**Pre Reading**

Bean, Engaging Ideas, Chapter 6 (focus on pp. 92-93, 95-104)

Bean, Engaging Ideas, Chapter 7

**Purpose**

Introduce and demonstrate the value of open pedagogy on the OpenLab through game play.

**Audience**

General Education Seminar Fellows: Third-Year, Second-Year, and Second-Year Associates, plus members of the Open Pedagogy Project on the OpenLab (<http://openlab.citytech.cuny.edu/groups/open-pedagogy-on-the-openlab/>)

**Task**

Create an assignment that leverages open pedagogy on the OpenLab by playing a brainstorming game.

**Format**

Faculty groups will draw one card from each of three decks of cards with examples of open pedagogies, General Education Student Learning Outcomes (SLOs), and a game. Groups will use the cards they draw to brainstorm an assignment, record the assignment on the template below, and share the assignment they developed with all.

**Assessment**

Peer feedback

Group: Social Sciences

Open Pedagogy Card: using materials in the public domain (audio visual texts)

Gen Ed SLO Card: professional/personal development (working together, etc)

Game Card: the sims

The following format is adapted from Bean, *Engaging Ideas*, pages 98-100

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**Purpose** *(What are the goals of this assignment? How does it engage openness?)*

* Student evaluation of conflict-resolution process
* Students use site to criticize and defend proposals for a university design based on research in public domain

**Audience** *(What course[s] can this assignment be used in?)*

* Could be adjusted to any that wishes to work on decision-process making, but this example is particularly tuned to economic, psychological and architectural courses.

**Task** *(What will students do? What will faculty do?)*

1. Students will create a school, while divided into three groups (student union, office,classroom), creating a design based on research. They allocate a limited budget (a la the sims) to resources of their choosing
2. Once completed, the class gather to work through and balance these proposals into a school-wide budget.
3. A CATASTROPE! THE BUDGET HAS BEEN CUT BY 15%! After which students must regroup to work out a new budget. During this process, they argue for their own positions, and against others, via comments.
4. Students now work together and create a final budget.
5. Evaluation of project: First, (part a) they as a class create an evaluation of how they worked together (a rubric for productive and unproductive comments). Then (part b) they evaluate the comments during phase three to complete that evaluation and allocate points.

**Format** *(How will work on this assignment occur? In-class? At home? In groups? Individually?)*

* In-class and online. All work is in groups, with larger groups sessions

**Assessment** *(How will student work be assessed?)*

* Students assess their own process. Instructors evaluate level of participation, research skills, organization, etc