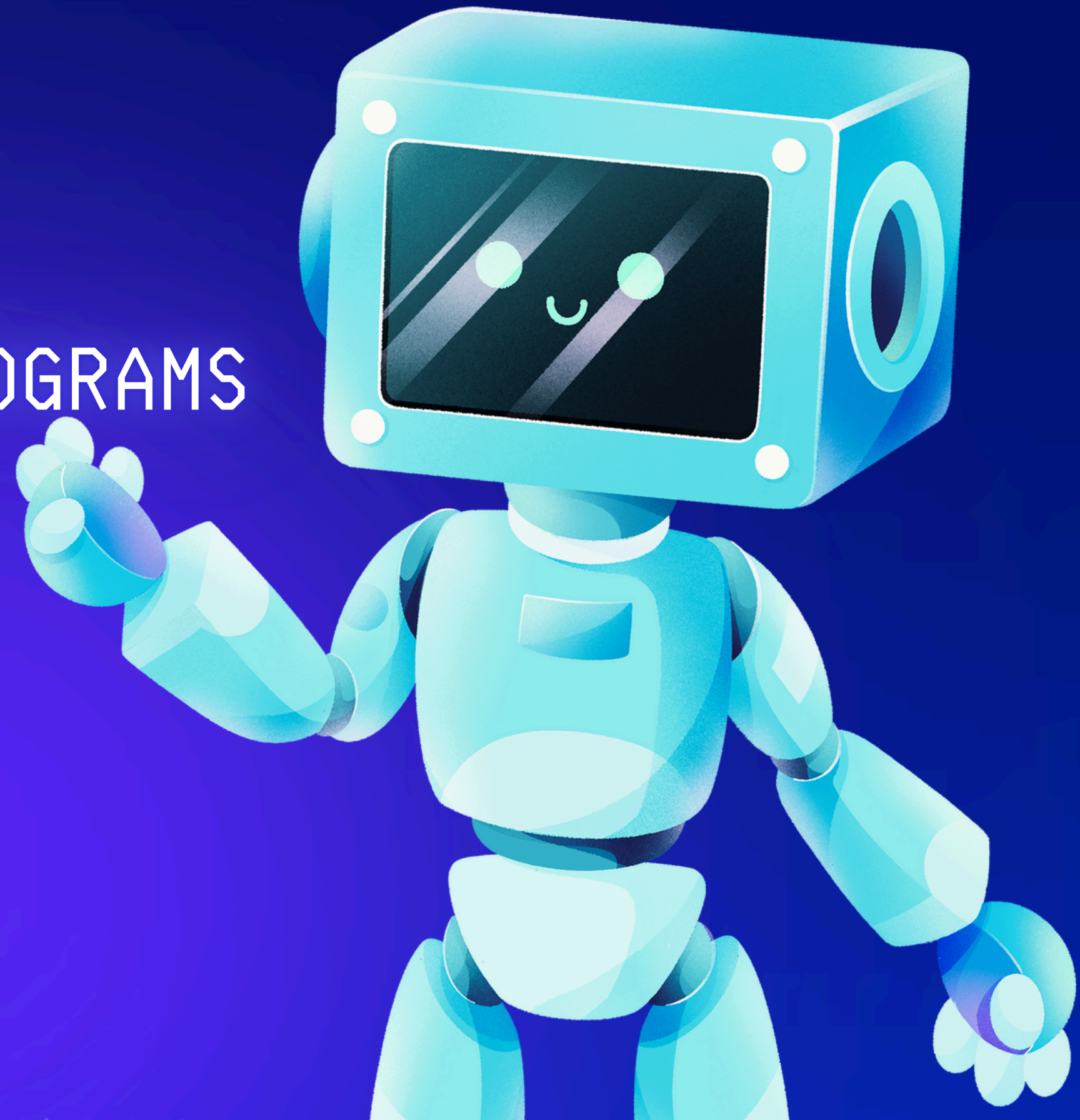


GAMIFICATION FOR LINC PROGRAMS USING ADDIE

By Brittany Hack



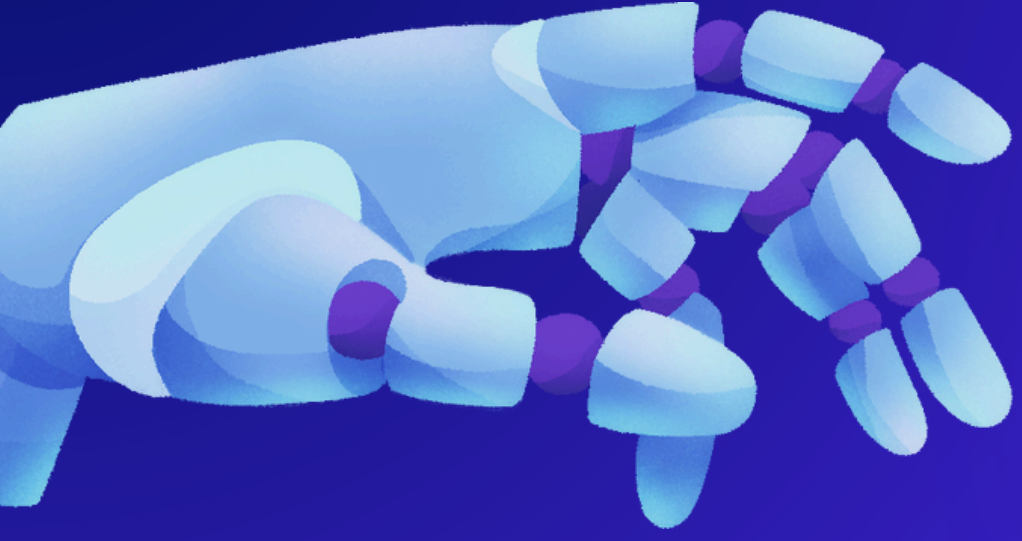
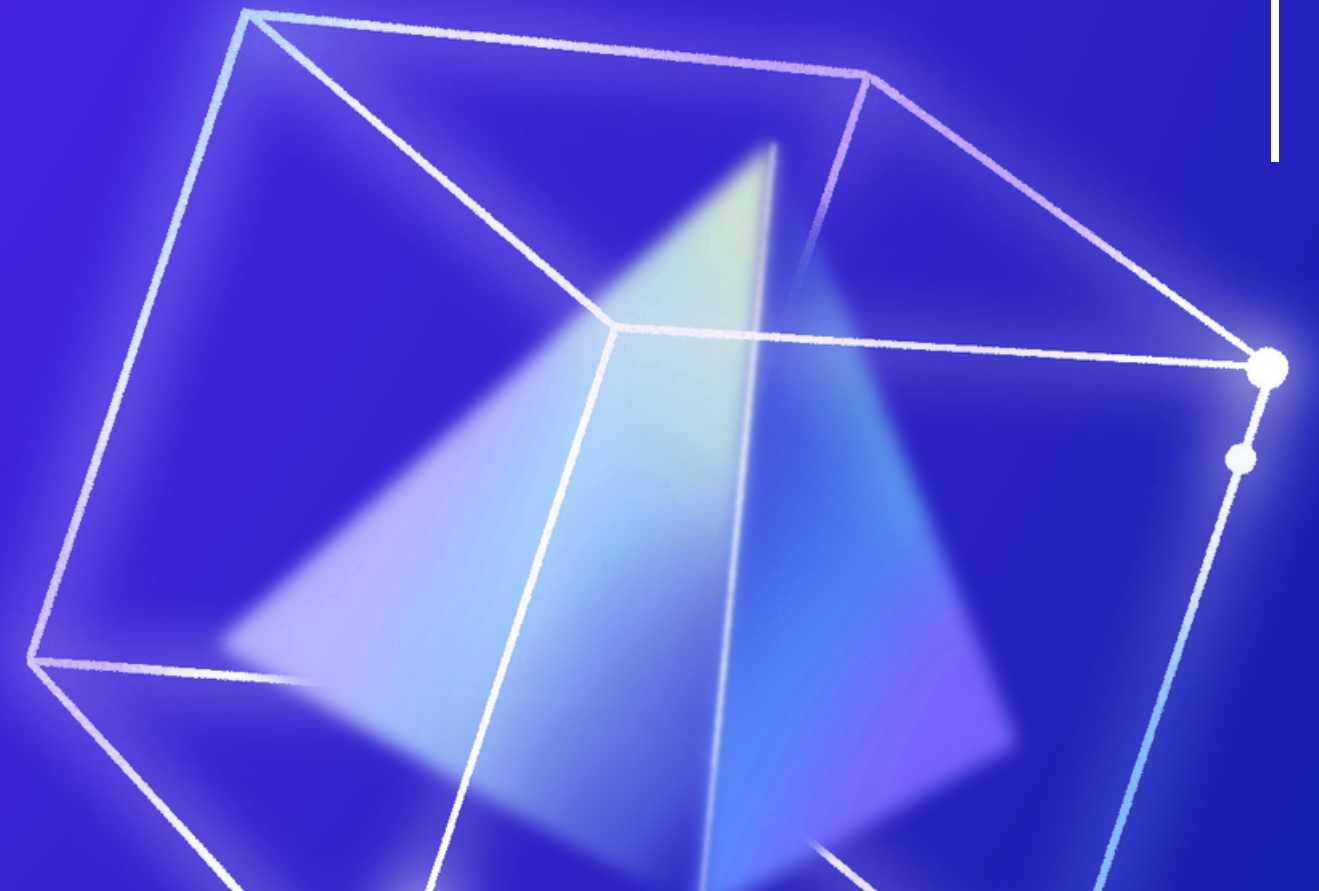
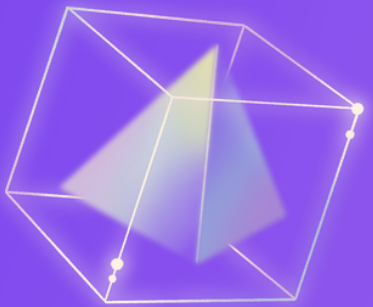
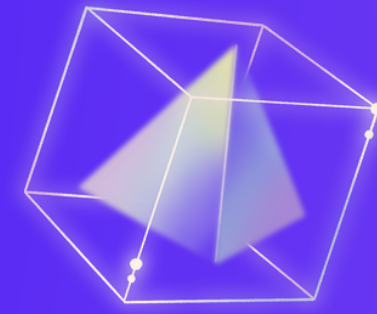


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- What is ADDIE?
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- ADDIE Stages.
- Modify ADDIE and Gamification for LINC
- Ferriting LINC Intel with Selected Resources
- Design for Outcome and Objective Statements
- CLB 1 & CLB 5 Sample Design

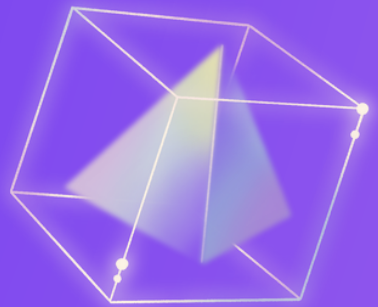
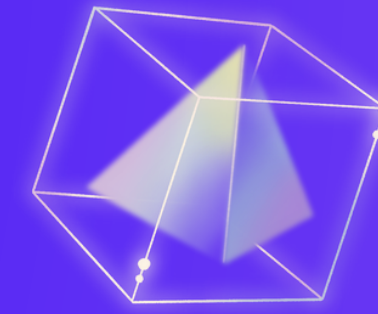


WHAT IS ADDIE?



- An **acronym** for a learner development model.
 - Consists of **5 stages** for lesson or course design.
 - Flexible for **circular** or **linear** design.
 - Method of approach is **learner centred**.
 - **Design goal** is to revise the lesson or course to **near perfection**.
 - Intention is to save cost prior to role out through **learning pilots**.
 - Sectors that use ADDIE include: Education, Corporate Sector, IT, Health Care, the Military etc.
-

WHAT IS ADDIE?



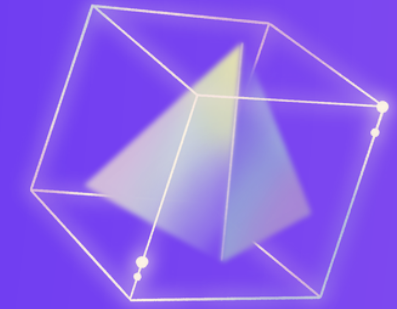
Pros

- Flexible – adjust to your organizations needs.
- Predictable – what you create is what you get.
- Organized.
- Emphasis is on evaluation (PBLA).
- Forgiving when incorporating revisions.
- Teacher friendly – can be easily transferred to other classroom topics.

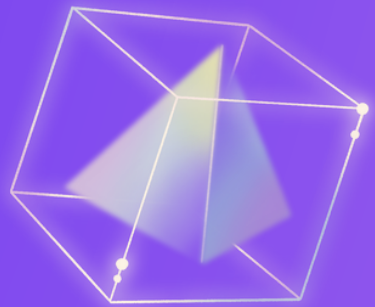
Cons

- Time consuming.
- Resource intensive (PBLA Companions, CLB PDF, Can do's.....)
- Lots of written / digital paperwork.
- Easy to become overwhelmed when choosing relevant information.
- Complex design can get out of control – choose your topics wisely.

WHY ADDIE FOR LINC?



- A learner centred model is **1 of 7 foundational principles of PBLA**.
 - A “**learner centred model**” means it is “**outcome driven**” (Penn State U, 2000, 1.) – measurable and predictable – it can be assessed.
 - In order to discover “**learning outcomes**” you must identify the “**learner’s needs**” first (Penn State U, 2000, 1.), which is the 2nd principle of PBLA.
 - The Learner’s **Needs Assessments** and **Learners Goals** identify the CLB – alignment (**CLB Language Benchmark Levels**), Competency Bases (**CLB Statements**), and Communicative Competence (**Grammar and Vocabulary lists**), another 3 of the 7 principles of PBLA.
-



WHAT IS GAMIFICATION?

General Term

The incorporation of game - like features/ mechanics into nontraditional environments such as the workplace, social networks and/ or education. Its purpose is to engage / motivate participants through collaboration and/or competition. As a result, some benefits of gamification may include, increased information retention, increased employee performance, increased student assignment completion rates, customer loyalty etc.

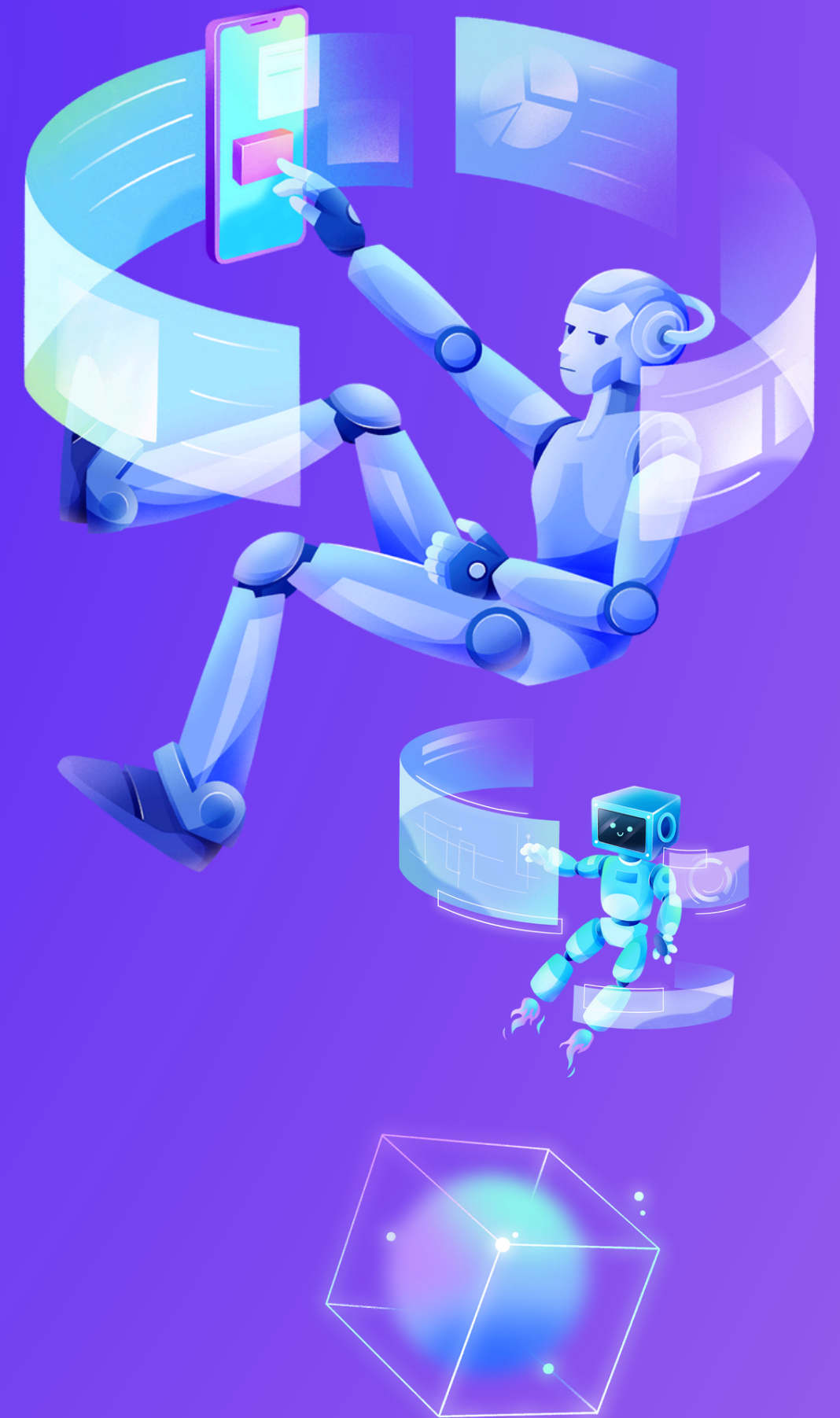
LINC Term

The incorporation of game - like features / mechanics into real or near real live settings as human interaction in the forms of listening, reading, speaking and/ or writing. Its purpose is to engage / motivate ESL learners via collaboration and/or competition. As a result some benefits of gamification may include, increased information retention, increased student participation, increased student assignment completion rates, etc.



WHY GAMES FOR LINC?

- Can act as a bridge to **real-world tasks**, a PBLA principle.
 - Can be designed to include **task-based** elements, another PBLA principle.
 - Are open to **all ages**.
 - Are **fun**.
 - Are more **forgiving** when making mistakes.
 - Are **adaptable** to suit our learning needs.
 - Have **digital** and **physical** options.
 - Endless **selection** – Check Meeplemart.
-



ADDIE STAGES - LINEAR



ADDIE STAGES - CIRCULAR

- Lesson Plan Outline
- Methodology
- Objectives
- Outcomes
- Goals
- Learning Activities
- Create Assessments
- Initial Management Approval

Design



- Target Audience
- Problem Identification
- Learning Needs
- Learning Goals
- Available Resources

Analyse



Develop



- Full Lesson Plan
- Reviewing Resources
- Instruction Development
- Peer Editing/ Reviewing
- Testing Digital Artifacts
- Management Final Approval

Implement



- Classroom Preparation
- Environment Prep
- Conduct Instruction/ Training
- Student Participation
- Surveys
- Student / Teacher Reflection



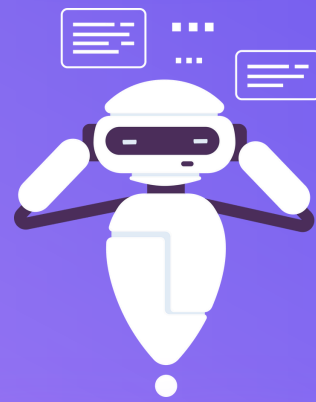
Evaluate

- Observations
- Fill Out Assessments
- Report to Management
- Review and Revise for Improvement

MODIFYING ADDIE

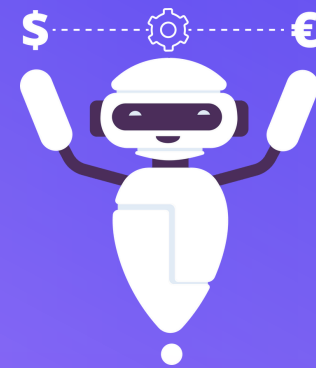


QUESTION MODIFICATION PART 1



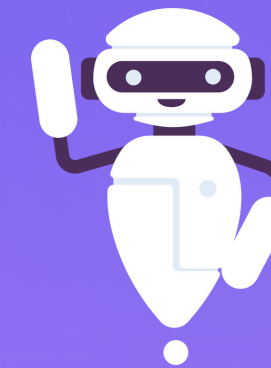
ANALYSE 01

- Which **CLB level** am I teaching?
- Which **language skills** are the learners struggling with?
(ex: speaking – interacting with others).
- What does the **Needs Assessment** say?
(ex. topic, question statements, vocabulary).
- What are the **learner's language goals**?
(PBLA).
- What **resources** have we used throughout the class?
(ex: workbooks, online CLB, can do...)



DESIGN 02

- How will I transform this design into a **lesson plan**?
(ex: template, page limit – initial draft).
- What **teaching methodology** will I use?
(task-based approach).
- How will I connect **objectives** to **outcomes**?
(Can do statements / measurable).
- Are the **objectives** and **outcomes** connected to the **learner's goals**?
- What **learning activity** will I create?
(ex: a game).
- How will I **measure achievement**?
(ex: assessment/ during the game).
- Do I need **Management's initial approval**?
(materials, compliance).



DEVELOP 03

- What information will I include from my draft **lesson plan**?
(method, objectives, outcomes etc).
- What **resources** will we **review**?
(previous topics from the needs assessment).
- What **instruction** will be included in the lesson plan? (prep, sub – instructor).
- Do I require a **peer edit / review**? (Did I miss anything? Could another instructor review this to use with their materials?).
- Do I need to beta test any **digital artifacts**?
(Do I need digital artifacts?)
- Do I need to finalize the final design by **management**? (material requirements, compliance etc).

SECTION 1- BEHIND THE SCENES

ANALYSE 01



- Which **CLB level** am I teaching?
- Which **language skills** are the learners struggling with?
(ex: speaking – interacting with others).
- What does the **Needs Assessment** say?
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- What are the **learner’s language goals**?
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- What **resources** have we used throughout the class?
(ex: workbooks, online CLB, can do...)

SECTION 2- BEHIND THE SCENES

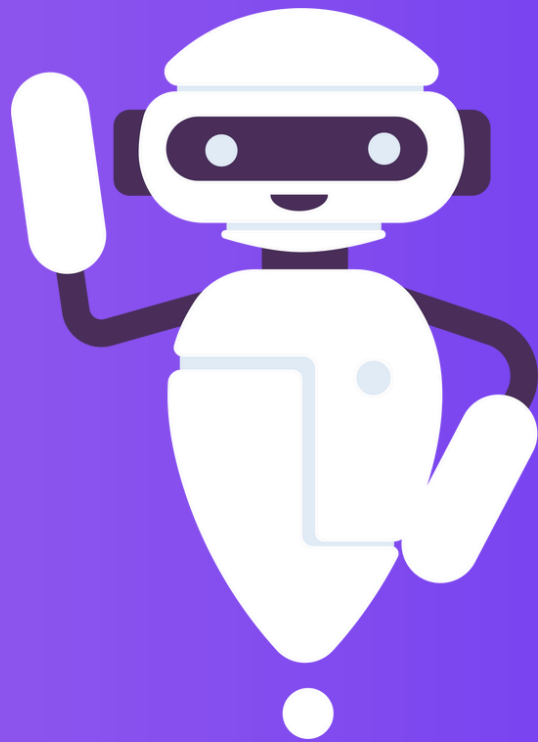
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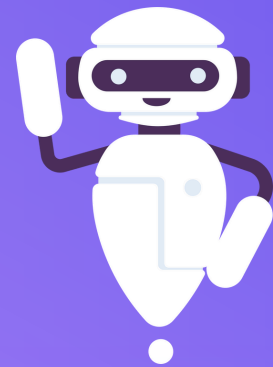
SECTION 3- BEHIND THE SCENES

DEVELOP 03



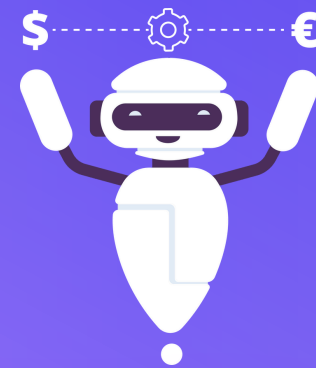
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QUESTION MODIFICATION PART 2



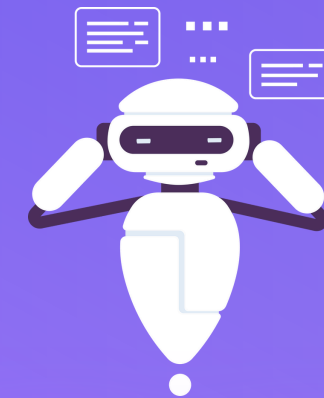
IMPLEMENT 04

- What **classroom preparation** will be required?
- Will I need to make changes to the **class environment**? ex: seating arrangements?
- Will any **instruction** or **training** be required? ex: substitute instructor, student involvement.
- How will **students participate**? ex: passive or active.
- How with the instructor **survey** the activity? ex: during the activity – paper pen, after the activity – assessment, student reflection.
- Will I as the teacher write a brief **reflection** on the experience? ex: Does this influence/ change my beliefs in how I teach?



EVALUATE 05

- What was **observed** during the activity? ex: student engagement, instruction trouble spots, motivation.
- What was identified in the student **assessments**? ex: objectives, outcomes, student goals.
- Have I reported this information to **management**? ex: what do I tell them – good and the bad.
- What feedback do I **review** and **revise**, including my own, in improving the activity?

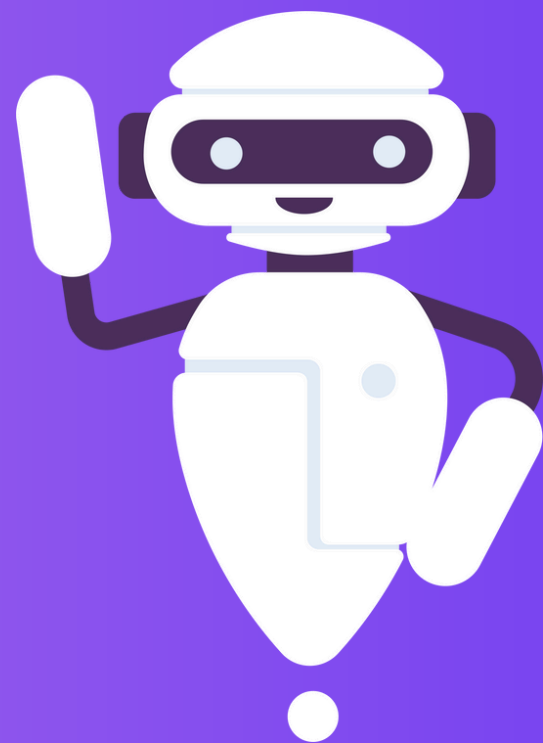


FINE TUNE

- Do I need new or revised **materials**?
- Do I need to improve or change the **objectives** and or **outcomes** statements?
- Do I need to revisit the **learning goals**?
- Do I need to revamp the **methodology**?
- Do I need to change the **assessment** parameters?
- Do I need to fix my **digital artifacts**?
- Do I need to clarify the **lesson plan** instructions?
- Do I need to reconsider the changes I may have made to the classroom **environment**?
- Have I met the recommendation criteria provided to me by **management**?

SECTION 1- ON THE SCENE

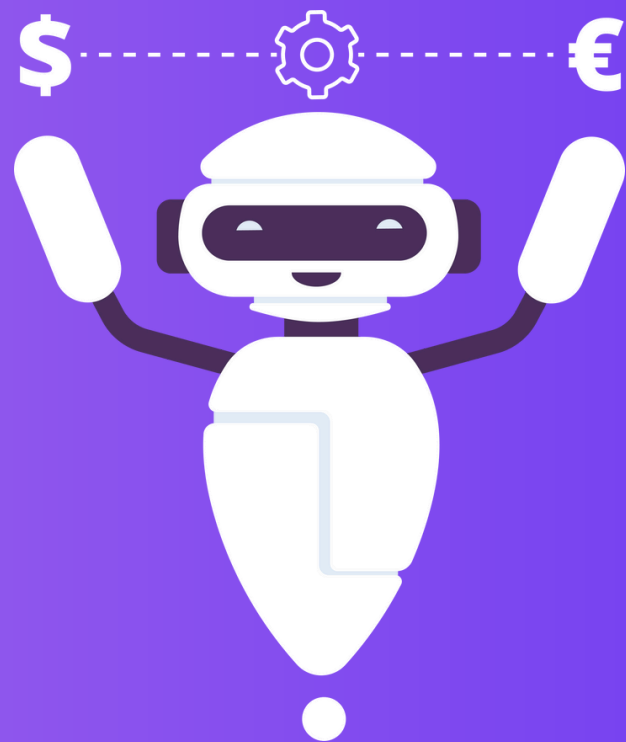
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SECTION 2- ON THE SCENE

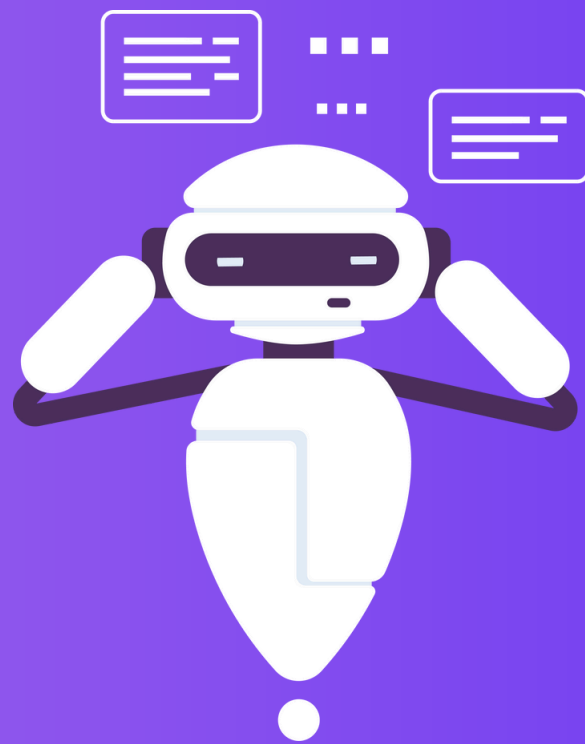
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SECTION 3- ON THE SCENES

FINE TUNE



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FERRITING

LINC

INTEL





STAGE I

CLB LEVEL Listening – Benchmark 1

OUTCOMES
Profile of Ability

LANGUAGE SKILL
Competency Areas

GENERAL OUTCOME
Competency Statements

CONDITIONS
Features of Communication

DETAILED OUTCOME
Sample Indicators of Ability

GAME IDEAS
Sample Tasks

Profile of Ability

The listener can:
Understand a very limited number of common individual words, simple phrases and routine courtesy formulas related to immediate personal needs.

- When the communication is:
- Spoken clearly at a slow rate
 - Strongly supported by visuals or non-verbal communication (pictures, gestures)
 - Face-to-face with a highly supportive speaker or via digital media (usually one-on-one)
 - Related to immediate personal needs
 - Very short
 - In non-demanding contexts

- Demonstrating these strengths and limitations:
- Understands simple phrases and a few factual details
 - Recognizes meaning based on individual familiar words and short formulaic phrases
 - Relies heavily on gestures and other visual clues for comprehension
 - Needs extensive assistance (such as repetition or paraphrasing, speech modification, explanation, demonstration or translation)
 - Cannot comprehend on the phone

I. Interacting with Others

- Understand individual greetings, introductions and goodwill expressions.
[Communication is very brief, 1 or 2 short turns.]
- Identifies individual, familiar, words and short phrases used in common courtesy formulas.
 - Recognizes appeals for repetition.
 - Indicates comprehension with appropriate verbal or non-verbal responses.
 - Demonstrates strengths and limitations typical of Listening Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Listen and respond to a greeting from a neighbour, co-worker or classmate. (Hello. How are you?)

Listen to someone's introduction and ask for it to be repeated, if necessary.

II. Comprehending Instructions

- Understand very short, simple instructions, commands and requests related to immediate personal needs.
[Instructions/commands are about 2 to 5 words.]
- Identifies letters and numbers.
- Identifies words or phrases that indicate positive or negative commands or requests.
- Responds to requests and directions to provide personal information.
- Indicates comprehension with appropriate verbal and non-verbal responses.
- Demonstrates strengths and limitations typical of Listening Benchmark 1, as listed in the Profile of Ability.

Sample Tasks

Listen to letters and follow instructions for spelling a word.

Follow mostly imperative instructions from a teacher, co-worker or classmate. (Open your book. Please come in. Sit down. Close the door. Open the window. Turn right. Raise your hand.)

Follow a simple instruction about which bus to take (accompanied by gestures indicating where to go).



CLB LEVEL/ LANGUAGE SKILL

CONDITIONS

GENERAL OUTCOMES

DETAILED OUTCOMES

Canadian Language Benchmarks **Benchmark 1**

Can Do Statements → Listening

At this Benchmark, I can:

- understand a few words and very simple phrases
- understand common polite phrases

When:

- I can see the person
- the person speaks slowly and helps me understand
- the person uses pictures or gestures
- the person speaks about things I know or need

■ Understand very simple greetings and introductions.

■ Understand very simple requests.

■ Follow very short, simple instructions.

■ Understand very simple information.

GAME IDEAS

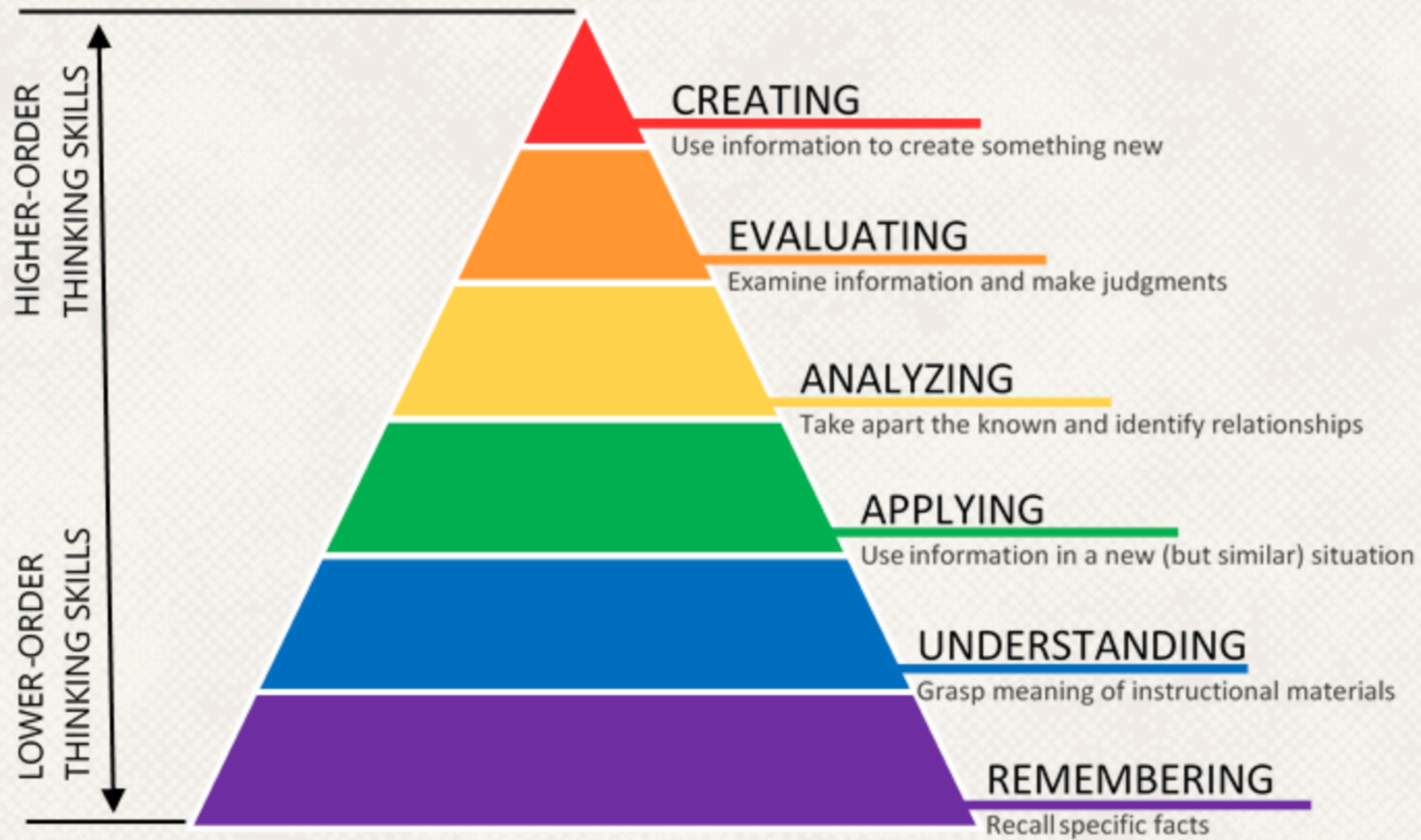
GAME IDEAS

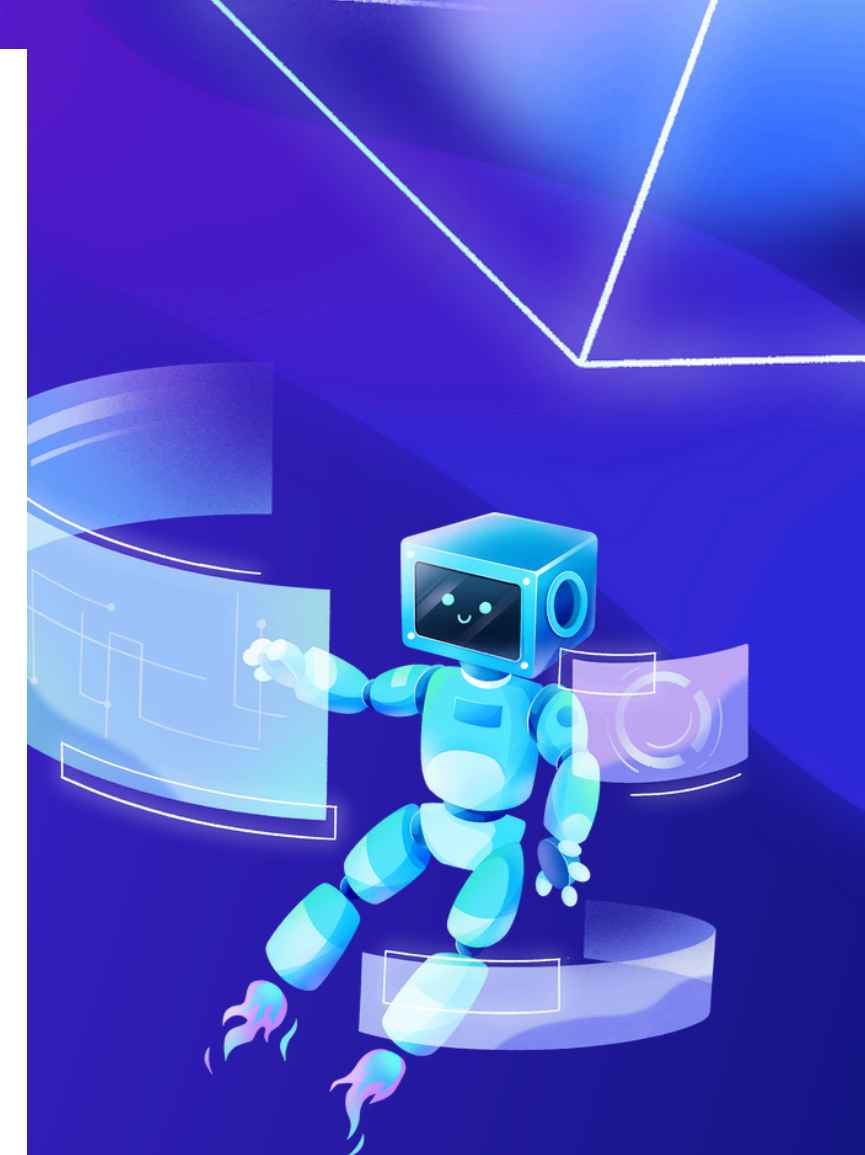
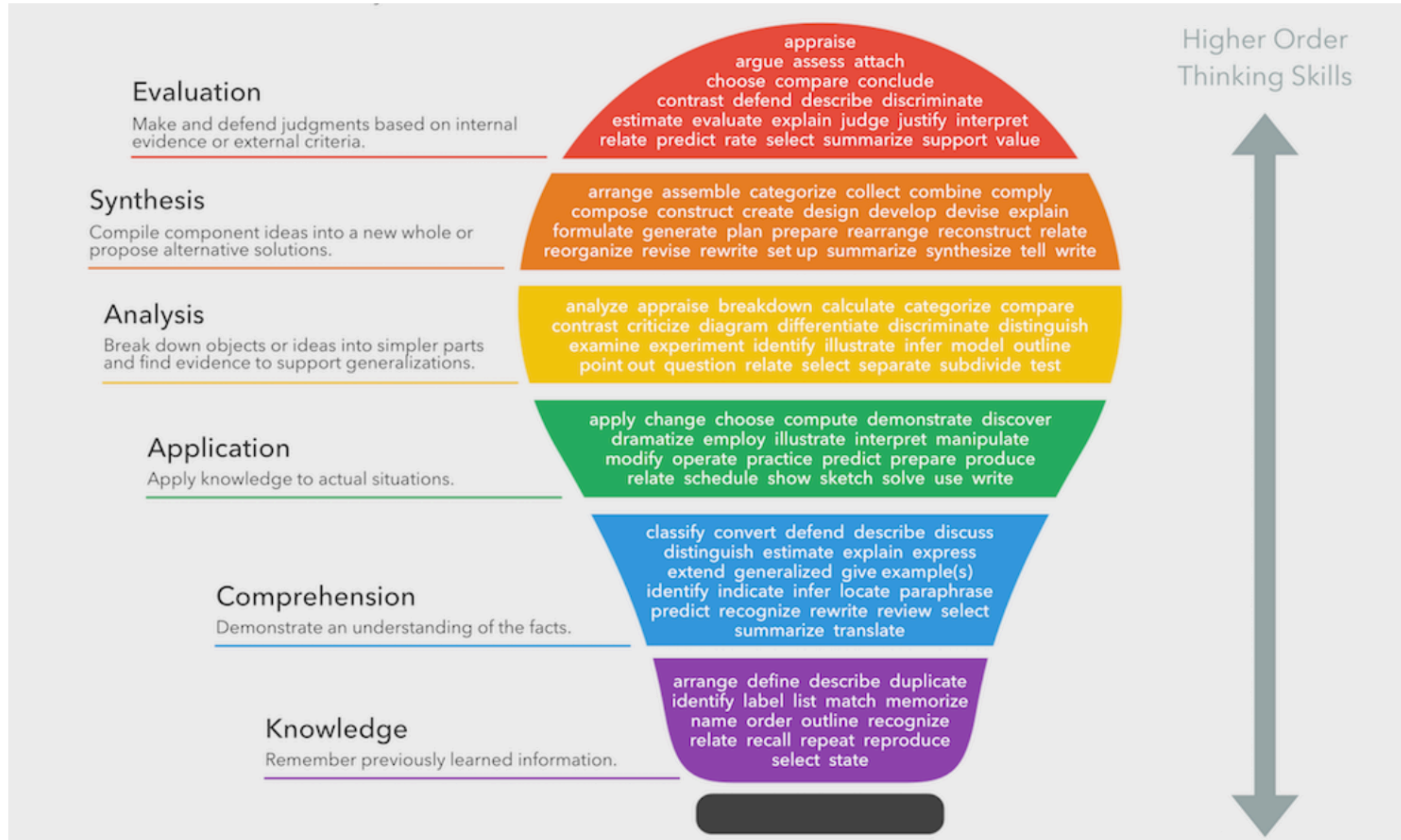
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The Can Do Statements are intended to help learners understand the Canadian Language Benchmark levels; they are not intended for assessment purposes.
For the Canadian Language Benchmark Online Self-Assessment, visit www.CLB.OSA.ca
For further details on the Canadian Language Benchmarks, consult the CLB document, available online at www.language.ca
The Can Do Statements were developed with support from the Province of Manitoba and the Government of Canada.

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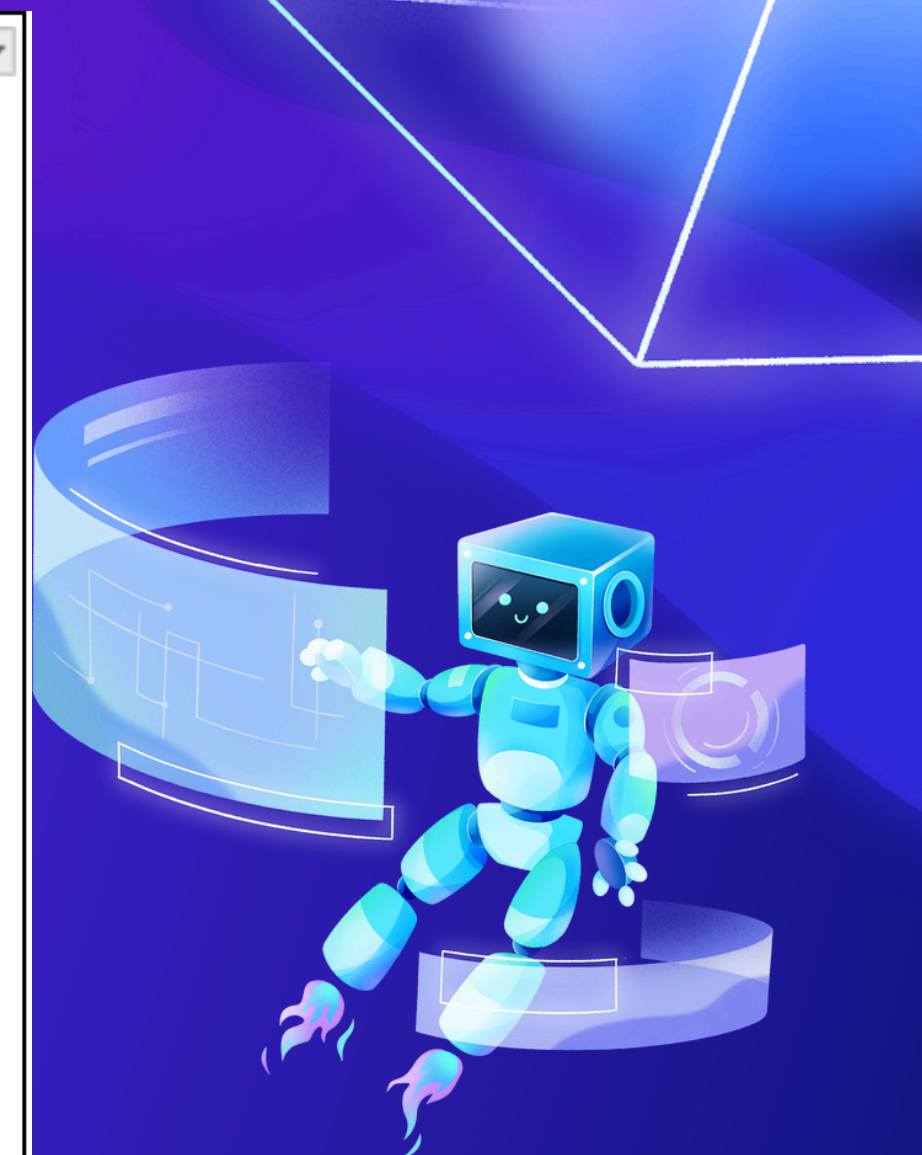
BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)





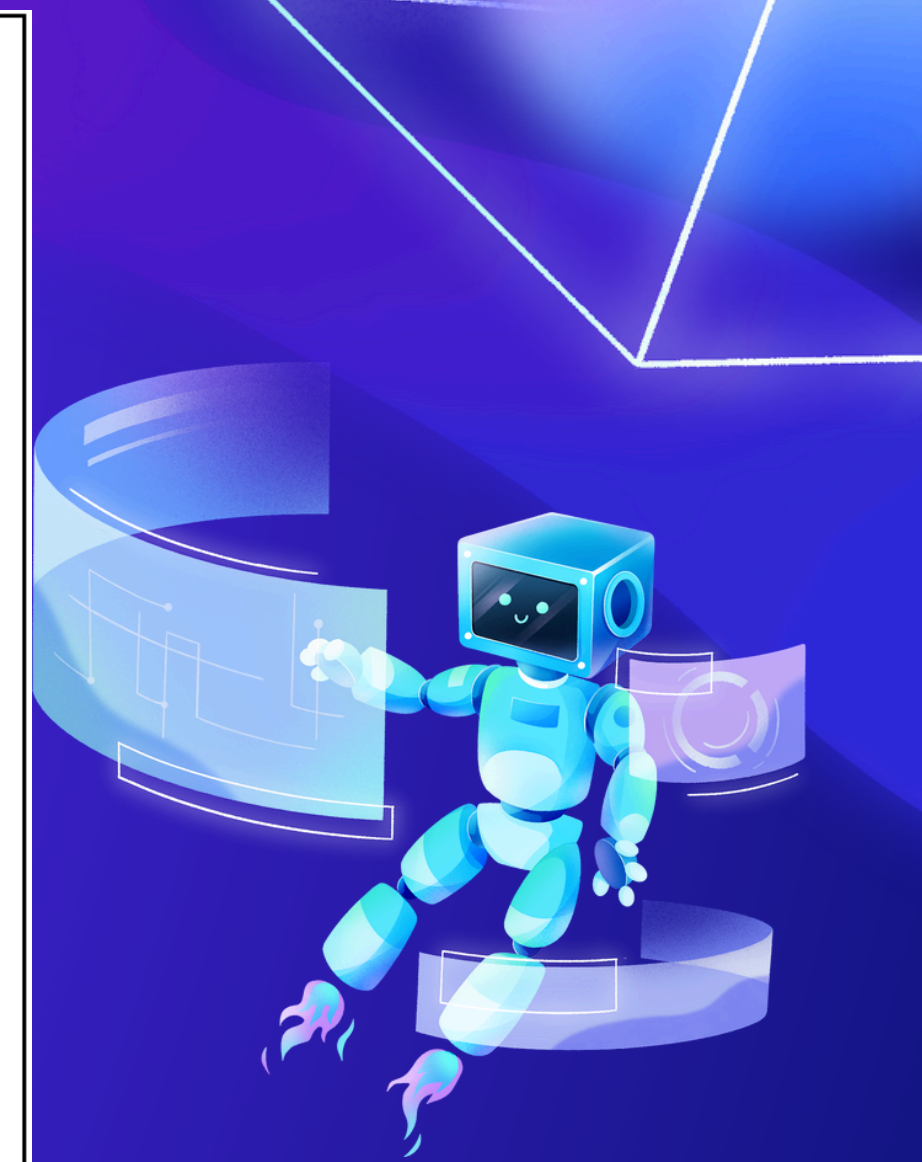
Bloom's Revised Taxonomy Matched with Game Activities

	Revised Bloom's Taxonomy	Revised Definitions of Terms	Associated Verbs	Sample game Activities	Example Games
	Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.	Assemble, Construct, Create, Design, Develop, Formulate, Write, Generate, Plane,	Building, building your own world	Minecraft
	Evaluating	Making judgements based on criteria and standards through checking and critiquing.	Appraise, Argue, Defend, Judge, Select, Support, Value, Evaluate, Critiquing, Checking	Strategy	Chess, Stratego, Risk
	Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.	Compare, Contrast, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Organize, Attribute	Allocating Resources	Civilization V, Age of Empires, The Sims,
	Applying	Carrying out or using a procedure through executing or implementing.	Demonstrate, Dramatize, Employ, Illustrate, Operate, Schedule, Sketch, Solve, Use, Execute, Implement	Role Playing	Video-based sports games, Red Dead Redemption
	Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	Classify, Identify, Locate, Recognize, Report, Select, Interpret, Exemplify, Summarize, Infer, Compare, Explain	Puzzle Solving, Exploring	Myst, Clue
	Remembering	Retrieving, recognizing and recalling relevant knowledge from long term memory.	Define, Duplicate, List, Memorize, Recall, Repeat, Recognize	Matching, Collecting	Hangman, Trivial, Pursuit



Bloom's Revised Taxonomy Matched with Game Activities

CLB Level	Revised Bloom's Taxonomy	Revised Definitions of Terms	Associated Verbs	Sample game Activities	Example Games
CLB 9 - 12	Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.	Assemble, Construct, Create, Design, Develop, Formulate, Write, Generate, Plane,	Building, building your own world	Minecraft
CLB 9 - 12	Evaluating	Making judgements based on criteria and standards through checking and critiquing.	Appraise, Argue, Defend, Judge, Select, Support, Value, Evaluate, Critiquing, Checking	Strategy	Chess, Stratego, Risk
CLB 8 - 12	Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.	Compare, Contrast, Differentiate, Discriminate, Distinguish, Examine, Experiment, Question, Organize, Attribute	Allocating Resources	Civilization V, Age of Empires, The Sims,
CLB 6 - 8	Applying	Carrying out or using a procedure through executing or implementing.	Demonstrate, Dramatize, Employ, Illustrate, Operate, Schedule, Sketch, Solve, Use, Execute, Implement	Role Playing	Video-based sports games, Red Dead Redemption
CLB 4 - 6	Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	Classify, Identify, Locate, Recognize, Report, Select, Interpret, Exemplify, Summarize, Infer, Compare, Explain	Puzzle Solving, Exploring	Myst, Clue
CLB 1 - 3	Remembering	Retrieving, recognizing and recalling relevant knowledge from long term memory.	Define, Duplicate, List, Memorize, Recall, Repeat, Recognize	Matching, Collecting	Hangman, Trivial, Pursuit



OUTCOME STATEMENT

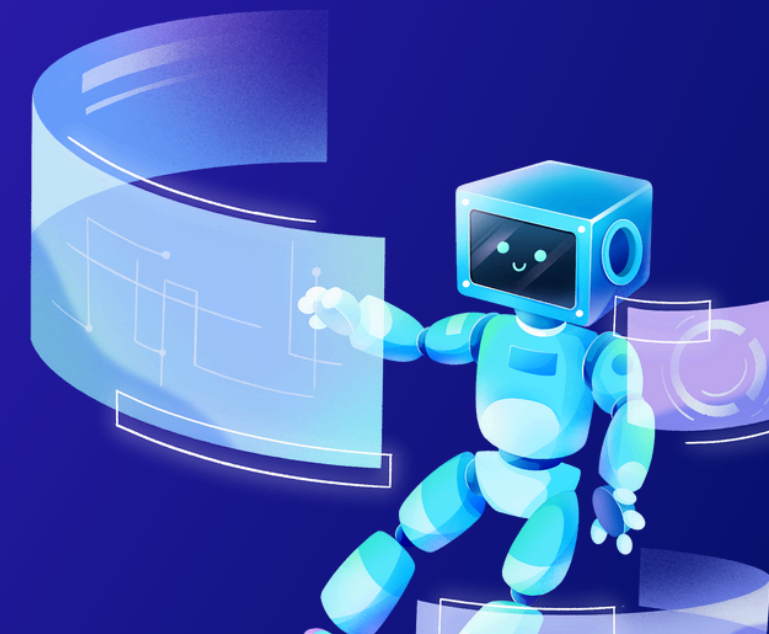
THE LEARNER CAN = {STRONG VERB FROM BLOOM'S TAXONOMY} + {SAMPLE INDICATORS OF ABILITY X REVISION} + {SITUATIONAL SETTING}.

THE LEARNER CAN = {IDENTIFY} + {INDIVIDUAL FAMILIAR WORDS AND SHORT PHRASES USED IN COMMON COURTESY FORMULAS} + {WHEN ASKED BY THE HOST IN A GAME SHOW SETTING}.

OBJECTIVE STATEMENT

THE LEARNER WILL BE ABLE TO = {STRONG VERB FROM BLOOM'S TAXONOMY} + ({SAMPLE INDICATORS OF ABILITY} X {NEEDS ASSESSMENT AND LEARNER'S LANGUAGE GOALS}) + {QUANTITY} + {SITUATIONAL SETTING}.

THE LEARNER WILL BE ABLE TO = {IDENTIFY} + ({INDIVIDUAL FAMILIAR WORDS AND SHORT PHRASES} X {WHEN ASKED SIMPLE QUESTIONS ABOUT THEIR IDENTITY}) + {IN 1 OR 2 SHORT TURNS} + {INITIATED BY THE HOST}.






CLB 1 & CLB 5 SAMPLE

I have created a word document that has recorded the process of using ADDIE with gaming elements for LINC. Some sections have been kept in their corrective state to demonstrate changes that have been made throughout the process. This document is designed as a sample for your teaching practice, in the event you would like to incorporate gaming elements into your practice. You make copy and alter it as you feel fit.

We will look at key highlights from a CLB 1 and CLB 5 classroom. This information is **not** from an actual LINC classroom, but is designed to be realistic of one.



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THANK YOU!

