

Cat 4 Resource Development

Group 4-67

Project E Class

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Abstract

Project E-Class is a unique, teacher-friendly online resource package which aims to aid English teachers in implementing the methods of gamification into their lessons so that their lessons will be enjoyable, and make students have more fun, get less distracted and thus learn more from each and every lesson due to the softer approach in its teaching style. It provides lesson packages that are categorised by topics to educate students on various current affairs around the world. It also... There is also... With the relationship between teacher and student constantly changing, students are likely to get easily distracted and not pay attention to teachers due to disrupting factors such as mobile phones and their other friends talking to them. Therefore, we have created a resource package, which serves as a link between teacher and student to bring a teacher to an easier level of communication with their student, connecting them together and helping them learn more efficiently and absorb information more effectively.

1 Introduction

1.1 Rationale

Upper Secondary English Language (EL) lessons are seen as dry and uninteresting by students, as termly focus topics like ‘Law and Governance’ are seen as boring and unfamiliar to them. Students also see these topics as inapplicable to their daily lives. Therefore, students easily lose focus in EL lessons and thus can be observed to be sleeping or using their phones in class. By utilising our online package, students are aided in their learning process as the information that they require will be processed and translated into more bite-sized, easily understandable and enjoyable games, which can also help to aid the learning journey. This is because scientific studies have proven that learning through games and having fun is a more efficient style of learning. [Zichermann, Gabe. "[How Games Make Kids Smarter](#)". TED. Retrieved July 28, 2018.]

1.2 Objectives

Our objectives are to:

- Allow Hwa Chong Upper-Sec students to participate more actively in EL lessons, in order for them to learn the subject and the focus topics better.

- Provide English teachers a resource package to easily make lesson plans to fit a period (in this case we generalise each period to be an hour long)

1.3 Target Audience

Our target audience includes Secondary 3 & 4 Hwa Chong students, and also Upper-Sec EL teachers.

1.4 Resources

The resources created for this project include a website, where a description of the project and our other resources can be found.

2 Review

An existing resource is Classcraft, which is a USA-based company. It runs an online gamification platform, where teachers can use boss battles to teach topics. Students can win prizes by answering questions provided by teachers.

Although it does apply the concept of gamification, a paid subscription is required, and since it is online, a stable Internet connection is required, while our project neither requires an internet connection nor any sizeable cost.

Another existing resource is Tales of Athalonia, an online educational game which incorporated many innovative ideas that help to smoothly implement a healthy balance of both game and lesson resources. Students participate in various games that encompass various topics from a multitude of subjects, and players earn currency in the game by completing challenges that include educational value. The currency can be used to decorate one character, and to level up and become more powerful.

However, even though the game is indeed excellent in their implementation of gamification of educational topics, the game is aimed to cater to young school kids mostly from Primary school level. The games are all also encompassed around primary school topics, and thus does not suit the range of audience from 13 and above.

As for the effects of games on learning, many studies have shown that gamification increases the focus of students in the classroom and have a positive effect on their learning. [Zichermann, Gabe. "[How Games Make Kids Smarter](#)". TED. Retrieved February 14, 2014.] It is a well known fact that people (not just students), learn better when they are having fun. Therefore, it is a misconception that every game will make students learn better. Education systems all over the world have made this mistake since the advent of the Internet, implementing messy games that have nothing in common to the kinds of games students play at home.

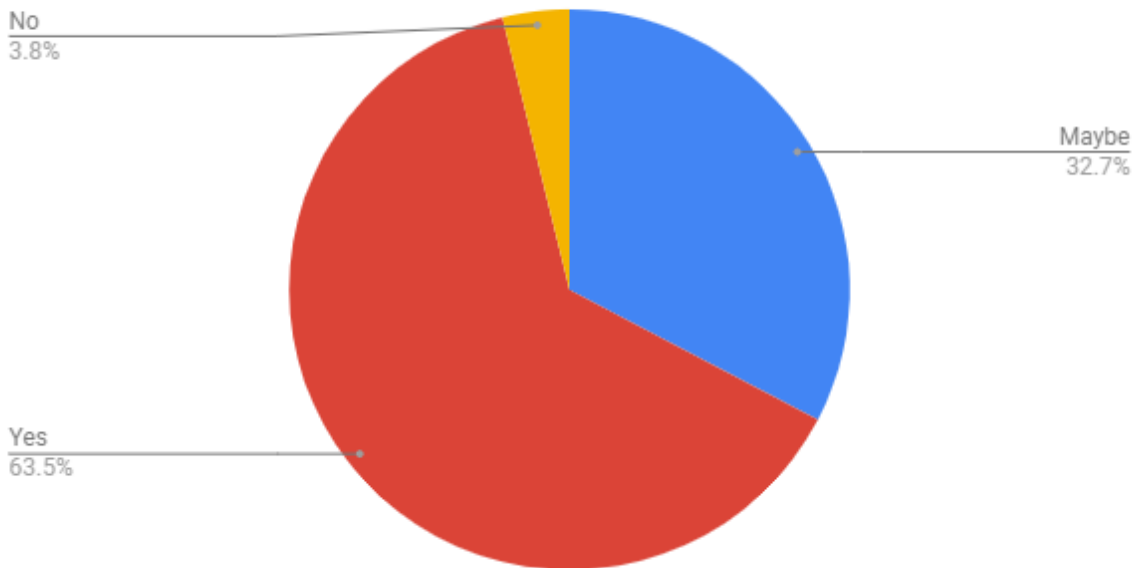
3 Methodology

3.1 Needs Analysis

We conducted an online survey among Singaporean Upper Secondary students, with about 50+ (52 as of 10/8/18) responses. The survey helped us to establish Upper Secondary student's attitudes towards gamification in the classroom, which most students welcomed and wished to see in their daily lessons. This feedback confirmed that our project was feasible as majority of the responses, 96.2% of respondents gave a positive response to gamification being able to add enjoyment to a classroom setting

3.2 Survey Results

Count of If the above strategies are implemented into your classroom lessons, would you enjoy lessons more?



Read: "Above strategies" refer to gamification strategies

3.3 Development of Resources

In-depth research was conducted to implement the early stages of developing the online package. Later on, a survey was posted and a pilot test was organised around the same time to gather some result on the efficiency of the package and how it could be improved. Further improvements were made, and a second pilot test was conducted to check on the progress made and to find out more areas for improvement.

Feedback was taken into account and the update towards the resource package included many ideas for new expansions and for areas of improvement that could be made to the package to solve issues such as the complexity of the game.

3.4 Pilot Test

We conducted 2 pilot tests, one on 10 July with our class 3P3, during EL lessons. The second pilot test was on 16 August, again with our class 3P3. Our mentor allowed us lesson time to carry out the test. As the EL focus topic that term was "Law and Governance", we created a physical simulation game about running a country. Our mentor, an EL teacher, was present as well. At the end of the game, students were

questioned on what they had learnt about 'Governance' from the game, and their responses were collected. A short survey on how to better conduct the pilot test was also given.

"I learnt first-hand the struggles political leaders have to face when making decisions and governing a country" ~Pilot Test participant, about what he had learnt.

"We had great fun playing, but instructions could be clearer" ~Pilot Test group

"...good idea and good potential, but quite raw..."~Mentor

3.5 Limitations

However, our project does have some limitations.

One example is that our project is still not as versatile as we want it to be, meaning that it is still unable to branch out into other subjects and thus as of now we only have this resource for EL. The nature of our project also limits its 'transfer value' to other subjects. Assuming we wanted to transfer our project from EL over to another subject, we would have to build everything from scratch and start over from the beginning.

Another limitation is our resource's possible inability to accommodate all of our respondents needs, which varies from person to person, hence making us unable to allow all users/students/teachers to enjoy this resource.

4 Outcome & Discussion

Overall, the project has received many comments saying that the lesson packages are complicated and are thus difficult to understand how to play the game properly.

Therefore, the game has received an update with numerous changes to make the gameplay easier to understand.

This serves as a way to reach out and allow the students to understand the game easily and thus reap more benefits from the lesson package as they can understand and play the game better.

Also, from our informal interviews and straw polls conducted among our classmates, it was reflected that they enjoyed this method of learning / going through lesson content, as compared to traditional 'chalk-and-talk' lessons.

5 Conclusion

Through the progress that we have made as a group in Project E-Class, we have encountered and overcame many difficulties that came along with numerous hours of constant testing and fine-tuning. Experiences such as the pilot test, collating results to advance our research and even taking the time to meticulously put together our website has taught us to think on the spot, think up of unique and creative ideas, persevere to dig deep for crucial information, and have helped us at critical stages of development throughout working on our project. Skills such as patience and perseverance pulled us through many tough times, especially helping us with our pilot test and collation of our results. Finally, elements such as being creative inspired us to achieve much success in the completion of our project. This applies especially to our pilot test, where our group had to create an entire 1-hour game out of nothing, and make it fun and appealing while educational at the same time.

6 References

Images

Website

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