Discovery Dialogue

> Does “Play” have a role in higher education?

> What are the challenges in the gamification of curriculum?
## GBC Experiential Learning Strategy

EL GBC Mission: To provide students with at least one experiential learning activity throughout their journey at GBC to better support their transition into the workplace.

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<tr>
<th>Quality</th>
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<tr>
<td>&gt; Define Terminology</td>
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<td>&gt; Develop Quality Framework</td>
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<td>&gt; Create Community of Practice within GBC</td>
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<th>Student Participation</th>
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<tr>
<td>&gt; Enhance experience for students with disabilities</td>
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<td>&gt; Increase International Opportunities</td>
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<th>Infrastructure</th>
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<td>&gt; Enhance technology adoption</td>
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<th>WIL Deployment</th>
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<td>&gt; Continue progress towards achievement of 100% participation by 2020</td>
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<th>Digitization</th>
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<td>&gt; Create a methodology and S.O.P. (playbook) to develop experiential learning initiatives College-wide</td>
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Today’s Presentation
Career Ready Project

Ministry of Training, Universities & Colleges Grant

May 2018 – July 2019

Develop/expand innovative and sustainable partnerships that create experiential learning opportunities.
Project Goals

- Create a virtual gaming experience that will simulate “real world” situations in a Long Term Care (LTC) setting to prepare Community Services & Health Sciences (CSHS) students entering their field placement.

- Provide paid internships for students with a focus on solidifying knowledge exchange between interdisciplinary professions.

- Develop experiential curriculum to help graduates develop job-ready skills.
George Brown College Partners
Interprofessional Cross-Division Collaboration between Faculty/Staff & Students from Community Services & Health Sciences (CSHS) and the Centre for Arts, Design & Information Technology (CADIT).

**Community Services & Health Sciences**
- School of Nursing
  - Nursing - Practical Nursing/BScN
  - Personal Support Worker
- School of Health & Wellness
  - Activation-Co-ordinator/Gerontology
  - School of Social & Community Services
  - Social Service Worker
  - School of Dental Health
  - Denturism

**Centre for Design, Arts & Information Technology**

**School of Design**
- Game Design (Post-grad)
- Game Art
- Concept Art for Entertainment

**School of Media & Performing Arts**
- Video Design & Production
- Theatre Arts

Students = 35 Total
Our Journey

- Baycrest site visit
- Kickoff meeting
- Jun. 2018
- Research
- Game script development
- May 2018
- Content development
- Jul. 2018
- Precedent research
- Aug. 2018
- Concept selected
- Sep. 2018
- Prototype testing
- Game development and design
- Oct. 2018
- Live action filming
- Nov. 2018
- Voice over recording
- Dec. 2018
Game Content Development

Character topics include:
> LGBTQ+
> Transition from Aging at Home to LTC
> Sexuality & Intimacy
> End of Life/Palliative Care
> Responsive Behaviors

Linking Scenes cover:
> Infection Control, Abuse
> Privacy, Emergency preparedness
> Conflict Resolution, Professionalism
Game Components

> **Topic Learning Objectives** provide the player with specific learning outcomes that will be obtained once completing the associated topic.

> **Summary Chart (Best Practices)** to appear at the end of each in-game topic focusing on suggested best practices as well as summarizing what the player did well or can improve on based on their interactions with game characters.

> **Resource Library** that shows examples of the various resources, links, or websites that students can access in order to obtain extra information and reading material.

> **Glossary** tab to assist the student player navigate the LTC setting and the various interdisciplinary health care professions and terms.
Let’s Play
> WHAT... What has been your experience in gamification?

> SO WHAT... What seems important about gamification?

> NOW WHAT... What ideas do you have to develop and expand gamification of learning?
Questions, Comments & Feedback
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