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Helping Students Help Themselves:

The application of low stake, instant feedback, driving small incremental improvements to immerse students in course content
Aims

Engage students
Immerse in content
Develop independence
Aims

Engage students
Immerse in content
Develop independence
Diverse learning styles
Range of approaches

I wanted an iPhone
Background

Bridge the gap with small steps
Gaming practices
Repetition
Perseverance
Self Review
Background

Bridge the gap with small steps
Gaming practices
Repetition
Perseverance
Self Review
Accept failure and learning cycles
Approach

Good practice framed in a contemporary context
Low effort
High impact
Approach

Good practice framed in a contemporary context
Low effort
High impact

Reduce student anxiety
Promote resilience
Data: Students

Cohort 1 (17/18) = 127

Cohort 2 (18/19) = 166

6 topic challenges
Data: Challenges

Challenges framed as ‘games’

Clear line of sight

Simulate assessment
Measurements

Engagement = attempting

Achievement = passing

Performance = level

Comparison and correlation
What’s the difference between ignorance and apathy?

Don’t know, don’t care.

Results: Engagement

Change in attempts

↑ 34 - 65% Challenges

→ 95 - 96% Assessment
Results: Achievement

Change in passes

↑ 22% Challenges

↑ 10% Assessment
Results:
Performance

Change in good grades \([A+B]\)

↑ 1% Challenges

↑ 34% Assessment
Outcomes: Improvement

☑ Engagement
☑ Achievement
☑ Performance
☑ Correlation
Outcomes: Game Principles

- Applying gaming principles
- Immersing in course content
- Finding paths to solutions
- Reflecting on own learning
Outcomes: Independence

Developing independent learning

Engaging with non assessed content

Helping students to help themselves
Impact:

Academics

Low effort, high impact

Simple and transferable

Broad application/audience

Best practice in contemporary context
Impact: Students

References students’ social environment

Develops independence and resilience

Encourages perseverance and reflection
Recommendations

☑ Low risk challenges
☑ Encourage repetition
☑ Incremental improvement
☑ Stepping stones
☑ Clear line of sight
☑ Checked not judged
Recommendations

- Low risk challenges
- Encourage repetition
- Incremental improvement
- Stepping stones
- Clear line of sight
- Checked not judged
- Feedback not solutions
- Discover own path