1. Title of the tool and Website link to it.

Goosechase

https://www.goosechase.com/

Links to an external site.

2. Brief annotation or overview of the tool for the class/training.

GooseChase is a digital tool for creating teacher-designed multimodal scavenger hunts. Students may compete individually or in groups to complete "missions," which can be photo/video-based, textual, or through GPS. In the latter format, students need to physically get to a location which is specified in the mission's description or given as a clue. Missions are not constrained to the classroom and can be completed in the home and local area, making it a valuable tool for distance learning. For instance, a geometry mission might require a student to take a picture of a right angle in their home. If a student captures the photo and uploads it, they would earn a number of points for successfully completing the mission. Students can compare scores at any time using the leaderboard, which is used to track competition. Accordingly, GooseChase is an excellent way for teachers to gamify their lesson plans while fostering a collaborative and friendly competitive environment between students.

3. How is yours a Web 2.0 tool? In other words, what makes your selected tool a Web 2.0 tool?

Bower's article from the British Journal of Educational Technology defines Web 2.0 technologies as "openly available online technologies that allow creation, editing and sharing between (often large) groups of people via a web-browser." (Bower, 2015) GooseChase meets these criteria through several means:

(1) Openly available— GooseChase offers a free, "basic" plan that allows for unlimited missions for up to five teams (25 people).

(2) Operated via a web browser— Teachers build their scavenger hunts entirely through the web browser, and so no downloads are required in operating how the activity is run.

(3) Used for creating, editing and sharing— Teachers create the scavenger hunt, edit how students will interact with them (photo/video-based, textual, or through GPS), and have the option to share their creations with the greater GooseChase community. Students, in completing the scavenger hunt, also share their results with their peers and teacher.

(4) Educationally applicable— GooseChase's practical use in educational settings is explicitly outlined in the site, which advertises the tool for "lessons, field trips, PD days, open houses, or any school event!" (GooseChase, n.d.)

4. How would you suggest using Web 2.0 with students/trainees (or educators/trainers) to enhance learning, creativity, and innovation?

GooseChase is an incredibly powerful tool for its gamified qualities, ability to make students get up out of their seats to learn, and the seemingly unlimited range of creative capacity in designing scavenger hunts. Students must find information for themselves, learn to work in teams, and use their creativity in completing missions.

(1) Learning— GooseChase allows educators to extend the boundaries of the classroom and students to participate in a high-impact learning experience. Learning in GooseChase means experiencing real-world applications of knowledge, working closely with peers, all within an interactive and gamified environment. Chapter 33 of our textbook elaborates on this concept:

"Formal education cannot create real-world problems for every topic, which is why video games are among the most effective means of providing situated learning environments for promoting problem-solving outcomes. Rather than asking students to "pretend as if" they are in the real world, video games provide that "real" world." (Van Eck et al., 2018)

GooseChase is a powerful vehicle to support learning because it facilitates higher levels of learning that are traditionally difficult to address; although it's not explicitly defined as a "game," it shares many characteristics with one (leaderboard, point system, missions, teams vs. single-player, etc.).

(2) Creativity— Arguably, teachers have to be more creative than their students when using GooseChase. Designing an effective scavenger hunt experience requires teachers to come up with ways to deliver their lesson in an unfamiliar, non-traditional format while still allowing students to explore their creativity in relevant, interesting, and worthwhile ways.

(3) Innovation— In a world where everyone is trying to do something "innovative," the word can begin to seem muddied. In a classroom context, being innovative might mean allowing the imagination to run wild, expressing oneself freely, and trying new things. In GooseChase, students can practice innovation by coming up with imaginative ways to complete their scavenger hunt, by using inquisitive thinking to find the GPS location of missions, and by simply trying a new, nontraditional form of learning.

5. Are there barriers or problems that educators or trainers might encounter when using this Web 2.0 tool in the classroom or workplace? Be critical. If you do not feel there are/will be barriers, state how you came to that conclusion.

Despite its overwhelming advantages for classroom use, there are still some barriers that are preventing GooseChase from being the ideal Web 2.0 tool.

(1) Limited use— GooseChase's scavenger hunt format is limited in terms of its use outside the classroom; students may not be able to easily travel, and so accessibility and other potential

constraints should be considered when designing missions that require students to go somewhere.

(2) Network connection— GooseChase requires an internet connection to run. The quality and speed of the network may not be able to adequately support GooseChase if it's not stable enough.

(3) Distractions— GooseChase is highly engaging and interactive - with this comes the potential for classroom disruption and distraction. If scavenger hunts are conducted within the classroom or within the school premises, teachers need to monitor students to minimize disturbances to other classes, students, etc.

(4) Privacy and safety— As with any platform connected to the internet, there are data and privacy concerns. For this reason, GooseChase is designed to be used with students 13 years of age and older. Safety is another factor - since GooseChase requires students to be physically active, there is the potential risk of students getting hurt.

5. Design a short multimedia tutorial (both video and audio) explaining how to use the Web 2.0 tool that you just reviewed. You may use a simple screen capture program such as Screencast, Screencast-o-matic, or Techsmith Capture. If you are familiar with other authoring tools such as Articulate or Camtasia, feel free to use them too. Include the link to your tutorial in your posting.

Youtube Link

Links to an external site.

References

Bower, M. (2016). Deriving a typology of Web 2.0 learning technologies. *British Journal of Educational Technology*, Volume 47 (No. 4), 763–777. https://doi.org/10.1111/bjet.12344

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GooseChase. (n.d.). *K-12 Educational Tool To Make Learning Fun*. Retrieved October 5, 2022, from https://www.goosechase.com/uses/education

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Van Eck, R., Shute, V, Rieber, L. (2018). Leveling Up: Game Design Research and Practice for Instructional Designers. In R. A. Reiser & J.V. Dempsey (Eds.), *Trends and Issues in Instructional Design and Technology.* Fourth Edition (pp.277-285). Pearson.