As you come in...

Introduce yourself to each other by discipline and one of your favorite popular tv shows, books, or hobbies.
Inspiring Motivation through Theory-Based Lesson Planning

Applying Malone’s Gaming Concepts

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How many times have you hoped for this...
Only to get this...
Goals for today

- To give you tools to build intrinsically engaging lessons that students will remember long after college
- To apply those tools to a lesson plan
Grist for the mill

- At your tables, give a brief outline of a lesson plan that bombed
  - Specifically, one in which the students were not engaged at all with the material
Theory of Intrinsically Motivating Instruction

- Thomas Malone (1981); connected to his studies of computer gaming
- Challenge
- Fantasy
- Curiosity
Challenge

- Uncertain outcomes
- Ability to set difficulty levels
- Self-esteem
  - When a student is challenged and succeeds through the struggle, their self-esteem can increase (Malone, 1981)
Fantasy

- Change the context of the situation
  - “Evokes mental images of things not present to the sense or within the actual experience of the person involved” (Malone, 1981, p. 360)
- Intrinsic vs. Extrinsic
  - Skill linked to fantasy vs. unlinked
- Sensory vs. Cognitive
Curiosity

- “One of the most important features of intrinsically motivating environments is the degree to which they can continue to arouse and then satisfy our curiosity” (Malone, 1981, p. 337)
- Self esteem not involved
- Randomized feedback
Group Activity

- At your tables, create a broad outline of a lesson plan using the element of Fantasy. Use the following prompt as a base:
- Your students have a writing assignment 5 pages long which must use credible sources. Topic can be one of {analyze a historical event; current events in a discipline; produce a professional piece of writing like a white paper, project plan, or report}
Background

- INTD 105, a required intro to writing course
- Required research paper & library session
- Course focus varies by professor depending on their discipline
- INTD 105: Sex, Skulls, and Aliens (Anthropology)
  - Piltdown Man Hoax
Original iteration of the session

- Active learning
- Groups worked together to investigate a Piltdown Man Hoax suspect, specifically:
  - Motive - Why would the suspect create the hoax?
  - Expertise - What is the suspect an expert in?
  - Opportunity - When/how/why could he have gotten away with it?
- They would present and discuss their findings to the class
New Goals

- Students will engage more critically with the material
- Students will have an active discussion with each other throughout the class
- The session will be fun and gamified
Our Planning Process
What Students Actually Did

Dear operative,

SUNY Geneseo is in dire need of your brain power! You and your fellow members of the Historical Investigation Team have been contracted to defend the reputation Pierre Teilhard de Chardin, whose reputation is being besmirched by being accused of plotting the Piltdown man hoax. Be warned that other operatives are even now plotting to smear his name!

As some of Geneseo’s newest students, you have both a fresh perspective and the skill sets needed to prove your protectee’s innocence. Research Pierre Teilhard de Chardin’s background and what he has written about, as well as what has been written about him, and extract the pieces of evidence to prove that he is innocent of committing the fraud at Piltdown.

In order to make sure he is not blamed for this hoax, you will need to find a scapegoat to pin the blame on. Research Charles Dawson’s background and history, and come up with a convincing argument that they are the guilty party.

You won’t be alone in this task. I have asked Brandon West and Alan Witt, our esteemed librarians, to provide you with directions for finding this research to preserve your subjects reputation (and to crush the scapegoat’s).

Good luck; the Anthropology Department is counting on you…
Our Planning Process

- **Fantasy:**
  - Scandal, Historical Intervention Team

- **Challenge:**
  - Each team had a person to protect and a target to “slander”
  - Selecting and evaluating sources

- **Curiosity:**
  - No right answers
Facilitating Discussion

- Target / Protectee debate
- Librarian-led discussion post debate
  - Questioned students about intentional use of sources
Outcomes of Revised Session

- The students were engaged in thinking about credibility of their sources
- The students actively debated each other
- Several students offered (unprompted) that this was the most fun they’d had in a library instruction class
- The professor was thrilled; students were better prepared for upcoming lessons
Sliding scale of implementation

- Low end: Use just one element, or keep it low key
- High end: Full fantasy throughout the class
  - Criminology where students process crime scenes in class and conclude with a trial.
Individual Exercise

- Using a lesson plan you brought with you, the lesson plan that bombed that you talked about earlier, or the prompt we worked on previously...
- Modify it to use the principles of intrinsic motivation (Challenge, Fantasy, and Curiosity), or anything else you gleaned from this presentation.
Questions?
Concepts you can apply

- Take a **risk** with instructional strategies
  - Don’t be afraid to fail
- Be **selective** with these elements
  - Pick out ones that fit your students and your class structure and apply piecemeal
- Be **collaborative**
  - Plan out potential lessons with colleagues.


Using group work to promote deep learning [Digital image]. The Oscillation. Retrieved from http://theoscillation.com/group-projects-for-college-students/

Photos on slides 14 and 17 were taken by Brandon West.