

1125-G1-2659 **Kayla Bradley Dwelle*** (dwelllek@obu.edu), 410 Ouachita Street, Box 3739, Arkadelphia, AR 71998. *Do Math Long and Prosper: An Experiment in “Gamifying” an Active Learning Classroom*. Preliminary report.

Whether a short time or long time practitioner of teaching in an active learning classroom, most of us find that the heart of our success depends greatly on students taking personal responsibility for their learning and, consequently, their performance in an active learning course. Though ultimately that responsibility falls on them, I believe we can be powerful influences to and motivators for this personal responsibility.

I now have several years of practicing teaching in active learning classrooms. I have discussed active learning with other practitioners at workshops, conferences, and during campus visits. I have tried many strategies and ideas to promote personal responsibility. Some have been successful, others not so much.

Aspiring to try something new in my fall courses, I launched a synthesis of several moderately successful to very successful strategies, culminating in an overall theme, rules, and class currency. In other words, I “gamified” my courses. In this talk, I will discuss the details of this implementation, what worked, what did not, and how I attempted to assess the change in student’s personal responsibility for their learning as a result of the game. (Received September 20, 2016)