

More Than a Game: The Use of Intergroup Monopoly as a Pedagogical Tool

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Abstract

The purpose of this study was to determine pedagogical value of using games in teaching students about the importance of gender inequity and the importance of Affirmative Action. Participants ($N = 149$) were assigned to one of two experimental groups. Students in the game-play group played a version of Intergroup Monopoly (which highlights gender inequity and the importance of Affirmative Action), while students in the PowerPoint group read a traditional lecture on the history and purpose of Affirmative Action. Results from the pretest and posttest indicate that students in the game-play group were more likely to indicate they understand the importance of Affirmative Action, the experiences of women, and male privilege than those in the PowerPoint group. These findings extend previous research by demonstrating the importance of using game-play as pedagogical tool for increasing perceived understanding about sexism and the need for Affirmative Action.

Keywords: Games, Affirmative Action, engaged learning, male Privilege.

Introduction

The Civil Rights movement brought about monumental changes to the United States and was the impetus for many landmark legislative changes that occurred in the 1960s. As a result of this movement, in 1961 President John F. Kennedy signed Executive Order 10925 into law, which ordered federally funded projects to take Affirmative Action to ensure discrimination would not take place. Subsequently, Title VII of the Civil Rights Act of 1964 made it illegal for organizations to discriminate in employment decisions (e.g., hiring, promotions) based on race, ethnicity, religion, color, and gender. According to the Office of Federal Contract Compliance Programs (OFCCP) it was not until 1965, when President Lyndon B. Johnson signed Executive Order 11246, that Affirmative Action, was formally established (Kurtulus, 2016). Importantly, Johnson's executive order went beyond the goal of nondiscrimination prohibited by Kennedy's original mandate and Title VII of the Civil Rights Act of 1964, and proscribed active improvement of employment status of minorities and women.

There exists a rich body of research that shows several advantages of Affirmative Action programs (see Archibong & Sharps, 2013; Hinrichs, 2012; Kaley, Dobin, & Kelly, 2006). For example, Affirmative Action programs have been related to increases in the number of women holding political office (Jones, 2009), the percentage of women on organizational boards (Sabatier, 2015), and the number of ethnic and racial minorities in higher education (Crosby, Iyer, Clayton, & Downing, 2003; Fischer & Massey, 2007). Despite the advantages of Affirmative Action in fostering a more equitable environment for women and minorities, it remains a controversial program, with many people opposed to Affirmative Action programs. Indeed, recent research shows that 39% of Americans do not support programs that enable minority groups to be at more of an advantage than they are without such legislation (Hoover, 2019). Given the high percentage of Americans who do not support Affirmative Action programs and research showing how cultural norms shape racial attitudes, it is necessary to develop a tool that will help to demonstrate the struggles that minority groups encounter in regard to monopolistic aspects of life (e.g., money, success). Thus, the current study aims to provide initial evidence of the pedagogical value of the use of game-play in improving

perceptions of understanding complex issues such as Affirmative Action, sexism, and male privilege.

Engaged Learning As A Pedagogical Tool

Active (or engaged) learning allows students to learn through the direct experiences with course-specific skills and knowledge (DeVries & Edwards, 1973). Heineke (1997) suggests that active learning tasks provide motivation to students, create common experiences, and demonstrate complex course concepts. Considerable research indicates value in using an engaged learning approach. Indeed, research suggests students learn more when they are engaged in the classroom environment rather than sitting passively in the traditional lecture environment (Crouch & Mazur, 2001; Freeman et al., 2014). In fact, in their meta-analysis of 225 studies, Freeman and colleagues found that students in traditional lecture courses were 1.5 times more likely to fail the course than students enrolled in the engaged learning courses. Furthermore, the benefits of engaged learning can be seen in courses that are traditionally considered difficult to understand. For example, Hake (1998) compared the outcomes of physics courses that were taught in an engaged learning style, to those that were characterized as more traditional and found that students in the engaged learning classes had a higher gain in conceptual knowledge than those enrolled in the traditional lecture format.

Game play is one engaged learning approach that is sometimes used to teach complex course material. In 1958, Schreiber suggested the use of games as a pedagogical tool. Verzat, Byrne, and Fayolle (2009) define a game as "an educational device with discrete objectives with respect to the participants' learning, used in the context of known boundaries" (p. 359). It is likely that the use of games can have positive effects on student learning. According to Benek-Rivera and Mathews (2004), playing games in class would be considered a form of active learning, which has been shown to gain students' attention. Additionally, active learning has been shown to be an effective strategy for challenging the knowledge and beliefs of participants (Keys & Wolfe, 1988).

According to (Echeverria, Garcia-Campo, Nussbaum, Gil, Villalta, Amnestica, et al., 2011), a classroom game is a structured activity that helps students learn or apply course material through the use of a game. Robison (2014) suggests that many common games are adapted and

used in the classroom as a pedagogical tool. For example, *Jeopardy* (Neef, Cihon, Kettering, Guld, Ave, Itoi, et al., 2007), *Life* (Brinker, Robers, & Radnidge, 2014), and *Monopoly* (Havey, 2014) have all been modified for use in the classroom as engaged learning tools.

Although some researchers (see Bohmer & Oka, 2007) have attempted to teach about Affirmative Action via lecture in a classroom setting, there is a considerable gap in the research regarding the assessment of an interactive style of teaching about such a controversial topic as Affirmative Action. Developing and implementing an engaged learning activity that addresses Affirmative Action may be important, given the lack of support for such programs. The current study investigates the use of Harvey's (2014) Intergroup Monopoly as a tool for helping students better understand some traditionally difficult concepts in social psychology. It is important, however, to empirically evaluate the effectiveness of the use of games as a pedagogical tool. Kirkpatrick (1959, 1994) suggested that there are four levels of student responses: reaction, learning, behavior, and results. Furthermore, Kirkpatrick suggested that these reactions were hierarchical such that a positive reaction (Level 1) would lead to learning (Level 2), which would lead to new behavior (Level 3), which would ultimately lead to results (Level 4). This hierarchy remains an important tool for evaluating pedagogical strategies (Verzat et al., 2009).

Although research on the effectiveness of playing games in a higher education environment is scant, Verzat et al. (2009) investigated the use of games as a way to teach engineering students about teamwork. They focused their research on the two lower level outcome variables: student reaction and learning. They found that student reactions to playing games was overwhelmingly positive and that the students learned critical teamwork processes that were being taught.

We take an approach similar to that of Verzat et al. (2009) in the current study by investigating reaction through the use of Intergroup Monopoly (Harvey, 2014). Harvey created Intergroup Monopoly (an adaptation of the classic Monopoly board game) as an attempt to effectively demonstrate the hardships that minority groups encounter. Harvey stated that the use of Monopoly as a pedagogical tool was never utilized, so he changed the rules of Monopoly to better explore the dynamics of group-based inequality by artificially creating inequality between game players. During his course on the Psychology of Oppression, Harvey discusses three interdependent institutions of upward mobility: income, housing, and education. After covering this background information, Harvey introduces the game as a tool to understand the interdependencies between income and housing. Every player is assigned different roles, with each role either being overtly disadvantaged or privileged relative to other players. As a result of this exercise, Harvey found that students understood the concept of oppression significantly more as a result of engaging in Intergroup Monopoly game play. Using a similar paradigm, we altered the rules to make it such that some players were advantaged (e.g., recent White male graduate) and some players were disadvantaged (e.g., minority woman) to highlight the effects of sexism and male privilege, while simultaneously demonstrating the importance of Affirmative Action in addressing those gender inequities.

The current study addresses the first level of Kirkpatrick's model by assessing student reactions to playing the modified Intergroup Monopoly. We predict that the altered version of Intergroup Monopoly will be an effective pedagogical tool to increase student's self-reported understanding of Affirmative Action, sexism and male privilege. Specifically, we hypothesized that:

H1: Participants who play Intergroup Monopoly will rate their understanding of sexism higher after playing the game than those in the PowerPoint lecture group.

H2: Participants who play Intergroup Monopoly will rate their understanding of male privilege higher after playing the game than those in the PowerPoint lecture group.

H3: Participants who play Intergroup Monopoly will rate their understanding of Affirmative Action (H3a) and support for Affirmative Action (H3b) higher after playing the game than those in the PowerPoint lecture group.

Method

Participants

Students ($N = 113$) were recruited from four Introduction to Psychology courses and a Psychology of Gender course at a small liberal arts college in the southeastern United States. Students enrolled in the Psychology of Gender course (29 students) were all Psychology majors and most (75%) were second- or third-year students. Students enrolled in the Introduction to Psychology courses (84 students) reported a variety of academic majors (e.g., Political Science, Chemistry, Exercise Science, Musical Theatre), and most (65%) were first- or second-year students. Participants ranged in age from 18–24, and most were women (74%). Participants completed the research as either a part of their course requirements or for extra credit. Students who were required to participate as part of their course experience were given the option to exclude their data from the research study. However, all students agreed to allow the researchers to use their data for all analyses and signed an informed consent form prior to their participation.

Measures

Pretest questionnaire: We developed a short (6-item) questionnaire as a tool to measure participants' knowledge and attitudes on sexism, prejudice, male privilege, minority experiences, and Affirmative Action prior to playing the game (see Appendix A). Participants were asked to rate their agreement for each statement on a 7-point Likert scale ranging from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*). An example item from this questionnaire is "I feel like I fully understand male privilege." We conducted an exploratory factor analysis to determine if any of the items grouped together. All six items grouped together as one component, and a follow-up analysis found strong internal consistency ($\alpha = .78$). However, when creating the survey instrument, we expected that each survey item would be analyzed individually due to the disparate questions being asked (e.g., male privilege, affirmative action, sexism). Thus, rather than aggregate all six survey items into one construct, we chose to analyze each question separately.

Posttest questionnaire: Participants completed the same 6-item measure of knowledge and attitudes that they completed in the pretest. However, participants in the experimental group answered three additional questions which measured participants' reactions to the demonstration as a pedagogical tool (e.g., enjoyability, understanding, recommendation). An example of the additional questionnaire items is "The game we played helped me to better understand how prejudice (e.g., sexism) affects our society." Similar to the pretest analysis, we conducted an exploratory factor analysis to determine if any of the items grouped together. Like the pretest, all six items grouped together and had strong internal consistency ($\alpha = .88$).

Materials

Monopoly is a board game produced by Hasbro. All players start with the same amount of money (\$1500). Players then take turns rolling dice and progressing around the board. When they land on a property, they pay another player rent (if it is owned by another player) or have the option to buy the property. When players pass "Go" they

earn \$200 from the bank. Players can also get sent to jail if they land on the “Go to Jail” spot on the board. Play continues until everyone has gone bankrupt except one player, who is the winner.

For the current study we used the rules developed by Harvey’s (2011) Intergroup Monopoly classroom demonstration. However, for the current study we changed the description of each player (See Appendix B) to highlight gender inequity in society. Player 1 was described as a “Recent FEMALE college graduate” and was allowed to play by the normal Monopoly rules. Player 2 (described as a “Single mom (without support)”) and Player 3 (described as a “Minority woman”) were required to play by rules that severely restricted their ability to progress through the game. Player 4 was described as a “Recent MALE college graduate” and was allowed to play by rules which facilitated his progression through the game (demonstrating male privilege).

Procedure

The current study uses a 2 (pretest vs. posttest) x 2 (Game-play vs PowerPoint) mixed factorial design. Researchers assigned students in three classes ($N = 77$) to the game-play group. Game play was divided into two phases: the Open Discrimination Phase (Phase 1) and the Equal Opportunity Phase (Phase 2). Before they began Phase 1, participants completed a pretest, which we used as a baseline measurement for self-assessment of their attitudes toward sexism, male privilege, and Affirmative Action. Participants then played the game in the Open Discrimination Phase, where the players followed the Intergroup Monopoly rules. After approximately 30 minutes of Phase 1 game play, the instructor stopped the game and indicated that new legislation had been passed and an “equal pay” law had been passed, which allowed all players to follow the normal Monopoly rules. Participants then played for approximately 30 minutes in the Equal Opportunity Phase. Although all players were allowed to play by normal Monopoly rules, those who had been at a disadvantage (Players 2 and 3) did not achieve equality during Phase 2. After 30 min of play in Phase 2, the instructor facilitated a short discussion with participants by asking them the following three questions: (1) Did those who were at a disadvantage achieve equality after the equal pay legislation was passed? (2) Why not? (3) How do you think this relates to affirmative action? Finally, participants completed the posttest questionnaire designed to assess their knowledge and attitudes toward Affirmative Action after completing the game.

Researchers assigned students in two classes ($N = 36$) to the PowerPoint group. Students in this group read a short PowerPoint presentation on Affirmative Action. The slides were put together as part of a traditional lecture on Affirmative Action that could be used in a classroom setting. The slides included historical information and factual information about the purpose of Affirmative Action. They were given fifteen minutes to read through the slides, and then completed the posttest questionnaire.

Results

The current study investigated changes to students’ perceptions of Affirmative Action, sexism, and male privilege, which would fall under Kirkpatrick’s first level of learning evaluation (Reaction). We used a two-way ANOVA to test our hypothesis that participants who played the Intergroup Monopoly would rate their understanding of sexism higher than those in the PowerPoint group. We found a main effect for the pretest/posttest variable ($F(1, 109) = 7.181, p = .009, \eta^2 = .062$) for understanding sexism. Participants reporting understanding sexism more in the posttest ($M = 5.702, SE = .90$) than they did in the pretest ($M = 5.458, SE = .114$). However, there was not a main effect for intervention type. That is, scores for the game-play were not significantly different

from those in the PowerPoint condition. ($p = .472$). There was a significant interaction (See Figure 1) between the pretest/posttest and intervention type ($F(1, 109) = 17.688, p < .001, \eta^2 = .140$). Participants in the game-play group reported the highest understanding of sexism after playing the game ($M = 5.960, SE = .102$), while those in the game-play group prior to the intervention reported the lowest understanding of sexism ($M = 5.333, SE = .130$). Thus, hypothesis 1 was supported. Participants in the game-play group reported a higher understanding of sexism than those in the PowerPoint group after an educational intervention.

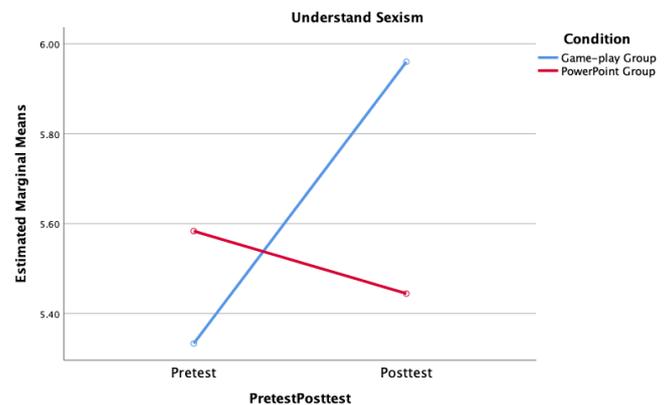


Figure 1. Interaction between pretest/posttest and Intervention type for understanding sexism

We used a two-way ANOVA to test our hypothesis that participants who played the Intergroup Monopoly would rate their understanding of male privilege higher than those in the PowerPoint group. We found a main effect for the pretest/posttest variable ($F(1, 109) = 13.534, p < .001, \eta^2 = .110$) for understanding male privilege. Participants reporting understanding male privilege more in the posttest ($M = 5.726, SE = .096$) than they did in the pretest ($M = 5.24, SE = .116$). There was also a main effect for intervention type ($F(1, 109) = 9.037, p = .003, \eta^2 = .077$). Participants in the game-play group ($M = 5.800, SE = .104$) reported a higher understanding of male privilege than those in the PowerPoint group ($M = 5.250, SE = .150$). Finally, there was a significant interaction (See Figure 2) between the pretest/posttest and intervention type ($F(1, 109) = 10.045, p < .002, \eta^2 = .084$). Participants in the game-play group reported the highest understanding of male privilege after playing the game ($M = 6.173, SE = .109$), while those in the PowerPoint group prior to the intervention reported the lowest understanding of sexism ($M = 5.222, SE = .191$). Thus, hypothesis 2 was supported. Participants in the game-play group reported a higher understanding of male privilege than those in the PowerPoint group after an educational intervention.

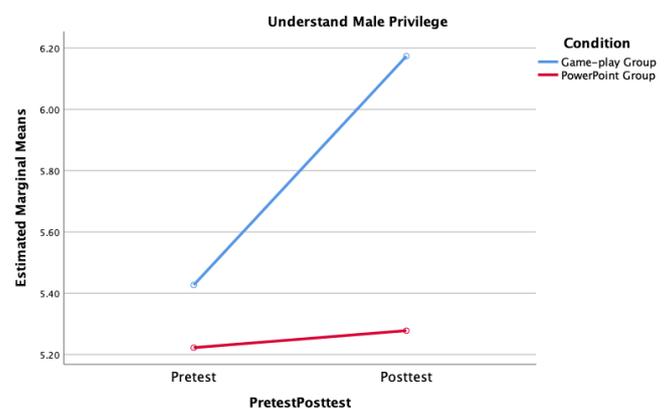


Figure 2. Interaction between pretest/posttest and Intervention type for understanding male privilege

We used a two-way ANOVA to test our hypothesis that participants who played the Intergroup Monopoly would rate their understanding of Affirmative Action (H3a) higher than those in the PowerPoint group. We found a main effect for the pretest/posttest variable ($F(1, 109) = 64.067, p < .001, \eta^2 = .370$) for understanding Affirmative Action. Participants reporting understanding the importance of Affirmative Action more in the posttest ($M = 5.571, SE = .110$) than they did in the pretest ($M = 4.313, SE = .158$). There was not ($p = .180$). There was also a significant interaction (See Figure 3) between the pretest/posttest and intervention type ($F(1, 109) = 8.243, p < .005, \eta^2 = .070$). Participants in the game-play group reported the highest understanding of the importance of Affirmative Action after playing the game ($M = 5.947, SE = .126$), while those in the game-play group prior to the intervention reported the lowest understanding of sexism ($M = 4.240, SE = .180$). Thus, hypothesis 3a was supported. Participants in the game-play group reported a higher understanding of the importance of Affirmative Action than those in the PowerPoint group after an educational intervention.

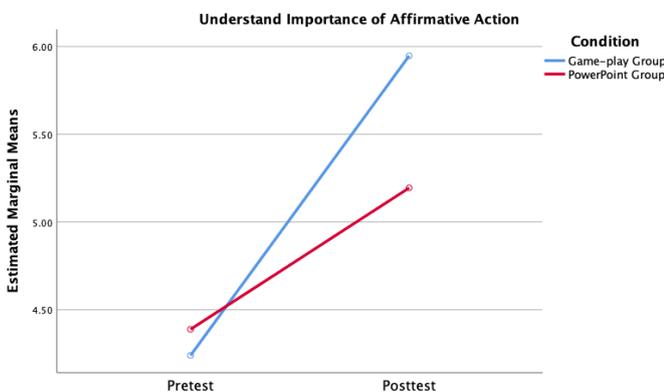


Figure 3. Interaction between pretest/posttest and Intervention type for understanding the importance of Affirmative Action

Finally, we tested our hypothesis that participants in the game-play group would support Affirmative Action after playing the game more than those in the PowerPoint group (H3b). We found a main effect for the pretest/posttest variable ($F(1, 109) = 22.250, p < .001, \eta^2 = .170$) for supporting Affirmative Action. Participants reporting supporting Affirmative Action more in the posttest ($M = 5.424, SE = .122$) than they did in the pretest ($M = 4.837, SE = .128$). There was also a main effect for intervention type ($F(1, 109) = 5.554, p = .02, \eta^2 = .048$). Participants in the game-play group ($M = 5.387, SE = .124$) reported a higher support for Affirmative Action than those in the PowerPoint group ($M = 4.875, SE = .178$). There was also a significant interaction (See Figure 4) between the pretest/posttest and intervention type ($F(1, 109) = 10.195, p < .001, \eta^2 = .156$). Participants in the game-play group reported the highest support of Affirmative Action after playing the game ($M = 5.960, SE = .139$), while those in the game-play group prior to the intervention reported the lowest understanding of sexism ($M = 4.813, SE = .146$). Thus, hypothesis 3b was supported. Participants in the game-play group reported higher support for Affirmative Action than those in the PowerPoint group after an educational intervention.

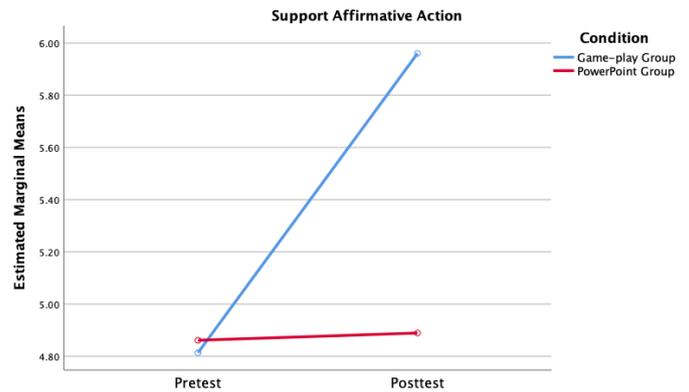


Figure 4. Interaction between pretest/posttest and Intervention type for supporting Affirmative Action

Discussion

The purpose of the current study was to determine if the use of games (i.e., Intergroup Monopoly) was an effective pedagogical tool for teaching students about the importance of sexism, male privilege, and Affirmative Action programs. As hypothesized, after playing the modified version of Intergroup Monopoly, students showed significant improvements in their perceived understanding of sexism, male privilege and Affirmative Action, as well as an increase in support for Affirmative Action programs. Indeed, students who played the Intergroup Monopoly game had significant increases in their perceived understanding of all three constructs. The same was not true for those students who read a traditional PowerPoint lecture. This is important because it shows the value of using an engaged learning approach to teaching these topics. Our research also shows that providing any information, whether that is in a traditional format (e.g., PowerPoint presentation) or an active learning format (e.g., game-play) is beneficial in increasing students' perceived understanding of complex issues, including male privilege and Affirmative Action. This indicates that although using an active learning strategy may be the best way to present this information to students, any information is better than no information. That is, students who learn about these complex social issues through traditional lecture still see increases in their perceived understanding of the content. However, the best approach may be to use active teaching techniques, as our research shows students who played the game had the highest perceived understanding of all to topics covered.

This is not surprising given previous research on the use of Intergroup Monopoly and attitude change. Indeed, Harvey (2011) found that by using this tool in his classroom, it made a significant impact on the students' understanding of oppression and how income and housing are interdependent factors. Although similar to Harvey's research, we focused more on gender issues and the importance of programs designed to address the issues of inequality between men and women. Although the game was designed to highlight the importance of Affirmative Action programs in remediating societally based inequality, we changed the rules of the game to highlight male privilege by including gender differences between the player roles. Although not explicitly addressed by the discussion portion of the activity, participants still indicated that their understanding of male

privilege increased. That is, the post demonstration discussion did not ask participants about sexism or male privilege. However, those in the game-play group still reported higher levels of understanding of those issues. This is an important finding because it demonstrates the power of simply playing the game using altered rules to change students' attitudes.

Applied implications

We believe that the applied implications for the current study are substantial for two reasons. First, since the game was played in two different classes, it is likely that the use of Intergroup Monopoly could be used in a variety of courses. While one might expect that the modified version of Intergroup Monopoly would be a useful pedagogical tool for a Psychology of Gender class, we also found no differences in the benefits of using this game between those students in the gender class and the students who were enrolled in the Introduction to Psychology class. This is significant because the demographics of the students (e.g., class year and academic major) were different between those enrolled in the Psychology of Gender course and those in the Introduction to Psychology courses. This indicates that the use of the game is not limited to only those students who are interested in learning about gender-related material. Given this, we believe this game could be used in a variety of Psychology-related courses (e.g., Social Psychology, Psychology and Law, Industrial/Organizational Psychology) as well as business classes, political science classes, and sociology classes.

Second, this game can be modified to fit different time-constraints. Although Harvey (2011) used 20-minute blocks for game play, the current study extended that to 30 minute game play to better fit the course periods. However, we would caution about extending the time blocks beyond 30-minutes as some students did appear discouraged by their lack of progression through the game. It is important for the participants to understand how societal constraints can hamper progress and the importance of Affirmative Action programs in correcting those systematic disadvantages, however instructors should be cautious in their approach so that participants don't become defensive or feel like they are being attacked (especially if they are in a privileged status in real-life).

Limitations and future research

Although the results support our hypotheses, there are limitations to the current research that should be addressed in future research. First, the current study is limited in the depth of information that is taught to students. That is, students did not receive detailed explanations for some of the complex issues that the game addressed. For example, while the game instructions indicate that the female students were disadvantaged, while the male students were privileged, no additional information was given to address who women may face discrimination in the workplace or how men are privileged. However, while this may be problematic in the sense that students were not provided with information that would be valuable in better understanding gender issues in society, we believe that may actually be a strength of the current study. Even with minimal information sharing, participants in the experimental group (e.g., game play) demonstration almost universal increased in self-assessed knowledge and support for affirmative action programs. Furthermore, given the apparent change in understanding of sexism and male privilege after playing the game, this demonstration could be used in a variety of courses to highlight gender issues. Indeed, although the game did not go into detail regarding the complexities in gender disparity, participants believed they knew more about such issues just by putting themselves in a role that highlighted those differences.

Future research should investigate the possibility that providing more detailed information in addition to playing the game further increases knowledge and understanding of the complexities of power and gender issues in society.

A second limitation is that the long-term effects of the demonstration are unknown. Due to the constraints of the academic semester, we were unable to assess long-term learning outcomes. It is possible that the effects of the demonstration decreased over time. Future research should use a longitudinal design to better understand the long-term learning that occurs due to the use of this demonstration.

A third limitation is that due to differing numbers of participants, we were forced to eliminate the Player 3 role in some of the demonstrations. However, as mentioned, the exclusion of that player should not affect the results of the current study, mostly because that player was the most disadvantaged. The researchers used the conservative approach to remedy this situation by eliminating the most disadvantaged player, because it would be less likely that researchers would find an experimental effect with the less disadvantaged player (Player 2).

A final limitation is that race and gender might be conflated in the current study. While the direction specifically indicate that Player 3 was a minority woman, the other players do not include a racial description. It is possible that participants made assumptions about the race of their player based on the omission of any race information being provided. The purpose of including a minority female in the player roles was to demonstrate that some people have multiple stigmatizing conditions. However, the current study does not test attitudes for Affirmative Action for racial minorities. Therefore, we do not believe race acts as a confound in the current study. However, we suggest that future research hold race constant across all player conditions to better assess the role of gender alone.

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Appendix A

Intergroup Monopoly: Pre- and Posttest items

Please rate your level of agreement with each of the following statements using the scale below:

1=	Strongly Disagree
2=	Disagree
3=	Slightly Disagree
4=	Neither Agree nor Disagree
5=	Slightly Agree
6=	Agree
7=	Strongly Agree

1. I feel like I fully understand sexism.
 2. I feel like I fully understand the effects of prejudice for women.
 3. I feel like I fully understand male privilege.
 4. I feel like I fully understand how some groups of women (e.g., Minority women) are more disadvantaged than others.
 5. I feel like I fully understand the importance of Affirmative Action or similar programs
 6. I support Affirmative Action or similar programs.
 7. The game we played helped me to better understand how prejudice (sexism) affects our society.
 8. I enjoyed playing Intergroup monopoly.
 9. I would recommend the professor use this demonstration for future classes on prejudice and discrimination.
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Note: Items 1–6 were used for both Pre- and Posttest questionnaires for both the Game Play group and the PowerPoint group. . Items 7–9 were used only for the Posttest questionnaire for the Game Play group.

Appendix B

Modified Intergroup Monopoly Instructions

Player 1: Recent FEMALE College Graduate

- 1) Play by the normal Monopoly Rules

Player 2: Single Mom (Without Support)

- 1) Can only move half the amount you roll
- 2) Can only buy property priced less than \$150 and must pay double for all property
- 3) If you land in jail, you must roll doubles to get out or pay a \$200 fine
- 4) You can only receive half the amount due from other players, the board, and the bank
- 5) If you cannot afford to pay fines, other players, or the board, you must go to jail

Player 3: Minority Woman

- 1) You must go directly to jail for rolling a number higher than 7
- 2) You can leave jail by rolling a number lower than 7
- 3) You can only buy property priced less than \$100 and must pay double for all property

- 4) You must always pay twice the amount to any player, fine, or property
- 5) You only receive half the amount due from other players, the board, and the bank
- 6) If you cannot afford to pay fines, other players, or the board, you must go to jail

Player 4: Recent MALE College Graduate

- 1) You are allowed to move twice the amount you roll
- 2) You receive twice the amount regularly awarded from Monopoly cards
- 3) You collect \$350 for passing go
- 4) You can buy property for \$25 less than the stated price
- 5) You can buy houses and hotels two for the price of one
- 6) You have to pay twice the amount for taxes
- 7) You can sell your property to other players at any price they are willing to pay
- 8) You can buy property from other players at any price they are willing to sell.