

“...studies showed that, on average, using academic games in the classroom is associated with a 20 percentile point gain in student achievement. This is a relatively strong finding.”

Robert Marzano
Using Gaming in the Classroom
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- Cranium Core is an interactive gaming strategy to engage students in higher-level critical thinking questions about any given text. Students compete in teams after engaging in the reading of class material such as a novel or a nonfiction work.
- Cranium Core is completely customizable making it a tool for Differentiated Instruction. Questions can be written to match the text, reading and developmental level of the targeted group of students.
- Encourages collaboration between the media specialist and the content area teacher.
- Encourages/promotes collaborative learning among students
- Teaches critical thinking skills while giving students a voice in their own learning.

- Aligns with findings of Robert Marzano on gaming in the classroom:
 - <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Using-Games-to-Enhance-Student-Achievement.aspx>
- Aligns with Robert Marzano’s finding on the importance of teaching inference as a skill because game questions are structured to require students to make inferences from the text and give the teacher the opportunity to discuss the inference making process with the students as part of the game process.
 - <http://www.ascd.org/publications/educational-leadership/apr10/vol67/num07/Teaching-Inference.aspx>
- Aligns with Robert Marzano’s “Summarizing to Comprehend” because students must validate their answers and defend their choices by referring to and summarizing multiple points with the story text.
 - <http://www.ascd.org/publications/educational-leadership/mar10/vol67/num06/Summarizing-to-Comprehend.aspx>
- -Supports all nine (9) classroom instructional strategies of Robert Marzano. Marzano, Robert J, Debra Pickering, and Jane E. Pollock. *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement*. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print.