



GAME SHOW CLASSROOM

Workshop Wednesday

September 14, 2016

DELIBERATE PRACTICE SUPPORT

- If games do not focus on important academic content, they will have little or no effect on student achievement and waste valuable classroom time.
(Identifying Critical Content)
 - 6. Students can describe and explain the level of importance of the content.
- Monitoring for Desired Effect:
 - Students can identify critical information addressed in the game/quiz
 - Students can explain the level of importance of the critical information in the game/quiz
 - Formative data from the game/quiz show that students attend to the critical content

DELIBERATE PRACTICE SUPPORT

- The whole point of playing academic games in the classroom is to provide opportunities for students to examine important content in a lively and enjoyable venue. To stimulate analysis of important terms and phrases, a teacher can ask students which questions were difficult to answer and why. **(Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning)**
 - 17. Students can examine and explain similarities and differences and what new information they have learned as a result of their comparisons.
 - 18. Students can examine and explain errors in reasoning or the structure of an argument to deepen their knowledge.

DELIBERATE PRACTICE SUPPORT

- When a game has ended and the class has discussed difficult terms and concepts related to the content, the teacher should give students time to revise their notes. **(Helping Students Revise Knowledge)**
 - 20. Students can examine, explain and revise previous content to deepen understanding.
- Monitoring for Desired Effect: (use reports)
 - Students make corrections and/or additions to information previously recorded about content
 - Students can explain misconceptions they had about content
 - Students demonstrate a growth mind-set by self-correcting errors

Marzano, Robert J. "The Art and Science of Teaching/Using Games to Enhance Student Achievement." *Educational Leadership* 67.5 (2010): 71-72. Web.