

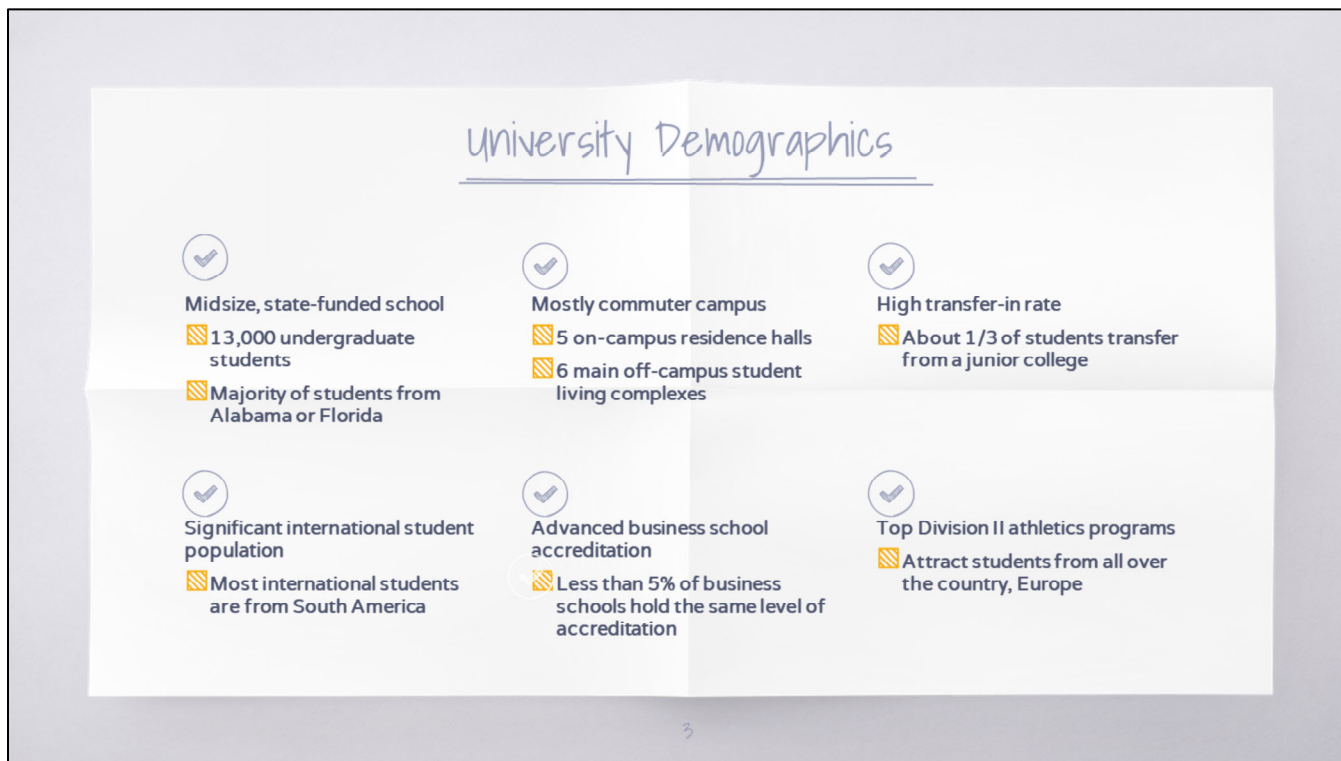


Student Activities and the Office of Equity and Diversity present Guess Who game night - a completely virtual board game that will randomly pair students together. Students will convene in a Zoom call but will quickly be redirected to the game platform, where they will spend about 30 minutes. Subsequently, a message will be broadcast to bring students back to the main Zoom call for a 20-30 minute processing session.

Our Committee

- ▣ Malia Schimminger, Director of Student Activities
- ▣ Zach Kula, Assistant Director of Student Activities
- ▣ Yun-Ya Jheng, Coordinator of First Year Experience
- ▣ Rachel Van Wart, Coordinator of Equity and Diversity Initiatives

This event was designed by our committee members, whose names and titles are listed above.



Above are the demographics of our university. Because this event does not have a cost directly associated with it, we did not include any financial information about the university or its students.

Student Learning Objectives

Engage

Engage with peers in a forum that adheres to COVID protocol



Understand

Understand how biases affect the way we perceive each other through physical lenses

Deepen

Deepen appreciation for each student's unique perspective and the value it adds to the campus culture

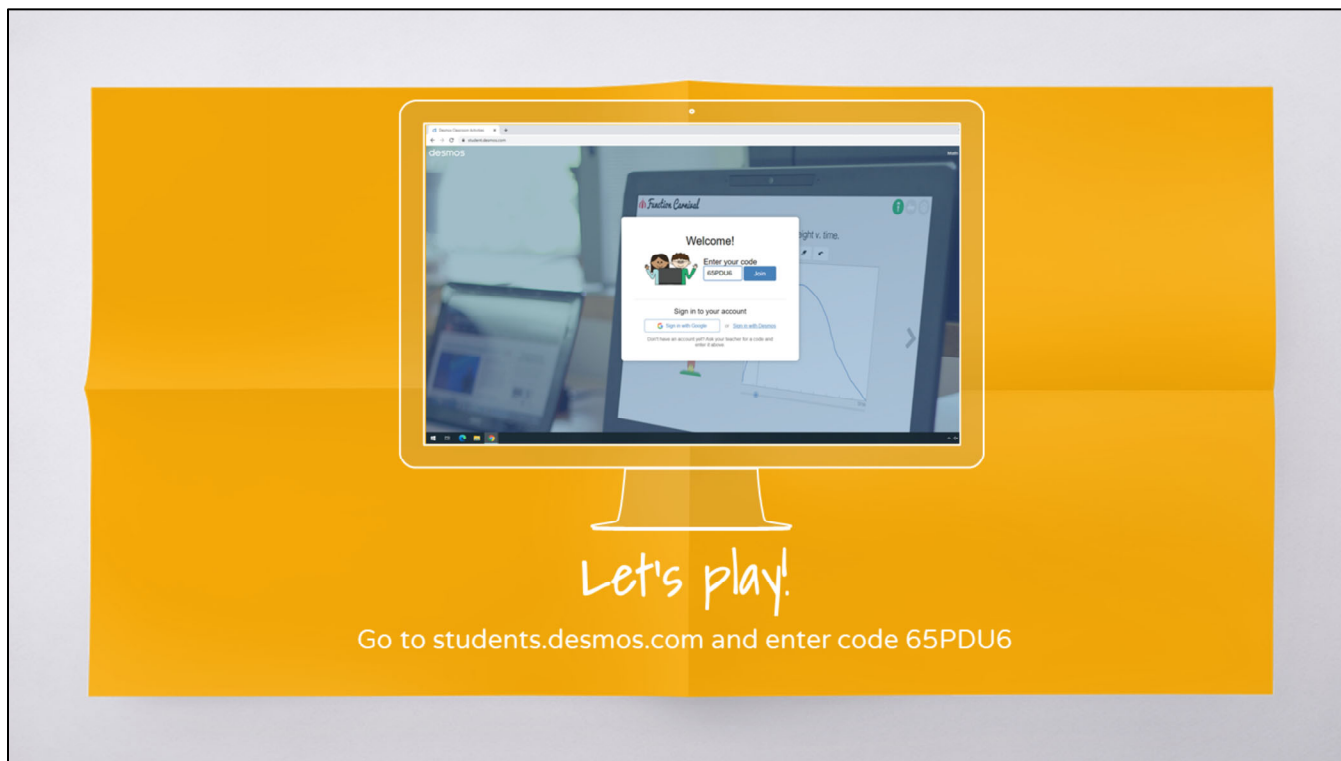
Student learning outcomes are intrinsic to this type of fun yet educative event, and they can be used to ensure the value of this novel program.

Promoting Our Campaign

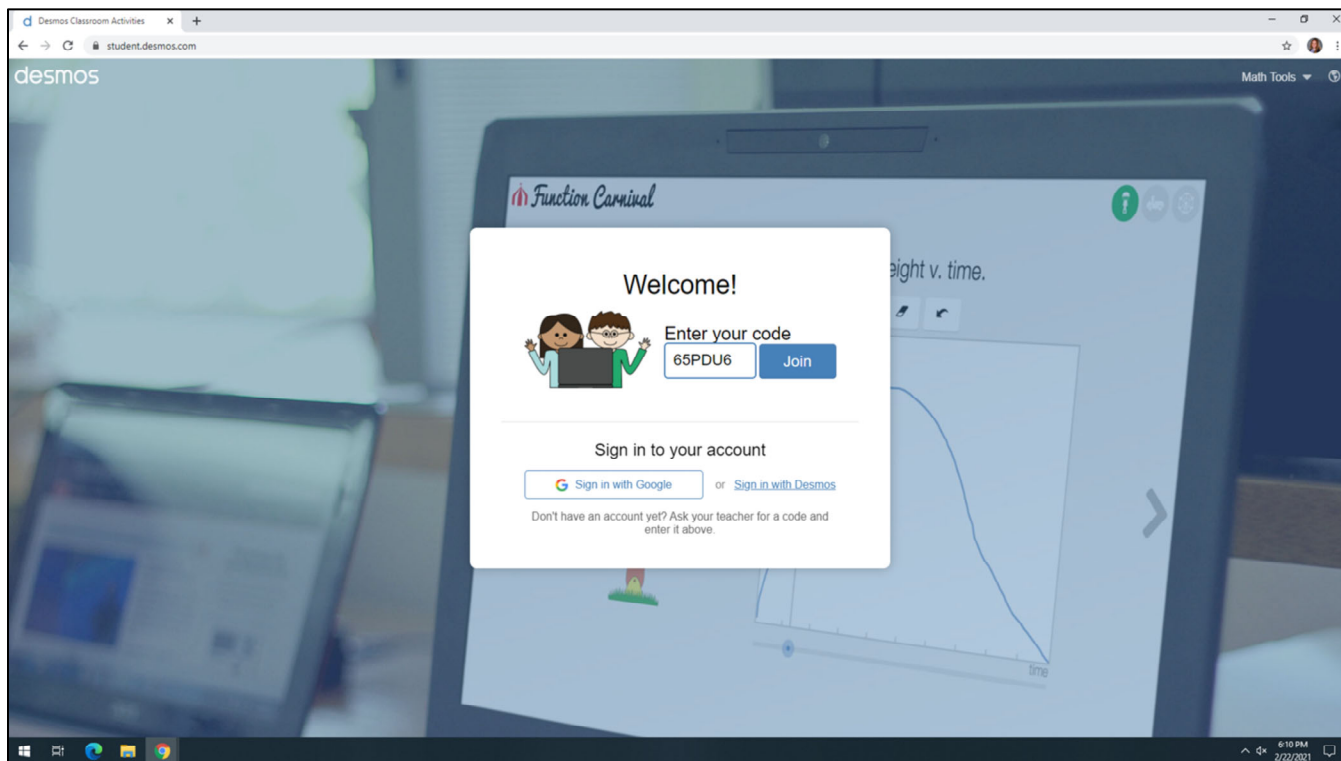


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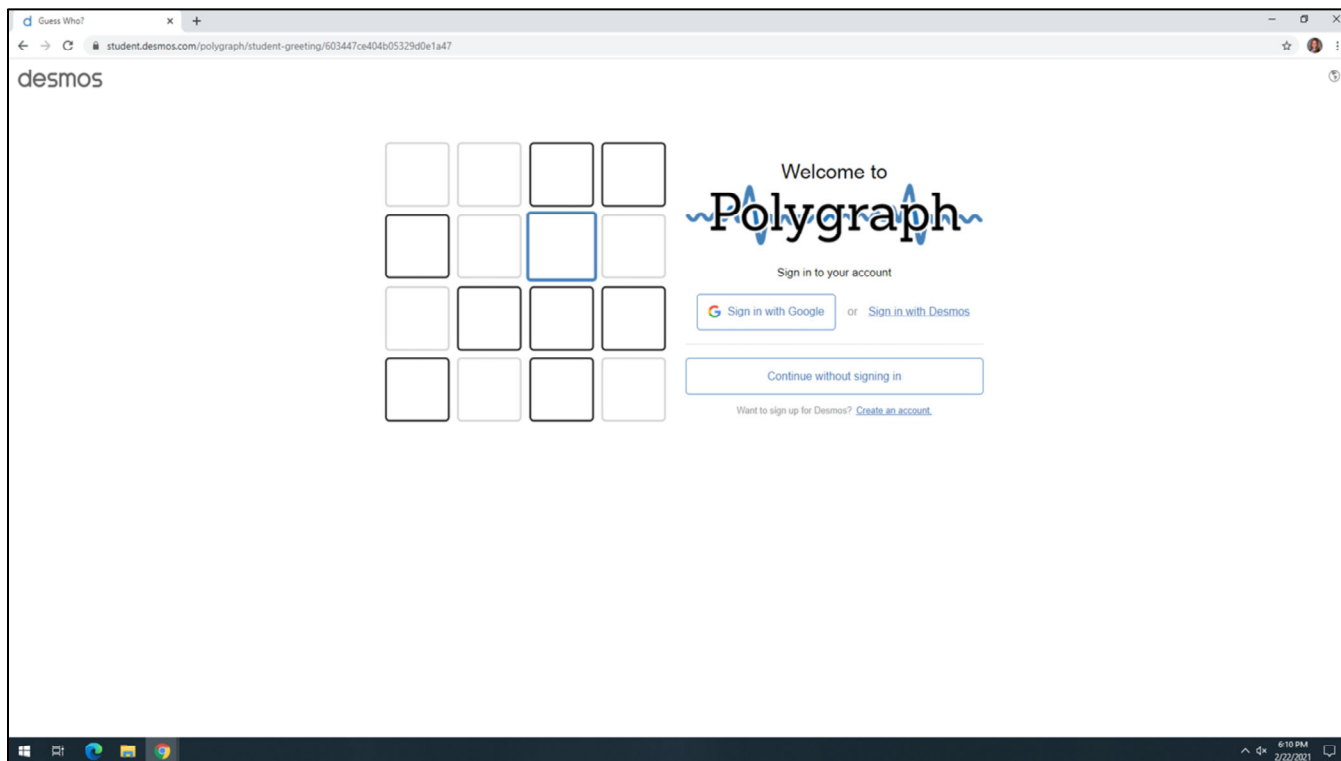
To accommodate the virtual environment, this event will first be sent to students through the university's weekly events email blast. Then, we will send the game logo (the first slide of this presentation) to offices on campus along with information about the event. We will post about the event on our social media channels and encourage other offices to post/repost us. Thirdly, to expand student reach, we will send event information to student organizations, specifically targeting organizations that attract first-year or transfer students.



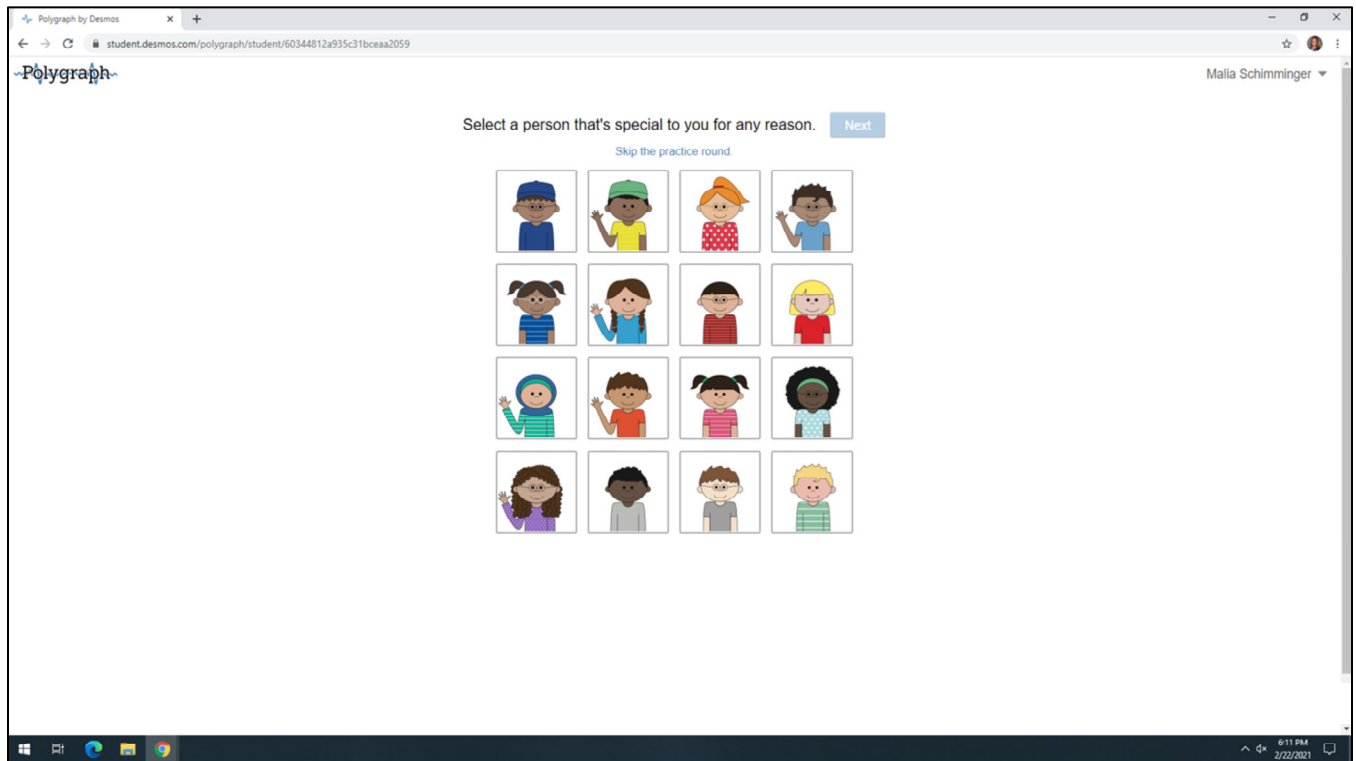
Please follow along for a photo demonstration of the game.



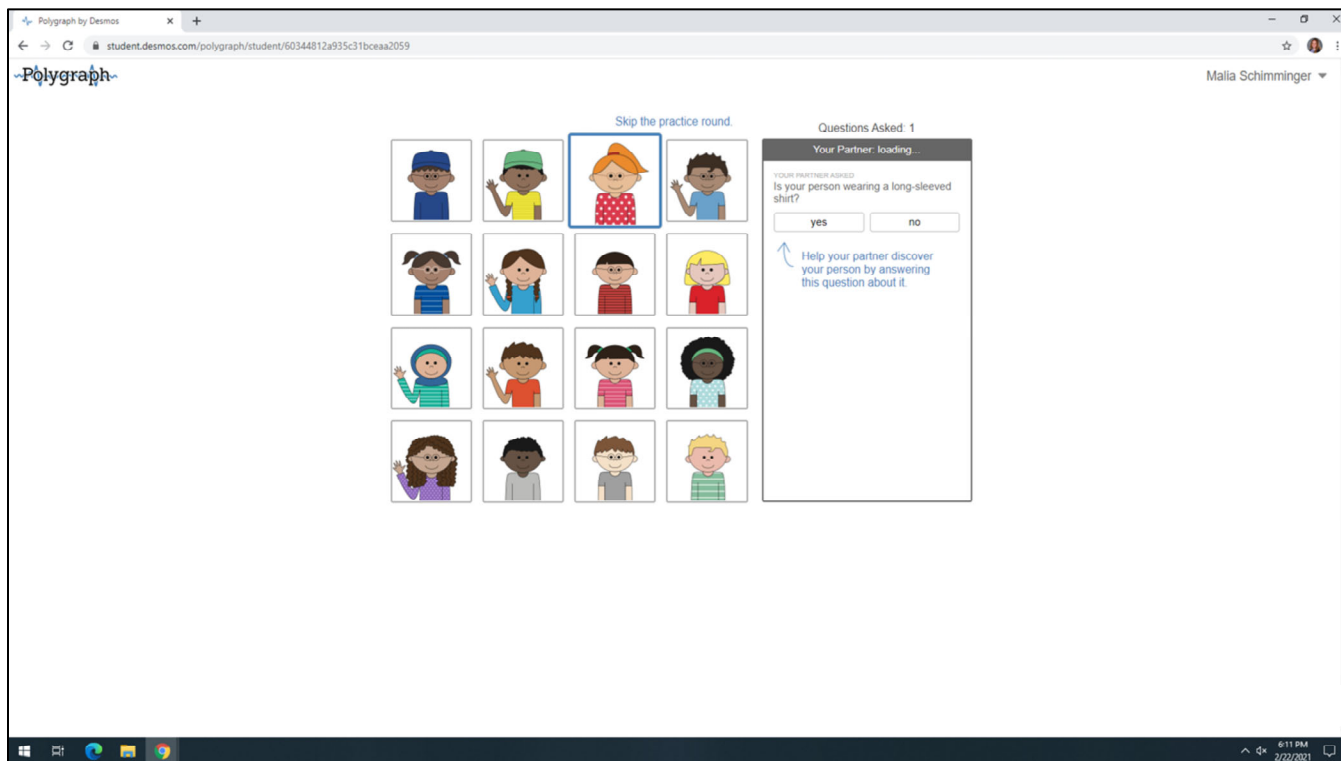
On the student.desmos.com site, students will enter the code generated for the event.



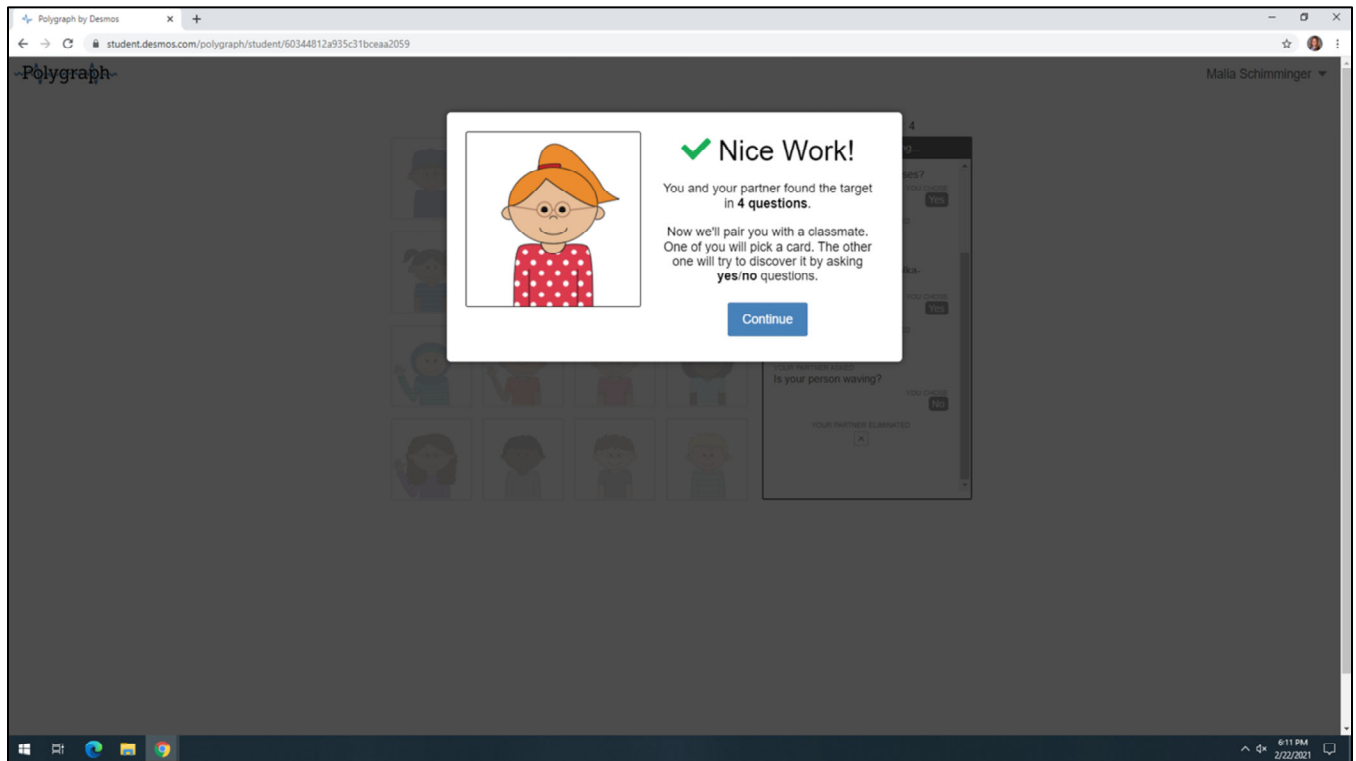
They can sign in with a Google or Desmos account, but they do not have to! They can simply write a name or pseudonym to enter.



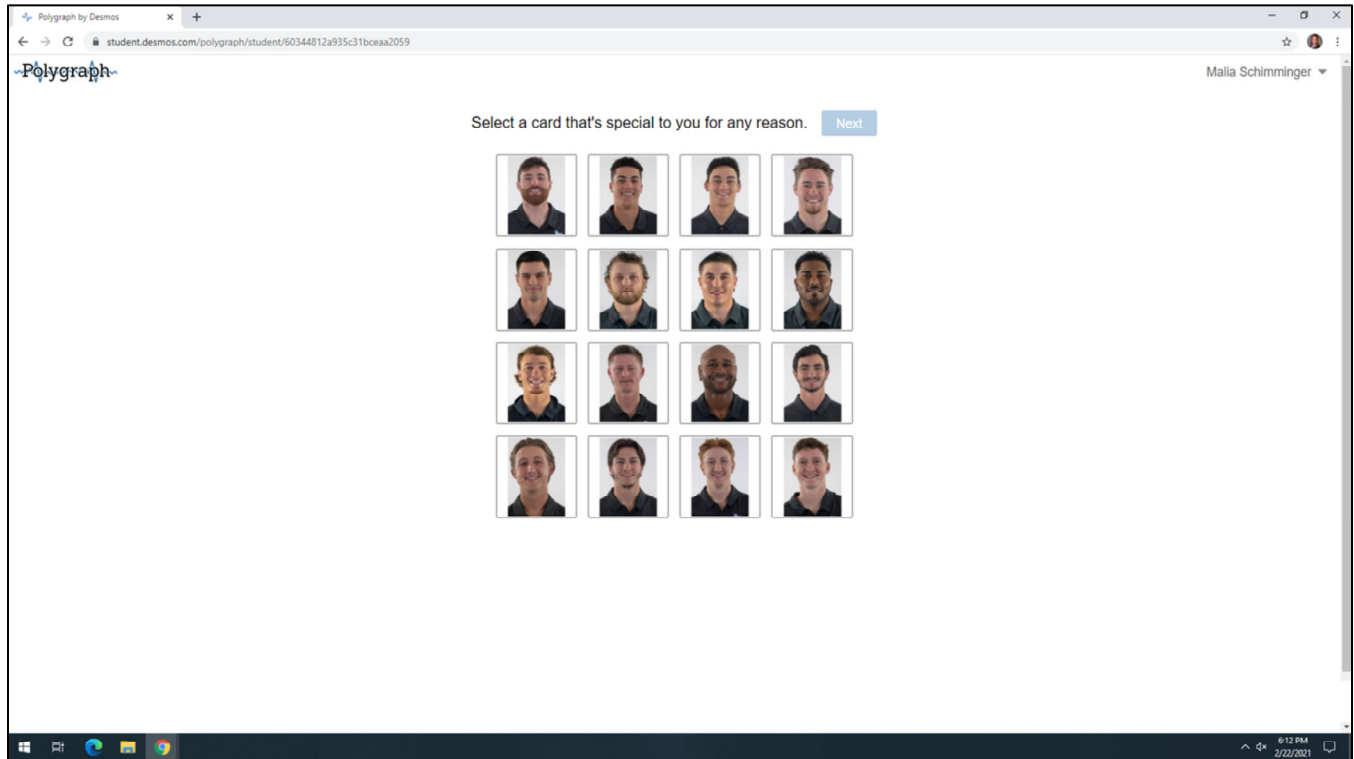
The game will generate a practice round. Note that the instructions are to pick “a person that’s special to you for any reason.”



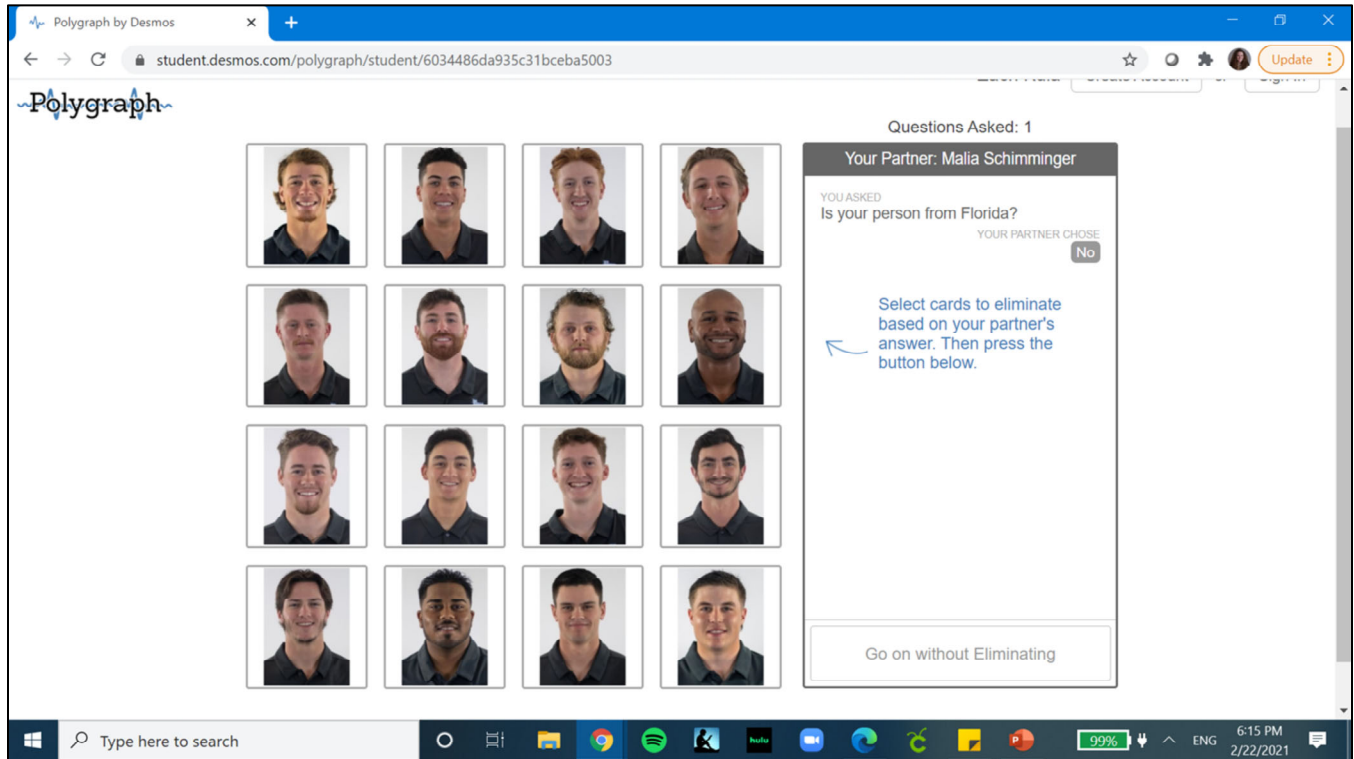
The computer will generate yes-or-no questions for the student to answer. This introduces students to possible questions that they can ask in the live round.



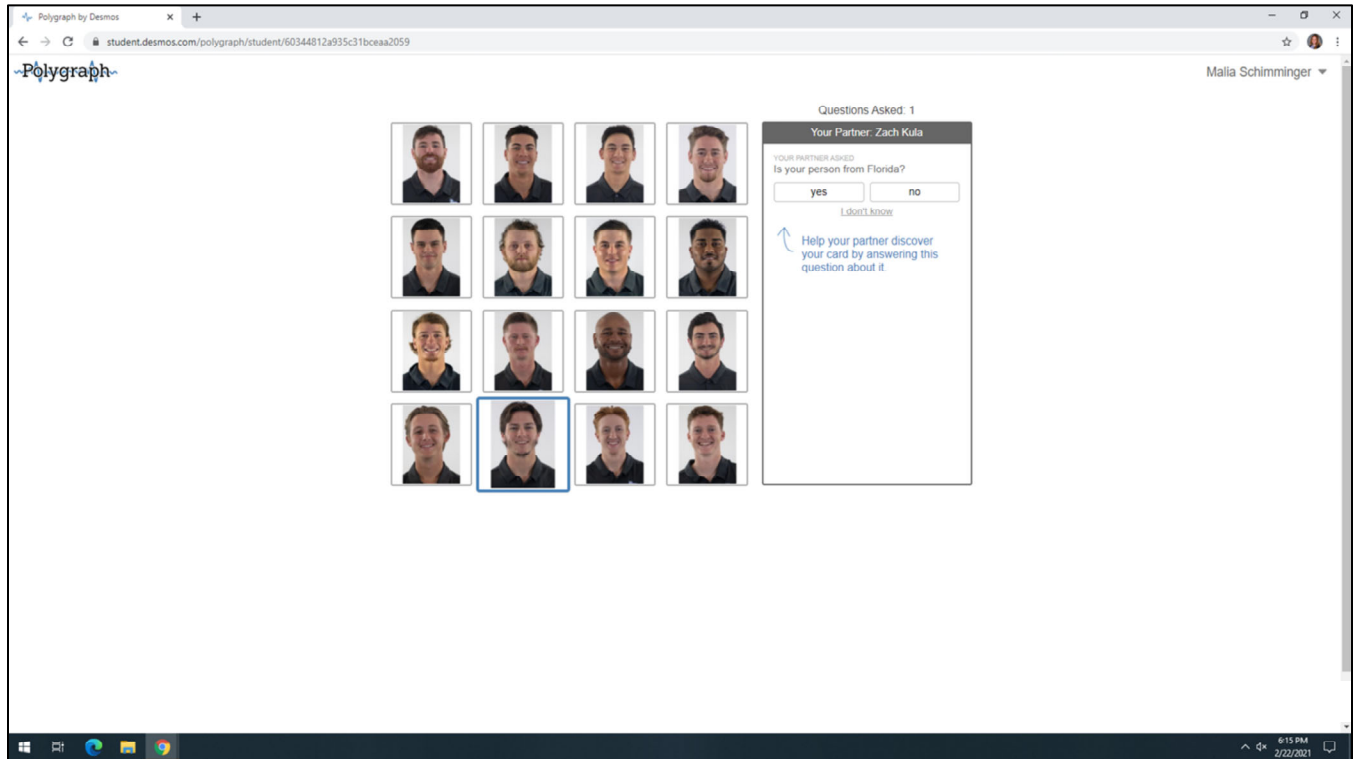
After the short practice round, students will be randomly paired with other students who have finished the practice round.



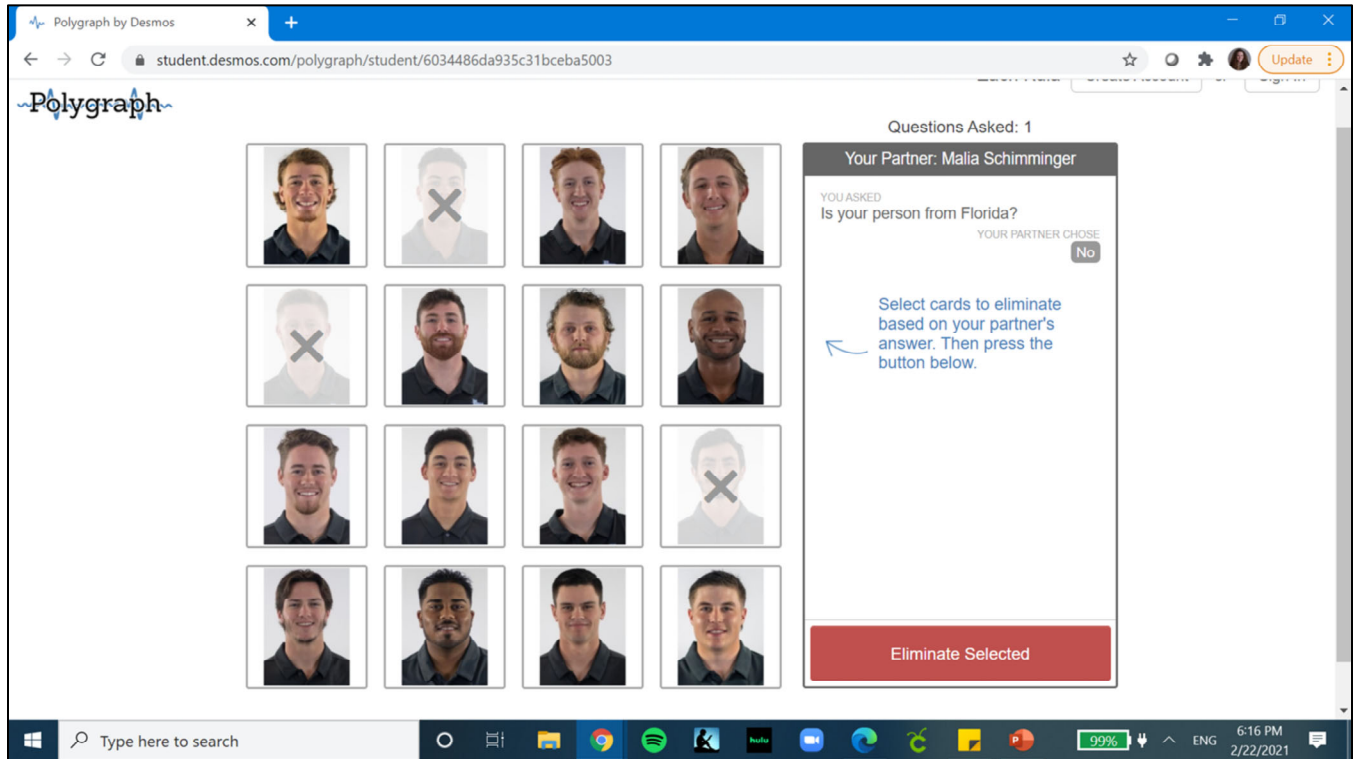
Students are once again instructed to pick “a card that’s special to you for any reason,” but this time, the cards are real people. Notice how all the people in the cards have the same background and the same shirt? This is something we’ll talk about later.



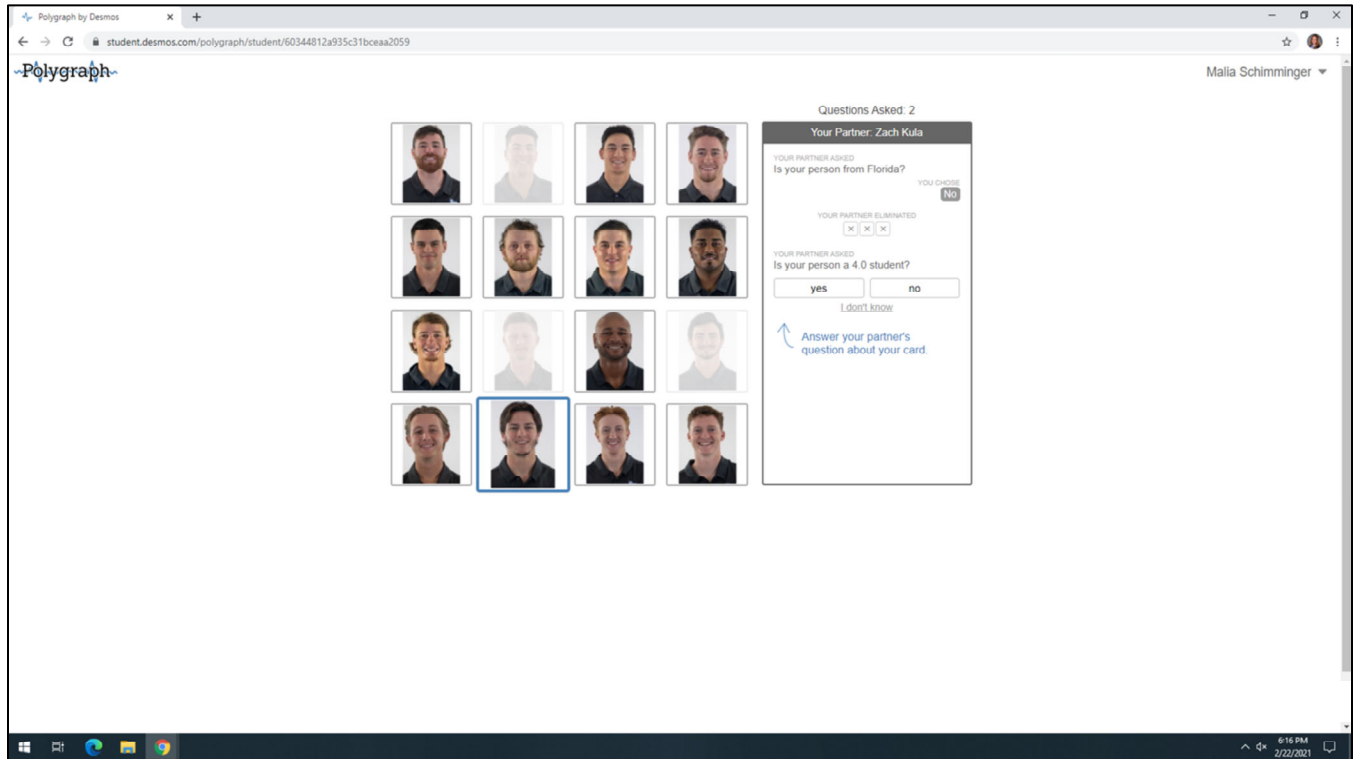
Once player A has chosen a card, player B can type any yes-or-no question. Both player A and player B are trying to create narratives about stranger's lives, which is why this game is so hard to win.



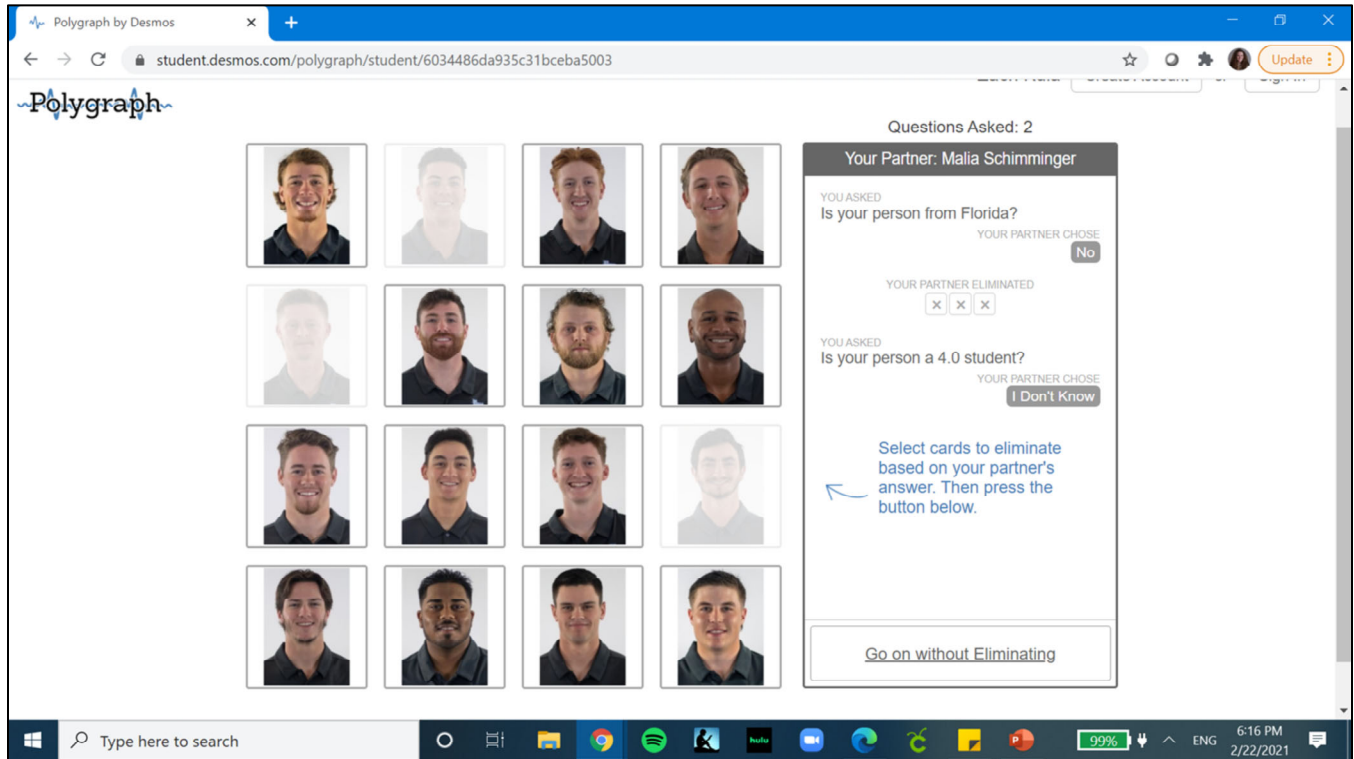
Here, player A will respond to player B's question by choosing "yes," "no," or "I don't know."



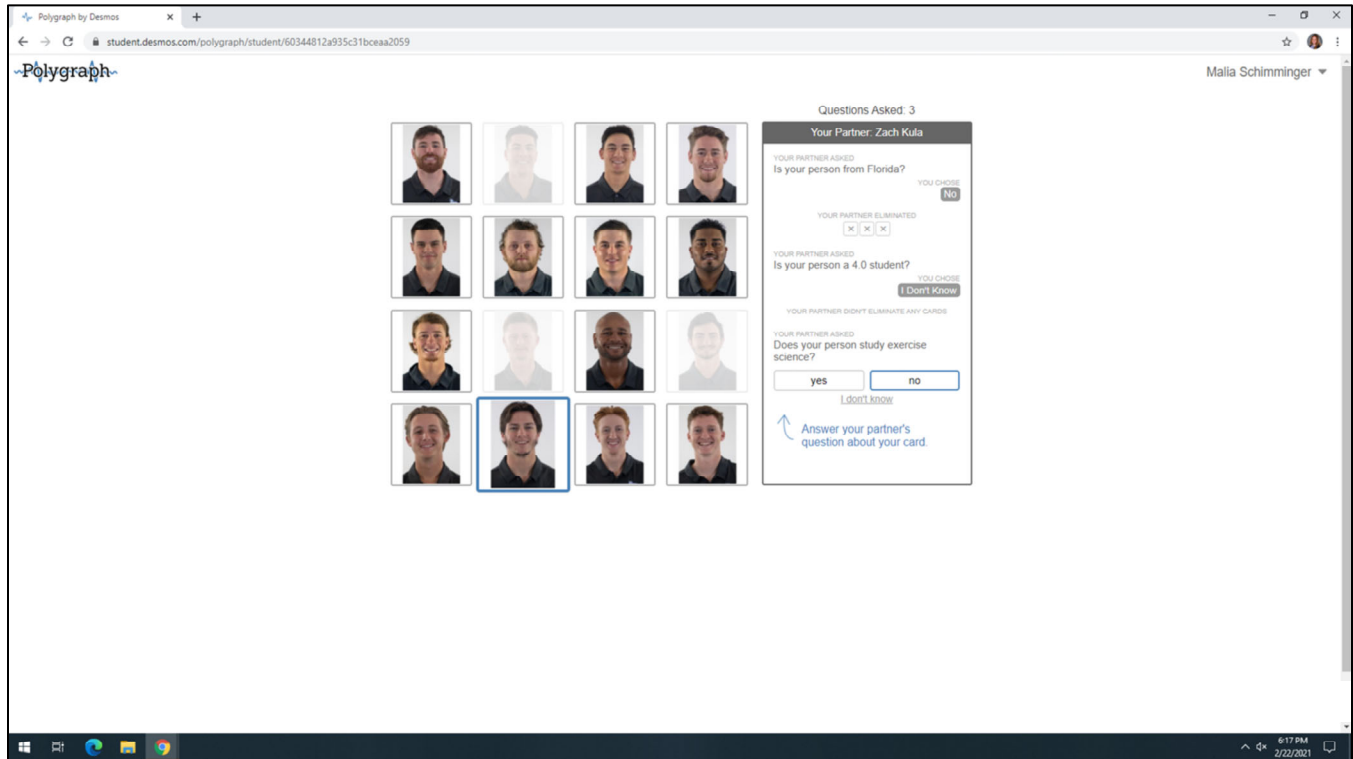
Based on player A's response, player B can eliminate as many cards as they would like.



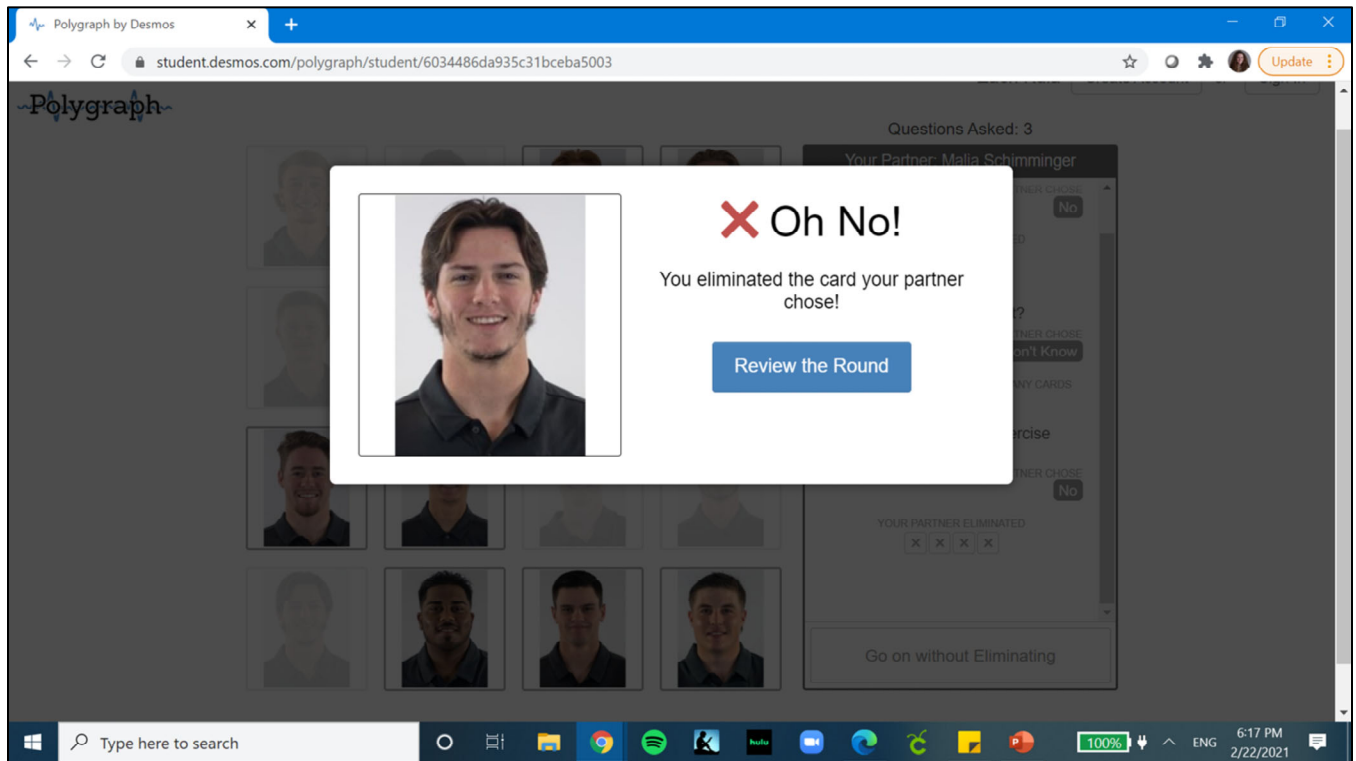
Because player A's card was not eliminated, the game continues.



Note that player A answered “I don’t know” to player B’s second question. Think: “Why is this not part of the story I want to create? Why did I choose not to give a definitive answer?” and we will discuss afterward. Here, you can see the “Go on without Eliminating” option as well. The combination of these two elements makes the game even more difficult to win.



Now that we have three questions displayed, pay attention to the types of questions being asked. They involve state of origin, GPA, and concentration of study. These elements are sometimes used in student introductions at the beginning of a new course. Why are these questions being asked? Is it related to the traditional syllabus week practice? We'll process that.



Uh-oh! Player B eliminated the card that player A chose. Where was the disconnect?
Why did the players' perceptions of this card not align?

Student learning

comes from reflection upon experience

We asked a lot of questions along the way. This is because student learning come from reflection upon experience, so it's crucial to process the meaning behind this guessing game.

Processing

- ☒ How did you pick your person?
- ☒ Did this person resemble yourself or the way you view yourself?
- ☒ How did you decide which traits your person did or did not have?
- ☒ Why did you choose those traits?
- ☒ Do you see or desire to see those traits in yourself?
- ☒ Were these traits mostly positive or negative?

Allow student-driven conversation.

Processing

- ▣ How did you come up with the questions?
- ▣ How did you feel about creating someone else's story?
- ▣ How does this translate to online learning?

Allow student-driven conversation.



Takeaways

Think about how people you don't even know perceive you.
Think about the way you perceive people you don't even know.

Is someone's perceived opinion of you valid?

If so, what can you do to make someone's perception of you
more favorable?

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The purpose of this entire engagement strategy is to encourage students to think and talk about stereotypes, bias (conscious and unconscious), and the way these elements affect online learning. What stories are we creating about others? Is this fair? How can we be better peers? In the process, students can connect with multiple randomly selected students in a COVID-safe manner from the comfort of their current geographic locations. Ideally, this event will cause self-reflection and inspire change to one's thought processes, if necessary.