

ASPPH Presents Webinar Series

***Reacting to the Past: An
Innovative Simulation/Game
Approach to Learning***

Tuesday, May 8, 2018
1:00 p.m. - 2:00 p.m. Eastern

ASPPH.ORG

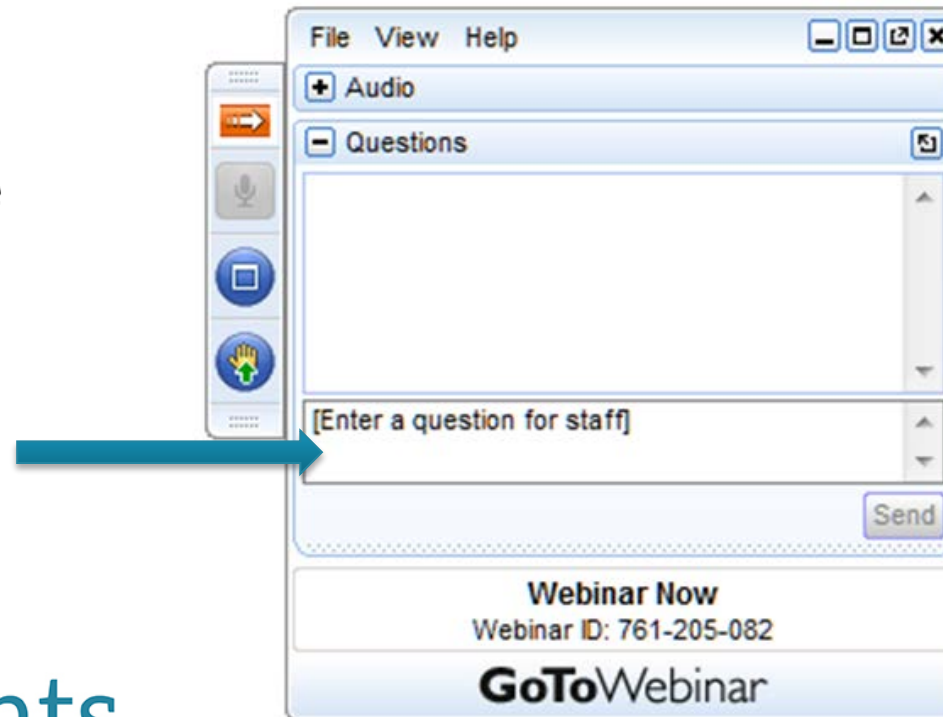
1900 M Street NW, Suite 710
Washington, DC 20036
Tel: (202) 296-1099

ASPPH Presents
 **WEBINAR**

Method for Submitting Questions/Comments

Join the Conversation...

- You can ask questions in writing anytime during the webinar.
- Simply type them in the “Questions” field on the right side of your screen.



ASPPH Presents
▶ WEBINAR

Learning Objectives

- Describe how to use the teaching method, Reacting to the Past (RTTP)
- Depict one example of using RTTP in a public health setting
- Outline general student learning outcomes from RTTP approaches to learning

CPHCE
Credits

Today's Presenters



Rachel Schwartz, PhD, MSPH
Associate Professor, Health Policy and
Management
Georgia Southern University
Jiann-Ping Hsu College of Public Health



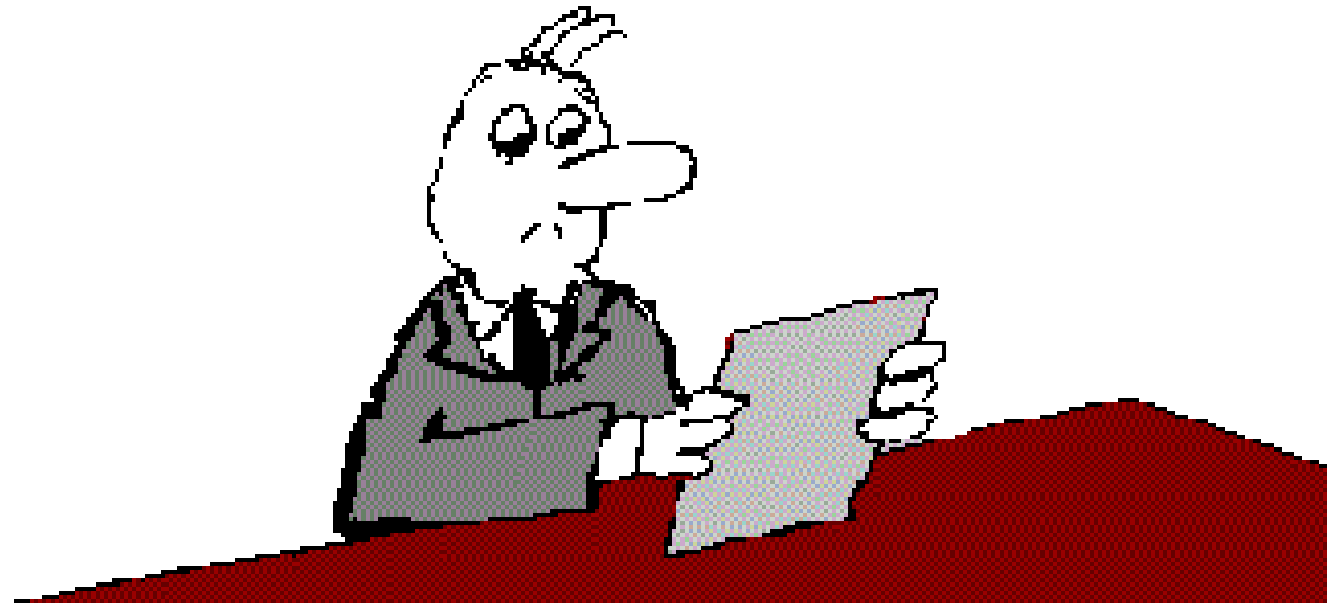
Naomi Norman, PhD
Associate Vice President for
Instruction & Co-Director,
UGA Reacting to the Past
University of Georgia



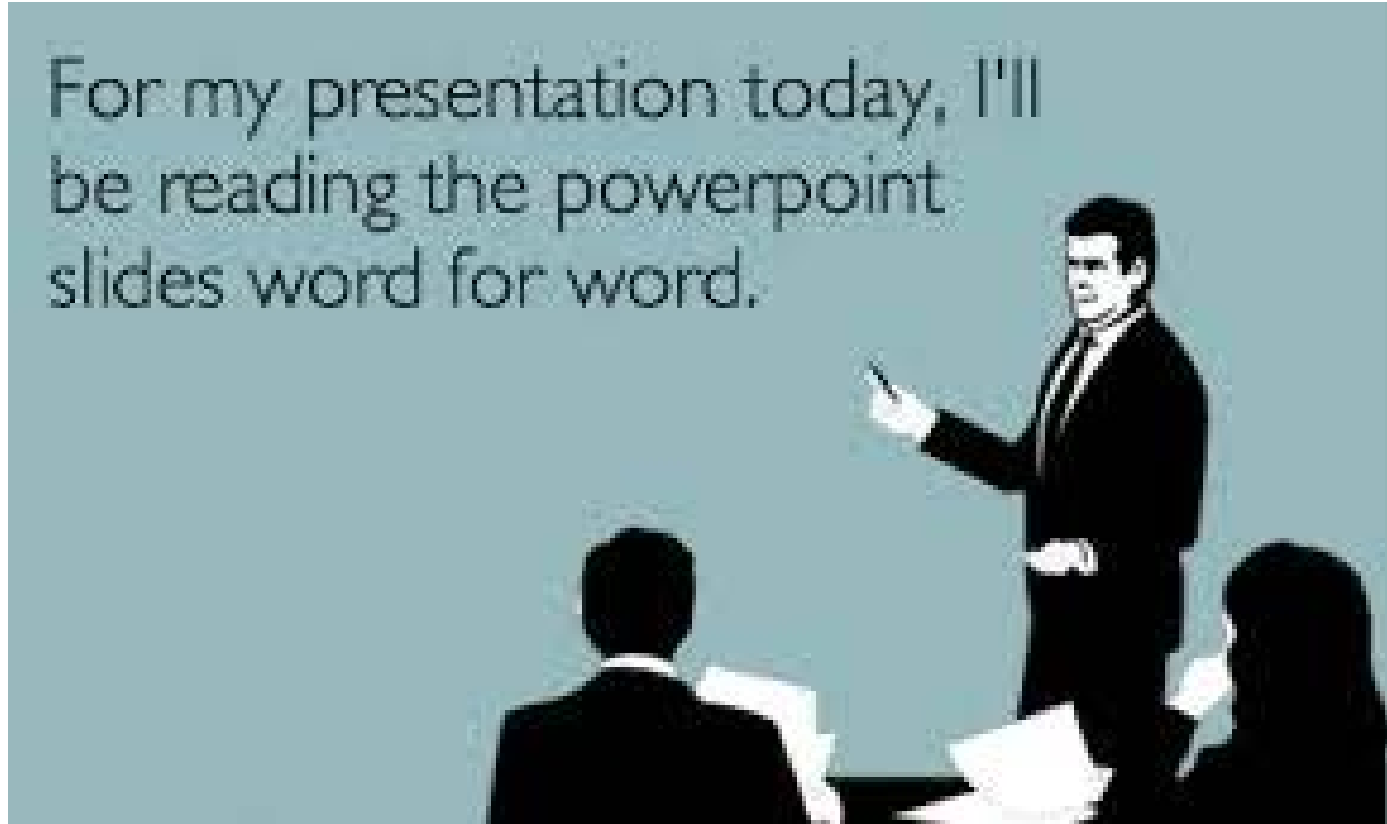
Thomas "Chase" Hagood, PhD
Director, Division of Academic
Enhancement & Co-Director,
UGA Reacting to the Past,
University of Georgia

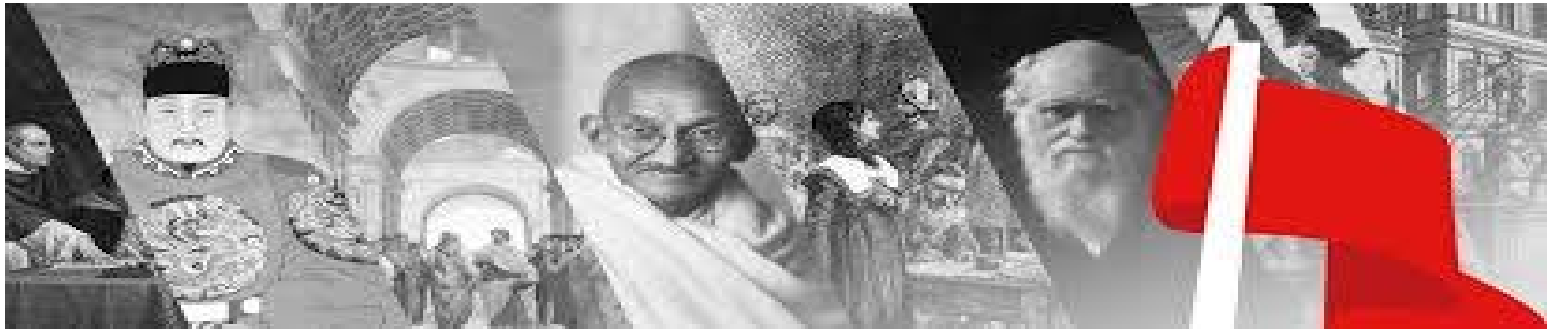


Deer Sur, I wud reely lyke a job wid yur
~~organys~~ ~~orginyz~~ firm

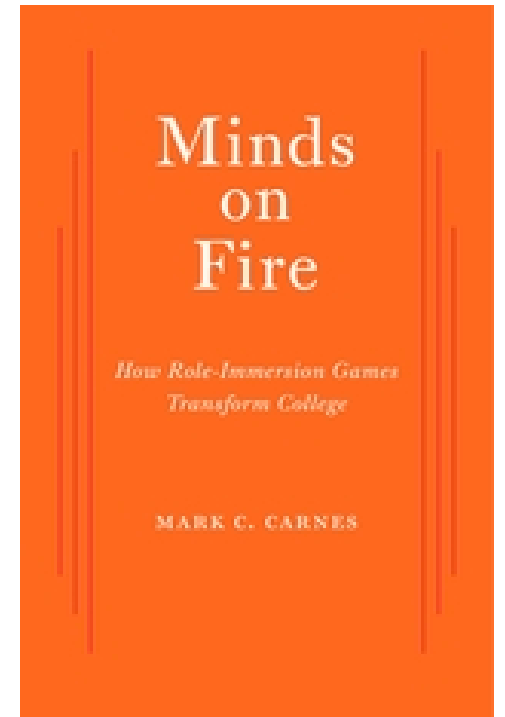
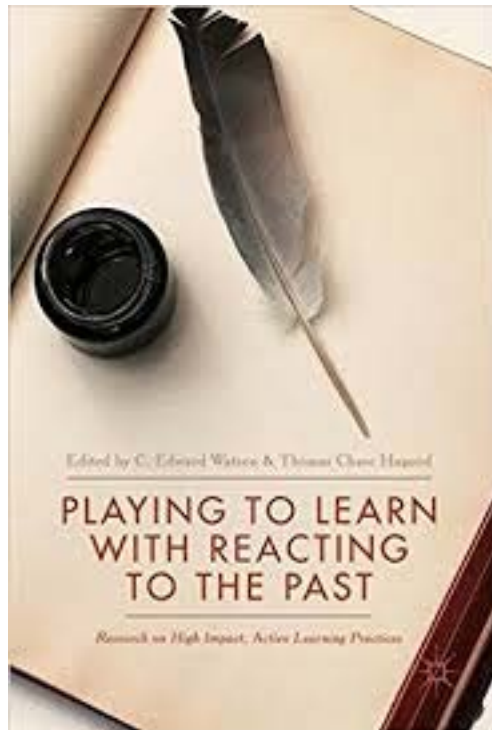


For my presentation today, I'll
be reading the powerpoint
slides word for word.





Reacting to the Past



Reacting to the Past (RTTP)

An Innovative Simulation/Game Approach to Learning

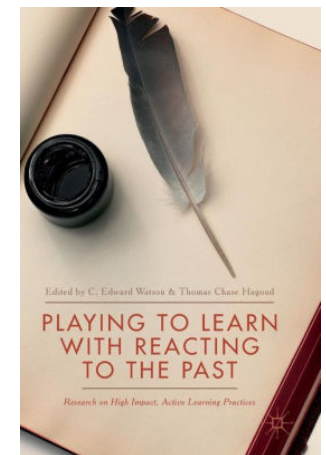
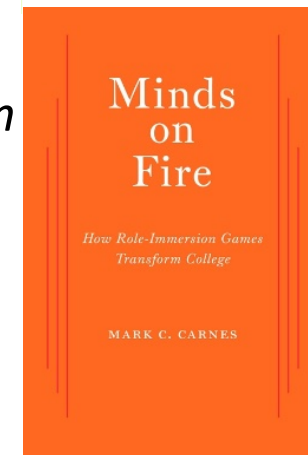
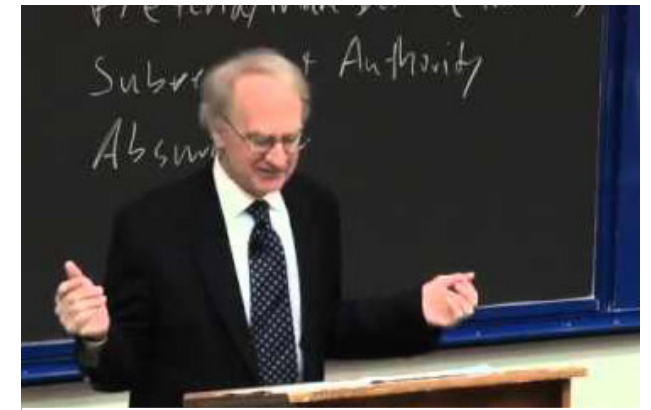
*A presentation for the
Association of Schools and Programs of Public Health*

Thomas Chase Hagood, Ph.D. and **Naomi J. Norman, Ph.D.**
The University of Georgia



What is RTTP?

- Active, high impact pedagogy
- Effective for active learning, flipped classrooms etc.
- Developed by Mark Carnes, Professor of History, Barnard College at Columbia University
 - Carnes, M. C. (2014). *Minds on Fire: How role-immersion games transform college*. Cambridge: Harvard University Press.
 - Watson, C. Edward and Hagood, T. Chase, eds. (2018). *Playing to Learn with Reacting to the Past*. Palgrave MacMillan.
 - Stroessner, S. J., Beckerman, L. S., & Whittaker, A. (2009). All the world's a stage? Consequences of a role-playing pedagogy on psychological factors and writing and rhetorical skill in college undergraduates. *Journal of Educational Psychology*, 101(3), 605-620.



Seeking an Effective Learning Environment?



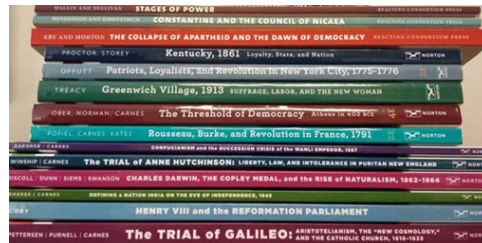
- RTTP consists of elaborate games set in a critical moment in “the past” & informed by important texts
- RTTP promotes engagement with big ideas
- Students are assigned roles; they write & debate important issues & ideas **as those characters**
- Students run class sessions themselves while instructors advise, guide and grade oral and written work
- Students move from passive consumers of knowledge to active users & producers of knowledge





Game Materials

- An instructor's manual (available from www.reacting.barnard.edu)
 - Game mechanics
 - "how to's"
 - Role descriptions
- Primary texts—loosely defined
- A student game book (WW Norton)
 - Historical context
 - Game premise
 - Central debates
 - Rules of game play



Online Resources:

www.reacting.barnard.edu

- RTTP Game Library: (a password protected site) for RTTP games in development
- Facebook Faculty Lounge: a private group for RTTP users
- "Reacting to the Past" on Twitter: @ReactingTTPast
- "Reacting to the Past" YouTube Channel

REACTING TO THE PAST



University of Georgia students debate the cause of a cholera outbreak in London, 1854.

Multiple Disciplines: History—Culture—STEM

From FYEs to courses in the major

STEM Games

- Acid Rain in Europe, 1979-1989
- Kansas, 1999
- The Pluto Debate, 1999-2006
- USDA Food Pyramid, 1991
- Puzzling the Carbon Question, 1976
- London: 1854: Cholera
- Climate Change, 2009
- Feeding Africa, 2002
- Chemistry at Karlsruhe, 1860
- European Response to NO_x pollution
- European Response to SO₂ Pollution, 1984
- Diet and Killer Diseases

Games in Development

- Large list of games, from STEM to foreign language
- All materials available on website (RTTP Game Library)
- Complete the online Permission Request Form to use these games

Reacting: The Student Perspective



- Why is RTTP so effective? Why such high levels of engagement?
- National Survey of Students
 - Demographic questions
 - Learning experience
 - Behaviors
 - Student relation to faculty
 - Effectiveness of RTTP in learning
 - Kind of class & mode of delivery

- Student Results

- **64%**: had better understanding of research methodology
- **72%**: read and researched beyond the assigned material
- **80%**: used the information from assignments
- **81%**: understood concepts and ideas more deeply
- **83%**: read assigned material with greater attention to detail
- **89%**: did more critical thinking

high level of confidence that RTTP helps them learn course content & how to use that content



- “Post RTTP it was easier to put myself out there, actively ask questions, and seek help”
- “RTTP challenged me to take control of my learning: the more I researched and the more I knew, the more prepared I was to participate.”
- “I am much more conscious of the value of giving students more control and choice in the classroom, even outside of a Reacting.”

**REACTING
TO THE PAST**



Debating the
fate of Socrates
in the Athens
game



**Social Cohesion—creating ties that
“cut across clique boundaries”**



- Why are faculty such enthusiastic adopters?
- National Survey of Faculty
 - Demographic questions
 - Learning outcomes
 - Behaviors
 - Faculty relation to students
 - Effectiveness of RTTP in learning/teaching
 - Kind of class & mode of delivery

Faculty Results

- **62%**: students read material with greater attention to detail
- **69%**: students retain more content
- **69%**: content coverage is not a problem
- **82%**: students engage in critical thinking
- **91%**: RTTP changes how they teach other classes
- **80%** of students report greater understanding of faculty roles as researcher & scholar



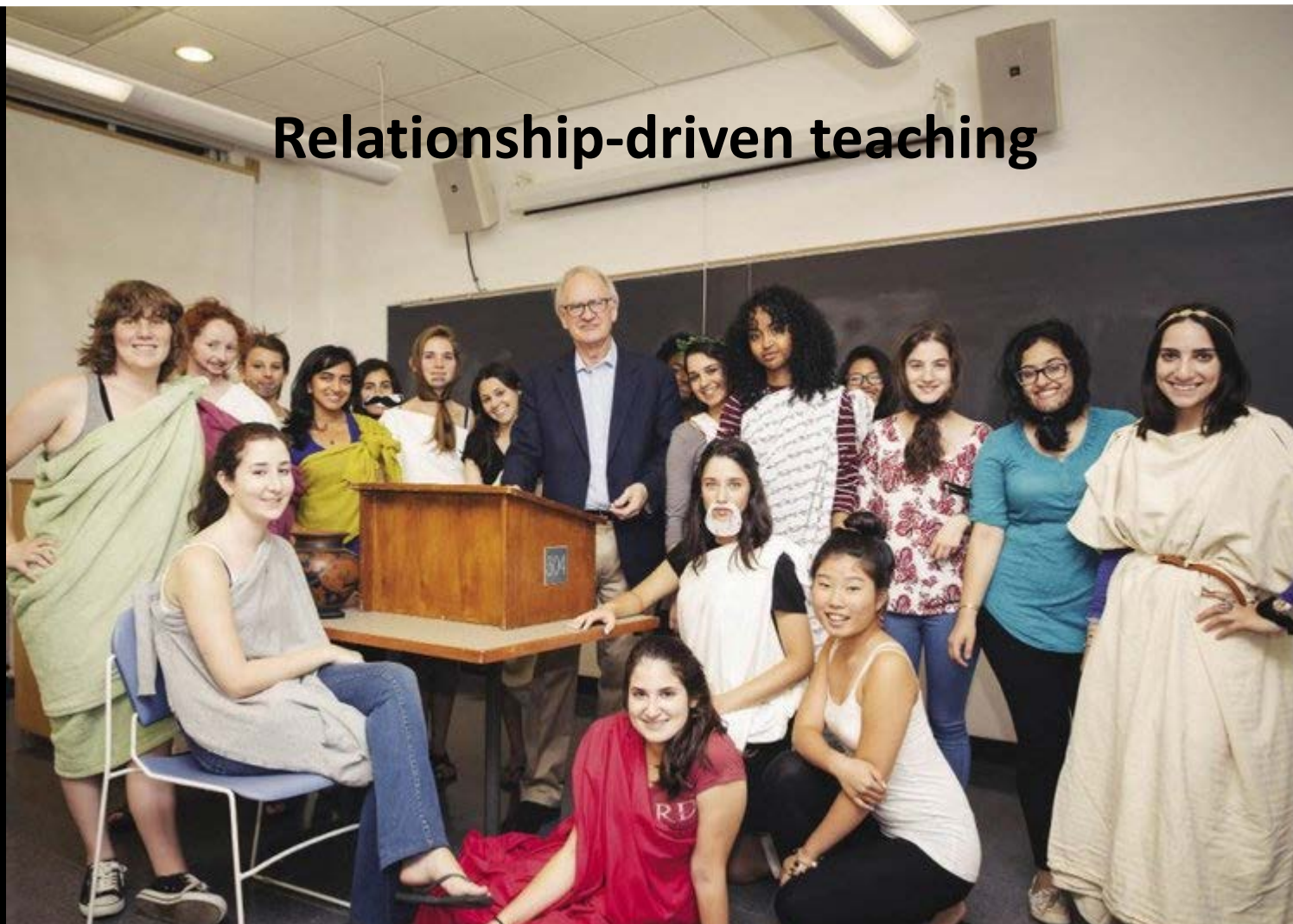
- “I see teaching completely immersively now, and seek to make even my non-RTTP classes as engaging and urgent as RTTP does.”
- “It’s taught me to a) trust my students more; b) take more risks (both in form and content) in the classroom.”
- “I now think about scholarship differently.”
- “I don’t prejudge students anymore.”

REACTING TO THE PAST



RTTP students and faculty alike report that they stay in touch with one another longer and know each other better.

Relationship-driven teaching



Exceptionally high degree of engagement between students & faculty > better learning & teaching



Q & A

Thank you.

Thomas Chase Hagood, Ph.D.

Director, Division of Academic Enhancement

Co-Director, UGA Reacting to the Past

tchagood@uga.edu | @tchagood

Naomi J. Norman, Ph.D.

Associate Vice President for Instruction

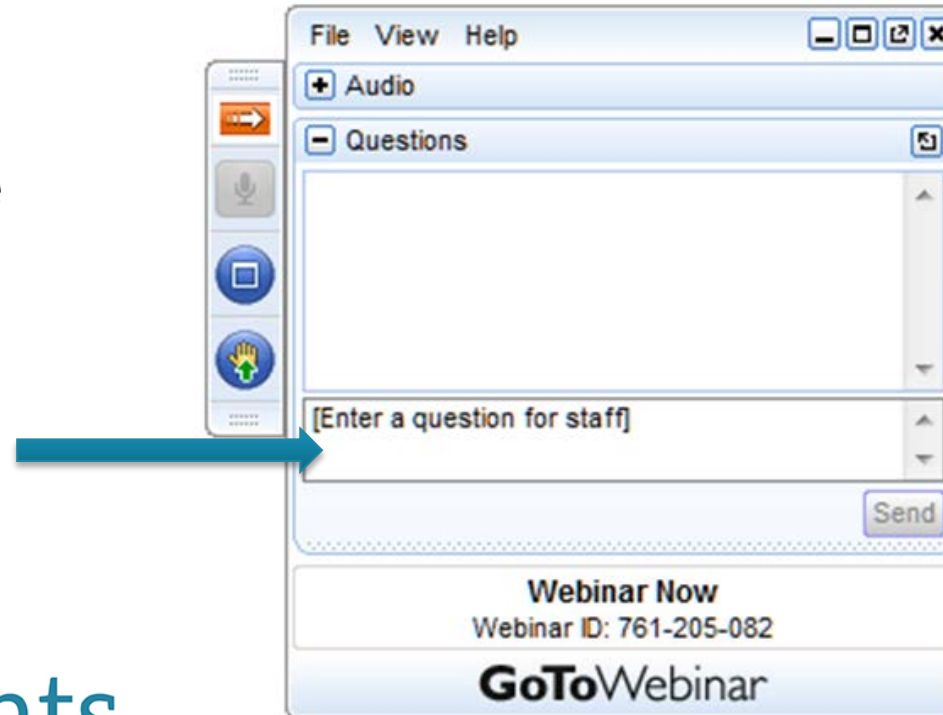
Co-Director, UGA Reacting to the Past

nnorman@uga.edu

Method for Submitting Questions/Comments

Join the Conversation...

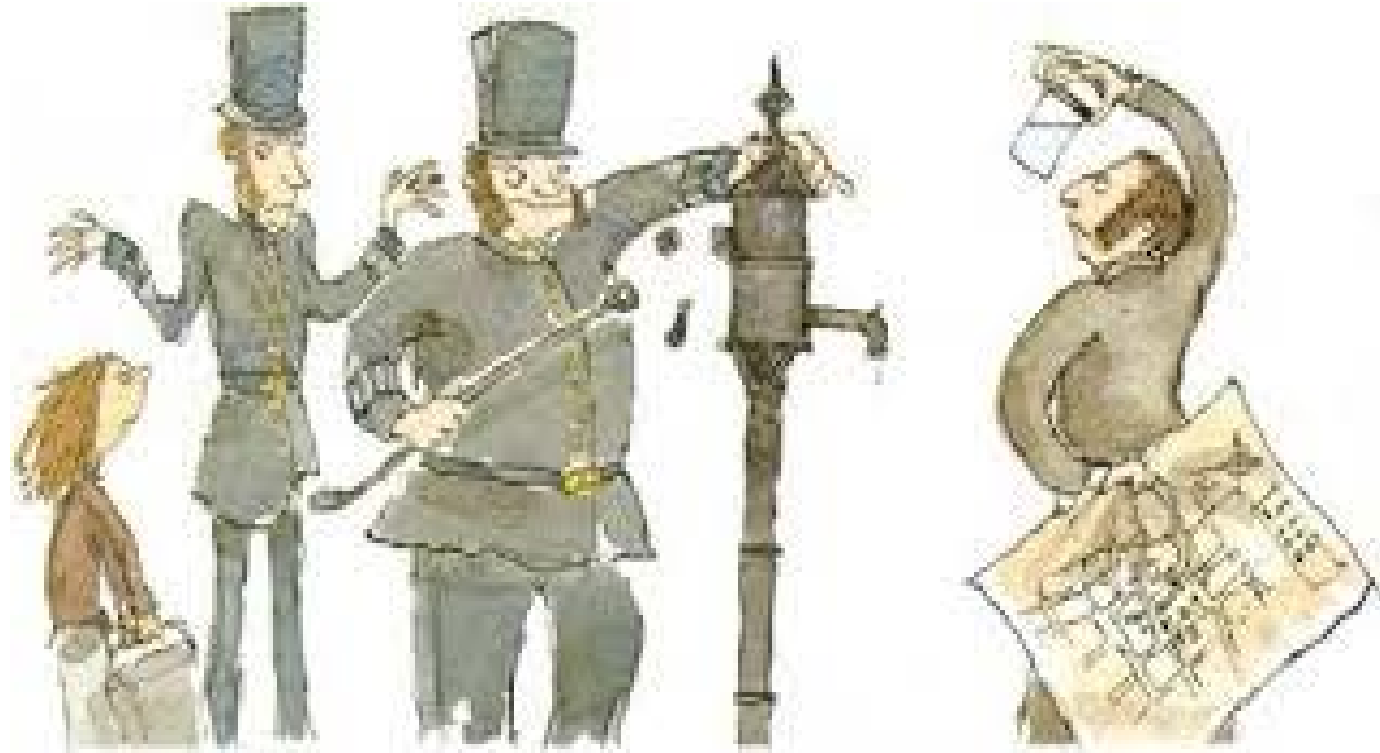
- You can ask questions in writing anytime during the webinar.
- Simply type them in the “Questions” field on the right side of your screen.



ASPPH Presents
▶ WEBINAR

London 1854: Cesspits, Cholera and Conflict at the Broad Street Pump

Marshall Hayes, Eric Nelson (Cornell University)



ST. JAMES, WESTMINSTER.

The GOVERNORS and DIRECTORS of the POOR

HEREBY GIVE NOTICE,

That, with the view of affording prompt and Gratuitous assistance to Poor Persons resident in this Parish, affected with Bowel Complaints and

CHOLERA,

The following Medical Gentlemen are appointed, either of whom may be immediately applied to for Medicine and Attendance, on the occurrence of those Complaints, viz.—

Mr. FRENCH, 41, Gt. Marlborough St.

(Opposite, Queen's Court, Strand Street.)

Mr. HOUSLEY, 28, Broad Street.

Mr. WILSON, 16, Great Ryder St.

Mr. JAMES, 49, Princes Street.

Mr. DAVIES, 25, Brewer Street.

SUGGESTIONS AS TO FOOD, CLOTHING, &c.

Regularity in the Hours of taking Meals, which should consist of any description of wholesome Food, with the moderate use of sound Beer.

Abstinence from Spirituous Liquors.

Warm Clothing and Cleanliness of Person.

The avoidance of unnecessary exposure to Cold and Wet, and the wearing of Damp Clothes, or Wet Shoes.

Regularity in obtaining sufficient Rest and Sleep.

Cleanliness of Rooms, which should be aired by opening the Windows in the middle of each day.

By Order of the Board,

GEORGE BUZZARD,

Clerk.

Parochial Office, Palace Street,
2d November, 1833.

It is requested that this Paper be taken care of, and placed where it can be easily referred to.

Two Camps

2. Contagionists (C)—Contaminated Water (CW)





The scent lies strong here, do you see any thing?

Positively we must find something; it won't do to lose our Twenty guineas a day

Oh, if I can but find a smell

Looseness of the bowels is the beginning of the Cholera.

A LONDON BOARD OF HEALTH HUNTING AFTER CASES LIKE CHOLERA.

Gaining Foundational Competencies through RTTP

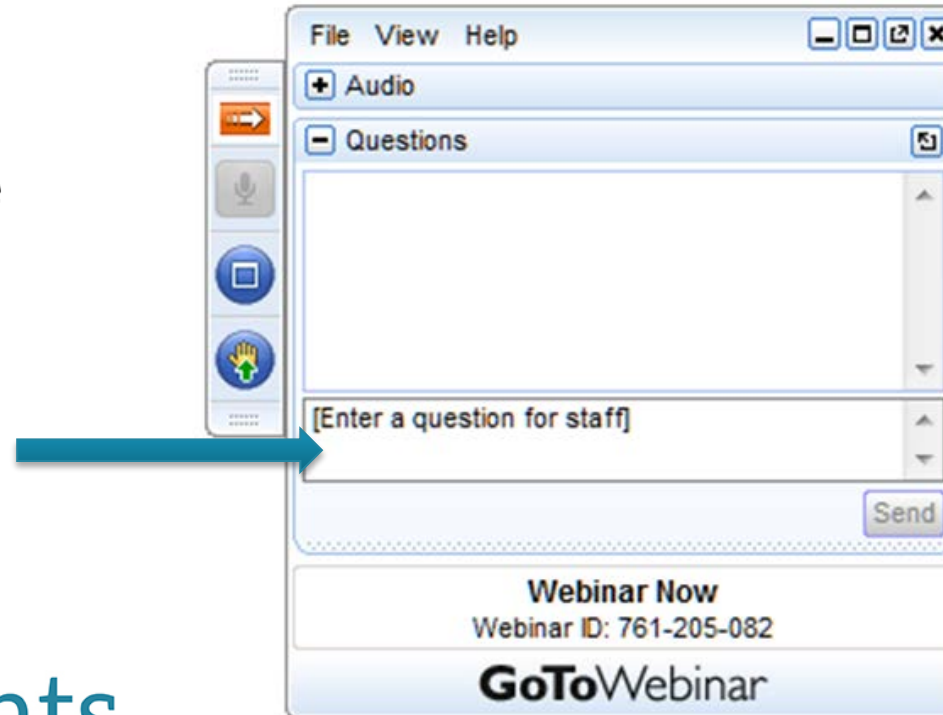
- Evidence based Approaches to Public Health
- Public Health and Health care systems
- Planning and Management to Promote Health
- Policy in Public Health
- Leadership
- Communication
- Interprofessional Practice
- Systems Thinking

Time for Q&A & Discussion

Method for Submitting Questions/Comments

Join the Conversation...

- You can ask questions in writing anytime during the webinar.
- Simply type them in the “Questions” field on the right side of your screen.



ASPPH Presents
▶ WEBINAR

Discussion with Today's Presenters



Rachel Schwartz, PhD, MSPH
Georgia Southern University
Jiann-Ping Hsu College of Public Health



Naomi Norman, PhD
University of Georgia



Thomas "Chase" Hagood, PhD
University of Georgia

Thank You to Today's Presenters



Rachel Schwartz, PhD, MSPH
Associate Professor, Health Policy and
Management
Georgia Southern University
Jiann-Ping Hsu College of Public Health
rschwartz@georgiasouthern.edu



Naomi Norman, PhD
Associate Vice President for
Instruction & Co-Director,
UGA Reacting to the Past
University of Georgia
nnorman@uga.edu



Thomas "Chase" Hagood, PhD
Director, Division of Academic
Enhancement & Co-Director,
UGA Reacting to the Past,
University of Georgia
tchagood@uga.edu

Thank You!

This webinar has been recorded and will be available on the webinar event page on the ASPPH website soon:

<https://www.aspph.org/event/aspph-presents-reacting-to-the-past-an-innovative-simulationgame-approach-to-learning/>

Contact: sweiner@aspph.org

CPHCE
Credits

Coming Attractions...

ASPPH Presents

 WEBINAR

ASPPH Presents Webinar: Opioid Litigation and the Opportunity to Advance Public Health Approaches Through a Possible Master Settlement Agreement

Tuesday, June 5, 2:00 p.m. – 3:00 p.m. Eastern

ASPPH Presents Webinar, Student Services Spotlight: Holistic Admissions

Wednesday, June 27, 2:00 p.m. – 3:00 p.m. Eastern

ASPPH Presents Webinar: Policy, Advocacy, and the Missions of Academic Public Health

Tuesday, August 7, 2:00 p.m. – 3:00 p.m. Eastern

For more information about and to register for upcoming webinars, visit the ASPPH Events page:

<http://www.aspph.org/events/category/webinar/>