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IB CONFERENCE OF THE AMERICAS 2014
WASHINGTON, DC · 10–13 JULY

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Games Without Frontiers: Understanding Student Engagement During Simulations

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How do teachers construct meaningful, engaging learning experiences for students that tap into a student's intrinsic motivation?

How do students perceive connections between their learning experiences and the classes they take?

What is the relationship between student engagement in a simulation and the prescribed learning outcomes for the unit of study?

Engagement: a student's perspective towards participation in their school coursework and activities.

Simulation: an event, model, or scenario where individuals can imitate behaviors and processes that are analogous to other situations, especially as this relates to study or for training.

Authentic instruction occurs when the following conditions are present: centrality of higher order thinking, deep knowledge, is connected to the world beyond the classroom, incorporates a high level of meaningful conversation, all within a context of positive social support

Aspects of Engagement	Authentic Instruction	Simulation Mechanics
Behavioral	Connectedness to the world beyond the classroom; Substantive conversation	Flow of simulation; Decision making in simulations
Emotional	Social support for student achievement	Flow of simulation; Debrief (post-simulation)
Cognitive	Higher order thinking; Depth of knowledge	Knowledge of case study (pre-simulation); Flow of simulation; Decision making in simulation, Debrief (post-simulation)

Simulations are at the heart of contemporary pedagogy in social sciences
(Muldoon and Myrick, 1995; Smith & Boyer, 1996; McIntosh, 2001; Wheeler, 2006; Asal & Blake, 2007; Manzo, 2007; Glazier, 2011; Taylor, 2013)

Students consistently report that their experiences in simulations, particularly those related to the study of politics, are an enjoyable one
(McIntosh, 2001; Shellman & Turan, 2006; Blum & Scherer, 2007; Rivera & Simons, 2008; Mendeloff & Shaw, 2009; Andrew & Meligrana, 2012; Giovanello, Kirk, & Romer, 2013)

Simulations also provide the necessary conditions to foster behavioral engagement in students
(Mendeloff & Shaw, 2009; Levintova, Johnson, Scheberle, & Vonck, 2011)

Students' emotional investment and engagement is also a regular part of their participation in simulations
(McIntosh, 2001; Stover, 2005; Baylouny, 2009; Bachen, Hernandez-Ramos, & Raphael, 2012; Giovanello, Kirk, & Romer, 2013)

Simulations also provide the necessary cognitive engagement structures, particularly those that focus on crisis decision making such as Model United Nations, that are linked with enhancing student engagement
(Frederking, 2005; Krain & Lantis, 2006; Shellman & Turan, 2006; Pettenger, West, & Young, 2013)

IB Global Politics Key Concepts: power, legitimacy, sovereignty, interdependence

Learning Outcome	Prescribed Content
The distribution, recognition and contesting of power at various levels of global politics	Definitions of power; Theories of power; Types of power
The operation and legitimization of state power in global politics	States and statehood; The role of institutional contexts for operation and legitimization of state power
The function and impact of international organizations and non-state actors in global politics	Definition of civil society; International organizations, including the United Nations (UN); Non-governmental organizations (NGOs). multinational corporations (MNCs) and trade unions; Social movements, resistance movements and violent protest movements
The nature and extent of interactions in global politics	Global governance; Cooperation: treaties, collective security, strategic alliances, informal cooperation; Conflict: interstate war, intrastate war, terrorism, strikes, demonstrations

What is the relationship between student engagement in a simulation and the prescribed learning outcomes in their unit of study?

Independent Variable: student engagement
Dependent variables: Power; Legitimacy; Sovereignty; Interdependence
12 Question survey (11 Likert-type; 1 open ended)

Question 2: Describe your level of engagement in Tulia and Ibad
The term "engagement" is defined as a student's perspective towards participation in their school coursework and activities.

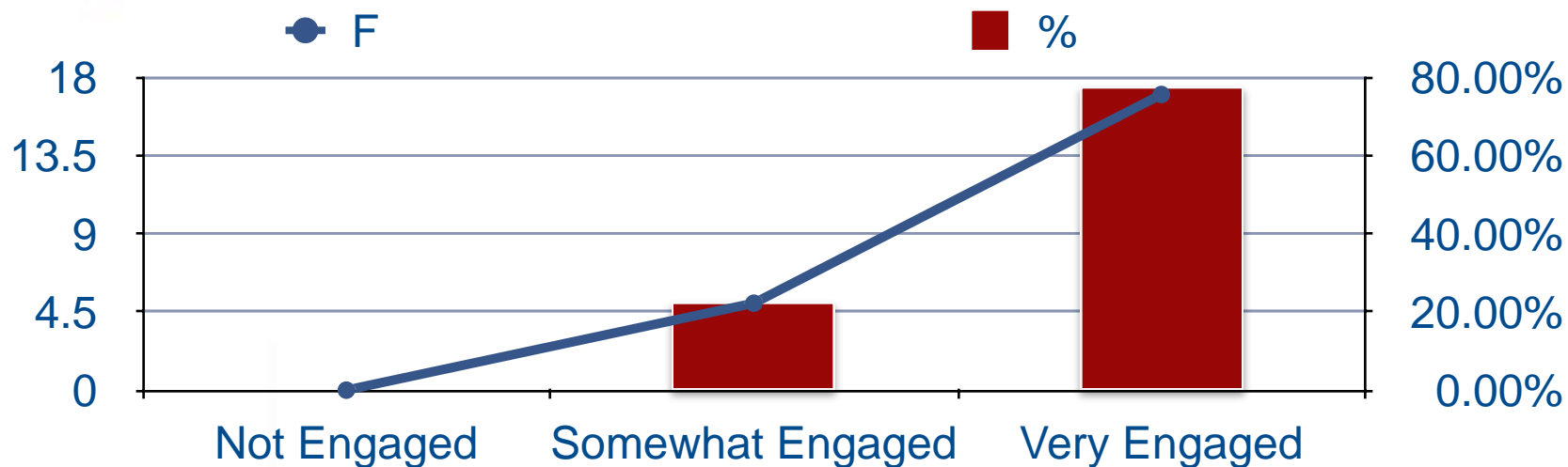- Not engaged
- Somewhat engaged
- Very engaged

Question 3: Tulia and Ibad is an engaging activity towards understanding the distribution power at various levels of global politics.

- Strongly disagree
- Disagree
- Neither agree or disagree
- Agree
- Strongly agree

Engagement	F	%
Not Engaged	0	0.00%
Somewhat Engaged	5	22.73%
Very Engaged	17	77.27%
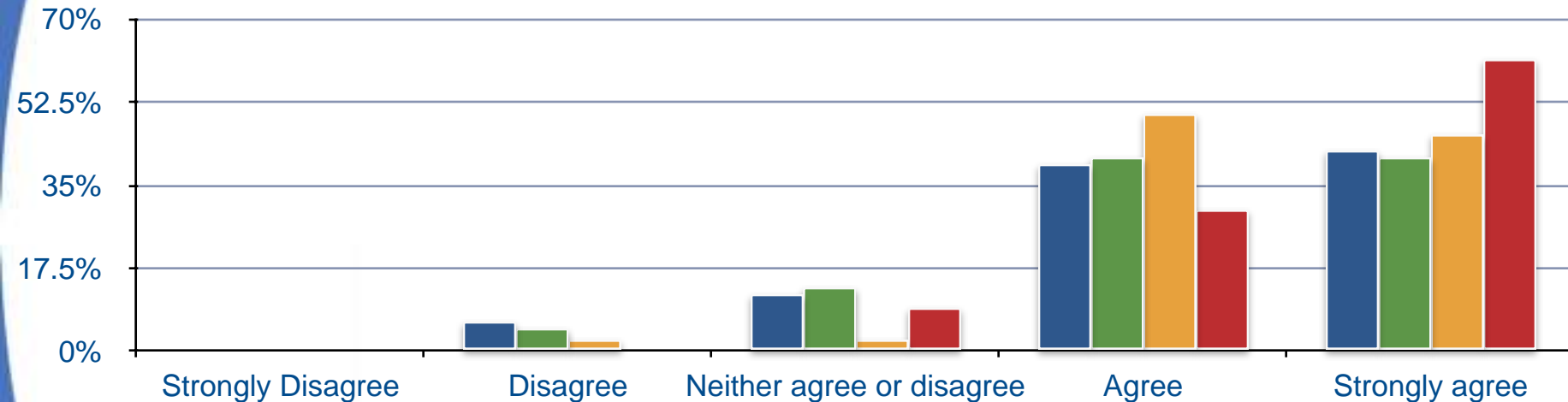
Concept	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Power	0%	6.06%	12.12%	39.39%	42.42%
Legitimacy	0%	4.55%	13.64%	40.91%	40.91%
Sovereignty	0%	2.27%	2.27%	50.00%	45.45%
Interdependence	0%	0.00%	9.09%	29.55%	61.36%

	ENGAGE	
	Spearman's rho Coefficient	Sig. (2-tailed)
POWER1	0.28	0.902
POWER2	0.143	0.527
POWER3	-0.10	0.966
LEGIT1	0.149	0.507
LEGIT2	0.219	0.328
SOVERGN1	0.158	0.481
SOVERGN2	0.365	0.095
INTDEP1	0.294	0.185
INTDEP2	0.162	0.471

"I strongly believe that this approach is more effective (and enjoyable) than traditional classroom structured learning. The freedom given in simulations and games only strengthens my understanding of global politics. I think that it works so well because of the nature of the global politics course, itself. For instance, the class revolves around concepts and ideas like sovereignty, global governance, rights etc. rather than straight facts. Therefore, a game or simulation allows us to use these ideas/concepts and apply them to a real-life scenario."

"By participating in simulations and games, one can experience subject matter for oneself. Instead of simply reading an article about theories relating to conflict resolution, for example, one can actually participate in the conflict resolution for oneself. Through this experiential learning, one can gain a broader understanding of the subject material and find learning more enjoyable."

"Participating in a simulation such as this one also helps individuals to have a better understanding of global politics because of hands on interaction. This way, it is as if you are participating in the resolution of a conflict first hand, and are actually making your own decisions and seeing the immediate repercussions as they would occur in the real world. Participating in games and simulations is my favorite way to learn about global politics because it allows me to act as a firsthand participant."

Instructions: Grab that spoon!

1. Form groups of 4-6 people

2. Please write a review question from any aspect of this presentation (and its answer) on page from your IB notebook. Include a point value for the question on the paper (points between 1-5; 1 = easy question; 5 = difficult question).

3. One spoon is placed where everyone in your group in the group can reach it. One person volunteers to be the first reader. The reader may not grab the spoon.

4. The reader reads their question aloud. The first group member to grab the spoon answers the question. If correct, the answerer gets those points. If incorrect, the answerer loses those points or stays at zero points.

5. Group members take turns being the reader and reading their question cards.

6. The game concludes when all participants have read their question. The individual with the most points wins for the group. (a Champions round will be played if time permits)

How do you feel?

What happened?

What did you learn?

How does this relate to your world or experience?

What if…?

What's next?