¡A Jugar! Using Games and Competition in the Classroom

Martín Ocón-Gamarra
Competencias entre Estudiantes

Emoción

Energía

Entusiasmo

Diversión
• Competition can trigger stress, anxiety and discouragement, which can lead to disengagement. (edtheory.blogspot.com)

• Competition can damage self-esteem. (info.thinkfun/stem-education)

• Competition shifts the students’ attention from means/process and the task itself to attention to ends/products and the cost of their performance. (calstatela.edu/faculty)

• Competition accentuates the effects of existing social hierarchy and ability levels and can damage the teamwork ethic. (info.thinkfun/stem-education)

• Competition is based on the drive for personal gain at the expense of another and this can only destroy true relationship amongst students. (unimedliving.com/education)
• Competition can make learning seem like a game which makes the process more fun. (study.com)

• Motivation thrives in competitive situations and competition can get students more actively involved in the class. (theclassroom.com)

• Increased efficiency and improved self-awareness in class activities occur when students are in a competitive environment. (edtheory.blogspot.com)

• Some students thrive under pressure, which competition provides. (study.com)

• Competition builds teamwork skills and can lead to better cooperation and a sense of community. (education.cu-portland.edu)

• Learning to operate in a competitive environment is a valuable skill. (schooliseasy.com)

• Healthy competition boosts self-esteem and engagement. (parents.com)
Healthy Competition

• The primary goal is fun.
• The learning task is NOT characterized as a means to an end (winning the competition).
• All individuals or groups see a reasonable chance of winning.
• The competition occurs randomly and unexpectedly, has a short duration and is characterized by high energy.
• The competition is varied and all students understand game rules and symbolic rewards. (points)
• The competitive reward does not affect students’ partial or final grades.
Owen 14
Mollie 11
Troy 12
Anusha 13
Mayra 10
Anna 10
A Typical Lesson

I) WARM-UP

II) INTERPRETIVE MODE

III) INTERPERSONAL MODE

IV) PRESENTATIONAL MODE

V) CONSOLIDATION/REVIEW