

gamification methods. These finding could be explained as follows accordingly: members like to have their online self-fulfillment displayed in graphics, members' retention are mainly because they have interests in the theme activities regarding the website property, and members like to have community interactions by social tools which has been proofed in de-Marco's gamification and social networking study. On the contrast, the leaderboard has the lowest score comparatively, suggesting that displaying accomplishments for competition with others is not so important from the members' perspectives.

Although the tangible rewards are not attractive enough to make it on the top of the list in our study, in the open question section of the survey, some members do respond with the expectations of gift varieties, lower point thresholds for gift exchanging, and having a lottery instead of accumulating gift points by continuously participating the theme activities or web games. However we must consider the balance between the members' wishes and the organization's gamification purposes and resource, making the strategy of proper balancing issue our future considerations, including the frequency of developing new theme activities or thematic web games.

This article reports the empirical investigation of gamification for educational promotion context. Unlike small classroom surveys in other similar gamification researches, a gamified platform LOPUPA was established with faculties, students, visitors and industries involved, and an online survey was conducted to understand which mechanisms are the most important for members' retention and engagement through the internet. Our future work will include the further analysis of how users interact with the strategy from the play theory's point of view, and the implementation of Google Analytics to retrieve the global view of user behaviors. The digital gamification services or web designers therefore could be benefited by our research outcomes.

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