



A pixel art background featuring a bright blue sky with white, pixelated clouds. In the foreground, there is a green grassy area with a single yellow sunflower on the left and a white sheep on the right. A dark blue, pixelated mountain is visible in the background on the right side.

# GAMIFICATION OF GRANT WRITING

START

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# OBJECTIVES

1. Explore student feedback for course design
2. Analyze two examples of pathway design in canvas
3. Identify three take aways for implementing courses in non-traditional formats
4. Receive resources for pathway design and gamification

A pixel art landscape featuring a bright blue sky with white and pinkish clouds. In the foreground, there is a green grassy field with small pink and blue flowers. Behind the grass, there are two large, grey, pixelated mountains. The text "ARE YOU READY?" is centered in the sky area in a bold, yellow, pixelated font with black outlines.

**ARE YOU  
READY?**

# WHY BUILD A COURSE LIKE THIS?

## Gamification:

- Adds interactivity to an asynchronous course

## Personalized Learning:

- Learning paths allow learners to customize their educational journey, focusing on areas of interest and need, and potentially skipping irrelevant material.
- Advanced Learners don't have to learn information they already know and less experienced learner won't be lost because material is too advanced.

# IMPORTANCE OF GAMIFICATION

## CONNECTIVISM

- Acknowledges the importance of networks and connections in learning.
- ID focuses on learning communities, fostering collaborative projects, and equipping learners with the skills to navigate and evaluate information in a digital environment.

## BEHAVIORISM

- Observable behaviors and how they are shaped by environmental stimuli and consequences.
- ID translates to using techniques like positive reinforcement, breaking down complex tasks into smaller steps, and providing clear feedback to encourage desired behaviors.

## COGNITIVISM

- Emphasizes mental processes like memory, attention, and problem-solving.
- ID focus on organizing information in a way that facilitates learning, using Bloom's Taxonomy to guide learning objectives and assessments, and incorporating strategies to enhance memory and attention.

# COURSE DESIGN

**Choose your own Adventure:  
Using Mastery Paths**

**First path for students new to the  
grant process**

**Second path for students with  
experience in grants**

Module 0: Course Introduction			Prerequisites: For Students	Complete All Items	✓	+	⋮
⋮	📄	Choose your Adventure			✓		⋮
⋮	📄	Course Information			✓		⋮
⋮	📄	Required Tasks and Assignments			✓		⋮
⋮	📄	Orientation Quiz 1 pts   Submit			✓		⋮
⋮	📄	Pathway Choice Quiz 6 pts		Mastery Paths	✓		⋮
⋮	📄	Student Information Form			✓		⋮
⋮	📄	Experience with Grants Pathway			✓		⋮
⋮	📄	New to Grants Pathway			✓		⋮

# BUILDING THE PATHWAYS

## For the Experienced Professional 🍷

If you have some grant experience, this would be the best choice. You will need to know basics of grants, familiar with finding and navigating resources and have written or helped write a grant in a professional setting. This path is more advanced and will have less information about grant basics.

For this project you will develop a program on a topic of your choice.

### Objectives

- Explore personal experiences with grant writing
- Recall the challenges and wins experienced with grant writing
- Examine current strengths of grant writing
- Explore local, state, and federal grant opportunities

## New to Grants Pathway 📖

Ah yes, you've chosen a noble pathway for your quest. Slow and steady wins the race! I'm glad you chose to start from the beginning. Let's get started in learning about grants, shall we? We'll explore terminology associated with grants, basic rules, and opportunities at the local, state, and federal levels for grants.

### Objectives

- Define terminology associated with grant writing
- Explore local, state, and federal grant opportunities
- Summarize the basic rules of grant writing



# PATHWAY QUIZ



**ILLINOIS STATE  
UNIVERSITY**  
*Illinois' first public university*

I feel confident in my ability to search for secondary data sources to help with grant writing.

☐ Agree

☐ Unsure

☐ Disagree

I have completed a needs assessment for either an internship or through work.

☐ Agree

☐ Unsure

☐ Disagree

I know the difference between goals and objectives.

☐ Agree

☐ Unsure

☐ Disagree

I feel comfortable writing objectives.

☐ Agree

☐ Unsure

☐ Disagree

I have created a budget for a project.

☐ Agree

☐ Unsure

☐ Disagree

I feel comfortable writing an evaluation for a grant.

☐ Agree

☐ Unsure

☐ Disagree

I feel confident in my ability to write a grant.

☐ Agree

☐ Unsure

☐ Disagree

What is your name?





# NEW TO GRANTS PATHWAY

New to Grants Pathway		✓	+	⋮
		<a href="#">View Assign To</a>		
⋮	Module 2		✓	⋮
⋮	📄 New to Grants		✓	⋮
⋮	📄 Week 2 - What is a Grant?		✓	⋮
⋮	🗨 Reading Discussion: Basics of Grant Writing 20 pts		✓	⋮
⋮	Module 3		✓	⋮
⋮	📄 Week 3-4 Needs Assessment		✓	⋮
⋮	📄 Grant Reconnaissance Introduction		✓	⋮
⋮	🗨 Reading Discussion: Grant Reconnaissance 20 pts		✓	⋮
⋮	Module 4		✓	⋮
⋮	📄 Research for Project Development Introduction		✓	⋮
⋮	🗨 Reading Discussion: Project Development 20 pts		✓	⋮

# EXPERIENCED WITH GRANTS PATHWAY

▼ Experience With Grants Pathway		View Assign To
Module 2		
Experienced With Grants		
Week 2 Reviewing the Grant Writing Process		
Reading Discussion: Making (Dollars and) Sense of Grant Application Packages: What Grant Makers Want 20 pts		
Module 3		
Week 3-4 Logic Model Development		
Common Grant Application Pieces and Puzzles Introduction		
Reading Discussion: Getting Ready to Write a Grant Proposal 20 pts		
Module 4		
Support for the Grant Campaign Introduction		
Week 5-6 Goals and Objectives		
Week 5-6 Program Development		
Reading Discussion: Support for the Grant Campaign 20 pts		

# PATHWAY FOR EVERYONE

For All Students				
Module 1				
	Module 1 Introduction		✓	
	Grant Project		✓	
	Grant Review Activity 20 pts		✓	
	Introduce Yourself 20 pts		✓	
	Who am I and What Do I Want to Do? 20 pts		✓	
	Week One Grant Writing Introduction		✓	
Module 2				
	Module 2 Introduction		✓	
	Escape Room Activity		✓	
	Guest Speaker Reflections 30 pts		✓	
	Reflection: Goal Ranking 50 pts		✓	
	Week 2 Reflection: Misconception/Preconception and Self-Confidence Survey 20 pts		✓	


# ESCAPE ROOM

## Escape Room Activity




Whether you are experienced in the art of grant writing or new to grants, a little review of some of the important websites and grant information is helpful.

Please help Harry, Ron, and Hermione find the items in Gringotts Wizarding Bank. Be the first group to complete the escape room to learn more about grant writing and win the glory for your house cup!

Start with  [Lock #1 Mischief Matching](#) first and review some important grant information!

### Lock #2 Reading Frenzies


 This is a preview of the published version of the quiz


Started: Jan 4 at 12:44pm

#### Quiz Instructions



Once in the vault, Hermione needs to read a map to find the location of the artifact in the bank.

Go to the Community Toolbox website section on grants, <https://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources/writing-a-grant/main>  to get this answer!

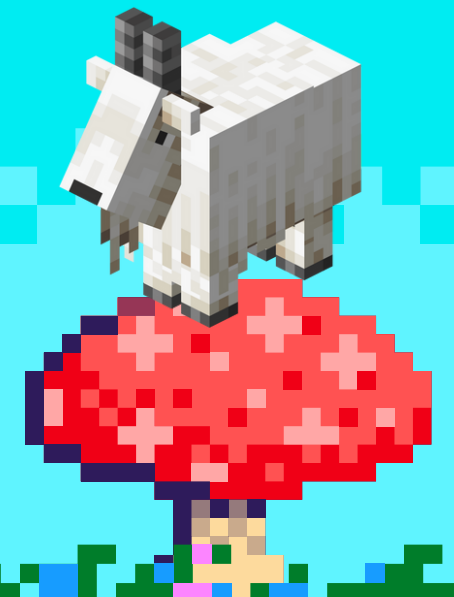
Question 1	2 pts
What is the "standard component of the grant proposal" that includes goals and objectives?	
Go to the Community Toolbox website section on grants, <a href="https://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources/writing-a-grant/main">https://ctb.ku.edu/en/table-of-contents/finances/grants-and-financial-resources/writing-a-grant/main</a>  to get this answer!	
<input type="radio"/> Project Description	
<input type="radio"/> Budget Narrative	
<input type="radio"/> Program Development	
<input type="radio"/> Unique Entity Identifier (UEI)	

# COURSE LOGISTICS

MPH COURSE  
FALL 2025  
PLAYERS=12

TRUE

FALSE



# COURSE OBJECTIVES

- Identify key components of grant proposals
- Identify the difference between local, state, and federal grant opportunities
- Work with a community partner to obtain a clearer picture of non-profit organizations
- **Discuss the challenges associated with grants, grant writing, and grant management**
- Identify where they can find applicable resources to help build the rationale for their grant
- Create a grant to submit to a funding agency, organization, or program





# COURSE TOPICS

- Week 1 Grant Writing Introduction: Choose your Adventure
- Week 2 Building Foundations for the Grant Quest
  - Path A. Lessons Learned from the Field of Grant Legends
  - Path B. Getting Started with Grants – Roll and Move!
- Week 3–4 Common Grant Application Pieces and Processes
  - Path A. Adding the Previous Puzzle Pieces
  - Path B. Assembling the Grant Bits
- Week 5–6 The Support for the Grant Campaign
  - Path A. Program Development
  - Path B. Research Project Development
- Week 7 Developing an Effective Proposal to Get the Victory Points
  - Both A and B: Evaluation and Sustainability Measures for Replayability
- Week 8 Win Condition Examination: The Grant Checklist

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# COURSE DESIGN

## ACTIVITIES

- Reading Discussions over each chapter
- Module Activities
  - Guest Speaker Reflection
  - Padlet Discussion for Grant Review
  - Escape Room

## ASSIGNMENTS

- Annotated Bibliography
- Three Proposal Drafts
  - Needs Assessment
  - Implementation
  - Evaluation
- Proposal
- Presentation

# DISCUSSION PADLET

# GUEST SPEAKER REFLECTION

## Guest Speakers

As we continue to learn about grant writing, it's important to hear from individuals who have had experience with grants. I have asked three individuals to chat about their experiences with grant writing. Please view their films and answer the associated questions (they are listed below so you can take notes before you submit the assignment!).

### Questions:

- What you learned overall.
- What are similar themes you've noticed about each person's statements.
- What you didn't expect to learn and how it impacts your path forward.
- Relevance to your professional goals.
- What questions you have that are still unanswered.

### Videos:

Guest Speaker #1, Dr. Jacqueline Lanier, Department of Health Sciences, Illinois State University

### What advice you have about grant writing?

- Do your homework- research funder, past grantees
- Find and reach out to potential collaborators
- Read the instructions
- Make your case – tell your story of why needed, what is problem-data
- Clear solutions- rooted in evidence
- Emphasize Impact – measurable outcomes, difference maker
- Clear and justifiable budget
- Have someone review – outside of project
- Be persistent and do not give up – keep trying

# COURSE OUTCOMES

The pathways were easy to navigate.	The instructions were helpful for assignments and to navigate modules.	It was helpful to have pathways to choose from to explore the content.	Gamifying the course was helpful to learn about grant writing.	The modules were helpful in providing where to start with learning grant writing.	I would prefer to learn about grant writing in a more traditional setting.
4.67	4.33	5.00	4.33	4.67	3.67

# STUDENT FEEDBACK

## LOGISTICS WORK?

- “felt rushed to complete a grant proposal in the time line”
- “Course felt a bit fragmented”
- “Multiple listings for assignments”
- “Escape room not linked in the module.”

FALSE

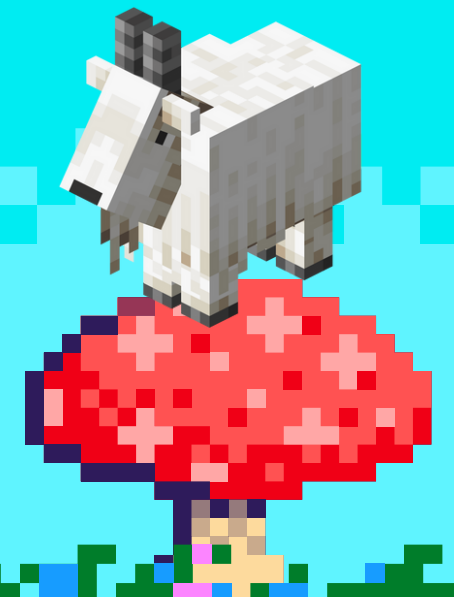
## GOOD EXPERIENCE?

- “textbook and elements were straight forward and clear.”
- “Felt like I can use grant writing in writing and persuasion in general.”
- “Loved the activities where we could hear from other grant writers on their experiences, wins, and fails.”

TRUE

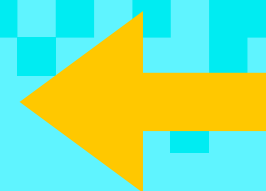
# RECOMMENDATIONS FOR COURSE DESIGN

- Pathway Development:
  - Plan your pathways ***before*** you build in Canvas
- Course Design:
  - Pathways linked to type of project
  - Link gamified content to a theme
  - More links with community partners



# THANK YOU

END



SCAN FOR RESOURCES!



## Resources for Gamification and Pathway Building

### Gamification Resources and Literature

- Professors at Play Website: [Professors at Play](#)
- Forbes, L. and Thomas, D. (2025). *Professors at play ONLINE Playbook*, [Professors at Play ONLINE PlayBook](#)
- Khaldi, A., Bouzidi, R., & Nader, F. (2023). Gamification of e-learning in higher education: A systematic literature review. *Smart Learning Environments*, 10(1). [Gamification of e-learning in higher education: a systematic literature review](#)
- Ortiz, M. Chiluiza, K., & Valcke, M. (2016). Gamification in higher education and stem: A systematic review of literature. *Proceedings of EDULEARN16 Conference*, Barcelona, Spain.
- Oestreich, J.H., Hunt, B., & Cain, J. (2021). Grant deadline: An escape room to simulate grant submissions. *Currents in Pharmacy Teaching and Learning*, 13(7), 848-854.
- Subhash, S. and Cudney, E.A. (2018). Gamified learning in higher education: A systematic review of the literature. *Computers in Human Behavior*, 87, 192-206.
- Wiggins, B. E. (2016). An overview and study on the use of games, simulations, and gamification in higher education. *International Journal of Game-Based Learning*, 6(1).

### Pathway Resources and Literature

- [Hacking Mastery Paths](#) (Requires access to the Canvas Community)
- [Mastery Paths](#) Texas A&M)
- [Quick Guide to Creating Mastery Paths](#) (Instructure)

**Syllabus for the Grant Writing Course:** [HSC 492 Syllabus\\_Fall 2025.docx](#)

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