GAMIFICATION: ADDING EXCITEMENT TO THE CURRICULUM
HOGAN PREPARATORY ACADEMY

RETHINK YOUTH

REIMAGINE REDESIGN REBUILD REENGAGE

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Project Brief

Hogan Prep Academy has a rich history; it was founded in 1999 and located in the heart of Kansas City. Our high school was originally called Bishop Hogan. It was named after John Joseph Hogan, the first Bishop of the Diocese of Kansas City, Missouri. Bishop Hogan operated as a private Catholic school until 1998. In 1999, Bishop Hogan became a public charter school and was renamed Hogan Preparatory Academy. It is one of the oldest charter schools in Missouri!

At Hogan Prep Academy the graduation rate is 87%. When graduated most students attend University of Missouri,Northwest Missouri State University and University of Central Missouri. Hogan is the 84th of 691 best high schools for athletes in Missouri. There is an 80% poll of students that agree they feel safe at their school. There are 71% of students and parents that agree that the teachers give engaging lessons.

At Hogan Prep Academy we believe every student possesses a unique individual talent, passion and the determination to achieve their greatest potential through education and experiences. Our points of pride are individual personalized plans of study, and dual credit courses. We also offer a Freshman Academy; Bioscience Pathway and Leadership Micro Credential. Our demographics are 94% Black/African American, 2% Hispanic/Latino, 2% White, 2% Multi-racial only, 10% of students receive Special Ed Services. 53% of students are males and 47% are females.

We at Hogan want to focus on how to encourage student engagement in the classroom by gamifying the curriculum to increase content knowledge and social/emotional learning (SEL). Student groups will make review games to increase collaboration and content knowledge. A challenge we have discussed is that students may not be engaged and might not use the games for the right purpose. Something we think would work to combat this challenge is students work in groups to create games. This will increase the collaboration, teamwork skills, and should make kids more engaged with what they are learning.

It is important that students are able to have fun and be engaged in their education so that they are able to learn and collaborate with others. This creates a great environment for students and encourages students to want to learn and gain something from the experience. Gaming has a great impact on education and can impact future education. Students are able to gain new skills that can impact their future and will carry out in real life situations.

We want students to get engaged in their learning, and for students to have a voice and share their opinions. Our goal is to utilize gamification to make sure students are learning both content knowledge and social, emotional learning (SEL). The first thing that we will focus on is student engagement. We will have students work in small groups to create unit reviews for the full class. This will promote student voice and help engage students in the process of reviewing. The hope is that when students share their opinions on gamifying the curriculum the class can come together to collaboratively develop new practices.

The traditional classroom is the teacher up front and explaining the content to students. Students usually read out of the textbook and answer questions on a sheet of paper. But by adding gaming into the educational field it adds a bit of excitement into the classroom and gets the children motivated in wanting to stay focused. Types of students learning styles, special education students, parents/families. We would start with ten classrooms, each subject would have an experimental and a control group. The experimental group would enforce the student led gamified review, and the control group will maintain teacher led review using textbook and worksheets.

We are showcasing how it is time to start changing the way that we learn in the classroom. Ever since elementary school, we feel like we have been doing the same review games, just each year it gets a little harder. We want to focus on how students and teachers can use gamifying throughout their whole school year. The major milestones throughout the year are test days and review times! Students get anxious the week of a test. Students want to know what is on the test and what they need to study. Gamifying helps ease students' nerves during review week.

Students will start working on test questions at the beginning of the unit. One strategy would be to have students write some test/review questions from the previous days material as a "do now" activity. This will keep students fresh in the content, and students are using their voice to write the questions. Each review game would last roughly twenty minutes. This gives students an ample amount of time to focus, but not too much time to bore or get students off topic.

We know that this year has been difficult. We at Hogan Prep are asynchronous, meaning we do not physically go to class. We feel that a good time to start this project would be at the beginning of the school year because

it allows students to know what is coming. We really love and appreciate getting review assignments at the beginning of the year that focus on the previous year's content. Year long activity, but only do the games during review time. How long will reviews last? This should be around the time students have a test so that they can have a review before the test and to better understand what is being taught but in a fun way to eliminate nerves and build student self confidence. This should be like a few weeks before the test to warm students up and get students prepared. We were thinking that maybe it could be a Do Now assignment in the morning to keep those things in their minds. This would last a few weeks every test to calm students down and help them perform better in class.

Our data will focus on engagement and test score improvement. We will measure engagement by giving a Google Form out at the end of each unit. The questions would be geared towards the students' social, emotional, and cognitive needs. We would then collect test score data to analyze the difference between the control group and experimental groups. We also want teachers to help guide students to the proper way to write questions and what material they will need to cover. We will have the students work with their teacher to document the rules/procedures of their review games. We will also provide incentives. We feel that since students may be doing extra work, they deserve extra things. We will work with the students and teacher to provide appropriate incentives.

References

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