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Kyle Brooks

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Gamification Features

Moodle is a widely used learning management system which makes use of gamification techniques (Kiryakova, Angelova, & Yordanova). Moodle makes use of a few gamification features, including: · Avatars – Users can have display pictures or avatars (Kiryakova, Angelova, & Yordanova). · Progress tracking – students can see their progress over time (Kiryakova, Angelova, & Yordanova). · Levels – Levels are displayed to the user via “Level Up” (Kiryakova, Angelova, & Yordanova). On top of these, Krasko (2018) has also recommended using the following gamification features: · Progress bar – Progress bars are good at showing the user how far they have progressed which can be a good motivation factor. · Leaderboard – Leaderboards promote a bit of friendly competition. This encourages learners to work to learn a bit faster to try and out do the other learners.

② Which Gamification Feature(s) Am I Using? Learning how to use the Dewey Decimal System, is most probably just as boring and un motivating as it sounds. My aim with this app is to make the process more fun, so that the user enjoys the learning process. In order to do this, I am implementing 3 gamification features, which I am going to explain below. The first feature I want to implement is a progress bar. This is a simple little mechanic which adds quite a lot to the learning process. Instead of guessing how many books the user has in the correct place, the progress bar will indicate that to them visually. Seeing their progress will also encourage the user to keep going until they have completed the ordering process (Krasko, 2018). I think that in order to implement this effectively, the progress bar needs to look exciting and bright, so the user feels like they want to actually fill it. It also must be easy to understand because the whole point of the progress bar is to allow users to visualise their progress quickly. Secondly, I want to implement leaderboards. I think that leaderboards are a great way to promote some friendly competition (Krasko, 2018). This will encourage users to learn faster so that they can out do their friends (Krasko, 2018). On top of this, users at the bottom will want to improve their times because the leaderboards are visible and no one wants to be at the bottom (Spekreijse, 2019). On the same token, people at the top of the leaderboard will be fighting to stay up there and show their friends how quickly they can sort the books (Spekreijse, 2019). In order to get the most out of leaderboards, I want to do a few things. Firstly, only the user's best score will be recorded on the board. Users also won't be penalised in any way, the goal is to try and encourage users to do their best, and I think point deductions as penalties is quite discouraging (Krasko, 2018). Lastly, because you can't have a leaderboard without points, I want to use a timer. A timer is a good way to measure points in my opinion because there's no tricks to it; you complete the objective faster, you rank higher on the leaderboard, there's no sneaky deductions or tricks which often come along with point systems. I think that with a progress bar, leaderboard and timer I will be able to make learning the Dewey Decimal System interactive, competitive and fun for my users. My goal is to try and promote quick and efficient learning by using gamification techniques to encourage users to keep coming back and practising over and over again, always trying to beat their friends' or their own best time.

References

③ Kiryakova, G., Angelova, N., & Yordanova, L. (n.d.). ③ Gamification in Education. ④ Stara Zagora, Bulgaria. Krasko, A. V. ⑤ (2018, September 15). 5 Most Popular Gamification Features (With Examples). ⑥ Retrieved from eLearning Industry: <https://elearningindustry.com/gamification-features-5-most-popular-examples>

Spekreijse, S. (2019, April 12). Game mechanics: Leaderboard. Retrieved from Activator: <https://activatorsa.co.za/game-mechanics-leaderboard/>

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