**Affordable Learning Georgia Pilot Grants**

**For Developing an Open-Licensed Historical Game**

**Creation and Implementation beginning January 2019**

**Running Through May 2020**

**Applications due end of November 15, 2018**

**Description**

Faculty are invited to submit a proposal that outlines how they would create or adapt a historical game for use within their classes. Proposals may involve teams of any of the following: faculty instructors, faculty librarians, instructional designers, subject matter experts, editors, graphic designers, or others as needed.

Funding will be available at three levels:

Basic Level (maximum $5,000): This would be for a small implementation of a game in a single class. The game could be immersive for a few days or a week, or occasionally referenced throughout the course.

Standard Level (maximum $11,000): This would be for a typical implementation of a game within a class, where fewer than 500 students are expected to be impacted within the academic year. The game should be a significant portion of the class experience, with students interacting with the game on an ongoing basis throughout the course.

Large-Scale Level (maximum $30,000): This would be for an in-depth implementation of a game within a very large class, multiple sections of the same class, or at the department level, with 500 or more students expected to be impacted within the academic year. The game should be a significant portion of the class experience, with students interacting with the game on an ongoing basis throughout the course.

The proposal must make it clear how the game will be integrated into the class and address learning objectives. As this grant program is part of the Affordable Learning Georgia program, games created or modified under this grant must use freely-available materials and Open Educational Resources (OER), including a significant proportion of materials from the Digital Library of Georgia and/or the Digital Public Library of America. Faculty are expected to release student-facing materials developed under the grant as OER with a CC-BY license. We recognize that some instructor materials may need to be kept secure, but even those materials should be made available to other instructors who would like to use the game in their class.

It is expected that grant recipients will attend the Third Annual Winter Conference at University of Georgia on January 18-19, 2019. $1000 in travel funding will be assumed in the grant funds provided; if that is insufficient to attend the conference, please specifically request additional travel funding for this purpose when submitting the proposal. Information about the conference is at <https://reacting.barnard.edu/winter-conference-2019>.

**Proposal Form and Narrative**

* *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

|  |  |
| --- | --- |
| **Applicant Name** | Peggy Elliott |
| **Applicant Email** | Peggy.elliott@gcsu.edu |
| **Applicant Phone Number** | (478) 445.5118 |
| **Position / Appointment Title** | Interim Chair and Associate Professor of French, Department of World Languages and Cultures |
| **Institution Name(s)** | Georgia College & State University |
| **Team Members** | Elissa Auerbach, Professor of Art History, Dept of Art, elissa.auerbach@gcsu.edu; Aran MacKinnon, Professor and Chair, Dept of History and Geography, aran.mackinnon@gcsu.edu ; Brantley Nicholson, Asst Prof of Spanish, Dept of World Languages & Cultures, Brantley.nicholson@gcsu.edu ; William Risch, Assoc Prof of History, Dept of History and Georgraphy, William.risch@gcsu.edu ; James Schiffman, Asst Prof, Dept of Communication, james.schiffman@gcsu.edu  |
| **Sponsor, Title, Department, Institution** | Eric Tenbus, Dean of the College of Arts and Sciences, Georgia College |
| **Proposed game concept** | Area B/GC1Y-2Y Template Module as gateway to gaming; 1 sample module will be included in the final project (see Exhibit A) |
| **Course Names, Course Numbers and Semesters in which the game would be played** | Any of GCSU’s Area B courses could use this template; it will definitely be used in the following course, included as exhibit A in this proposal.1. GC2Y 2000: End of the British Empire in Africa, Fall 2020/Spring 2021
 |
| **Do those courses currently use OERs?** |  YesX No |
| **If yes, list OERs here:**  | All courses would use materials found on the Digital Library of Georgia and the Digital Public Library of America sites. For specific sites by course module, see Exhibit A |
| **Anticipated First Semester To Be Used** | Fall 2020 |
| **Average Number of Students Per Course Section** | 25 | **Number of Course Sections Affected by Implementation in an Academic Year**  | **2-4** | **Total Number of Students Affected by Implementation in an Academic Year**  | 50-100 |
| **Average Number of Students Per Summer Semester** | 0 |
| **Average Number of Students Per Fall Semester** | 25-50 |
| **Average Number of Students Per Spring Semester** | 25-50 |
| **Requested Amount of Funding** | $7,500 |

## Narrative

* 1. **BASIC INFORMATION ABOUT THE GAME**

**This proposal involves a game simulation template and multiple games from faculty at Georgia College and State University. Below are the descriptions for the following:**

1. Game Template Module
2. Aran MacKinnon, “End of the British Empire in Africa”
3. **Game Template Module**

|  |  |
| --- | --- |
| Game Title (e.g. Napoleon at Waterloo) | Game simulation template module for Area B/GC2Y |
| Game Author/s Other than yourself | MacKinnon, Nicholson, Risch, Schiffman, Auerbach |
| Game Location (e.g. San Dimas, CA) | Georgia College |
| Game Year/s (e.g. 1989) | Multiple |
| Number of Players (Minimum and Maximum) | 10-40 |
| Number of Set-Up Sessions (Minimum and Maximum) | 3-4 |
| Number of Game Play Sessions (Minimum and Maximum) | 2-4 |
| Number of Debriefing Sessions (Minimum and Maximum) | 1-2 |
| Historical Documents Foundational to the Concept | Multiple |
| DLG & DPLA Sources Foundational to the Concept | Multiple |
| Suggested Courses for Gameplay (e.g., World History, French History) | GC2Y, World Culture and Civilization, other |
|  |  |

1. **Aran MacKinnon, “End of the British Empire in Africa”**

|  |  |
| --- | --- |
| Game Title (e.g. Napoleon at Waterloo) | ‘Mau Mau’, Reparations and the End of the British Empire in Africa |
| Game Author/s Other than yourself | Aran MacKinnon |
| Game Location (e.g. San Dimas, CA) | Kenya |
| Game Year/s (e.g. 1989) | 1945-1963 |
| Number of Players (Minimum and Maximum) | 10-40 |
| Number of Set-Up Sessions (Minimum and Maximum) | 1-2 |
| Number of Game Play Sessions (Minimum and Maximum) | 2-3 |
| Number of Debriefing Sessions (Minimum and Maximum) | 1 |
| Historical Documents Foundational to the Concept | Speeches by Jomo KenyattaCourt Case by Mau Mau V. British GovernmentVideo newsreels of British counter insurgency against Mau MauMau Mau documents: <https://www.bu.edu/africa/outreach/teachingresources/specific-african-countries/the-mau-mau-rebellion/>Reparations court case<http://www.bailii.org/cgi-bin/format.cgi?doc=/ew/cases/EWHC/QB/2012/2678.html&query=(Mutua)> |
| DLG & DPLA Sources Foundational to the Concept | <https://dlg.usg.edu/record/ugabma_wsbn_wsbn34698><https://dlg.usg.edu/record/ugabma_wsbn_wsbn45919><https://dlg.usg.edu/record/ugabma_wsbn_wsbn45905>https://dp.la/item/253243c8f83fec9377b9f443e1082251?q=Kenya%20mau%20mau&type=%22text%22&page=2 |
| Suggested Courses for Gameplay (e.g., World History, French History) | World History, Colonial History |

*This simulation transforms the curriculum by engaging students with a real-world example of the outcomes of history. It is focused on students representing various stakeholders in a simulation based on a real court case between Africans who suffered during British colonial rule in Kenya, and the British government who was compelled to acknowledge the damage it did during colonial rule, apologize and pay reparations to the victims. It requires students not only to evaluate a range of primary sources, including the actual court case, but also to engage in active-learning through representing arguments about the historical record in a real-time activity by debating with their peers. It empowers students to direct the ways that historical knowledge can be applied and interpreted –as opposed to having faculty do it for them- and it requires students to develop a sense of empathy for different stakeholders in a complex and challenging multi-dimensional historical reenactment.*

*This activity engages students in the Core World History survey class in all USG institutions as it covers key topics and terms in the required course: Colonialism. Africa, Empire, Race, Class, Gender*

**Simulation:**

Each student will be assigned a role based on historical figures and groups from Colonial Kenya during the State of Emergency and the Land and Freedom Movement to research and play in class. For this exercise, you will need to have read the assigned material relating to the topic and then do additional research into the background of the crisis and your particular role in it. You will also need to prepare a written report on your role and set it in the historical context of colonial Kenya. This report needs to be 3-4 pages (750-1000 words) in length. It must explain and define the role you have been assigned, address relevant themes from the course, and explain the significance of your role for understanding the crisis as well as the broader nature of African colonial history.

During class, each person will be called upon to speak as if we were at a post-crisis tribunal seeking to address demands for reparations and admission of guilt as is the case with current legal proceedings in the U.K. to understand how and why the crisis came about, and the implications it had for an independent Kenya.

Please note that these assigned roles and the simulation may touch upon politically, culturally and emotionally sensitive issues for all concerned. Please engage in the exercise with respect and sensitivity to your colleagues, however passionate the discussions may get.

The assigned roles will be:

* A leader from KANU
* An Oath taking rural peasant
* A ‘Mau Mau’ Guerilla fighter
* A loyalist policeman
* A former ‘Mau Mau’ turned loyalist screener
* A white settler farmer
* A white colonial official who reports to the British Parliamentary government or the British P.M.
* A Kikuyu peasant woman whose husband is imprisoned in the Pipeline
* A white prison warden in the detention camps
* A British M.P.

**2.1 Project Goals**

*List the goals you are trying to achieve by writing a game to incorporate into your teaching, including goals for student learning, materials creation, and pedagogical transformation.*

This grant application would provide funding and research assistance to a group of faculty currently developing or augmenting GC2Y courses being offered as part of Georgia College’s Area B. These courses are designed to meet the following Learning Outcomes specific to the GCSU Core as follows:

* Students will be able to ***explain multiple intellectual approaches that clarify or respond to problems, topics, themes, and/or issues***.
* Address the Global Perspectives Outcome: students will be able to ***evaluate diverse responses of peoples, cultures, societies, and groups to historic and/or contemporary global issues, themes, or topics***.
* Address the Writing Intensive Component: students will engage ***in analytical writing-intensive assignments that go beyond weekly short essays (although they could be a part of the overall writing requiremen***t) and typically involve longer papers (minimum of 5-7 page scaffolded assignments, or an appropriate length for the specific course objectives) and essay writing on exams.
* Address the Learning Beyond the Classroom Component: Students ***engage in active learning and creative, engaging pedagogies that include but may not be limited to creative course activities***, service learning, lab activities, field trips, study abroad, ***problem-based learning***, fieldwork, ***significant undergraduate research***, and ***out-of-class (course-related) learning activities***.

**2.2 Statement of curricular Transformation**

*The statement must:*

* *Describe how the introduction of this historical game will transform both the curriculum and the teaching of the course.*
* *Identify stakeholders who may be affected by the transformation.*
* *Describe the expected impact of this transformation on students and stakeholders.*
* *Describe the transformative impact on the course, program, department, institution/access institution, and/or multiple courses.*

Using game-based course modules has proven to be effective in improving written and oral communication, and will provide students with a more positive experience. By offering a standardized template and one (1) sample module to faculty, we hope to encourage more faculty to offer game-based curricula in a transformative environment. We would spread this grant over six people who have game-centered modules designed to stand alone or to support already published games. The objective is to create a standardized model that could be used throughout the USG system, making it a gateway module for using RTTP in the classroom. The outcome would be to increase participation in the longer, more complex game and thus improve classroom success rates and lower DFW rates. We would use the funding to support 6 faculty and possibly 2 support people (Instructional Design and Research Librarian) to attend the workshop at the UGA Winter Conference. This would jump start the collaborative design work for those 6 faculty and introduce the 2 support people to the concept of RTTP, allowing them better understanding of academic needs for this innovative pedagogy.

Courses offered to second-year students through the Area B/GC2Y courses are created through different colleges, departments, and individual faculty. To date, there has been little coordination of teaching strategies, course objectives, or of planning and pedagogies. This standardized template will offer faculty a tool from which they can more easily develop short modules according to a proven series of class settings, designed to encourage creative course activites, engaged learning, and advanced research and writing skills.

**2.3 Transformation Action Plan**

*Action plans must include:*

* *The specific design elements and creation process of the historical game*
	+ - *Be sure to describe all required game elements checked in Section 1.*
* *The course and syllabus instructional design/redesign necessary for the inclusion of this historical game*
* *The activities expected from each team member and their role/s: subject matter experts, instructional designer, librarian, instructor of record, et al.*
* *The identification, review, selection, and adoption/adaptation of open resources available in the Digital Public Library of American and/or Digital Library of Georgia*

The mini-game template creates a simulation that transforms the curriculum by engaging students in a real-world example of the outcomes of history. It will include six to eight class sessions, designed to provide standardized introductory classes leading to individualized mini-games. This module can be inserted into an existing course on history, language and culture, art history, or even journalism as our samples will demonstrate. Although each mini-game will have its own historical position, the first three classes are identical for all modules. Instructors will then write their own class sessions or use one of the sample modules for the next three to five classes, using guidelines from the template and benefitting from the Instructional Designers in our Center for Teaching and Learning.

**Day 1**: Students will receive an introduction to the essentials of gaming pedagogy in the context of active learning. The instructor will take students through an introductory slide show (Attachment #1) that explains the objectives of a game, the requirements of a player, and the tools used to assess the student’s performance in the game (rubrics for participation, oral presentations, written papers). Background for the historic moment and its question is introduced, and primary materials explaining the events leading up to the moment the game commences will be assigned. Instructors will work with the GCSU Resource Librarians to uncover primary texts specific to their topics. They will also be directed to the open resources available through the Digital Public Library of America and/or the Digital Library of Georgia.

**Day 2**: Students will watch videos produced through RTTP with Lily Lamboy designed to improve their presentation and speaking skills. This is followed by a review of the reading assignments from Day 1, to ensure that students are comfortable with the historical facts. Additionally, videos and other primary documents are introduced to add to background information and assist students with research strategies as continue to read historical documents that lead up to the event.

**Day 3**: Rubrics for the three graded elements of the module are reviewed: participation, oral presentations, and writing. Finally, roles for the mini-game are distributed. Students are given time to review their individual roles, then meet in factions for the final part of the class to discuss group objectives, assess roles within the faction, and determine strategic alliances.

**Days 4 & 5**: The mini-game begins! Each student should have a prepared speech that addresses one of the faction’s objectives. Discussion takes place around the historic question, with each student speaking at least once. Students vote on one or more issues/objectives as determined in the game. Instructor uses the participation and speech rubrics to assess student performance.

**Day 6**: The Instructor will use this class to debrief. Students will discuss their successes, difficulties, and surprises. Actual historical outcomes will be introduced, and compared to outcomes achieved in the simulation. Students will prepare a written report (3-4 pages, 750-1000 words) on their role and set it in the historical context. It must explain and define the role you have been assigned, address relevant themes from the module, and explain the significance of the role for understanding the crisis as well as the broader nature of the historical context.

**2.4 ASSESSMENT: QUantitative and Qualitative Measures**

*Assessment plans must address:*

* *The quantitative and qualitative measures of impact on student success and experience. The quantitative and qualitative data collected will be utilized in your final report as well as within ALG program communications.*
* *How the data is to be analyzed for each data source, specifically, the action plan must address the project's quantitative impact on student success (items such as Learning Objective success, Drop, Fail, Withdraw (DFW) delta rate, and any other critical factors) to measure impact on student experience.*
* *Qualitative measures must include student feedback through student/faculty surveys, interviews, focus groups, or other means. Grantees are expected to use the student/faculty survey available from Reacting to the Past at University of Georgia (**reacting@uga.edu**); this survey includes data for similar courses across the county.*

Assessment will be ongoing for participation, written production, and oral presentation, all designed to improve critical thinking. Using grading rubrics for each of those areas will allow the instructors to assess student performance in a standardized manner, reducing subjective measurements. Students will complete RTTP survey forms as provided through UGA, and will also complete the Georgia College Student Rating of Instruction Survey given at the end of the semester.

**2.5 Timeline**

*This is a timeline of milestone dates for your transformation project through the end of the first semester the transformed course(s) is/are offered to students. Your interim reports will utilize this timeline to indicate if the project is on schedule. Format this as a Table.*

The members of this initial group project will attend the UGA Winter Conference in January 2019. They will then meet monthly during the Spring semester to finalize the template module on which their sample course modules are based. At mid-point during the spring semester (mid to late March), the members will sponsor a workshop/seminar for GC2Y instructors – present and potential – to introduce the game module template and provide initial exposure and some hands-on training. This will allow potential users of the pedagogy to see firsthand how the template can be adapted to materials from diverse disciplines. By the end of Spring 2019, the template and six sample modules should be completed and ready for limited testing in Fall 2019 and Spring 2020. Courses specifically designed around these modules can then be added to the Fall 2020 schedule in late Fall 2019.

**2.6 Budget**

*Include overall personnel & projected expenses. Be sure to include the required $1000 in travel funding. Please keep all funding guidelines from the description on Pages 1 and 2 in mind. Format this as a Table.*

|  |  |  |
| --- | --- | --- |
| Travel to UGA Winter Conf | 6 faculty and 2 support members @ $750 each | **$ 6,000** |
| Overload incentive | 2 faculty and 2 support members @ $250 each | **$ 1,000** |
| GCSU faculty workshop | Training workshop for new faculty at GCSU |  **$ 500** |
| Research materials for faculty and support team | Conference travel (Barnard), source materials, other resources | **TBD** |

**2.7 Sustainability Plan**

*What is your plan for offering the course in the future, including any necessary maintenance and updating of course materials?*

This project is designed to continuously regenerate itself within the GC2Y curriculum and beyond. By creating a template and providing six sample modules that use the template as a base, the project will allow for easy adoption and adaptation to new courses as the existing courses either continue or are updated with their creators. Since most materials will come from OER sources, they can be updated annually or whenever the instructor sees a need.

**2.8 References & attachments**

*A letter of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs, etc.) that will be responsible for receipt and distribution of funding. Letters must reference sustainability. In the case of multi-institutional affiliations, all participants’ institutions/departments must provide a letter of support.*