



LingroToGo in the Classroom

Quick Counts for Accountability



Learner Autonomy, Classroom Accountability

LingroToGo is designed as a stand-alone mobile app that gives players/learners lots of choices: what topics to explore, how in-depth to explore, which games to play to reinforce new content, and how many times to play a given game (depending on whether they want to fully master one game before moving on or to experience a variety of games for a more diverse exposure to new content). *LingroToGo* allows players to customize their experience to match their own best conditions for learning.

When using *LingroToGo* as a part of formal classroom instruction, you may want to hold students accountable for their learning. How can you give students the freedom to play as they wish, yet still hold them accountable and assign grades for their learning? One approach is to ask students to collect information about their game play to demonstrate effort and mastery. You can then use this information to determine how much credit, how many points, or what grade to assign students as a result of their gameplay. Here are some suggestions.

1. Badge Counts: Mastery/Proficiency-based Accountability

Students earn badges as they play individual games associated with a language function. Each badge is an accomplishment: bronze shows basic mastery, silver indicates a higher level of mastery, and gold is given for the highest level of mastery. Badge counts provide a quick way to assess what games (and related content) a student has mastered.

For a lesson-integrated approach, you can select a module that fits a unit of classroom instruction, for example, Health & Safety > Nutrition > Making a Grocery List. Ask students to take a few screenshots of the landing screen before they begin gameplay to document their number/level of badges at the beginning of a session (they will need to scroll down to show all the activities in the module, as shown below).



Following a gameplay session, ask students to take screenshots of the landing screen again to document their progress in earning badges. In the following screenshots, you can see (in the upper right corner of each activity) that the student earned two gold badges, two silver badges, and one bronze badge during a gameplay session.



You might choose to award 3 points for gold badges, 2 points for silver badges, and 1 point for bronze badges. Some students may opt to earn points by playing more games in a module at a lower level of mastery, while others may play one game repeatedly to achieve a higher level of mastery before moving on. Either way, students earn points for their work and you can see at a glance how students are doing with the content of the module.

You can also use this approach without being its being tied to a unit's content. In this scenario, students can play games in any module or across several modules. Each time a student switches to a new module, he/she should take screenshots of the module(s) landing screen before and after gameplay to document new badges earned or progression from bronze to silver to gold.

2. XP Counts: Time on Task Balanced with Performance

Experience points, or XP, are earned for completing tasks in *LingroToGo*. XP earning tasks include the same games that allow users to earn badges (and users earn more XP the better they perform) as well as tasks such as watching the videos included in each module. XP are a rough indicator of time-on-task balanced with task performance.

Ask your students to take a screenshot of the main screen before they start a gameplay session and again at the conclusion of a gameplay session, as shown below.



Start of Session End of Session

During a 10-minute gameplay session, the player earned 475 experience points (she had 7650 to start with and 8125 when she finished the session). You might expect a student to earn approximately 400 XP in a 15-minute gameplay session. If you would like your students to spend about one hour playing *LingroToGo* in a given week, you might ask them to document a gain of 1600 XP over the course of the week. Of course, students, classes, and modules vary. We recommend initially asking students to keep a log of time spent playing and their XP gained to help you calibrate basic equivalences for your specific teaching context.



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