

Gamifying Cicero: Alternative Assessments and Collaborative Learning

Over the past thirty years, pedagogical theory and practice on nearly every instructional level have seen a shift away from a traditional, teacher-centered model to a more active, learner-focused model. This general shift can also be seen in the realm of assessment, as alternative models of evaluating student learning have been developed in an effort to increase student engagement and motivation. One of the major manners in which such a shift in assessment practice can be seen is in the rise of gamification, a concept that seeks to infuse principles of gaming into instruction and assessment for the purpose of motivating students (Koster 2004). Over the past decade, gamification has taken root in Classics, as well (Pike 2015). This paper seeks to build on these studies by detailing how gamification was combined with authentic learning via a textual annotation project in an advanced undergraduate Latin course at a small, southern, liberal arts college. During this course, students used GoogleDocs technology to annotate two of Cicero's *Catilinarians* and, insodoing, created a learning community built around the authentic task of annotating texts. Moreover, learners were given more autonomy and responsibility over their learning through the use of a gamification approach to the assessment of the annotation project. In this paper, a brief overview of current gamification theory is given, the chief value of which will be to ground the classroom practice of the annotation project in accepted theory. Then, a detail discussion of the implementation of gamification will be provided, including a reflection on the qualitative and quantitative results of the course.

Bibliography

Koster, R. (2004). *A Theory of Fun for Game Design*. Sebastopol: O'Reilly Media.

Pike, M. (2015). "Gamification in the Latin Classroom". *Journal of Classics Teaching* 16 (31),
1-7.