

The background of the slide is a collage of four popular board games. In the top left is the Risk board game, showing a world map with various territories and armies. In the top right is The Game of Life, featuring a circular board with a central spinner and colorful houses and cars. In the bottom left is Settlers of Catan, with its characteristic hexagonal tiles representing different resources. In the bottom right is Monopoly, showing the classic board layout with properties, railroads, and chance cards. The title text is overlaid on this collage.

# Gaming the Transition: Game-based and Experiential Learning as Paths to the Future

@TriciaSeifert, Associate Professor of Adult & Higher Education  
Montana State University - Bozeman

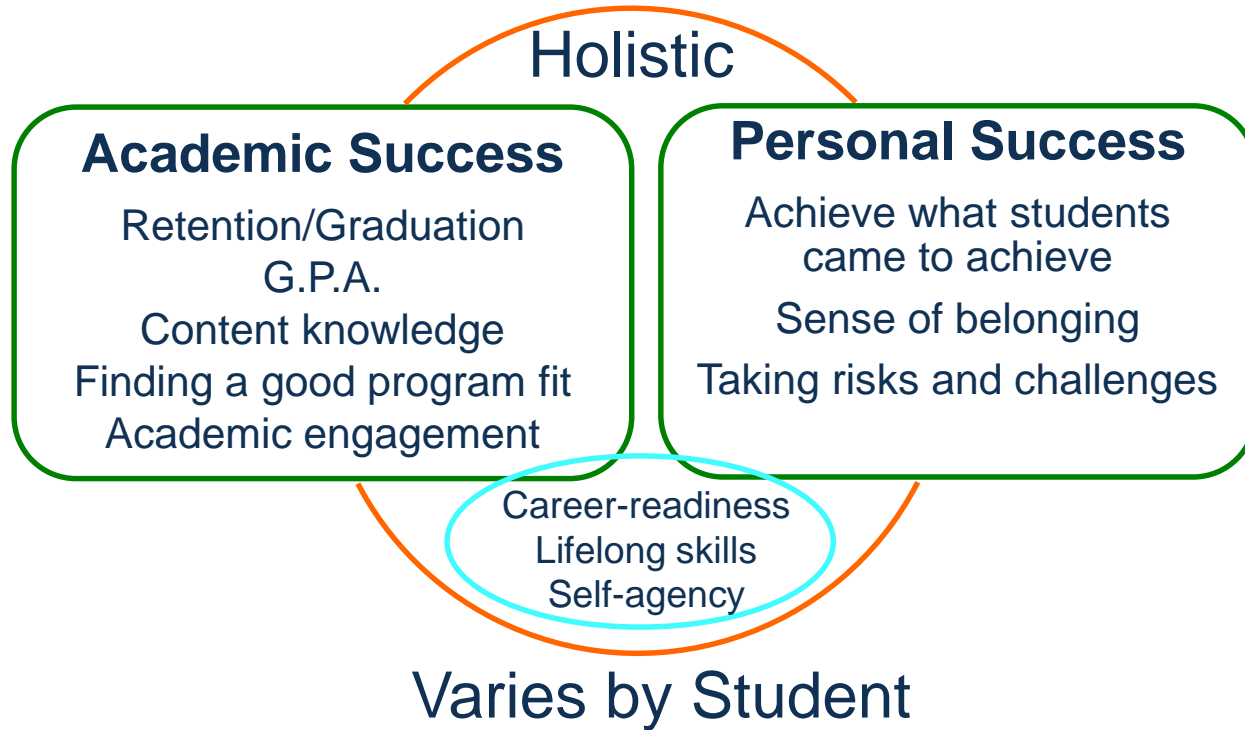
# Studying the Student Experience





# Completion to Cash

# Making Sense of Student Success



Seifert, T., Henry, J., & Peregrina-Kretz, D. (2014)



# WHY?





Seifert, T. (2016)

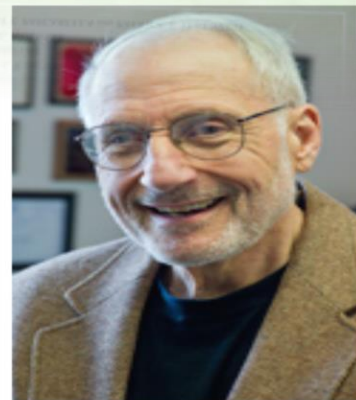
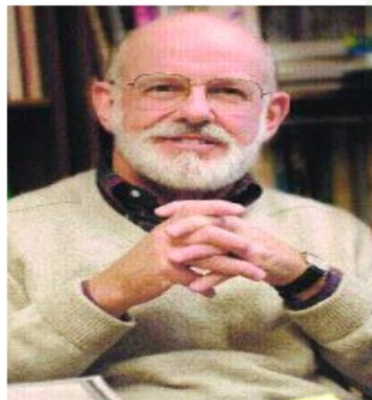


# How COLLEGE AFFECTS STUDENTS

VOLUME 3 | FINDINGS FROM THE 21ST CENTURY

MATTHEW J. MAYHEW  
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# 'A' game

## Act and Apply

- Based in learning theory  
(Dewey, 1938; Kolb, 1984; Piaget, 1954; Prince, 2004; Vygotsky, 1978)
- Direct experience spurs learning.
- Development occurs through assimilation & accommodation.
- Learning takes place through facing a challenging task with support and feedback.
- Invites students not to study but to **practice** the discipline.





Any method that engages students meaningfully in the learning process, requiring them to think and reflect about what they are doing in relationship to course content (Prince, 2004).

## Active Learning



- Meta-analysis in STEM disciplines, students' average exam scores increased by 6% in active learning environments (Freeman et al., 2014)
- Deliberate Practice - 2.5 ES largest ever observed in educational intervention. (Deslauriers, Schelew & Wieman, 2011).

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*Clickers*      *Collaborative*  
*Service-learning*      *groups*  
*Concept maps*  
*Case-study*

**SILVER**

**No Silver Bullet**

# Applied Learning



*Undergraduate research  
Labs, fieldwork, simulations  
Case study  
Work-integrated learning  
Service-learning*



Applying knowledge  
Higher-order thinking  
Communication skills  
Subject-matter knowledge



**Deliberate  
Practice**

# Game-Based Learning

uses games to achieve learning outcomes by leveraging their engaging, practical, & dynamic qualities.



# Gamification

uses elements found in games in a non-game setting.



Leaderboards



Points



Achievements



Badges

# Education and Health Behavior Literature on Game-Based Learning

“The research is clear; people do learn from games.”

Tobias et al., 2014, p. 500

Beale et al. (2007): Knowledge acquisition, self-care habits, self-efficacy

Cameron and Dwyer (2005): knowledge retention in games is due to feedback within the games.

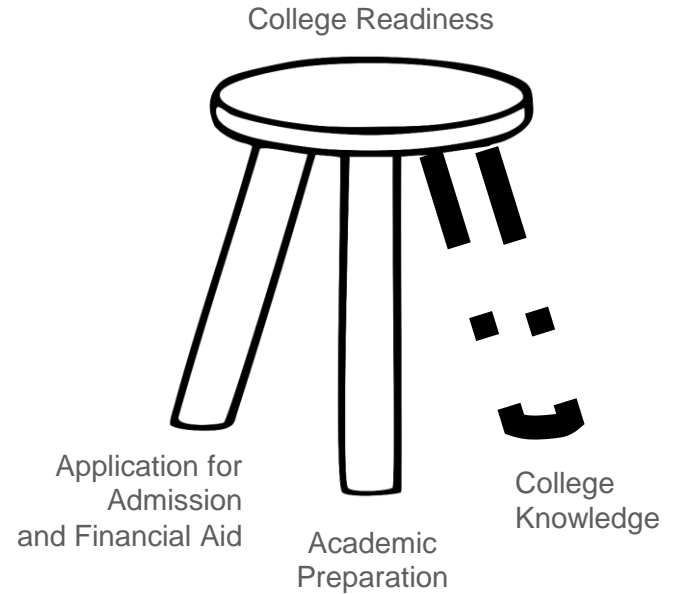
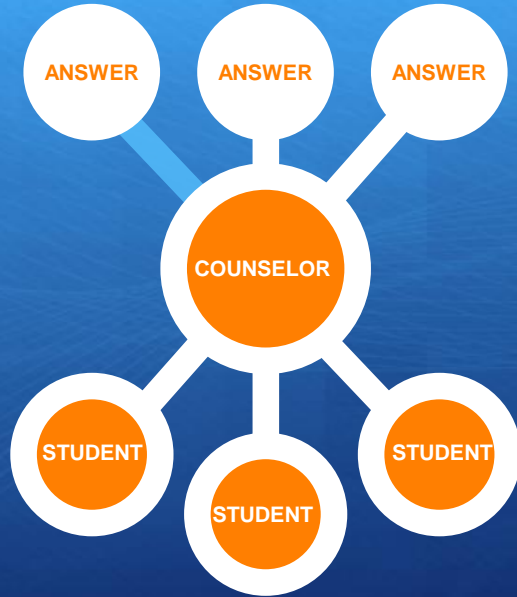
Papastergiou (2009) found significantly increased test scores in an experimental study of GBL with Greek High School Students

Yip and Kwan (2006); Miller and Hegelheimer (2006) found vocabulary acquisition to be increased through games.

DeSmet et al. (2014) meta analysis of 54 game-based learning studies found increase in healthy lifestyle adoption and antecedents that influence behavior.

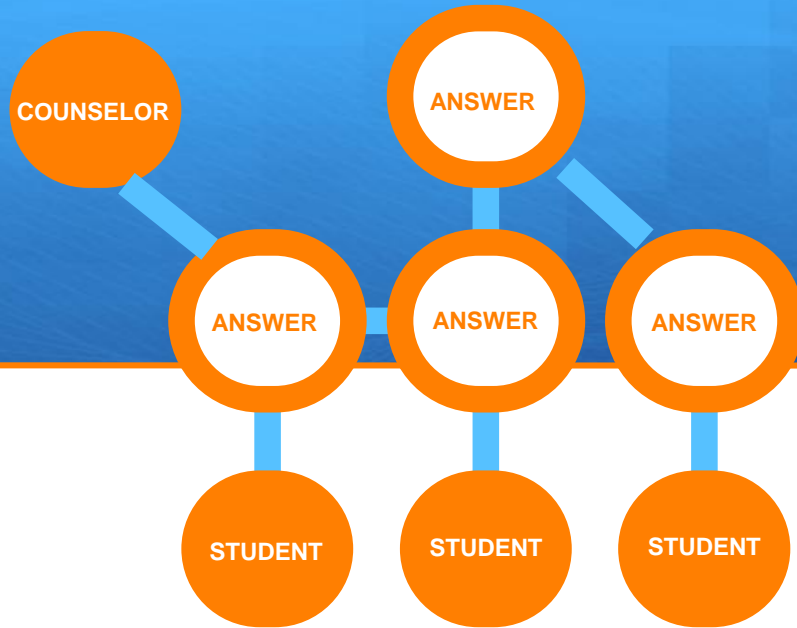


# THE PROBLEM: COLLEGE READINESS



*Students are drafting their blueprint for college success from a two legged stool.*

# THE SOLUTION: GAME-BASED LEARNING



*Games allows students to discover answers while allowing counselors to focus on providing help where it's needed.*



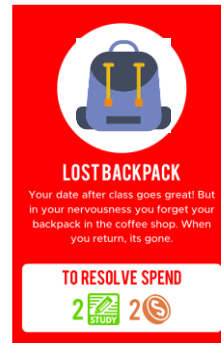
Tierney and colleagues (2013) found playing two or more times associated with greater knowledge of the college admission & financial aid process.



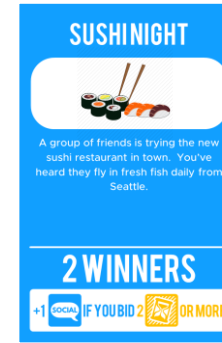
# TABLETOP UNIVERSITY



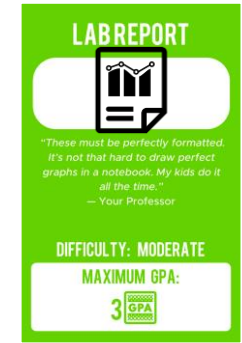
Friend Card



Life Event



Social Event



Assignment

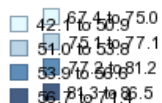
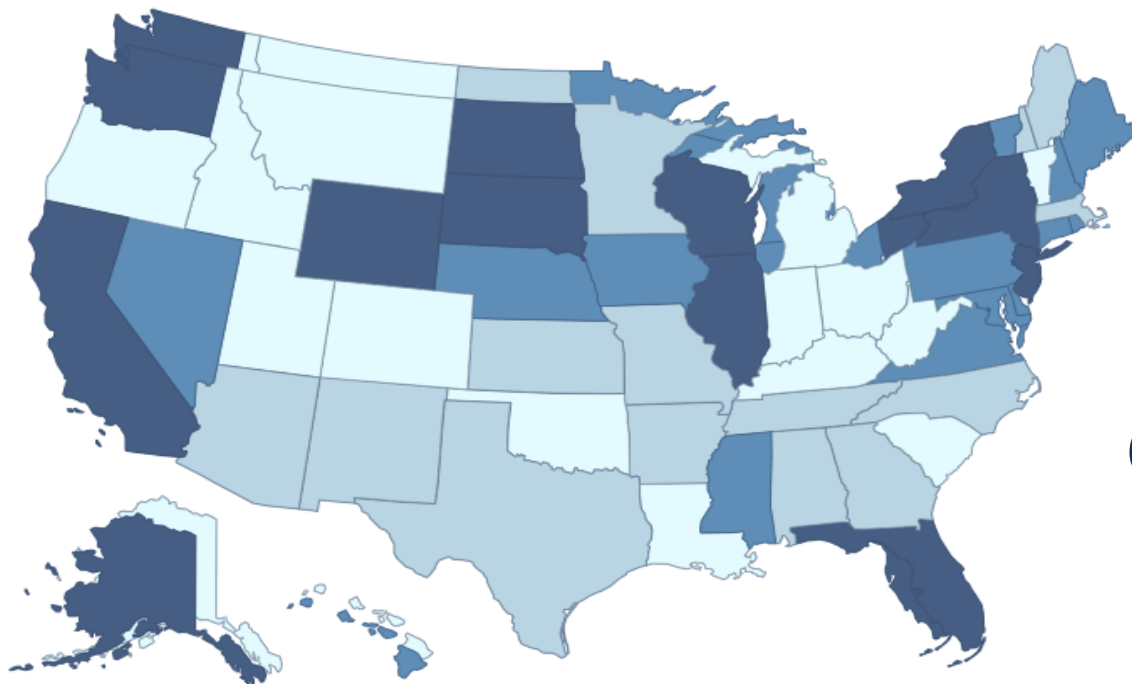
## MANAGE CONNECT ACHIEVE



# WHY?







U.S. Average: 59.8

**College attrition  
is a loss for  
students and  
society**

# Talent Development



## CONTACT



**TRICIA SEIFERT**, Principal Investigator  
[tricia.seifert@montana.edu](mailto:tricia.seifert@montana.edu)

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