CQI Sample Project
Accepted for funding Fall 2018

Title of project: Incorporating games and laughter into tough conversations

Courses and/or discipline related to your project: Intro to Sociology; Racial and Ethnic Minorities; Urban Sociology

In which semester do you plan to implement the project? Fall 2018

What is your budget of projected expenses?

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
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<tbody>
<tr>
<td>Lamination Sheets (2 sets of 50)</td>
<td>$30</td>
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<tr>
<td>Velcro Fasteners</td>
<td>$15</td>
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<tr>
<td>Foam Dry Erase Blocks</td>
<td>$36</td>
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<tr>
<td>Card Stock (2 reams)</td>
<td>$30</td>
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<tr>
<td>CIVIO – Civil Rights Game</td>
<td>$30</td>
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<tr>
<td>Rise Up : Game of People and Power</td>
<td>$40</td>
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<tr>
<td>Dice</td>
<td>$5</td>
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<tr>
<td>Post It notes</td>
<td>$15</td>
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<tr>
<td>I Wish I Were Black (video)</td>
<td>$25</td>
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<tr>
<td>The Grizzled (board game)</td>
<td>$20</td>
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<tr>
<td>Gobidden Desert (board game)</td>
<td>$21</td>
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<tr>
<td>Forbidden Island (board game)</td>
<td>$21</td>
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<tr>
<td>Wildcraft (board game)</td>
<td>$30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$318</strong></td>
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1) What is the learning gap? What evidence did you collect to identify the learning gap in the classroom? How did you collect the initial data – was it formative or summative? Direct or indirect? (Direct is preferred.)

The learning gap in my classroom is students connecting theory to practice. In my current course, after each major topic I do a formative assessment and ask my students two questions: 1) Can they explain the concept we discussed without looking at their book and 2) how can they apply the concept in their everyday life? The second question is where I see the most confusion or lack of transferring knowledge so these materials would help me look at a new way to connect the knowledge to actual practice.

Rubric - One point for each component in answer:
- Learning gap is compelling (important topic or significant numbers).
- Learning gap is clearly tied to course outcomes, program objectives, and/or general education goals.
- Answer uses assessment language (formative/summative, direct and indirect) correctly.
- Multiple measures are collected.
- Initial data appears validated, rigorous, and quantitative.
2) How do you propose to address the learning gap? Describe your innovation and planned activities.

In the field of sociology I have to be careful where I insert humor as I do not ever want to offend any student so these games, videos and materials will help me utilize third party tools to examine real world scenarios and also look at the material through a critical sociological lens. After each major content area, we will spend half of a class period focusing on one or more of the games purchased. Pre-game and post-game I will ask the same formative assessment questions and document any changes in student answers.

Rubric - One point for each component in answer:
Proposal is innovative
Proposal is well defended
Proposal shows promise
Activities are feasible
Activities are compelling

3) How many and which students would be impacted by your proposed change?

The first semester this will impact students in my Intro to Sociology course. When it is successful, I will make sure to share my experiences with all sociology faculty who teach the intro course so they have the option of incorporating games into their curriculum. Additionally, I will utilize the materials when I teach the racial and ethnic minorities course, resulting in more students being impacted.

Rubric - Evaluators will award points from 1-5 where 1 affects students in one class, 3 affects all sections on one campus and 5 affects all students College-wide.

4) How will you determine student learning was improved? Describe the ways you will collect data, decide whether or not the results are valid, and measure success.

In the field of sociology I have to be careful where I insert humor as I do not ever want to offend any student so these games, videos and materials will help me utilize third party tools to examine real world scenarios and also look at the material through a critical sociological lens. After each major content area, we will spend half of a class period focusing on one or more of the games purchased. Data will be collected in multiple ways. Pre-game and post-game I will ask the same formative assessment questions and document any changes in student answers. Additionally, I will specifically have 3 questions on each exam that are directly related to the materials in the games. My target success rate is 66% of students answering at least two questions completely and correctly that relate their in class experience to a real world situation.

Rubric - One point for each component in answer:
Student learning data will be collected in a timely and/or efficient way.
Data will be collected in at least one direct, quantitative way.
Data will be collected in multiple ways, which can be direct, indirect, quantitative, qualitative, formative, or summative.
Data will be analyzed or reflected upon.
A target success rate is identified (such as “5% improvement in success” or “80% or more students will achieve a passing grade.”)
5) How do you plan to report back your findings, regardless of whether or not the innovation worked? (This can be through department/discipline meetings, professional development presentations and conferences, writing it up for newsletters, program reviews, and/or presenting to the Assessment and Research Subcommittee – describe at least two ways you will communicate your findings.)

The data collected will be used to inform and improve future teaching strategies and learning assessments. I will also use the data to compose a conference submission and potential article submission on incorporating games and laughter when teaching about taboo subjects. Lastly, I will make the data available and be willing to work with any faculty member who is interested in collaborating or learning from this initiative.

1 point for putting results in Improve
1 point for presenting at department/discipline meetings
1 point for writing it up in a newsletter
2 points for teaching a professional development or at a conference
2 points for putting it in annual/program reviews
2 points for presenting to the Assessment and Research Subcommittee

Possible Total Rubric Score for Questions 1 to 5 = 0-25. Proposals must achieve at least a 20 to be considered for funding.