

# Games in the Classroom for Engaged Learning



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# Motivation



- Instructors can have a significant impact on students' engagement, feeling of success, and sense of belonging (Guzzardo et al. 2021; Carrell and Kurlaender 2023).
- **Active learning** is “an instructional method that engages students in the learning process. ... [I]t requires students to do meaningful learning activities and ***think*** about what they are doing” (Prince 2004).





What are your current perceptions  
of using games in college classroom?

You may list them in the first section of your handout.

# Games in Agricultural and Applied Economics

- Cohen and Rhenman (1961) note the early start of games used in the classroom, specifically management and economic-focused ones.
- The use of computer technology in the classroom allows for more effective delivery of games (Litzenberg 1982).
- Hernandez-Aguilera (2020) show a systemic review of games used with farmers, mainly focusing on educational programs.
- Supermarket Chain, Farm Supply Center, Cooperative, Grain Elevator (Babb 1985); Packer-Feeder Game (Koontz et al. 1995)

# Benefits of Game-Based Learning



Dobbins et al. (1995) note the effects of games in the classroom:

- Improves student motivations
- Increase realism
- Sharpen interpersonal skills
- Increases communication skills
- Integrates principles and methods of analysis
- Technical experience
- Decision making experience

# Overcoming Barriers



Dobbins et al. (1995) bring up issues with games:

- Maintaining the game
- Access and control
- Prior student experience
- Classroom time
- Evaluation metrics



# Let's play a game!



- Let's get organized into groups of 2-4 students, no more than 20 groups.

# Instructions



- Please read your instruction sheets all the way through.
- Objective: **make the most money** after all five rounds have concluded.
- What can I clarify before we start?

# Instructions



- Sellers provide a notecard each period with the following information:
  - Sellers Group Number
  - Selling Price
  - Grade
  - Units

# Period 1



	Seller 1	Seller 2	Seller 3	Seller 4	Seller 5
Price					
Grade					
Units					

	Seller 6	Seller 7	Seller 8	Seller 9	Seller 10
Price					
Grade					
Units					

# Period 2



	Seller 1	Seller 2	Seller 3	Seller 4	Seller 5
Price					
Grade					
Units					

	Seller 6	Seller 7	Seller 8	Seller 9	Seller 10
Price					
Grade					
Units					

# Period 3



	Seller 1	Seller 2	Seller 3	Seller 4	Seller 5
Price					
Grade					
Units					

	Seller 6	Seller 7	Seller 8	Seller 9	Seller 10
Price					
Grade					
Units					

# Period 4



	Seller 1	Seller 2	Seller 3	Seller 4	Seller 5
Price					
Grade					
Units					

	Seller 6	Seller 7	Seller 8	Seller 9	Seller 10
Price					
Grade					
Units					

# Period 5



	Seller 1	Seller 2	Seller 3	Seller 4	Seller 5
Price					
Grade					
Units					

	Seller 6	Seller 7	Seller 8	Seller 9	Seller 10
Price					
Grade					
Units					

# Wrap-up



- Calculate your totals.
- Who had the highest total from the buyers? Sellers?

# Debrief



- What is the main objective of this game?



- What is the main objective of this game?

*Journal of Economic Perspectives—Volume 13, Number 1—Winter 1999—Pages 205–214*



## **Classroom Games**

A Market for Lemons

*Information Failure!*

Charles A. Holt and Roger Sherman

# Game Designing



- Now, let's think about our own classrooms.
- Continue through the third section of the handout.
- After a few moments, let's find a partner/partners and share our thoughts and ask each other the question in the fourth section.

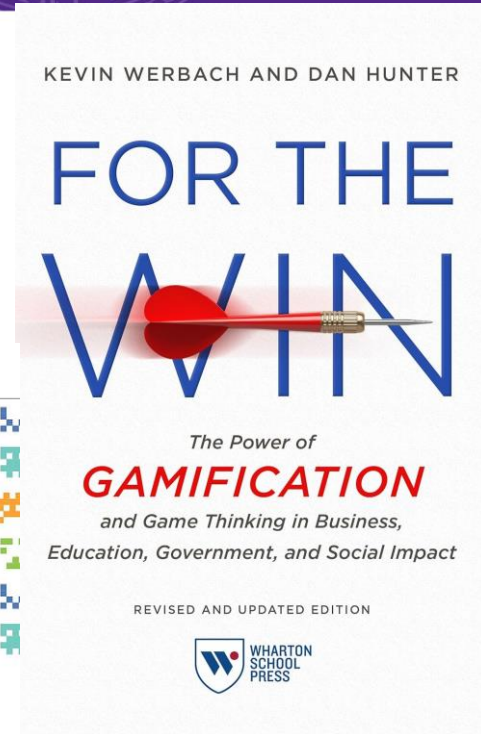
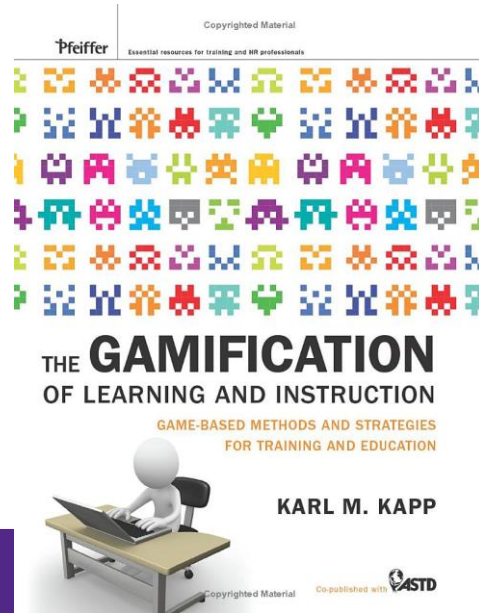
# Strategies for Incorporating Games



- Keep the end in mind.
- Align learning with course goals and outcomes.
- Consider your classroom and resources.

# Recommendations and Resources

- AETR, NACTA Journal, The Economics Network, etc.
- Prepare, run a few trials, and prepare some more!
- Make it applied.
- Record data.
- Most importantly, have fun!



# What questions are there?



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