



UNDERSTANDING THE STUDENT PERSPECTIVE OF ART HISTORY SURVEY COURSE OUTCOMES THROUGH GAME DEVELOPMENT

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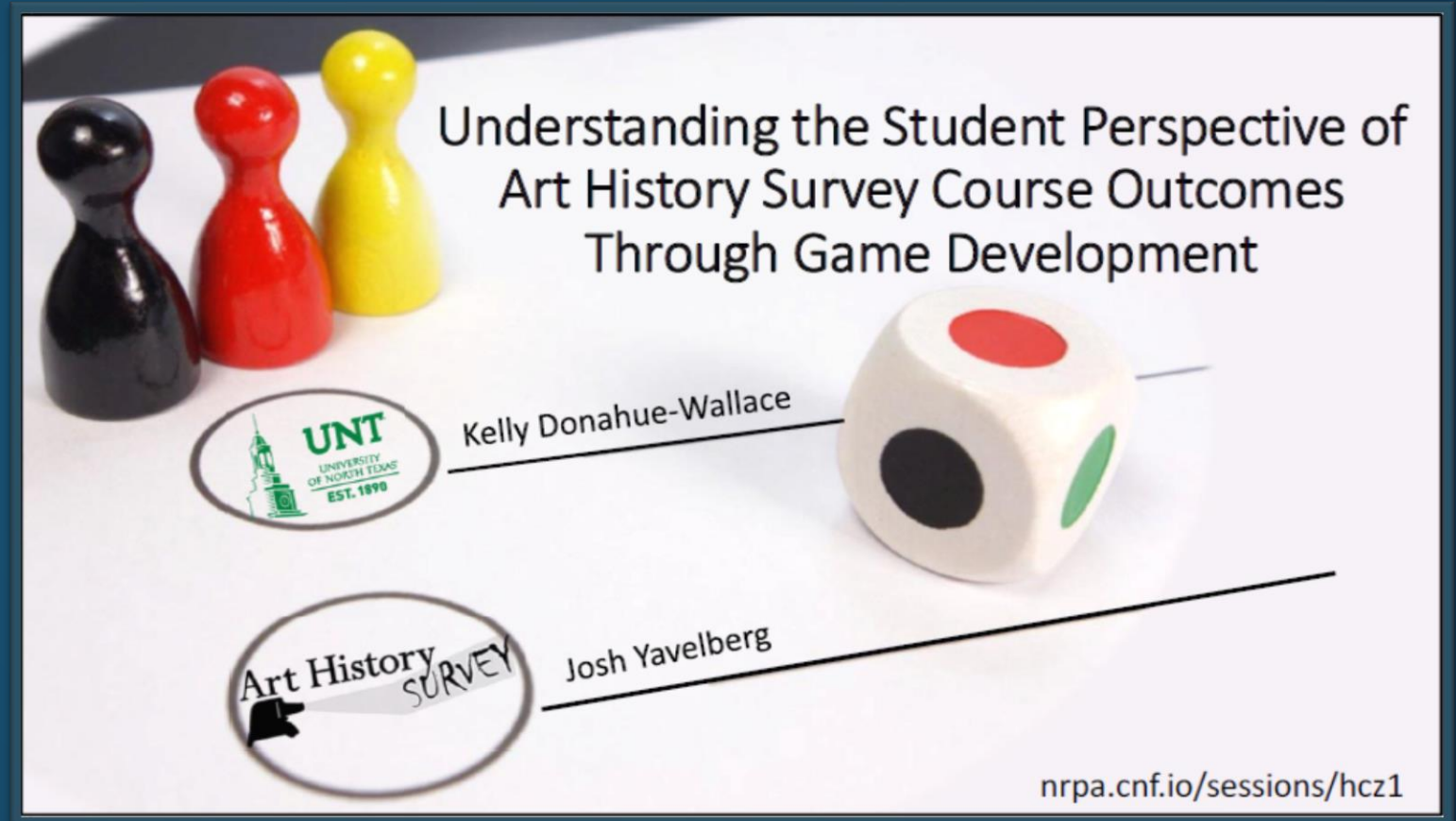
- A PUBLICATION OF SENTENTIA GAMIFICATION -



PURPOSE:

To form an understanding of student perspective from students in a capstone seminar of the issues and learning objectives of the art history survey course through game design.

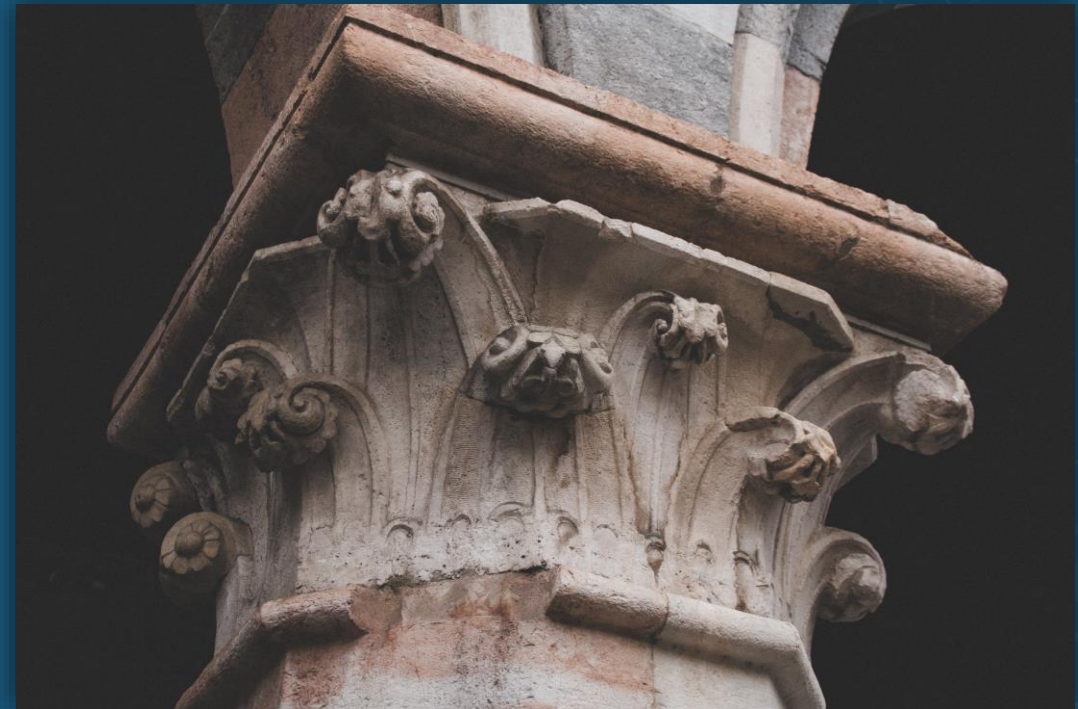
The results of this study helped to inform the understanding of how games may be used in education, future game designs for use in art history survey courses, and how such research can be explained through game-based formats.



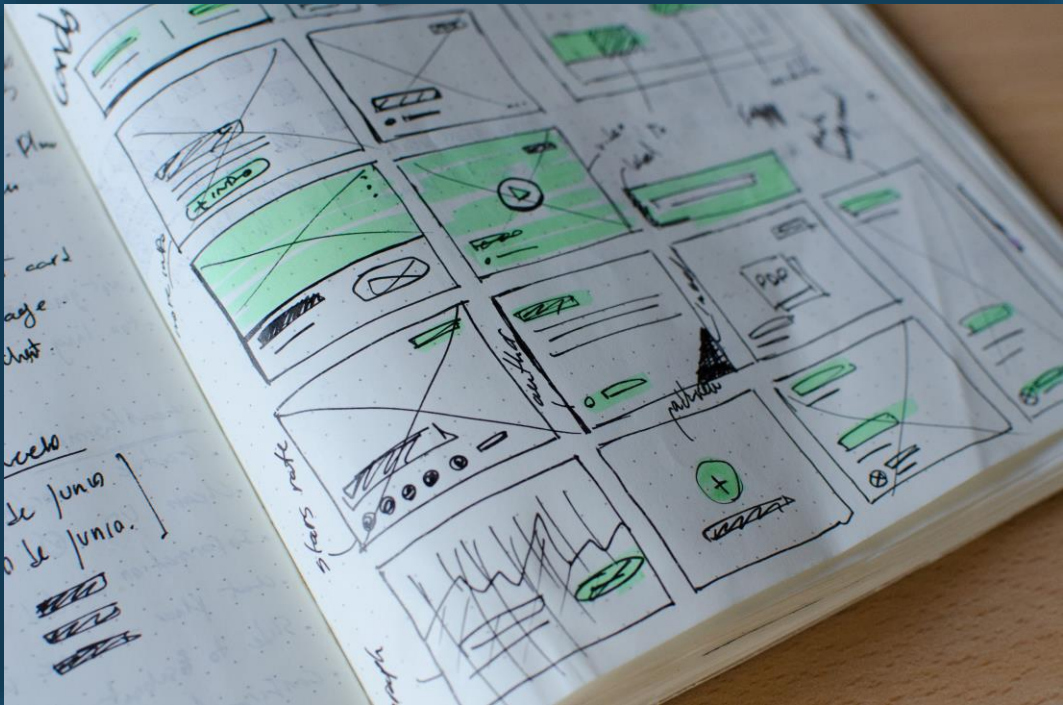
THE NEED:



- The art history survey course has been recognized as problematic with regard to its lack of innovation and adaptation to educational trends and the evolving landscape of college-level learners.
- Research informing the scholarship of teaching and learning (SoTL) in this area is lacking and only recently has a community of practice and journal developed to investigate this issue at greater and more rigorous depth.
- While Yavelberg's recent dissertation provided broad insight into the faculty perceptions of the course and its outcomes, there has been little effort to gain a researched perception of the course by students.
- Further, the lack of understanding with regard to games and game-based learning in higher education, and especially this discipline made it appropriate to utilize a methodology that explored both the phenomena of games and student perceptions in order to inform this audience of the innovative possibilities that games have to meet intended outcomes.



THE NEED:



- The challenge expanded when we were asked to deliver the findings from the initial study at a recent conference in a manner that allowed participants to interact.
- This created an added challenge to reconceptualize the methods for delivering a 20-minute conference presentation on a topic that would involve learners through game-based methods.

Meet Andy...

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The Challenge...

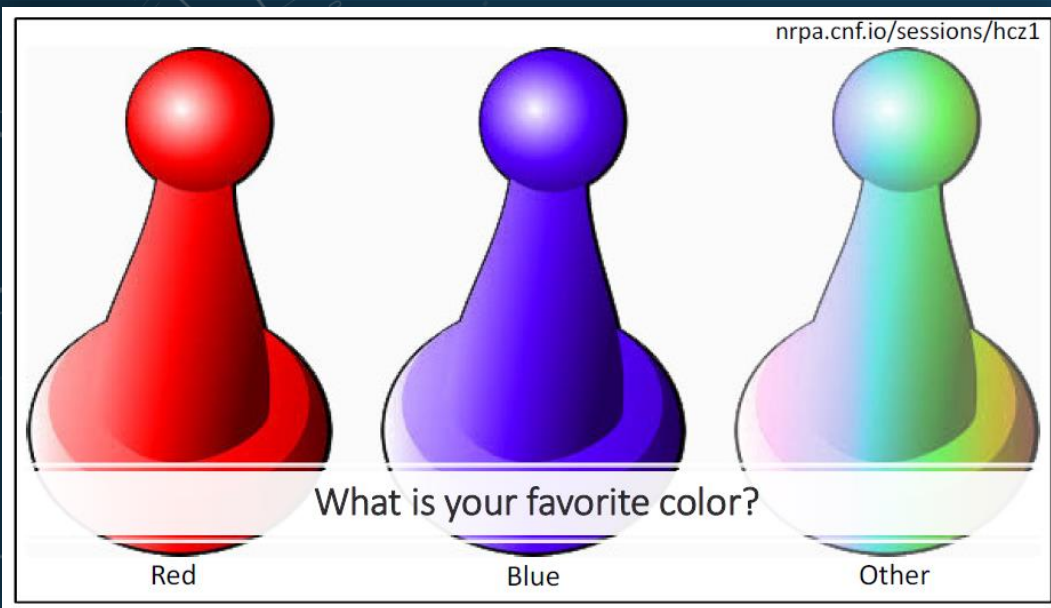
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You must successfully develop a game to meet course learning objectives for the art history survey that can be used in the classroom.

- Visual Analysis
- Art Historical Thinking
- Critical Thinking
- Communication Skills
- Art History Content Knowledge
 - Historical Context/Themes
 - Art Historical / Formal Vocabulary
 - Artistic Canon
 - Art Historical Writing



Yavelberg (2016) *Discovering the Pedagogical Paradigm in Art History Survey Courses*

- The initial research study is based on similar educational research that provided the challenge of developing games and studying student outcomes.
- While this research has been conducted for other disciplines, it had never been applied in this context and we were excited to guide students toward developing educational games.
- The research utilized a heuristic, design-based research approach that analyzed students through observation, discussions, occasional surveys throughout the term, and analysis of the final developed games to understand student perceptions of the freshman-level course they were developing these games for.
- Along the way, students were provided guidance about what educational games are and the development process. They worked through team-based learning designing, prototyping, play-testing, and providing a final mock-up of their games by the end of the term.
- While several teams described the desire to translate their games into digital versions, the games relied on traditional board/card game formats.




- The follow-up was a more interesting challenge. In the follow-up we wrote an article for a research journal and looked to present the findings at conference.
- We were challenged when forcing the research into a panel that was discussing games and wanted to present their games so that participants had time to play through them.
- Educational research is not delivered in game-based methods, so this was an interesting opportunity that required creativity to investigate.
- Two versions of the presentation were created:
 - One for the live event engaging the audience through polling and other interactive challenges using Conference i/o
 - And a mobile interactive story using Metaverse

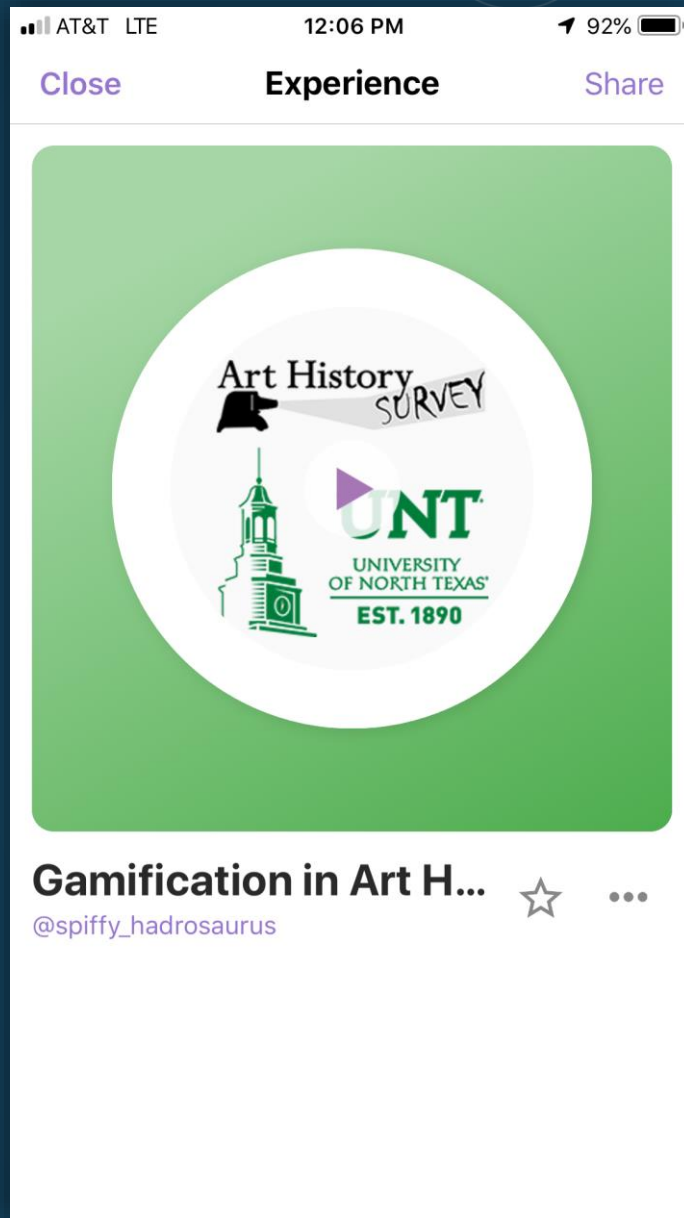
You need the **Metaverse App** to view this Augmented Reality Experience.

 Download on the App Store  GET IT ON Google Play

If you have Metaverse installed, visit this link from your phone or scan the code.



Gamification in Art History Surv
@spiffy_hadrosaurus



“

AS RESEARCHERS, WE WANTED TO KNOW: WHAT TYPE OF GAME WILL ANDY CREATE THAT SATISFIES STUDENT DESIRES FOR ENGAGEMENT AND INSTRUCTOR DEMANDS FOR IMPROVED LEARNING OUTCOMES? WHAT INSIGHT WILL THIS PROCESS PROVIDE US ABOUT OUR STUDENTS IN THE ART HISTORY SURVEY CLASS?

”

Josh Yavelberg, PhD

Students were surveyed at various points within the creation process to form an understanding of how students perceive the art history survey course. While instructors understand survey classes to be nicely chunked into manageable units: prehistory, Mesopotamia, Egypt, Greece, Rome, etc., each with representative examples to illustrate the major formal, iconographic, and contextual issues, the students did not see this. To them it was a non-stop flow of single objects. Instead of 10 units with 30 representative examples—the students saw only 300 objects to be memorized.

RESULTS:



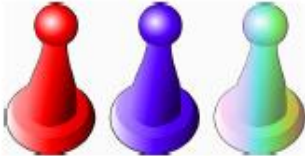

- The study did allow great insight into student perceptions and the challenges of educational game design for individuals who have experience with traditional games.
- The games that were created by students largely conflicted with the university class structure, and largely could not be integrated well in their current form for future courses. They could not be played within a semester, such as the game that addressed Early Christian art and Postmodernism.
- The learning outcomes that the games focused on mainly dealt with lower Blooms tiers such as memorization instead of engaging players with engaging with higher level outcomes such as critical thinking.

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Grade Andy...

How well do these games meet the following outcomes?

- Visual Analysis
- Art Historical Thinking
- Critical Thinking
- Communication Skills
- Art History Content Knowledge
- Practical Integration with Course Instruction



RESULTS:



- Andy and the teams only viewed their games as study aids—that is, reinforcing the information they received. They could not conceive of the games as creating knowledge.
- The games they created took several forms but at their core most were flashcard or trivial pursuit-type games, based principally on “facts” related to individual objects.
- Usually there was a race to the finish, with the best memory winning. In other examples, the good memory earned students materials and skills that helped to conquer land.



For the students, these games were the ideal study aids and offered a “fun” and engaging way to test memorization.

FINDINGS:





- On the whole, Andy and his peers turned to trivia-like games to make the art history survey course more engaging and to support what they perceived as the learning outcomes. Study aids to support and reward memorization.
- A silver lining, however, is that in developing even these basic games, the students reported learning more about the history of art than they had “memorized” before and that art history was much more complicated than they realized while taking the survey class.

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Student Perception

What does this tell us about students' perception of the Art History Survey?



- Enter with enthusiasm, leave with disillusionment 😊 → 😞
- Instruction to be more “fun” / “engaging”*

FINDINGS:

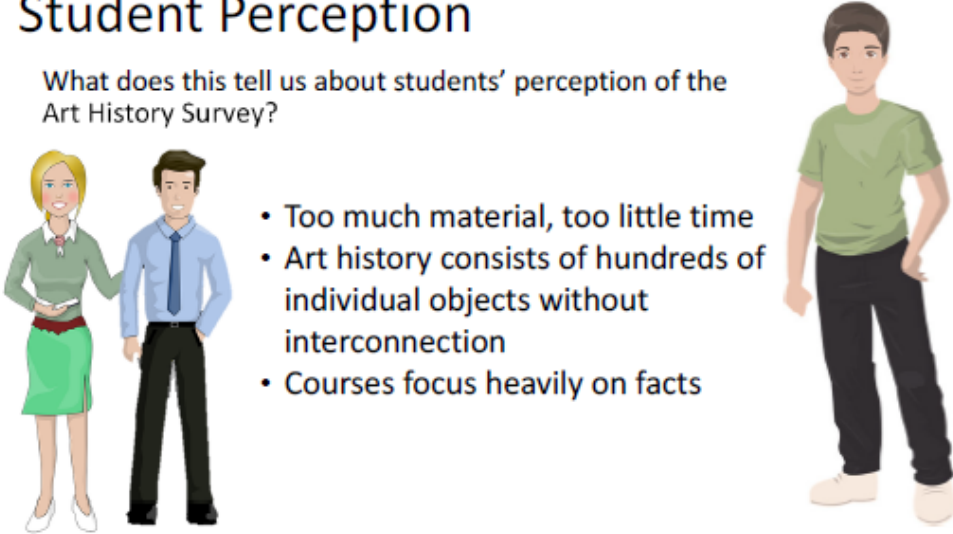


- Our discussions of the art history survey course and its goals revealed very interesting insights into student perceptions of the survey course that also informed their game designs.
- The results demonstrate that students felt that they came in with a general desire to learn about art history, especially as it related directly to their majors, but often left feeling overwhelmed, disillusioned, or simply disappointed in the knowledge that they received from the course.
- They found that the course simply was not “fun” and that it focused too heavily on facts.

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Student Perception

What does this tell us about students' perception of the Art History Survey?



- Too much material, too little time
- Art history consists of hundreds of individual objects without interconnection
- Courses focus heavily on facts

FINDINGS:

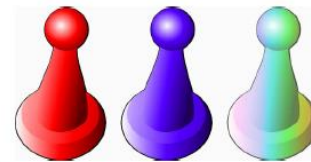


- Feedback from the conference experience indicated that this was an interesting approach.
- Interest in the platform used to create the interactive story exceeded interest in the research itself.

Gamification

What game elements were used in this presentation?

- Conflict/Challenge
- Collaboration
- Competition
- Strategy
- Chance
- Aesthetics
- Theme
- Story
- Resources
- Time
- Rewards/Scoring
- Levels
- Role-Playing
- Non-Player Characters



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Josh Yavelberg, PhD is currently the Director of Professional Development for the National Recreation and Park Association and a founding partner of Flying Cloud Solutions, LLC, a company that was recently developed with a focus on research and development of educational technology and design solutions.

Josh continues to consult on research projects in the scholarship of teaching and learning (SoTL) with a focus on art history instruction stemming from his recent dissertation in this area.

This research is currently being housed on www.arthistorysurvey.com.



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