

# Building Opportunities for Faculty Adoption of Game-Based Learning Strategies in Higher Education

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**Abstract:** For the past year, the ITS Office of Teaching, Learning & Technology has centrally supported innovative teaching and learning with a game-based learning (GBL) initiative. Our educational development opportunities yielded surprising and informative advantages and challenges for faculty adoption of GBL. Join us in this interactive session as we share our multifaceted approach to support faculty adoption of GBL in higher education.

## Session Description

Last May the ITS Office of Teaching, Learning & Technology's Center for Teaching hosted a day-long institute for faculty exploration of applying game-based learning strategies into the course curriculum. This institute generated interest among the attendees to consider how they can use games or game-based learning in their classrooms and in creating games for classroom use. Faculty continued with their ideas, and were supported through consultations, grant funding awards and additional professional development opportunities. We noticed great success of the GBL initiatives at The University of Iowa, and this session shared what we have learned along the way.

## Expected Outcomes, Session Activities, and Plan for Interaction

Session participants gained knowledge and a set of professional development strategies to support faculty adoption of game-based learning on their own campus. They (a) connected with the concept of gaming as an instructional tool, (b) explored and identified resources and collaborators on their own campuses, and (c) became equipped to combat skepticism for using games in the classroom. Learning from The University of Iowa strategies as a starting point, participants developed adaptable faculty development opportunities to meet their own campus goals. Participants left the interactive session with models to support GBL faculty development.

1. Warm-up (5 min. exercise and 5 min. discussion): In small groups, participants played a game to explore applying game design principles to learning objectives.
2. Introduction (5 min.): We summarized and shared examples of how we have supported GBL at The University of Iowa.
3. Reconnected with the concept of gaming as an instructional tool (20 min.), explored first steps for getting started, and identified pain points and barriers.
4. Application (15 min. exercise and 10 min. discussion): Synthesized and designed arguments for using games in the classroom, and developed next steps.

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