

Colorado Community College System  
 Annual report  
 Round 1, Immersive and Game-based Learning Faculty Challenge Grants

College:	Community College of Denver
IGBL Project	ACCESS
Date of report	12/30/2013
Project lead:	Roseann Bohar
Person completing this report	Angie Generose
Game-based (yes or no)	Yes
Immersive (yes or no)	Yes

**Describe the project’s progress toward implementation and the semester in which your project was implemented.**

Spring semester of 2013 was the design phase for the ACCESS curriculum. In this semester, the course content and game was developed. The curriculum follows the flipped format in which students gain content knowledge outside of the course through mediums provided in D2L (instead of in lecture format), and then are assessed on this material in-class by completing challenges within levels of the game, which simulates the Game of Life. The game emphasizes collaboration among students, and provides a great deal of student-led learning.

After learning how to navigate the course, students begin the course content. There are twelve levels, plus an introduction called the Course Info one pit stop, and week to wrap up the course in a section called Game Over that make up the entire game. Each level consists of multiple challenges; students must successfully complete challenges in order to continue in the game. The twelve levels are as follows: Student Skills Mountain, Research Skills Library, Campus Resources Gate, Career Exploration Island, Goals and Motivation Retreat, Educational Plans School, Time Management Calendar, Drafts Mud Sculpture, Dream Job Portfolio Statue, Career Development Workshop, Personal Growth Recreation Center, and Work Skills Job. Specific information about developments created for these levels is listed in the relevant section of this report.

Toward the end of the spring semester, this course was presented to current AAA109 students who also had the opportunity to complete some of the challenges. We received very positive feedback from the students, who stated they would enjoy having all course content in the form of the game. The game was then piloted in two sections in the fall, 2013 semester. The game development team has made changes to the game based on instructor and student feedback, as well as what worked best in practice for teaching the content of the course. Full implementation will take place in the fall semester, 2014.

**Describe the project's collaborations within or outside of your college.**

The first level of the game, Campus Resources, provides students with knowledge of various resources available at CCD. After the implementation stage of the grant, which is planned to take place fall semester, 2014, information regarding the game will be disseminated to all colleges in the CCCS.

**Describe the technology-based resources needed as part of your immersive strategy:**

The game is designed so that it can be played on any computer or tablet with internet connection and speakers. However, users must use Mozilla Firefox as the browser for some components of the game. All technology used, such as podcasts, games, and videos, are compatible with both Apple and Microsoft products.

**What project products were developed?**

The most prominent product developed for this course is the structure of the course. The entire course is delivered in the form of a game. Through D2L, students navigate through levels in which they encounter and successfully complete challenges. Videos (such as a TED talk and a YouTube video), interactive activities (such as Poster My Wall) articles, podcasts, and links are embedded into the course. Multiple discussions, assignments, and quizzes were also developed and included throughout the course. Finally, the following media products were developed and included into the game: Map of Course Video (created in Prezi), D2L Navigation Videos (created in Captivate), Career Counselor Videos (created in Voki), Schedule Alteration Videos (created in Prezi), Stages of Research video (created in Voki), Stress Management video (created in Captivate). In addition, a Facebook page, Pinterest page, and Twitter account were created for this course.

**Are all of the products, documents, written materials, and content developed made available under a Creative Commons attribution license?**

All but 1 – the products, documents, written materials, and content are available at the faculty course website: [www.aaa109.weebly.com](http://www.aaa109.weebly.com). Because they are located in a common space, we used one license for all material.

The only one that is not is a comic on how to perform research. It holds the same open license, but under the author's name: Naomi Wahls.

**Describe the progress toward project outcomes as it was written in your evaluation section**

Due to enrollment for AAA109 being lower than expected, we did not have the anticipated number of sections for this course. Therefore, in the Fall 2013 semester, we piloted this course in 2 sections. We had one control section, which used the traditional

AAA109 curriculum. In the Spring 2014 semester, the ACCESS curriculum will be implemented in all AAA109 sections, which at this time is planned to be 7 sections. Much of the curriculum is also going to be implemented in the 2 online sections of the course. In Fall, 2014, information regarding the course will be disseminated to community colleges within the Denver metro area.

In the 2 piloted sections of the ACCESS curriculum, students have shown a 14% increase in score quizzes (the same quizzes were used in the experimental and control sections). Additionally, the course completion rate of the control section was 60%, while the completion rates of the experimental sections were 67% and 71%.

We will continue to gather data as the curriculum is further scaled to additional sections of the AAA109 course.

**Describe your plan for sustaining the project after the grant period ends**

The ACCESS game is available to all AAA109 faculty in a common course shell. Faculty members who are teaching this course in all future semesters will be able to copy and use the course shell and sustain this project.

**How will other faculty in the CCCS learn about and incorporate your solution?**

This game and course will be presented to CCCS faculty at the Immersive and Game-Based Learning conference. They will also have access to the AAA109 faculty website, on which they can learn more about implementing this game and contact the developers.

**Describe your project plans for the remaining grant period.**

The game will continue to be improved during the remainder of this pilot semester. The final version of the game will then be available as a course shell on D2L, with the resources available on the faculty website. We will also continue to collect data to determine student outcomes from implementing this game.