

# *USING A GUIDED FRAMEWORK TO SUPPORT STUDENT AGENCY FOR ACCELERATED GED STUDENTS*

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# ADULT EDUCATION THE STUDENT / THE PLAYER



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# *Theory Section 1*

## **Exploring Student/Player Agency**

***Student Agency:*** The capacity for students to make meaningful choices that impact their learning path and outcomes.

***Player Agency:*** Players' ability to make decisions that affect the game world, outcomes, or their progress within the game.

***Drawing comparisons:*** Both focus on personal autonomy, decision-making, and the consequences of choices.

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# MASS EFFECT 3



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Placement

Lessons

Guided Study

Self Study

Example from  
GED at MCC

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## ***Practical Application Section 1***

### **Exploring Student/Player Agency**

***Placement:*** A more detailed identification of student's skill and gaps in their knowledge base

***Lessons:*** Short, given on a regular basis, progressive in nature

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*Practical Application Section 1*  
**Exploring Student/Player Agency**

*Guided Study:* Choice that allows students to decide their topic and work with an Instructor

*Self Study:* Independent time on the tools selected without guided instruction

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# Practical Application Section 1 /Agency in Online GED Classes

Example One:  
The student without tools.

OneNote Online | OneDrive · Documents | Physics I - Winter 2019 Solutions

File Home Insert Draw View Print Tell me what you want to do Open in OneNote Give Feedback to Microsoft

Physics I - Winter 2019 Solutions

- Lecture 01 - Unit Conv...
- Lecture 02 - Trigonom...
- Lecture 03 - 1D Kinem...
- Lecture 04 - 1D Kinem...
- Lecture 05 - Projectile ...
- Lecture 06 - Projectile ...
- Lecture 07 - Circular ...
- Lecture 08 - Circular ...
- Lecture 09 - Forces an...
- Lecture 10 - Forces an...**
- Lecture 11 - Forces an...
- Lecture 12 - Forces an...
- Lecture 13 - Impulse a...
- Lecture 14 - Collisions ...
- Lecture 15 - Energy
- Lecture 16 - Work

Lecture 10 - Forces and Ne...

Newton's Second Law

Newton's Second Law is  $\vec{F}_{net} = m\vec{a}$ . This tells us that if there is a net force acting on an object, it will accelerate in the same direction as that of the net force. To calculate the acceleration, you can rearrange the formula as  $\vec{a} = \frac{\vec{F}_{net}}{m}$ . Notice the vector symbol the force and acceleration, which reminds us that these quantities are vectors and have both a magnitude and a direction. Recall that  $\vec{F}_{net}$  represents the sum or total of all the forces acting on the object. You may want to review the Vector Addition lesson if you have forgotten how to do this.

1. You are a trader at Scotia Bank and have a mass of 63.5 kg.

a. On your way up to the 68th floor in the Scotia Tower, the elevator travels a constant speed of 0.981 m/s. While travelling up, you decide to stand on a scale. What weight does your scale read, in Newtons? [622.3 N]

b. As your elevator finally approaches the 68th floor, the elevator comes to a stop, but before the doors open, one of the four elevator cables snaps and you begin to fall downward. Luckily the remaining three intact cables provide some tension and allow you to descend to the main floor 275 m below reaching a final speed of 12.0 m/s. What weight does your scale read on your way down? [606 N]

$\downarrow V_i = 0$   
 $V_f = 12 \text{ m/s}$   
 $\Delta S = 275 \text{ m}$   
 $a = ?$

$V_f^2 = V_i^2 + 2a\Delta S$   
 $a = \frac{V_f^2 - V_i^2}{2\Delta S}$   
 $= \frac{12^2 - 0^2}{2(275)}$   
 $= 0.262 \text{ m/s}^2 \downarrow$

$\uparrow F_N$   
 $\downarrow F_g$

$\downarrow F_{net} = ma$   
 $F_g \rightarrow F_N = 63.5 (0.2618)$   
 $622.3 - F_N = 63.5 (0.2618)$   
 $F_N = -606 \text{ N}$   
 $= 606 \text{ N} \uparrow$



# *Theory Section 2*

## Gamification and Game Environment



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## ***Theory Section 2***

### **Gamification and Game Environment**

***Gamification:*** An application of game like elements; leverages the natural desire for competition, achievement, and reward to make tasks more enjoyable and interactive.

***Game Environment:*** The overall setting, context, and interactive elements that shape the player's experience.

## *Application Section 2*

# **Gamifying GED Classes**



***Gameworld:*** Classroom as community

***Characters:*** Teachers specific to student's needs. "Hey Listen"

***Rules:*** Regulation and Policy with the luxury of choice

***Objectives and Challenges:*** Complete the GED! Is that all?

***Systems:*** Online programs, focused study, predictability

# Practical Application Section 2

You are viewing Angelina Lyman-Ruggiero's screen View Options

app.ged.com

VIEW ALL TEST SCORES

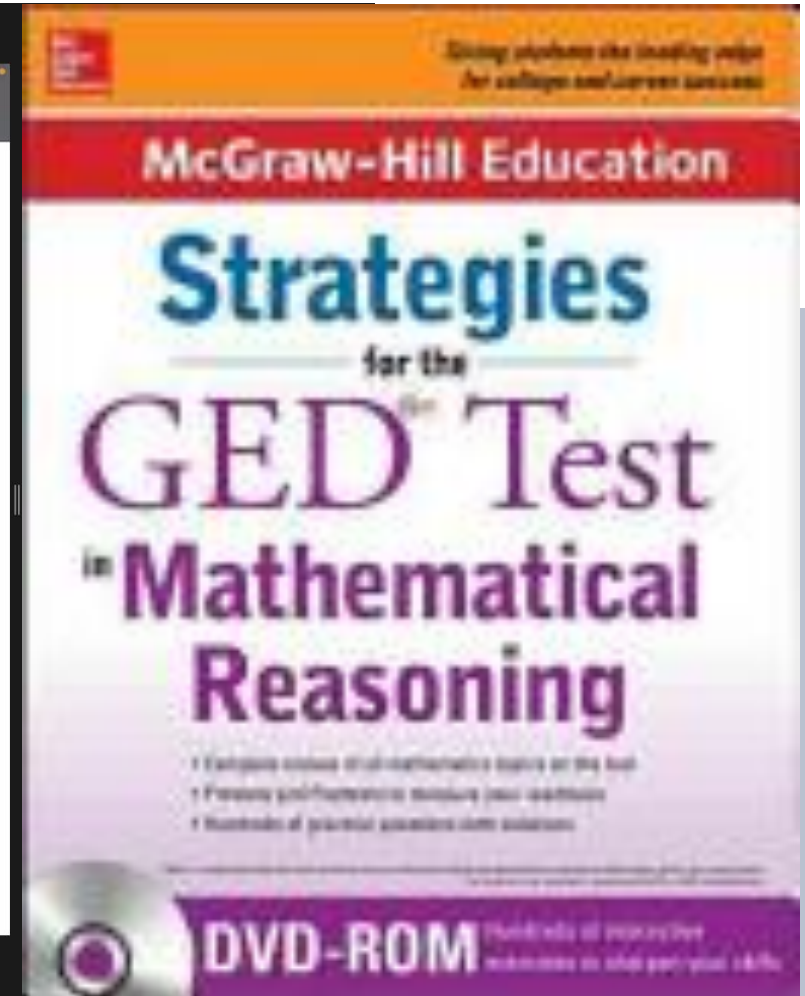
**Most Recent GED Ready Practice Test Scores**  
After taking your practice test, if you're *likely to pass* then schedule your test right away. If not, read your score report and see exactly what skills you need to brush up on.

Language Arts	Social Studies	Science	Math
150	156	No Score	No Score
Likely to Pass	Likely to Pass	Not Taken	Not Taken
<a href="#">SCORE REPORT</a>	<a href="#">SCORE REPORT</a>	<a href="#">TAKE GED READY</a>	<a href="#">TAKE GED READY</a>

VIEW ALL GED READY SCORES

1 unassigned participant

Mute Stop Video Participants Chat Share Screen Record Breakout Rooms Reactions Whiteboards

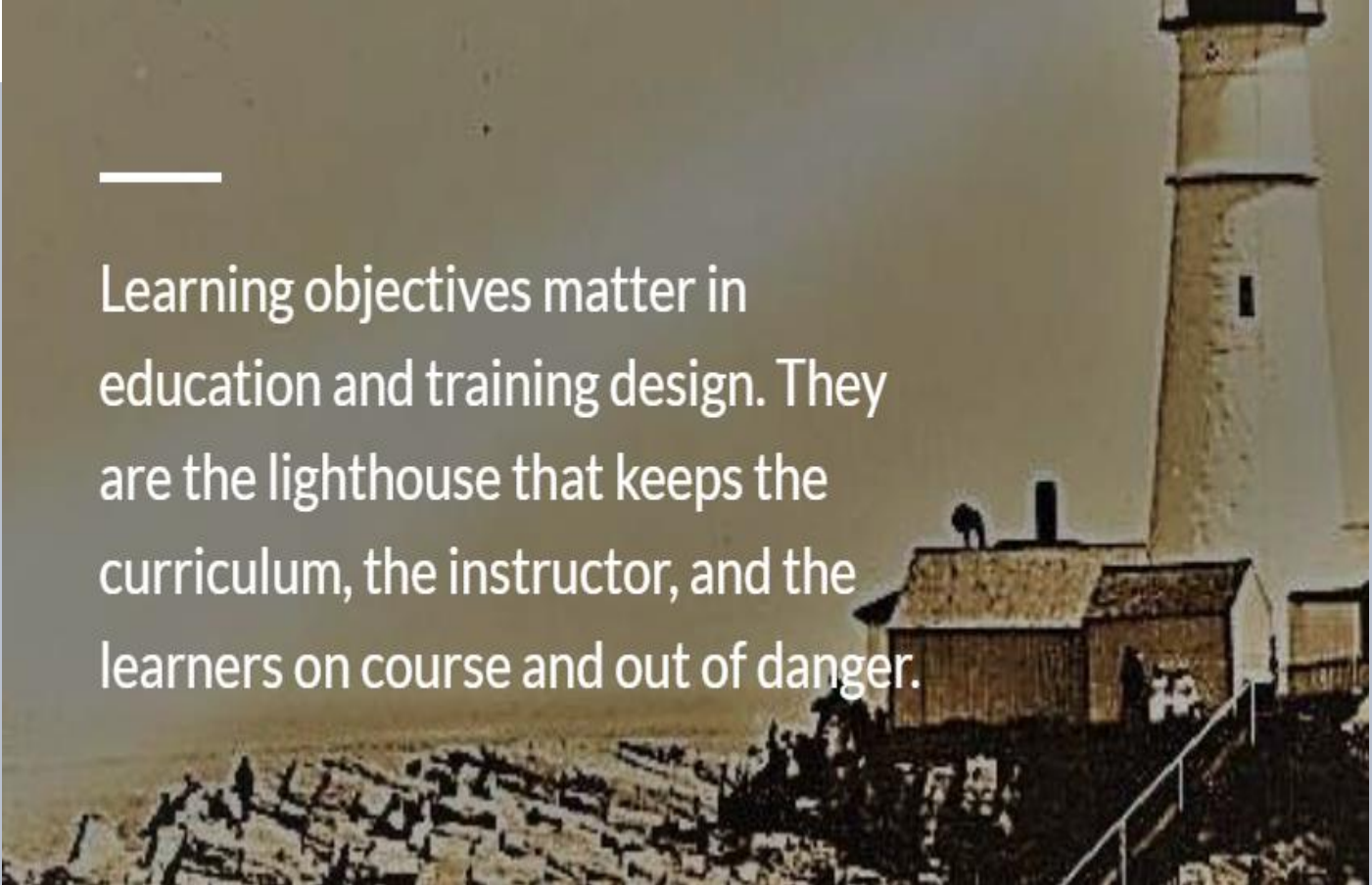


# *Practical Application Section 2 /Gamifying GED Classes*

## **Student Example 2: Teaching as coaching**



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A photograph of a tall, white lighthouse with a black top section, situated on a rocky, dark shore. A small, dark building with a chimney is visible at the base of the lighthouse. The sky is a pale, hazy blue. The foreground shows the rough, dark rocks of the shore.

Learning objectives matter in education and training design. They are the lighthouse that keeps the curriculum, the instructor, and the learners on course and out of danger.

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## *Theory Section 3*

### **Student Progress, Retention, and Accountability**

***Accountability:*** The responsibility that individuals have for the choices they make and the consequences of those actions.

***Accountability and Agency:*** Choices matter. Consequences of agency have good and bad results.

***Accountability Tools:*** The mechanisms used to track, monitor and ensure feedback for accountability

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## *Practical Application Section 3*

### **Virtuous Cycle**



- 1. Student chooses to study (Agency)**
- 2. Student studies (“Game World”)**
- 3. Progress tracking shows improvement (Accountability)**
- 4. Student encouraged (rewarded for choice)**
- 5. Student chooses to continue studying (Agency)**

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## *Practical Application Section 3*

***Progress Tracking:*** A method or system that allows the students to see how much they have progressed

***Feedback Loops:*** Progress tracking that works on an ongoing basis rather than an overall situation

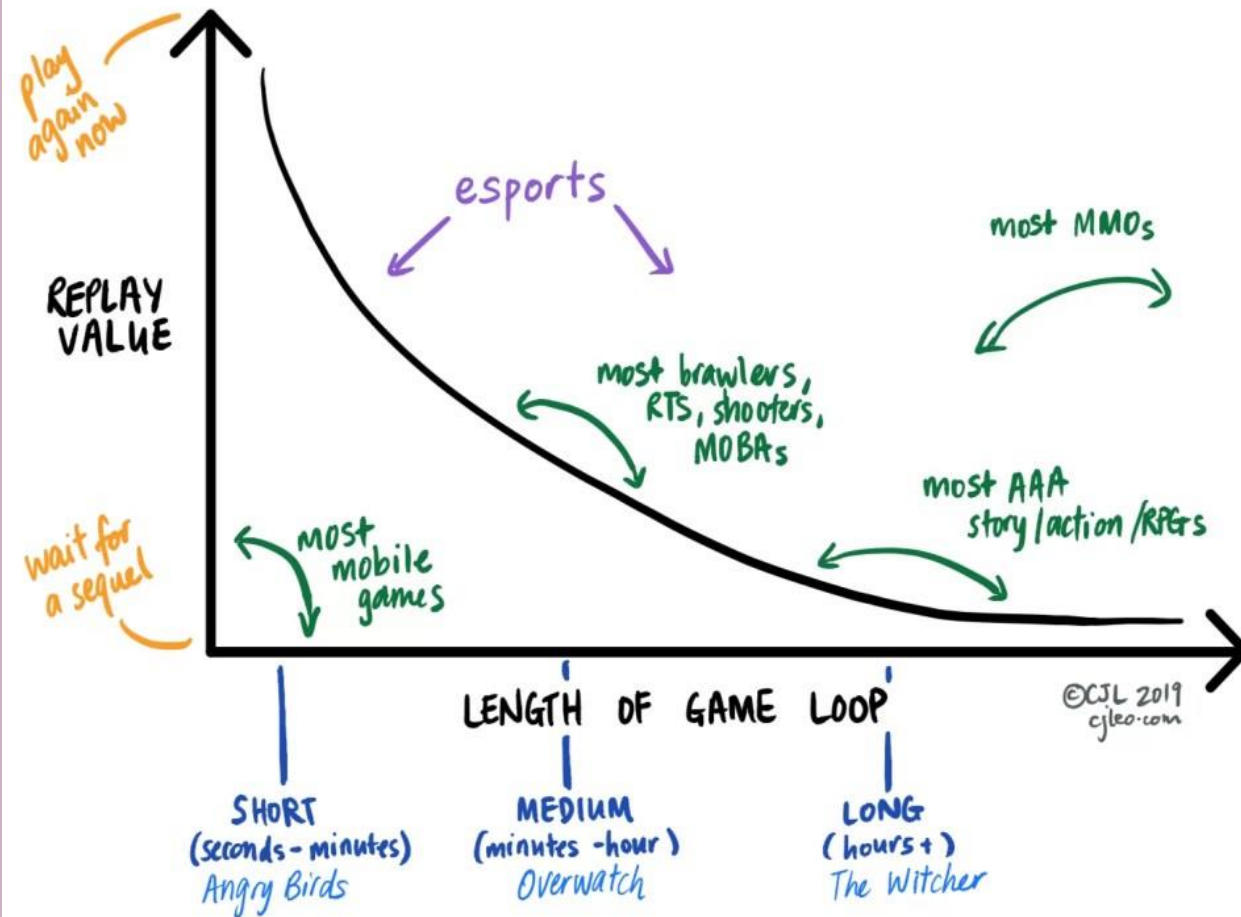
***Deadlines:*** An accountability tool; provides immediacy

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# Theory Section 4

## Replayability and Student Success



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## *Theory Section 4*

### **Replayability and Student Success**

***Replayability:*** the quality of a game or activity that encourages players to return multiple times

***Retention:*** Both focus on personal autonomy, decision-making, and the consequences of choices.

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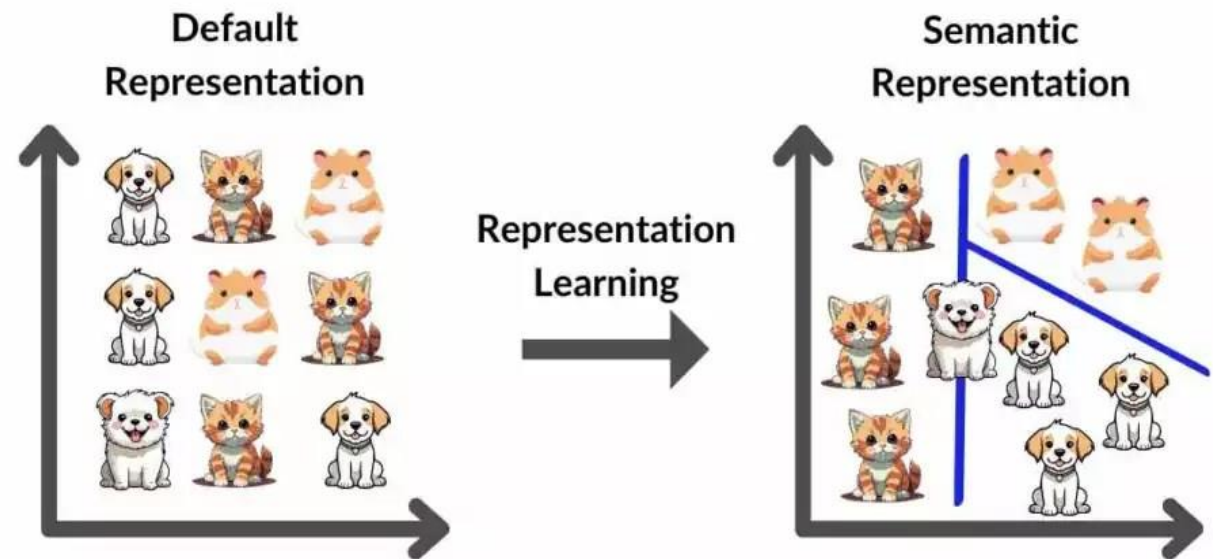
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# *Practical Application Section 4*

## **Encouraging Mastery Through Replayability**



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by [Neri Van Otten](#) | Dec 11, 2023 | [Data Science](#), [Natural Language Processing](#)

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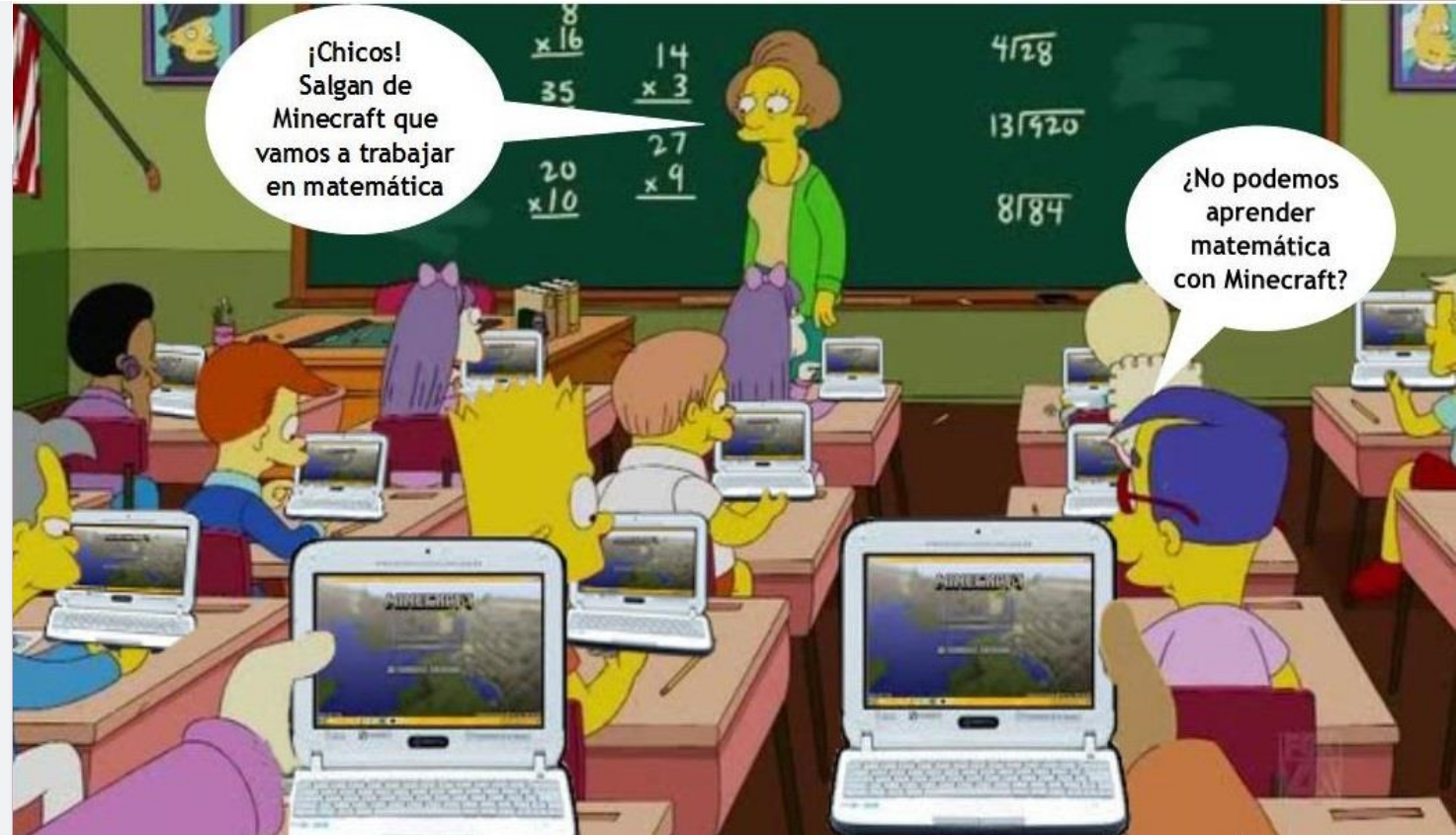
# *CONCLUSION : The Agency Player and Their Atmosphere*



Joining Breakout Rooms...

**Breakout Room 1**

It may take a few moments.



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***WE  
CELEBRATE  
YOU!***



**Success  
Ahead**