

## **GBL - Game Based Learning**

A glorious treasure chest of traditional & digital games underpinned by solid pedagogy.



What a truly exciting, engaging and practical course awaits all you teachers out there!

We know **GAMES** are the effervescence of the curriculum; excitement, energy and engagement on tap.

Come on, weave your learning outcomes into a game and you won't be able to stop them learning!

A wealth of games awaits YOU..... Board Games, Dice Games, Card Games, Bingo Games, Role Play Games, Outdoor Games, Trails Games.....the list goes on and on.

From the creative team at CPD College comes a truly refreshing new course that redefines the place of games in classrooms across the country. Get the inside track..... the principles, skills and techniques to create curriculum games.

Perhaps, you will create the 'HIT' game that will become such a commercial success that you will need to take immediate retirement in order to try and keep the money spent!

Or ..... simply, load up on the hundreds of games within the course that are ready to go, or that can be modified up or down a level to suit your needs.

The premise of this course is to transform the quality of teaching and learning by embracing the evidence based pedagogy of 'Game Based Learning', utilising both **TRADITIONAL** Games and **DIGITAL** Games to deliver on many of the curriculum expectations, particularly in mathematics and literacy.

Games embody timeless learning principles and if we are able to integrate those into classroom teaching then we can really engage our children in a way that's much more meaningful..... and we show you how!

By delivering curriculum through the medium of games — some digital, some not — we hope to bridge the chasm between what children truly enjoy and value in their lives, and what they need to learn in school. This “connected learning,” makes learning irresistible. It's connected to childrens' lives, with a purpose, and with relevance to the real world.

We know from the research that 'doing' far outweighs both 'showing' and 'telling' when it comes to learning. Teachers need to design experiences that tap the pedagogical power of games to increase student engagement, activate key 21st Century skills, and improve learning

outcomes.

What if every strand unit in your class felt like a level in a game? What if your students were so engaged, they couldn't wait to show off what they know and get to the next stage? What if learning, collaboration, feedback and reflection happened naturally?

In this course we set out with you to begin the adventure of designing your own game-like curriculum, creating traditional games, modifying existing games, evaluating, harnessing and assigning all games, be they traditional or digital, to the expectations across the strands and strand units of your literacy and mathematics curriculum.

We must engage our students in ways that are exciting, empowering and culturally relevant. Teachers must fundamentally re-imagine the experience of teaching, learning, and engaging students with a games based pedagogy, a pedagogy that should not only be obvious, but pervasive.

Join us this year and prepare to 'GAME' your curriculum, schemes and lesson plans for 2016/2017.

Learning will never be the same again!

#### **NOTE:**

The on-line format of this course enables you to study at a time and place that best suits your own needs.

**You can access your course anytime until March 31st 2018.**

Within this highly interactive web based course, a dynamic learning experience awaits, where you can interact with your fellow course participants through the in-course chat forums and communication tools provided by the CPD College learning system.

Our friendly and knowledgeable tutors actively support each course, providing expert interaction, guidance and feedback for all participants on chat questions and assignments which call for critical reflection, self-analysis and a reasoned response.

On successful completion of your course, you can download and print off your CPD record and Certificate of Completion.

We look forward to welcoming you to your course.

## **Learning outcomes**

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This course aims to:

- Set out and establish the research and pedagogy that underpins a games based learning approach to curriculum, teaching and learning
- Itemise the educational benefits that are to be gained from integrating both TRADITIONAL and DIGITAL games into the primary school curriculum
- Explore how teachers are effectively using games for game based learning in the classroom, particularly in mathematics and literacy.
- Identify, evaluate and distil out all those great TRADITIONAL mathematics and literacy games, to integrate into their schemes of work according to curriculum expectations
- Create their own traditional style games as a medium to deliver curriculum expectations

i.e. board games, dice games, card games etc.

- Identify, evaluate and distil out all those great new era DIGITAL games for mathematics and literacy, to integrate into their schemes of work according to curriculum expectations
- Establish the effective practices for successful game based learning in our primary school classrooms
- Look at games as part of the assessment mix
- Review, plan and action points for improvement in their 'Teacher Practice' as part of SSE.

## Modules

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01 - We take an in-depth look at game-like learning principles in action, the steps for introducing games to the classroom and explore a range of great curriculum centred mathematical games for real classrooms, offering teachers tips and tools for bringing them into their own practice.

We specify the game creation process and structural elements: Jazzy Name, Learning Goals, Challenge, Core Mechanics, Components, Rules, Space etc. and task teachers to create and share own games for maths within the module discussion & assignment forum.


02 - There are just so many traditional games out there with a focus on literacy development: board games, role play games, social games, oral language games, spelling games, storytelling games etc. Many can be used as is or modified to simply recast an existing game play structure with new content/learning outcomes. We bring you lots, to be used as is or simply modified to reach new levels and heights!

03 - 'Game Based Learning' in digital is a 21st Century approach to learning rooted in how games drop players into accessible, inquiry-based, feedback-rich, and complex problem solving spaces. Many in the past have been intrigued by game-based learning, but have been unsure where to begin? Here we provide all the background knowledge, guiding principles and the resources to begin making GBL part of what each teacher does next year. We look at simulations, drill and practice, problem solving etc. on various devices.


04 - Digital games are powerful learning tools, which we must plan to use and integrate, purposefully & meaningfully. There are volumes freely available to use and GBL is a preferred medium in which children like to learn. Whatever your classroom management style, in-class games can work when you invoke your usual rules, assign student roles, facilitate effectively, and plan game learning time. A good educational game offers engagement, assessment, and learning, with the game data providing a valuable invisible assessment opportunity for students, teachers, and parents alike.


05 - There are many opportunities for developing traditional cross-curricular games that have play boards, markers and an element of chance introduced by dice or spinner and we itemise a number here and ask teachers to source/create/modify others. Simulations in GBL are loaded with learning from simulations in science, to interactive historical digs and more, all needing to be planned into the curriculum.

## Course quick links

 [Register your interest](#)

 [Enrol](#)

 *Download fact-sheet*

 *To learning centre*

**Course cost:** €89.00

**Format:** On-line

**Course duration:** 20 hours

"Found the course very practical and useful, not only supplying a huge store of games but giving great tips on the organisation of same and how to successfully link them to curricular areas in planning and everyday use." - Ellen, 2016

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