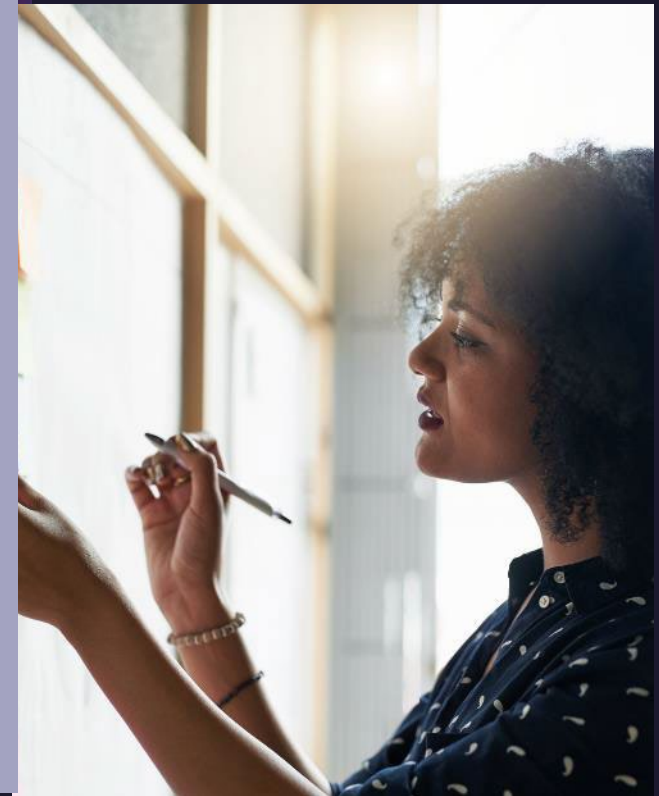# Mission Impossible

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Sententia Journeyman Project

Introduction

- Subject Matter Experts know their stuff, but often find that putting their knowledge into an effective online course can be challenging as learning has changed and online learning is different from the in-person classroom. This gamified course will walk learners through the design path as they are exposed to concepts of engagement and designing a course that meets Quality Matters parameters and engages in an 21st Century Learning environment.

Game Level Focal Points

LEARNING

- Lining up Course and Module objectives with Activities and Assessments.

- Recognizing engaged learning as most effective for transfer to long-term memory.

- Recognition of the impact of the above on QM (Quality Matters).

EXPOSURE

- Exposure to tools for *Sticky* learning.

- A variety of learning materials for engagement.

- A variety of activities for engagement.

- An actionable project based final assessment for maximum transfer to long-term memory.
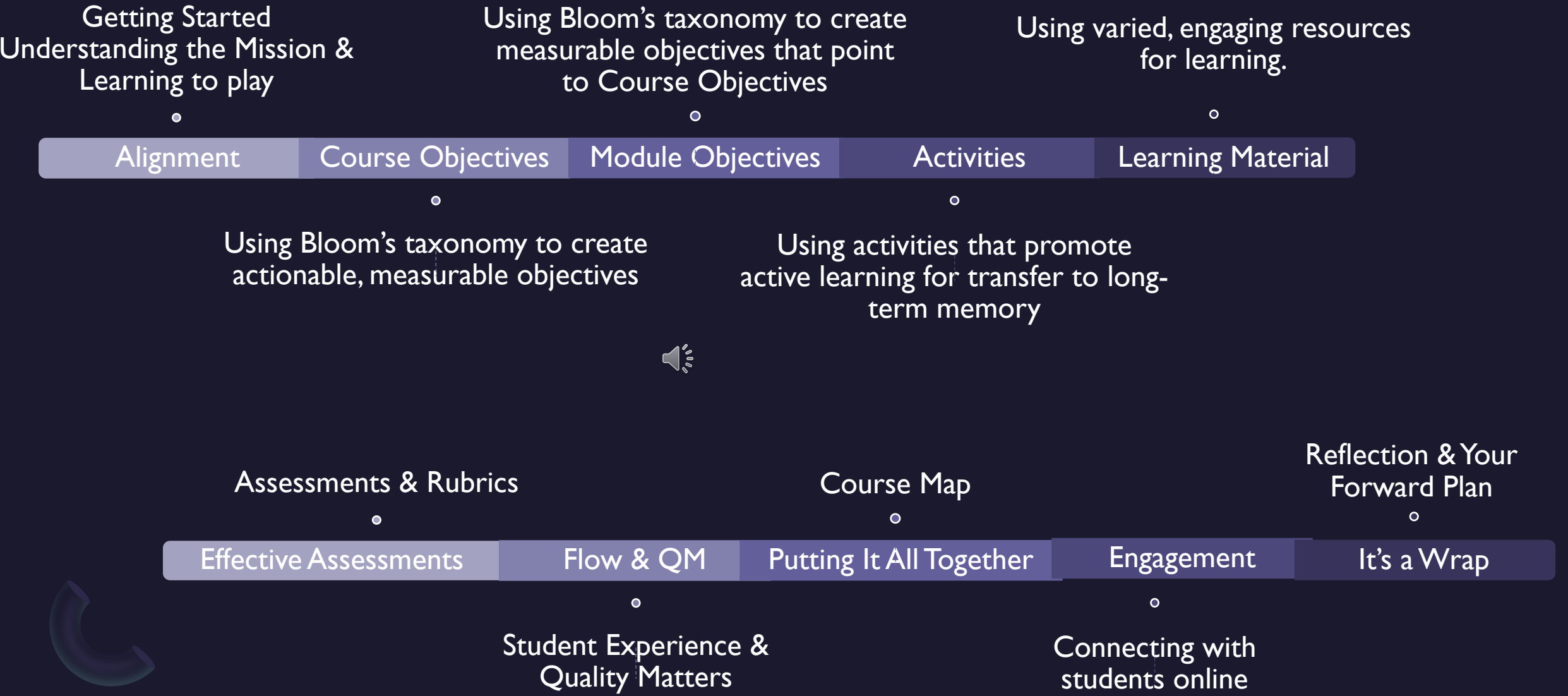
Level Tasks

TO DO

- Watch the learning video

- Check out the Secret, "Job Aid" folder

- Play at something interactive

- Reflect on learning

- Summarize concepts related to your course map

- Reflect on your experience on Discussion Board

- Showcase learning through use of a different type of assessment at the end of each level

HOW

- Find & click on the play button

- Find the folder with downloadable assets

- Engage in the *game* activity

- Write in your journal (blog)

- Complete your mission log

- Coffee Break to confer with other SMEs and consider a question that points to the next subject in a discussion post

- Complete the quest!

Game Levels

Getting Started
Understanding the Mission &
Learning to play

Using Bloom's taxonomy to create
measurable objectives that point
to Course Objectives

Using varied, engaging resources
for learning.

Alignment	Course Objectives	Module Objectives	Activities	Learning Material

Using Bloom's taxonomy to create
actionable, measurable objectives

Using activities that promote
active learning for transfer to long-
term memory

Assessments & Rubrics

Course Map

Reflection & Your
Forward Plan

Effective Assessments	Flow & QM	Putting It All Together	Engagement	It's a Wrap

Student Experience &
Quality Matters

Connecting with
students online

Engaging the Subject [obscured] ert

Introd[obscured]

- If yo[obscured]ng your learning material onlin[obscured]e a daunting experience.

- How[obscured]tudents can easily navigate, a cour[obscured]o enable them to transfer conc[obscured]nory.

- And[obscured]n Quality Matters, how do you [obscured]pass the peer review?

- This course will help you navigate the path ahead and plant ideas for engagement that will bring your courses into 21st Century learning.

- Like any good mission, should you choose to accept it, you will come out the other side of this hero's journey with a new view of online learning.

Your mission, should you choose to accept it…
Is to build an innovative, aligned, engaging online course.

You have been promoted to a master instructor
in the highly coveted Global Learning force

A course that can be easily navigated by new recruits across the globe
is needed to enable them to undertake
their next learning mission……

The success of their learning mission begins with the success of yours

As you prepare for your new assignment you realize the plan will need to prepare the new recruits to be field ready and able use their new knowledge
just 10 weeks after they begin the course you will be building.

Once mapped out, the learning plan will be put into action by your Intelligence Developer, ID, just in time for a course review and certification prior to rollout.

To accomplish your mission you'll need to embark on a number quests to gather the information required to prepare the new recruit training.

Your diligence is imperative as the new recruits are depending on you to give them the tools they need to be successful in their own learning mission.

This communication will be available….. for as long as you need it.

Quest 01 Story Narration – Course Confusion

Camtasia recorded video from student's perspective as they try to navigate a confusing online course.

Branching scenario at end of scene to reinforce student option to drop the class or push through when a course is not well thought out.

Quest 01 Story Narration –Course Confusion

Camtasia recorded video narration of student looking into professor's office to find they are not there, but there is a folder on the floor.

Narration points to professor's upcoming webinar and student's disappointment they are not there.

Student puts folder on desk and leaves.

Quest 01 Professor Returns, Game Begins

Audio into: you return to your office for the webinar, see the whiteboard and realize you left that QR code there for a reason. You decide to check that out before joining the webinar. Note: QR code provides order of tasks for this level.

❖ Game Activity - TBD: [Flip Grid,](#) Introduce Yourself

Explore the room.

❖ QR Code: Level Checklist

❖ Video: Mentor Narrated Video Introduces Course Alignment

❖ Secret Folder: Alignment Job Aids

❖ Surprise & Delight/Easter Egg – *Sticky Note. if they email I will respond with hidden book clue.*

Quest 01 Professor Returns, Game Continues

Continue exploring the room to accomplish all items on QR Code checklist

❖ Journal appears prompting creation of reflection blog to detail learning from each level.

❖ Coffee Cup appears to prompt engagement in Discussion Board (DB). DB foreshadows next topic with a reflection on their own learning experiences. *Did you ever take a course you couldn't see the correlation between what you thought you'd be learning and what you were doing?*

❖ Mission Log appears for storing course map material created in the *game* activity.

Quest 01 Professor Returns, Game Continues

Quiz in level 1 as least desirable form of assessment.

Assessment quiz shows up after DB entry is complete. Quiz confirms understanding of course and earn puzzle piece #1, required to complete mission.

❖ What information did QR code provide?

❖ How did you find your mentor's email address?

❖ Where did you find the job aids (notes)?

❖ The journal is one of the most important pieces of this experience. What was your assignment?

❖ Where was the link that led you to the discussion?

❖ Did you reply to two of your peers?

Quest 01 Complete! – Collect a puzzle piece.

❖ Upon completing each week's quest a puzzle piece will appear on the desk.

❖ Messaging for completion of quiz.

    ❖ Once you've collected all 10 pieces you will have the tools you need to complete the mission.

    ❖ Each new puzzle piece will take you to the next level, be sure to examine them closely.

Quests

Questions/Concerns

❖ Need a 360 view of the room for play and to change perspective on opening video

❖ What other elements could be used to indicate "Level Up"?

❖ Mission Intro: Video with rolling text – Mission Course Objectives

❖ Engagement Video: Excited Student easily navigates and sees course alignment

❖ Play Icon: Course Objectives Learning Video

❖ Folder: Articles and websites, pdf's (Learning & Job Aids)

❖ Game Activity: Game icon in office somewhere

❖ Journal for reflection and application

❖ Mission Log = Course Map = Need Visual for this

❖ Coffee Cup for Discussion Board

❖ Escape: Game interaction to earn puzzle piece

Quest 02

Quu Detail

Mission: Course Objectives

❖ Same Key Icons: Video Play Icon, Folder, Game Activity, Journal, Coffee Cup,   Mission Log and Green Book

❖ Folder: YouTube Ted Talk: - [Why the secret to success is setting the right goals,](#) John Doerr.
   Articles - [Duke, Why does writing good learning objectives matter.](#)

❖ Game Activity: In Office Visual - PacMan, Recognizing Bloom Verbs

   ❖ Articulate – Point to verb that's not Blooms, PacMan comes and eats it up

❖ Journal: 3-4 things you want students to remember from your course & PacMan High Score

❖ Mission Log: Introduce Mission Log & Add 3-4 Course Objectives

❖ Coffee Cup DB: Think back on your own education and select your favorite assignment. Briefly discuss why you think it was your favorite. Comment on another post.

❖ Escape! I'm thinking of a hockey game built in Articulate where they have to "shoot" the measureable objectices into a hockey goal. If the verb isn't measurable the goalie stays put and blocks the word/puck

❖ Surprise & Delight / Easter Egg: TBD

Quest 03 QuDetail

Mission: Module Objectives

❖ Same Key Icons: Video Play Icon, Folder, Game Activity, Journal, Coffee Cup, Mission Log and Green Book

❖ Folder: YouTube Ted Talk - Bloom's Taxonomy: Structuring the Learning Journey
    Articles - Add my Blooms pdf link the website document here

❖ Journal: Write the focus of each module in your course, then 2-3 focus points for each module.

❖ Game Activity: In Office Visual - Einstein Bust holding game controller, Einstein's Objective Writing Website. Refer to the main points in your journal for each module and write module objectives using Bloom's verbs to create the path for a measurable activity

    ❖ Existing website – They pick a Bloom's verb and add details and objective appears

    ❖ https://learning-objectives.easygenerator.com/

❖ Mission Log: Add your module titles (focus) and module objectives

❖ Coffee Cup DB: Share your score from the Bloom's words hockey game and comment on the game itself. Then think back on your own education and select your favorite assignment. Briefly discuss why you think is was your favorite. Comment on another post.

❖ Escape! Timed crossword Puzzle of Bloom's verbs?

❖ Surprise & Delight / Easter Egg:

Quest 04 Detail

Mission: Activities

❖ Same Key Icons: Video Play Icon, Folder, Game Activity, Journal, Coffee Cup, Mission Log and Green Book

❖ Folder: YouTube Ted Talk – What baby George taught me about learning
You Tube Ted Ed – The Shift from Engaging Students to Empowering Learners
Articles: Add my Blooms pdf link the website document here
Tools: Activities & Verbs chart

❖ Game Activity: In Office Visual- *Husker Du Game Box*

What: Articulate matching game where you're matching an activity with its Bloom's level

❖ Journal: In the Discussion in the last module you listed your favorite activity in your education. Now its time to make a list of hands on, active or cognitive/planning activities that you might be able to use in your course. Remember your mentor is there to help if you're stuck. And, you can always Google it, using your resources gives you extra points!

❖ Mission Log: Place your activities into your modules, focus on having the higher level cognitive projects in the later modules of the course.

❖ Coffee Cup DB: Without thinking too much about what you currently use, reflect a bit on the types of learning material used when you were in school? Was it effective for you? Why or why not? What are your thoughts on learning patterns? How about engaging student's interests in learning?

❖ Escape!: *What/How*

❖ Surprise & Delight / Easter Egg:

Mission: Learning Material

❖ Same Key Icons: Video Play Icon, Folder, Game Activity, Journal, Coffee Cup, Mission Log and Green Book

❖ Folder: YouTube Ted Ed Talk - <u>Effective Teaching Materials</u>, Dr. Simon Paul Atkinson
    You Tube Edutopia – <u>4 Design Tips for Building Better Learning Materials</u>
    Articles -

❖ Game Activity: In Office Visual – Treasure Chest, *Treasure hunt to search for various types of learning material*
    Online internet search – Recorded and turned in

❖ Journal: Consider whether you learn best by listening, watching someone do something or write ques out, or doing it yourself. Why do you think this is? Can you think of someone who learns a different way? Are there ways to reach all students through offering choice in assignments.

❖ Mission Log: Add your ideas for learning material to the modules in the course map. You don't need the actual article or video, just outline what you'd like to do or find.

❖ Coffee Cup DB: Share a couple of assignments or assessments you really dove into while you were in school. Were they tests, projects, or something else you created, like an action plan. Why do you think it engaged and drew you in to the point you remember it now, years later?

❖ Escape!: *What/How*

❖ Surprise & Delight / Easter Egg:

Qu e s t 0 5

D e t a i l

Mission: Assessments & Rubrics

❖ **Same Key Icons:** Video Play Icon, Folder, Game Activity, Journal, Coffee Cup, Mission Log and Green Book

❖ **Folder:** YouTube - [Authentic Assessments](#)
   You Tube – [Rubrics for Assessments](#)
   You Tube – [5 Ways to Get the Most Out of Student Portfolios](#)
   Articles -

❖ **Game Activity:** In Office Visual- Rubix Cube, Lining up objective verbs with learning material and assessments for 6 of your modules. 1 module per side of the cube.
   What/Built Where – Concept

❖ **Journal:** Make list of the different kinds of assessments that you could use in your course. Be intentional about not including the thing that's easiest for you as an instructor, or what your favorite would be. Go for variety and the higher-level verbs in Bloom's taxonomy, levels 4-6.

❖ **Mission Log:** Consider each module and where you want your assessments. You may only be looking at a mid-term and a final if you're grading activities along the way as well. Your assessments should involve a level 4 Bloom's verb at a minimum and 6 by the final if possible. Make note of the assessment(s) you'd like to use in the appropriate week in your mission log, you don't need to have it fully thought out yet. There is a portfolio nested in this class, bonus points if you know what it is…

❖ **Coffee Cup DB:** Nobody like to do busy work, we like to see the value in what we're doing, so it's time for a mid-term reflection. Are you seeing value in aligning a course to ensure COs, MOs, Activities and Assessments relate in a way students see the path. What if you knew you had a quick an easy way to see your course development progress by checking your course design against the QM metric? If you knew you would have 55 points when your course map was done would that impact your effort in this course?

❖ **Escape!:** *What/How*

❖ **Surprise & Delight / Easter Egg:** [The Science of Better Learning](#)

Quest 07 Detail

Mission: Finding the Flow & Quality Matters (QM)

❖ **Same Key Icons:** Video Play Icon, Folder, Game Activity, Journal, Coffee Cup, Mission Log and Green Book

❖ **Folder:** YouTube – [Quality Matters](#)
Articles

❖ **Game Activity:** In Office Visual- *Scrabble, Feeling like you have a lot of pieces that aren't going together? What/Built Where –* Concept?

❖ **Journal:** Review the Journal & Mission pieces we've used in this gamified course. What do you notice about use and progression within these activities over the course so far.

❖ **Mission Log:** After considering this course's focus on activities and assessments in your journal/blog let's take a look at the course you've been working on. Click on the second tab in your mission log and reveal the secrets hidden there by highlighting the spreadsheet and changing the color to black. Review the alignment and flow. Does everything tie to a MO, do MOs tie to COs? Are activities getting progressively more difficult as you move through the course. Are mid-terms and finals level 4-6?

❖ **Coffee Cup DB:** Let's Talk Rubric's! Do they make it easier for students to understand what you want to see in activities/assignments? Do they make assignments easier to grade? Can you use the same rubric for different types submissions for the same assignment. IE: Book report, video report on the book, reenactment of key points in the book and major take aways.

❖ **Escape!:** *What/How*

❖ **Surprise & Delight / Easter Egg:**

Mission: Finalizing Your Course Map

❖ Same Key Icons: Video Play Icon, Folder, Game Activity, Journal, Coffee Cup, Mission Log and Green Book

❖ Folder: YouTube - Benefits of Peer Review of Students
You Tube Ted Talk - TEDxYouth
You Tube:
Articles

❖ Game Activity: In Office Visual-*Chutes & Ladders– Sometimes it's a step forward & two back to get where you're going.*
What/Built Where — Concept

❖ Journal: In the last module we looked closely at alignment and levels for QM. This time we'll look at engagement. Refer to your mission blog/course map. Reflect a bit on the course you are preparing to build. Is the learning material interesting and varied? Is there variety in activities? Have you included any collaboration or group work? Could you wrap up the course with the final due early in the week and an activity that involved a recorded group reflection?

❖ Mission Log: Lean on your consultant by considering their feedback and updating your course map or making notes of their suggestions to discuss with your instructional designer if you want to discuss further. You can also touch base with your course mentor, they're always just an email away!

❖ Coffee Cup DB: Who was your favorite instructor in K-12? Why? How about Higher-Ed?

❖ Escape!: *What/How*

❖ Surprise & Delight / Easter Egg: The Peer Reviews

Qu e s t 0 8

D e t a i l

Mission: Engagement is Key

❖ Same Key Icons: Video Play Icon, Folder, Game Activity, Journal, Coffee Cup, Mission Log and Green Book

❖ Folder: YouTube TedX PurdueU- How your brain responds to stories
YouTube HUndrED - Sir Ken Robinson and assessment
Articles

❖ Game Activity: In Office Visual- *xxxxx, focal point*

What/Built Where – Concept

❖ Journal: Consider why these Ted Talks were included in this module. Then, think of a few ways you can engage with your students. Reflect on your ideas.

❖ Mission Log: Make notes in your course map to tie your plans to the module/activity they belong to.

❖ Coffee Cup DB: Thinking about the Baby George video as he learned to walk, consider how a sibling, cousins, friends, or your own children learned through play. Why do kids prefer to play vs diving into homework, why do parents often struggle getting kids to do homework? As we get older we may gain some more self-discipline, but even so, when does something new really stick for you? What would you like to be doing to reinforce new concepts in learning. Consider whether you've incorporated anything like this into your course.

❖ Escape!: *Something involving a key*

❖ Surprise & Delight / Easter Egg: 3 Basic Needs That Drive Our Behavior

Quest 09 Detail

Mission: It's a Wrap

❖ Same Intro videos, Play Icon, Folder, Game Activity, Journal, Coffee Cup, Mission Log and Green Book

❖ Folder: YouTube Ted Talk - How Video Games Can Level Up the Way You Learn
   YouTube – A Future For Us All
   You Tube – The Future of College
   Job Aid – Digital Puzzles Resource: Escape Rooms in Education by Julia Morris

❖ Game Activity: In Office Visual- *A mirror, self reflection*
   What/Built Where – concept

❖ Journal: *Why to you think this last module is primarily a discussion and reflection? Why no multiple choice final exam? ??? What was the purpose of the peer review in the quest in level 8?*

❖ Mission Log: We learn the most through time spent actively engaging with new things we learn. A great way to do that is through peer reviews. Reflect a bit on what makes peer reviews so valuable in learning.

❖ Coffee Cup DB: Consider the activities in this course and make list of your top 5, the ones you enjoyed the most. Which ones did you learn the most from? Did learning match up with enjoyment for you? Why do you think that is? Consider things like prior knowledge, reflection or practice opportunities, personal interest?

❖ Escape!: Puzzle Pieces and the Cryptex – putting it all together. Puzzle created on Jigsawplanet.com. Using pieces you have gathered provides the combination to the Cyrptex. Cryptex to be created on Scratch.mit.edu

❖ Surprise & Delight / Easter Egg: Changing Education Paradigms

Quest Detail 10