Apply for a micro-credential before November 30th, 2017 for a $75 Amazon gift card!*

*Offer valid until 11/30/2017. To receive a gift card, participant must complete all portions of the micro-credential application *including the optional survey*. Gift cards will be awarded in the form of Amazon eGift Cards emailed to the account specified by the participant. Each participant can receive maximum one gift card. GFLEC reserves the right to withdraw this offer at any time.

Digital Game-Based Learning: Identity Protection

Educator engages students in strategies to protect their identities.

Key Method

The educator employs the method of digital game-based learning to guide students to establish identity protection strategies.

Method Components

What is digital game-based learning?
- Digital game-based learning (DGBL) is an instructional method that incorporates educational content or learning principles into video games with the goal of engaging learners. Digital game-based learning involves activities that can range from completing very simple tasks to the development of intricate problem-solving skills.
- A meta-analysis of digital game-based learning found digital games significantly enhance student learning relative to the non-game control conditions.

Components of a digital game-based learning activity:
- A game that keeps learning and engagement at a high level.
- Games must include a learning guide with rules and goals established by the teacher.
- Educator must provide clear game outcomes with the opportunity for immediate feedback or student discussion.

Suggested Implementation:
1. Establish and communicate to students specific learning outcomes pertaining to identity protection. As an example, students must be able to exhibit strategies for establishing safe passwords.
2. Develop and distribute to students a gameplay learning guide that includes:
   a. The learning objective
   b. Space for students to explain how the content is relevant to their everyday lives
   c. Space for students to note content tips. For example, strategies for establishing safe passwords.
   d. Space for students to note what strategies they will incorporate in their everyday lives.
3. Students play the game(s).
4. Students are paired together and collaborate to discuss strategies they selected. Each student's selected strategies can be modified based on collaboration.

Supporting Research

- Clark, D., Tanner-Smith, E., Killingsworth, S . (2014). Digital Games, Design and Learning: A Systematic Review and Meta-Analysis (Executive Summary). Menlo Park, CA: SRI International.
  http://bit.ly/29pEcfX

- Coffey, Heather. "Digital game-based learning." Digital game-based learning. LearnNC: K-12 TEACHING AND LEARNING FROM THE UNC SCHOOL OF EDUCATION. Web. 18 Apr. 2016.
  http://www.learnnc.org/lp/pages/4970

- Prensky, Marc. Digital Game-Based Learning. New York: McGraw-Hill, 2001. Web. 15 Apr. 2016.
  http://bit.ly/29wzMQI

Resources

Digital games that can be used in the classroom to teach students how to protect their identity

- "ID Theft FaceOff | OnGuard Online." ID Theft FaceOff | OnGuard Online. Office of Justice Programs. Web. 17 May 2016.
  https://www.consumer.ftc.gov/search/site/ID Theft FaceOff?f[0]=bundle%3Agame

- "Invasion of the Wireless Hackers | OnGuard Online." Invasion of the Wireless Hackers | OnGuard Online. Office of Justice Programs. Web. 17 May 2016.
  https://www.onguardonline.gov/media/game-0006-invasion-wireless-hackers

- "Phishing Scams | OnGuard Online." Phishing Scams | OnGuard Online. Office of Justice Programs. Web. 17 May 2016.
  https://www.onguardonline.gov/media/game-0011-phishing-scams

- "Con 'Em If You Can." Con 'Em If You Can. D2D / FINRA. Web. 17 May 2016.
  http://www.conemifyoucan.org/

- "Identity Theft Recovery Steps | IdentityTheft.gov." Identity Theft Recovery Steps | IdentityTheft.gov. Federal Trade Commission. Web. 17 May 2016.
  https://www.identitytheft.gov/

Submission Guidelines & Evaluation Criteria

The items in this following section detail what must be submitted for evaluation. To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3, and a "Yes" for both artifacts submitted for Part 2.

Part 1. Overview Questions

(150-word limit):

- How did you introduce identity theft? What examples or vignettes did you share to illustrate the importance of identity protection?
  - **Passing**: Educator describes how the subject matter – identity theft – was initially introduced.

Part 2. Work Examples/Artifacts

Provide two student artifacts of gameplay learning guides. You must earn a "Yes" score for this portion of the total submission in order to earn the micro-credential.

"Yes"	"Almost"	"Not Yet"

Gameplay learning guides were completed. Completion included a student explanation of how the content is relative to their everyday lives, noted content tips, and what strategies they will incorporate in their every day lives.	Gameplay learning guides were nearly completed. Completion included all but one of the following: student explanation of how the content is relative to their everyday lives, noted content tips, and what strategies they will incorporate in their everyday lives.	Gameplay learning guides were incomplete. They lacked more than one of the following: student explanation of how the content is relative to their everyday lives, noted content tips, and what strategies they will incorporate in their everyday lives.

Part 3. Teacher Reflection

Provide a reflection of what you learned, using the following questions as guidance (150-word limit):

- Were the digital games an ideal medium for delivering the content? Why or why not? If not, what method will you use in the future? If so, what other topics do you believe are suitable for the application of digital game-based learning?
    - **Passing**: The educator describes how this technique aided students' comprehension or, if not, what method the educator would use in the future. The educator also explains at least one other personal finance topic that could be taught using this teaching method.

Part 4: Survey (Optional)

Please answer a brief survey about your experience teaching personal finance. Your responses will

- help us understand barriers personal finance teachers face; and
- help us improve the resources being offered to personal finance educators

https://www.research.net/r/GFLEC4DP1

We appreciate your help.