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PROG7311 POE Part 1

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# Introduction

In response to the need for more engaging and enjoyable training on the Dewey Decimal Classification system, I am developing a software application for our local library. The application aims to incorporate gamification features to make learning more exciting and effective. To choose the most suitable feature, I conducted research on five gamification options and selected one based on its potential to enhance the learning experience for library users and novice librarians. This document explores my five features that I researched, my chosen feature and the reasons behind my decision.

# Five Gamification Features

## Progress Bar:

A progress bar is a visual interface element used to represent the progression of a prolonged computer task (Spinify, 2022). For this application, a progress bar can be used to show the amount of books that are sorted in the right order (if five out of the ten books are sorted correctly, the progress bar will be filled 50%).

## Achievement Badges

Achievements and badges are designed to reward players for completing certain tasks, reaching milestones, or displaying certain skills and are common features in many games (Baraishuk, 2018). In this application for example, achievements and badges could be implemented after the user has completed five games or completed a game under a certain amount of time.

## Leaderboards

A leaderboard is a scoreboard showing the names and current scores of the leading competitors (Spinify, 2022). In this case, a leaderboard can be used to show the quickest times taken to sort all the books in the correct order or the amount of games completed in total.

## Game Levels

A level in a game is any space available to the player during the course of completion of an objective, while generally increasing in difficulty to appeal to players with different skill levels (Spinify, 2022). In this application, levels can be the amount of time available to sort the books in the correct order. The first level can have a lot of available time for the user, and the last level can be challenging with little available time.

## Awarding Points

Points are rewarded to players depending on how they performed while doing the objective (Pappas, 2019). An example for this application can be the user getting a certain amount of points depending on how quick they sorted the books correctly. Another example is the user getting points depending on how many games they have completed over any specific time limit. Points could be deducted if the user placed a book in the wrong order, and more points can be added if the user has placed a lot of books in the correct order in a row.

# Chosen Gamification Feature

My chosen gamification feature is the **progress bar**.

I chose the progress bar feature for the Dewey Decimal Classification training software because I have a clear understanding of its potential benefits and a compelling motivation for its selection.

One of the reasons I chose the progress bar is because of its **enhanced user engagement**. The primary goal of integrating gamification into the software is to make the learning process engaging and enjoyable. The progress bar is a visual representation that effectively keeps the users informed about their progress (Spinify, 2022). It transforms the learning experience into a journey with a clear destination, motivating users to complete the training module (Pappas, 2019).

Another reason is the **motivation through visual feedback**. Humans are inherently visual learners, and the progress bar provides immediate visual feedback, allowing users to track their advancement through the game (Baraishuk, 2018). The visuals serve as a continuous motivator, as the users can see how far they have come and how much left there is to do, encouraging them to persist in their learning journey (Baraishuk, 2018).

Another reason I have chosen the progress bar is the for **clear goals and milestones** it provides. The progress bar segments the learning process into manageable chunks, breaking down the potentially overwhelming task of understanding how to sort books according to their call numbers. This segmentation into milestones gives users a sense of accomplishment as they reach each stage, reinforcing their motivation to continue and ultimately complete the training.

One other reason for my choice is the **rewards system** the progress bar gives. As users make progress, the progress bar fills up, providing a sense of achievement even before the entire training is finished. This sense of accomplishment serves as an intrinsic reward, reinforcing the user's motivation to stay engaged and complete the learning process.

The last reason for my choice is the **trackable performance**. From an educational perspective, the progress bar allows both users and librarians to track performance easily. Users can see their progress, and librarians can gauge how effectively the training is progressing for different individuals. This data-driven feedback loop ensures that users remain motivated and librarians can make necessary adjustments to the training program

# Conclusion

Out of the five gamification features that were researched, the progress bar was seen by me as the best one for the “sort the books” game. The progress bar aligns perfectly with my goal of making Dewey Decimal Classification training engaging and effective. Its ability to enhance user engagement, provide visual feedback, establish clear goals, offer emotional and physical rewards and enable performance tracking makes it an ideal choice for motivating users and novice librarians to master the Dewy Decimal System effectively.

# References

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