Game Connoisseur(cont.)

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have a game. I started off with playing a content card and said that the content to be taught was "how to roll a wet towel into a whip and snap it." So each person in turn played a "technology" card, and made a case for why it was the most appropriate way to teach it. The person whose story I liked the most got a point, and we moved on. One by one we came up ridiculous things to teach, all clearly inappropriate in a proper K-12 or higher education learning environment. What we did do was to have a whole lot of fun playing, and at the end of the ceremony I promised that I would take the rough concept back with me to Potsdam and come up with a better game to play at the ceremony next year.

So when I got back I shared the game with my educational research class. The game's working title was Matching Content to Methods, and each student came up with a few things to teach, and a few ways to teach it. Some were serious, some funny, some ridiculous. We played the game as a class, and it was clear that the students were drawn to the crazy situations and responses, yet there was also a serious side of the game at that point. I offered that if any students wanted to help me move beyond this raw prototype, please let me know. I had three students, Nate Turcotte, Matt Leifeld, and Paul Gordon volunteer to help out. Starting with the initial prototype, we kept a running list of content and method cards. Over the course of the spring semester we updated the list, and printed out a few paper versions to test. As we developed the game, we found there was an ongoing tension between "fun" and "educational."

So late last spring, after a particularly fun and rousing game test with some of the Teacher Education Faculty, we stopped fighting it. We dropped all of the boring, mundane cards, changed "Content" to "Situations", changed "Methods" to "Responses", and then set out to collect the best scenarios we could find. We used friends, family, social media, and ultimately crowdsourced a series of 50+ "crazy-butreal" situations. We then tested the game a few more times, each time removing the "boring" situations and responses, and kept only the most fun (and yes, inappropriate) cards. And all we had to do to make it a viable teaching tool for the players was to ask the question at the end of each round: "What would you really do?" Once the group of players arrived at a consensus about what would be a realistic response, we moved on. One of the most fascinating things we found that was by clearing the air with all of the inappropriate things we often think but don't actually do, bringing it back to reality was very easy. This, paradoxically, managed to make the game both educational and fun.

At this point we feel very good about where the game is. This past September Matt produced some nice graphics, and we then ordered 54 Situation Cards and 180 response cards. We now have three copies of the game, and have tested it a few times with great results. We be unveiling it at the AECT conference in Jacksonville on November 7th at the award ceremony, so hopefully it will gain some traction there as well. At this point the next step is to scale up and distribute the game. We will likely have a Kickstarter soon after we return from the conference, so look for that. And we are always looking for input, so if you have a scenario or response you'd like to share, please let us know. In the end, Teaching Bad Apples manages to get at the easy to ask but hard to answer question "What would you really do?"



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