

# Elizabeth Forward

## Amplify Games Pilot Study Brief

### Product Info

**Product Name:** Amplify Games

**Product Description:** The Amplify suite of games comprises English Language Arts (ELA), science, and math games designed for middle school students.

**Learning Focus:** Middle School ELA, Math, and Science

**Teacher Training:** Prior to the launch, 15 teachers visited Schell games for a hands-on introduction to the games

**Student Usage Minimum:** Although there was no minimum usage identified, according to students self-perceived iPad usage, nearly 40 percent of students played Amplify games between 1 and 2 hours per week outside of school and 26 percent of students played games between 2 and 5 hours per week outside of school.

**Device Specifications:** School provides each student with a web-enabled iPad

### District Context

**District demographics:** Suburban; 2,400 students; 40% of students are eligible for free or reduced price lunches

Pilot demographics:

School District	Ed-Tech Tool Piloted	Number of Students in Pilot
Elizabeth Forward	Amplify Games	474 (across 6th, 7th, and 8th grades)

### Pilot Goal

The goals of the pilot was to get the students to play educational games outside of the classroom during leisure time.

### Implementation Plan

**Duration:** December 2015 - May 2016

**Quality of Support:** PD sessions that were far removed from the beginning of implementation were less effective compared to the sessions provided closer to the launch.

**Implementation Model:** Educators encouraged students to play the games while at home with minimal class time allocated to the games, however, the school hosted incentive activities, such as game tournaments, during school hours to increase usage.

**Data collected:** Teacher feedback sessions, individual student and teacher interviews, admin interviews, teacher and student surveys at two time points, NWEA assessments, log data, observation of professional development sessions conducted by Amplify, and observation of a game tournament organized to incentivize students to play the games.

## Findings

**Actual implementation model:** Teachers were initially unclear on whether they were expected to integrate the games into classroom instruction.

**Educator satisfaction:** While many educators commented on the rich, interactive graphics and engaging nature of the games, several noted the concern that the games did not tie in well with their curriculum.

**Student engagement:** Student engagement was observed to be high throughout the period of the pilot.

**Student learning:** The games were integrated to increase engagement, not learning. Data based on standardized assessments indicate that, after using Amplify, student scores either remained stable or decreased and students reported a decrease in interest in ELA, math, and science. Because the number of students involved in the study and the lack of a comparison group, these results should be viewed with caution.



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