" questions are ranked as being of a lower value than the "explain" questions. If and when I use this, I'll design "assess" questions as the most difficult of all.

**Red Circle:**

- Who discovered laughing gas?
- What is an antiseptic?
- Who was the first person to use ether?
- What is an anesthetic?
- What did James Simpson discover?
- Who was Robert Liston?
- Who was Harold Gillies?
- Who used chloroform on her eight child?
- How many blood groups are there?
- What is a tourniquet?

**Yellow Circle:**

- Name the three problems associated with surgery?
- What was the problem associated with laughing gas as an anesthetic?
- Name two things that made carbolic acid difficult to use.

**Green Circle:**

- Describe the Germ Theory.
- How did Queen Victoria help get chloroform accepted?
- Describe how why there was a need for prosthetic limbs during WWI.

**Brown Circle:**

- Describe how James Simpson discovered chloroform.
- Describe how Ignaz Semmelweis reduced death rates.
- Describe the work of Harold Gillies.

**Blue Circle:**

- Explain why the clotting of blood was a problem for blood transfusions.
- Explain what is meant by the 'Dark Period' of surgery.
- Explain one reason why the carbolic spray took some time to be accepted.

**Pink Circle:**

- Explain why blood transfusions were not always successful in the mid 19th century.
- Explain the problems associated with ether.
- Explain the difference between a local and a general anesthetic.

**Black Circle:**

- Explain the reasons why the carbolic spray took so long to be accepted.
- Explain the reasons why some people were against chloroform.
- Explain the reasons why WWI helped improve surgery.

**The Rules**

- The pupils must work in pairs. Pupil One will continue his/her break until they can't answer a question. Pupil Two will then take his/her turn.
- The pupil must put a red first. Once they have potted a red they must pot colour. A maximum of two questions per colour can be potted.
- Once all of the reds are potted they must start to pot the colours in numerical order (yellow, green, brown, blue, pink and black).

### Battleships

A	Cruiser	What was the name of the Nazi flag?	When was the Munich Putsch?	Who was Dr Joseph Goebbels?	What was Article 48?	When was the Berlin Olympics?	Cruiser	Who was the last Kaiser?
B		Who was the White Rose?	Who were the Enabling Act?	Who was the first president of the Weimar Republic?	Who was Dietrich Bonhoeffer?	What were the Nuremberg laws?	Who were the Social Democrats?	Who was Rosa Luxemburg?
C		Who was Gustav Stresemann?	What was the Treaty of Versailles?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	What was the Treaty of Versailles?	Who was the first president of the Weimar Republic?	Who were the SA?
D		What was the Hitler Youth?	When did Hitler come to power?	What was the Treaty of Versailles?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	What was the Treaty of Versailles?	Who were the Freikorps?
E		Who was Cardinal Kapp?	Who was Cardinal Kapp?	Who was the Enabling Act?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who were the SA?
F		What was Mein Kampf?	How did P.R. weaken Germany?	What was the Enabling Act?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who were the SA?
G	Aircraft Carrier	Who was the Reichstag?	Who was the Reichstag?	Who was the Reichstag?	Who was the Reichstag?	Who was the Reichstag?	Who was the Reichstag?	Who were the SA?
H		When did WW I end?	What was the Treaty of Versailles?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who were the SA?
I		When was the Kapp Putsch?	What was the Kapp Putsch?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who were the SA?
J	Sub	Who was the Kapp Putsch?	What was the Kapp Putsch?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who was the first president of the Weimar Republic?	Who were the SA?
		1	2	3	4	5	6	7

**Ship Placement:**

- Aircraft Carrier: 10 squares
- Battleship: 4 squares
- Cruiser: 3 squares
- Sub: 3 squares

This format follows the rules of the classic 'Battleships' game, with the twist that if a player does not hit a target, they have to answer a question from the challenge board in order to earn an extra turn. When a player answers incorrectly, it is the turn of the other student to play.

<http://www.classtools.net/blog/gamification-of-revision-snooker-and-battleships/>

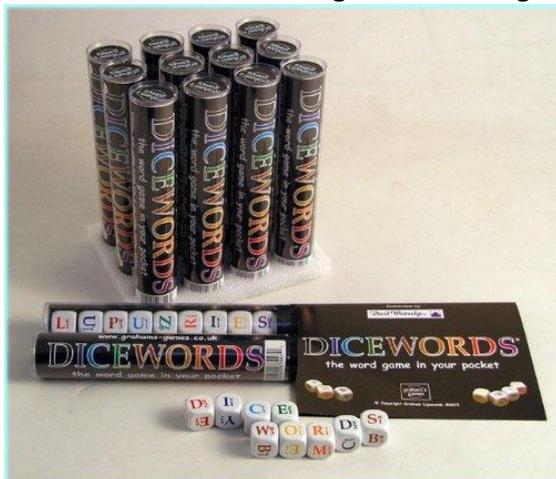
## Create a Revision Quiz in the format of a 'Pacman' Game!



I coded this ClassTools PacMan template to quickly enable students and teachers to create revision quizzes. Simply type in a series of questions and answers, click a button, and immediately get a link to a personalised revision quiz in the format of a 'PacMan' game. The link can be shared with your students, or the game itself can easily be embedded in your website, blog or wiki.

<http://www.classtools.net/blog/create-a-revision-quiz-in-the-format-of-a-pacman-quiz/>

## Dice and Card Game Strategies for Revising Key Terms



To encourage students to revise key terminology more effectively, give them advance notice that their knowledge will be tested using one of the following revision games – especially if the scores from the games can be added to a revision leaderboard which builds up over several weeks!

<http://www.classtools.net/blog/dice-and-card-game-strategies-for-revising-key-terms/>

### Revision Card Game

You will find two files attached below. The first is called Study cards. This is a collection of studies that is taken from the IB Psychology Course Companion. Recognizing that this may not be the text that you are using, there are several empty cards on which you can add studies that you have done with your students and which you would expect them to use for the exam. The second file is called Learning Objectives Cards. This contains all of the learning objectives from Paper I - except for the define culture and cultural norms; learning objective which would not require a study.

I recommend that after you have added any cards to the Study cards that you think necessary, you should then Xerox a few sets of each page and then laminate them. This will allow you to use them repeatedly with minimal wear and tear. Then you have to cut out each of the cards. This is a bit of work, but it should be worth it in the end.

Once all the work is done, then the fun can begin. Have students get into groups of three or four. There should be two decks of cards. Each player should get 3 studies. The remainder should be put face down in a deck in the centre. The learning objectives should be passed out until there are none remaining.

Going around the circle, players should put down one study that satisfies one learning objective. They need to be able to explain how the study meets the learning objective for it to count. The study should go on the bottom of the deck in the centre. If they do not have a study that meets one of their learning objectives, they should draw another study from the pile. If they still cannot make a connection, then the player passes to the next player. The winner is the one who gets rid of all their learning objectives first.

<http://www.thinkib.net/files/psychology/files/Study%20cards.pdf>

<http://www.thinkib.net/files/psychology/files/Learning%20objectives%20cards.pdf>

<http://www.thinkib.net/psychology/page/10234/revision-card-game>