



Maximizing Brightspace Tools to create a Gamified Online Learning Environment



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What is a Game vs. a Simulation?

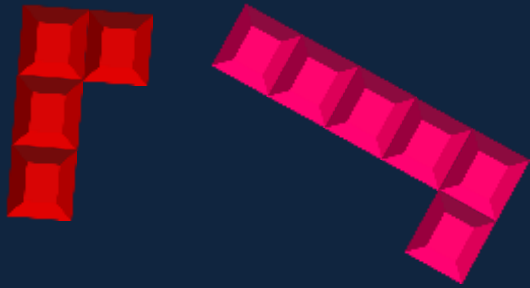
What is this “game” stuff?

Gamification is the use of gaming elements integrated into a training program aligned with educational goals to promote change in behavior

Game-based Learning is the use of a game to teach knowledge, skills and abilities to learners using a self-contained space.

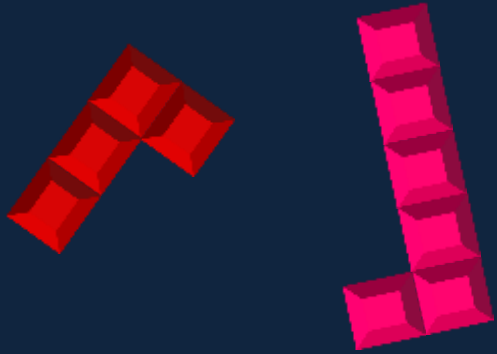
Simulation Learning is a realistic, controlled-risk environment where learners can practice specific behaviors and experience the impacts of their decisions.

HO Page: 1-6

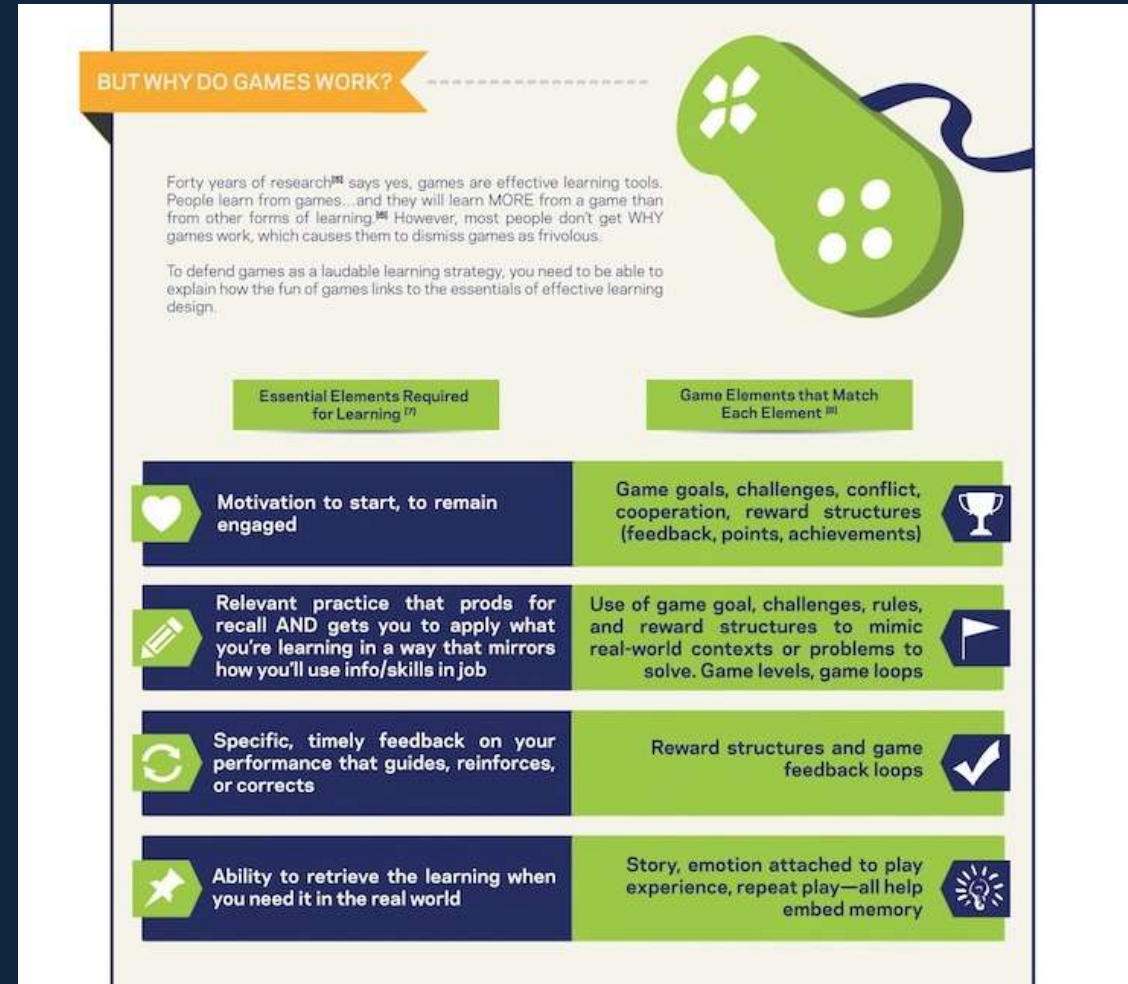


Understanding Game Elements



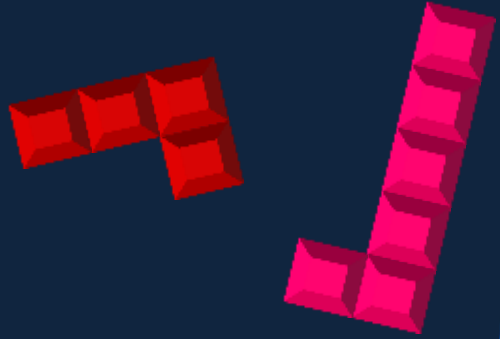


Why should we incorporate Game Elements into our teaching?



Getting the Facts on
Game-Based Learning
(INFOGRAPHIC)
by Jake Huhn





What types of Games are there?



What types of Game Players are there?



Killers

Defined by:
A focus on winning, rank, and direct peer-to-peer competition.

Engaged by:
Leaderboards, Ranks



Achievers

Defined by:
A focus on attaining status and achieving preset goals quickly and/or completely.

Engaged by:
Achievements



Socialites

Defined by:
A focus on socializing and a drive to develop a network of friends and contacts.

Engaged by:
Newsfeeds, Friends Lists, Chat



Explorers

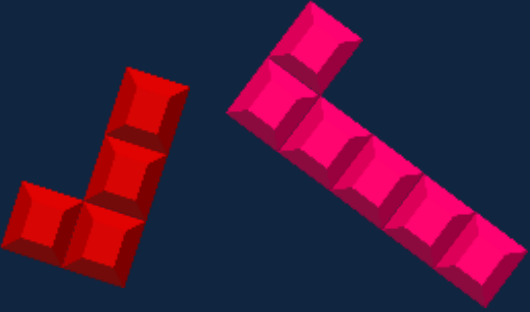
Defined by:
A focus on exploring and a drive to discover the unknown.

Engaged by:
Obfuscated Achievements



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What D2L Brightspace Tools Could I Use to Gamify My Classroom?



- Intelligent Agents
- Checklists
- Groups Tool
- Widgets
- Release Conditions
- Grades
- Modules
- Badges and Awards

What Does a Gamified Course Look Like?

The screenshot shows a course management interface with a purple header bar containing navigation tabs: MATERIALS, COMMUNICATION, ASSESSMENTS, STUDENT RESOURCES, and EDIT COURSE. The main content area is divided into two columns. The left column features a 'News' section with three articles: 'Good morning Minnesota (and ND, WI, IA)', 'Sociology through a zombie apocalypse', and 'Games, Simulations and Gamification resources'. The right column contains a 'Calendar', 'Helpful Links' (including 'Kathy Schrock's Guide to Everything', 'Objectives Builder', 'Free Technology for Teachers', 'Lynda.com', 'A Model of Learning Objectives', and 'Academic Technology Services Website'), a 'Google Search' bar, and a 'Leaderboard' table. Red arrows point from Tetris pieces on the left and right edges of the slide to specific elements in the interface: a red L-shaped piece points to the 'Sociology through a zombie apocalypse' article, a red 1-shaped piece points to the 'Objectives Builder' link, and a red 3-shaped piece points to the 'Leaderboard' table.

News

Good morning Minnesota (and ND, WI, IA)

Posted Oct 26, 2015 8:23 AM

Happy Monday everyone! This week we are going to explore Yammer a bit and talk about digital classroom design and software selection. There were fantastic discussions last week and I really loved looking at some of the games and simulations that you all discovered. I'm looking forward to this week and as always, please let me know if you have any questions.

I will try to get the leaderboard updated by tomorrow, latest. Then I will start on Week 5 grading. Thanks for your patience, all.

Sociology through a zombie apocalypse

Posted Oct 24, 2015 6:49 PM

A professor at Michigan State decided to use simulations to emphasize sociological theories. He took his online summer class and transformed it into a zombie apocalypse simulation.

Read more about it here: <http://zombie.msu.edu/>

What other examples of simulations (digital or otherwise), gamification (what are other instructors/trainers/corporations doing to gamify their users' experience?) or games (digital or otherwise) have you found?

Games, Simulations and Gamification resources

Posted Oct 19, 2015 7:46 PM

You will find some games and simulation resources at: http://www.mnsu.edu/its/academic/mavlearn/teach_strategies/gamification.html

Here are some things to google if you are looking for games, simulations or examples of gamification:

- Quest2Learn
- Filament Games
- iCivics
- ASU Center for Games and Impact

Calendar

Helpful Links

- Kathy Schrock's Guide to Everything
- Objectives Builder
- Free Technology for Teachers
- Lynda.com
- A Model of Learning Objectives
- Academic Technology Services Website

Google Search

Google

Google Custom Search

Google Search

Leaderboard

Rank	Student
1	Fuzzy
2	Spacepirate
3	
4	
5	
6	
7	
8	
9	
10	

What Does a Gamified Course Look Like?

The screenshot displays the 'Easter Egg Basket' interface on the StyleLearn platform. On the left, a sidebar contains a 'Table of Contents' with the following items and counts:

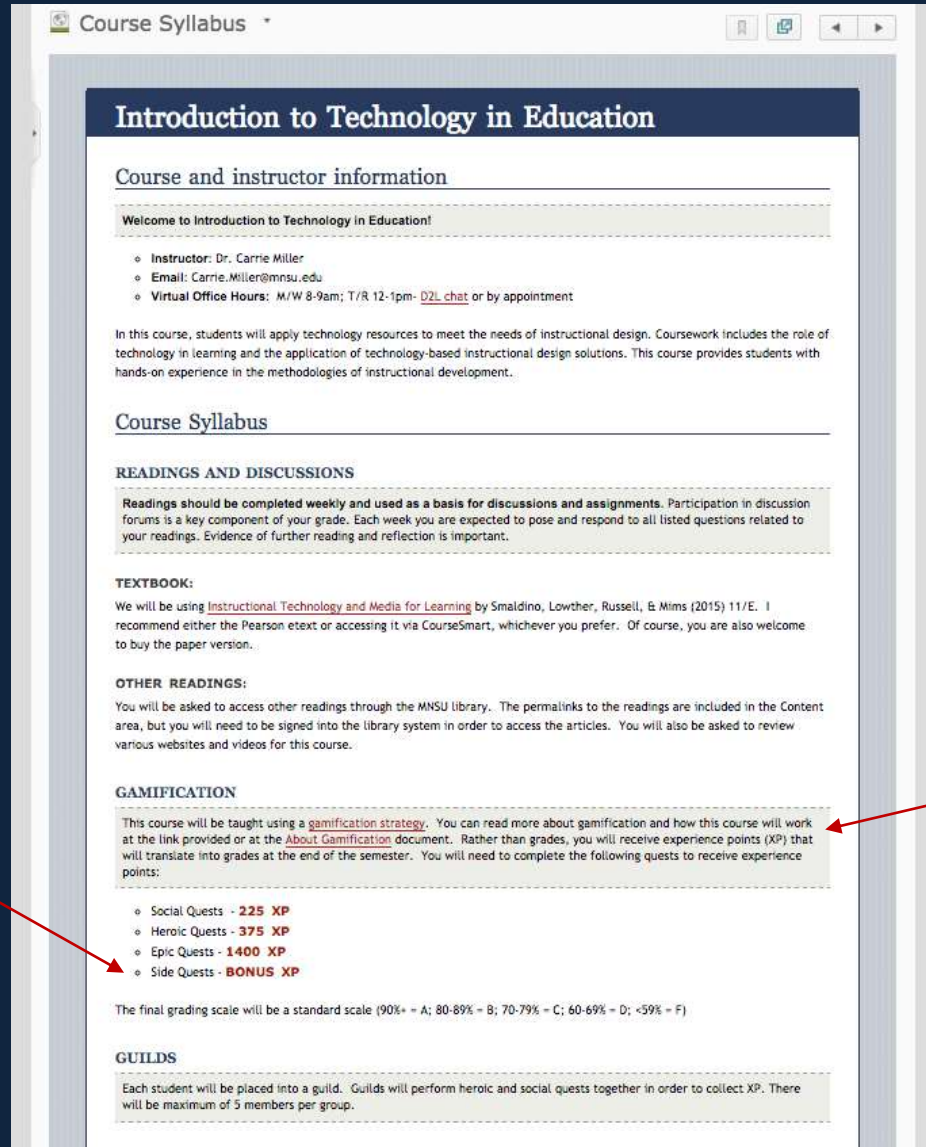
Item	Count
Start Here	13
Level 1	11
Level 2	6
Level 3	10
Level 4	10
Level 5	7
Level 6	9
Level 7	10
Level 8	8
Level 9	5
Level 10	3
Boss Level	2
Easter Egg Basket	5
Supplemental Materials	11

The main content area, titled 'Easter Egg Basket', includes a search bar, 'Print' and 'Settings' icons, and a 'Published' status. It lists several tasks with conditions and completion status:

- Digital Portfolio Resources** (Completed): All conditions must be met. Submits to dropbox folder: **Stop and Reflect**.
- About using and hosting videos** (Completed): All conditions must be met. Visits the content topic: **Teach us something!**
- Week 2 Helpful Resources** (Completed): All conditions must be met. Completes checklist: **Level up requirements**.
- Visual Content Resources** (Completed): All conditions must be met. Adds **1 threads or replies** to discussion topic: **Week 7 Discussions/Issues and Concerns with using Web 2.0 and Social Media**.
- Some Technology Tools** (Completed): All conditions must be met. Visits the content topic: **Introduce Yourself**.

At the bottom, there is an input field labeled 'Add a sub-module...'.

What Does a Gamified Course Look Like?



Course Syllabus

Introduction to Technology in Education

Course and instructor information

Welcome to Introduction to Technology in Education!

- Instructor: Dr. Carrie Miller
- Email: Carrie.Miller@mnsu.edu
- Virtual Office Hours: M/W 8-9am; T/R 12-1pm- [D2L chat](#) or by appointment

In this course, students will apply technology resources to meet the needs of instructional design. Coursework includes the role of technology in learning and the application of technology-based instructional design solutions. This course provides students with hands-on experience in the methodologies of instructional development.

Course Syllabus

READINGS AND DISCUSSIONS

Readings should be completed weekly and used as a basis for discussions and assignments. Participation in discussion forums is a key component of your grade. Each week you are expected to pose and respond to all listed questions related to your readings. Evidence of further reading and reflection is important.

TEXTBOOK:

We will be using [Instructional Technology and Media for Learning](#) by Smaldino, Lowther, Russell, & Mims (2015) 11/E. I recommend either the Pearson etext or accessing it via CourseSmart, whichever you prefer. Of course, you are also welcome to buy the paper version.

OTHER READINGS:

You will be asked to access other readings through the MNSU library. The permalinks to the readings are included in the Content area, but you will need to be signed into the library system in order to access the articles. You will also be asked to review various websites and videos for this course.

GAMIFICATION

This course will be taught using a [gamification strategy](#). You can read more about gamification and how this course will work at the link provided or at the [About Gamification](#) document. Rather than grades, you will receive experience points (XP) that will translate into grades at the end of the semester. You will need to complete the following quests to receive experience points:

- Social Quests - **225 XP**
- Heroic Quests - **375 XP**
- Epic Quests - **1400 XP**
- Side Quests - **BONUS XP**

The final grading scale will be a standard scale (90%+ = A; 80-89% = B; 70-79% = C; 60-69% = D; <59% = F)

GUILDS

Each student will be placed into a guild. Guilds will perform heroic and social quests together in order to collect XP. There will be maximum of 5 members per group.



What Does a Gamified Course Look Like?

Level up requirements

Level up requirements

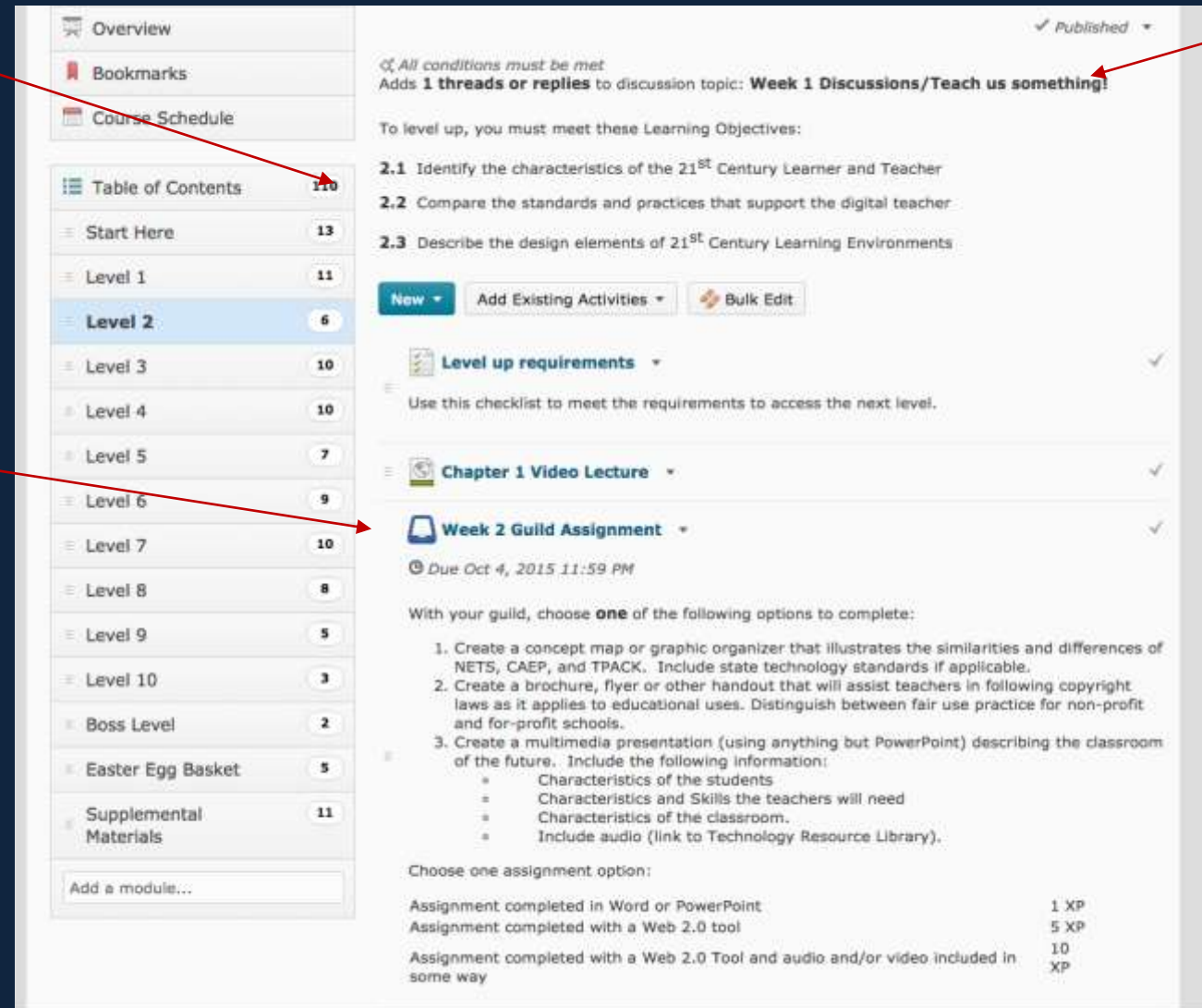
Description

Use this checklist to meet the requirements to access the next level.

To Level Up:

- ☐ **Read Chapters 1-2 of Instructional Technology and Media For Learning (ITML)**
- ☐ **Watch the video lecture for Chapter 1**
- ☐ **Review the CAEP accreditor standards**
<http://caepnet.org/standards/introduction>
- ☐ **Read TPACK: Game on by K. Richardson**
(Can access through the University Library catalog or the URL below)
<http://go.galegroup.com/ps/i.do?id=GALE%7CA228435328&v=2.1&u=mnamsuamank&it=r&p=EAIM&sw=w&asid=5384ef488c9667f3e616a0b63219f49d>
- ☐ **Participate in Guild Discussion**
- ☐ **Complete Guild Assignment**

What Does a Gamified Course Look Like?



The screenshot displays a gamified course interface. On the left, a sidebar contains a 'Table of Contents' with levels 1 through 10, a 'Boss Level', an 'Easter Egg Basket', and 'Supplemental Materials'. Each level is associated with a number of points (e.g., Level 1: 11, Level 2: 6). To the right of the sidebar, the main content area shows a 'Level up requirements' section with a checklist of three items: 'Identify the characteristics of the 21st Century Learner and Teacher', 'Compare the standards and practices that support the digital teacher', and 'Describe the design elements of 21st Century Learning Environments'. Below this, a 'Chapter 1 Video Lecture' is listed. The 'Week 2 Guild Assignment' section follows, with a due date of 'Oct 4, 2015 11:59 PM'. It lists three assignment options: 'Create a concept map or graphic organizer...', 'Create a brochure, flyer or other handout...', and 'Create a multimedia presentation...'. Each option has a list of requirements. At the bottom, a table shows the XP rewards for each assignment option: 'Assignment completed in Word or PowerPoint' (1 XP), 'Assignment completed with a Web 2.0 tool' (5 XP), and 'Assignment completed with a Web 2.0 Tool and audio and/or video included in some way' (10 XP).


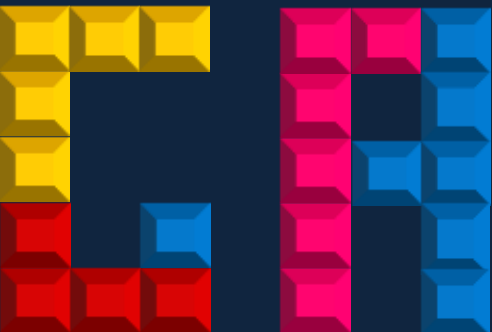
Assignment Option	XP
Assignment completed in Word or PowerPoint	1 XP
Assignment completed with a Web 2.0 tool	5 XP
Assignment completed with a Web 2.0 Tool and audio and/or video included in some way	10 XP



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What Does a Gamified Course Look Like?



To:

Cc:

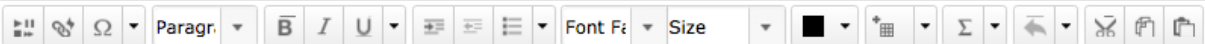
Bcc:

What special email addresses can I use?

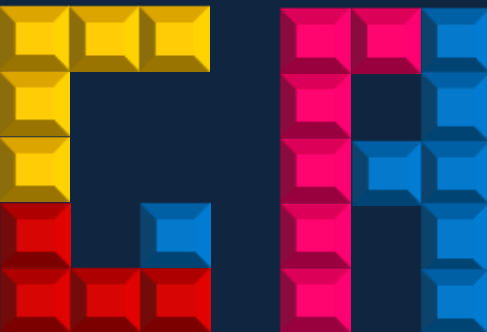
Email Subject:

What replace strings can I use in the subject and message?

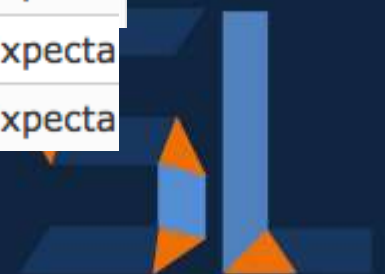
Message:



Congratulations traveler! You have completed the first leg of your journey! As a reward, you have received a bonus item in your Easter Egg Basket that will help you on the next part of your journey. In addition, you have received 2 XP! Continue on your journey and be well traveler!



CR 2 Reflect ▾	CR 2 Report ▾	CR 2 Profile ▾	CR 2 Badge ▾	CR 3 Reflect ▾
Exceeds Expecta	Exceeds Expecta	Exceeds Expecta	Badge Awarded	Exceeds Expecta
Exceeds Expecta	Exceeds Expecta	Exceeds Expecta	Badge Awarded	Exceeds Expecta
Exceeds Expecta	Exceeds Expecta	Exceeds Expecta	Badge Awarded	Exceeds Expecta
Exceeds Expecta	Exceeds Expecta	Meets Expectati	Badge Awarded	Exceeds Expecta
Exceeds Expecta	Exceeds Expecta	Exceeds Expecta	Badge Awarded	Exceeds Expecta
Exceeds Expecta	Exceeds Expecta	Exceeds Expecta	Badge Awarded	Exceeds Expecta
Exceeds Expecta	Exceeds Expecta	Exceeds Expecta	Badge Awarded	Exceeds Expecta
Exceeds Expecta	Exceeds Expecta	Exceeds Expecta	Badge Awarded	Exceeds Expecta
Exceeds Expecta	Exceeds Expecta	Exceeds Expecta	Badge Awarded	Exceeds Expecta
Exceeds Expecta	Exceeds Expecta	Exceeds Expecta	Badge Awarded	Exceeds Expecta








Week 2 Interview/Analysis Assignment

Technology for Learning Interview and Analysis (Due in Week 2):

Choose someone at your place of work or education. Ask them for a phone, in person, or - in a pinch - email interview. Ask them about the role of technology in the organization for teaching and learning. What is the history of technology in the organization? Is it used to help learning, if so how? What is the plan for technology moving forward? What are the challenges of using technology? What are the benefits? What are the gaps that this person sees in using technology effectively?

After the interview conduct an analysis based on what you learned from the interviewee. What solutions can you suggest? What trends do you see coming in the future? What recommendations might you have for implementing more technology to facilitate learning?

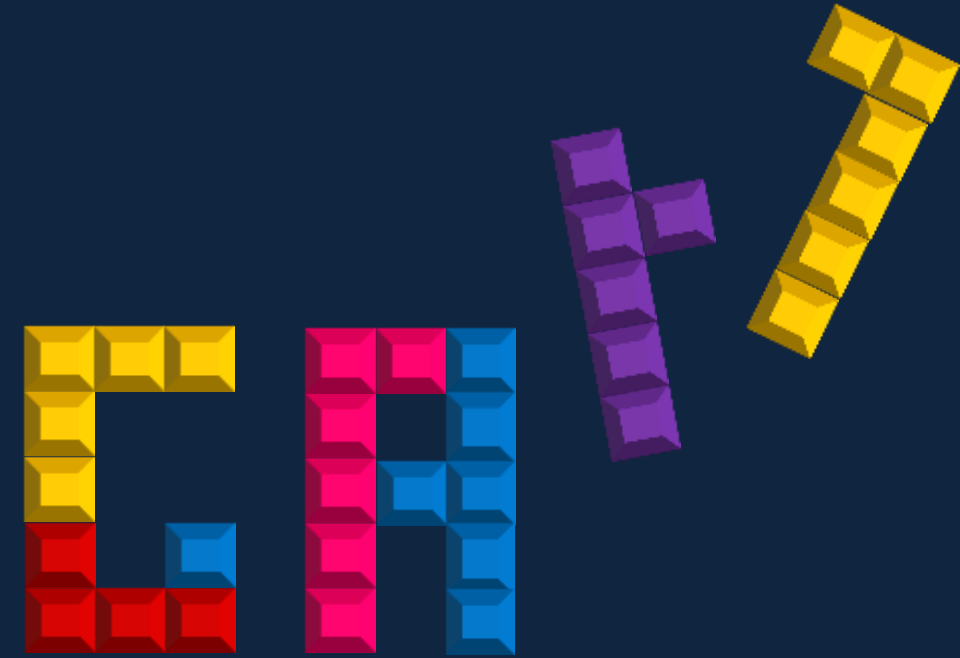
The format of your final submission is up to you – refer to the full assignment explanation for a recommendation based on your Avatar profile or push yourself and try something new to earn leveling up skills.

	Name	Description
	Newbot	Complete the interview and write up the results in a standard APA-formatted paper. Include a transcript of the interview if applicable.
	iBot	Create a presentation using an app of your choice. Share it using social media (Yammer is acceptable). Include a photo of the interviewee and some links to relevant web pages, social media, etc. for this person.
	Digit	You can choose the technology you use to complete this assignment, but it must include audio and video.
	Roogler	Create a web page for your interview. Include audio and video and links to outside resources that relate to what your interviewee spoke about.
	Roboticus	Create a completely edited video presentation of your interview. There should be transitions, breaks, chapters, and a transcript. This should look as professional as possible - imagine an interview by a newschannel or talk show.

Can't read the image? Access the original at the link [here](#).

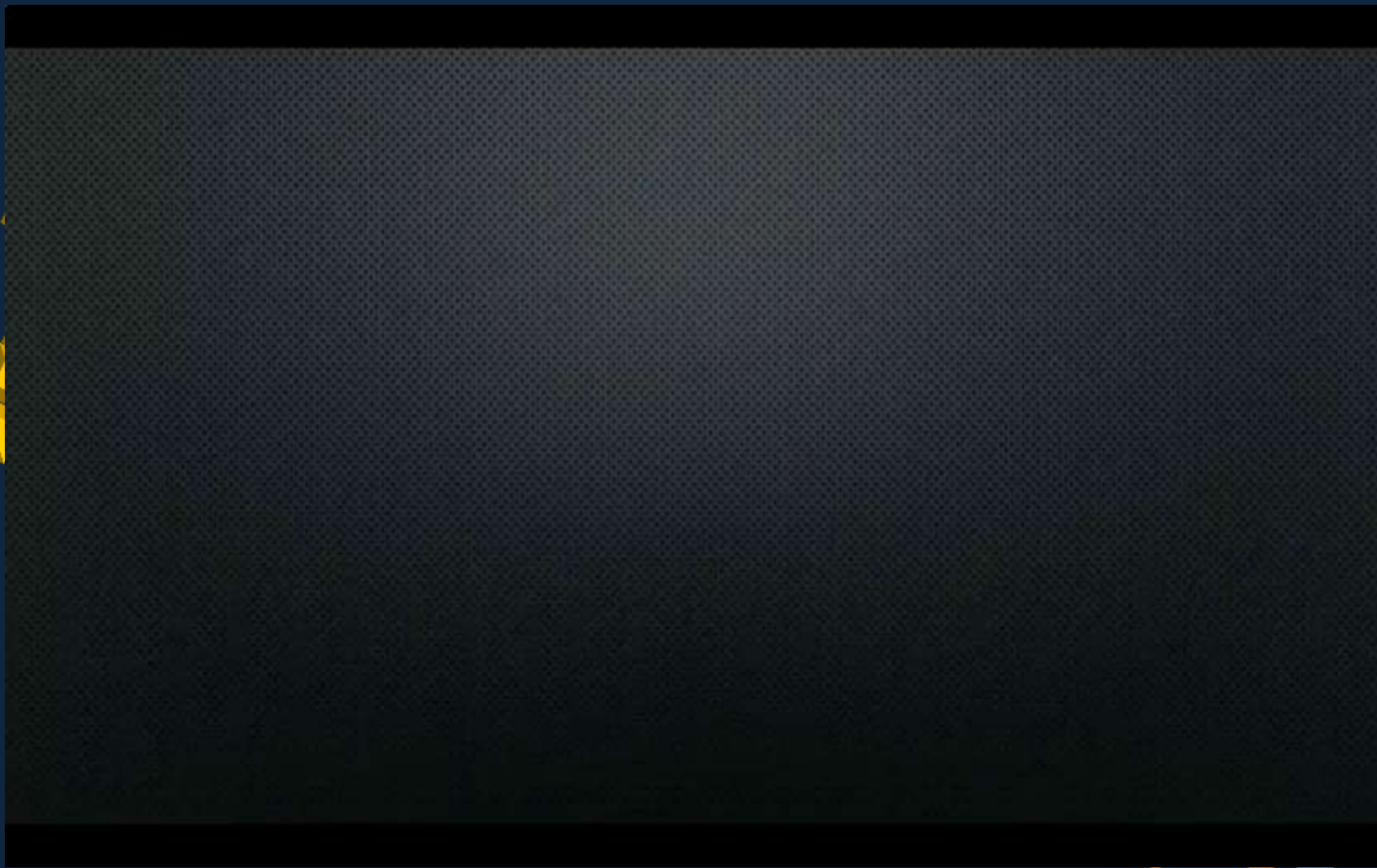
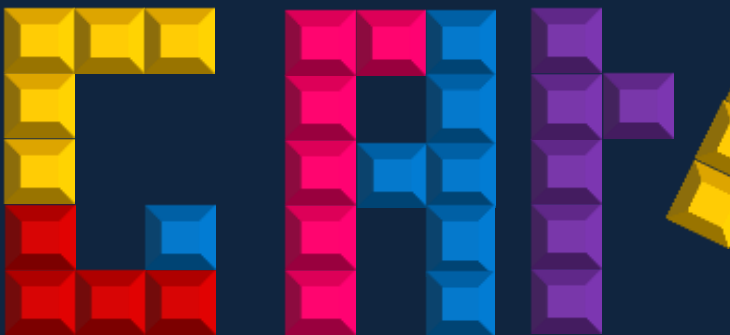
[Quicklink to assignment dropbox](#)





How Can I Gamify My Course?

- Change the vocabulary
- Create the context
- Create a ranking structure
- Use the tools at hand
- Include personalization
- Stay up to date
- Create a support structure from the beginning
- Differentiate Assignments
- Issue Challenges
- Declare a “Winner”





What Other Resources Are Available?



- <http://link.mnsu.edu/gamification>
- Steps for Gamifying Your Course
- Teaching Strategies: Gamification
- Gamification instruction Planning Template
- *Reality is Broken* by Jane McGonigal
- *The Gamification of Teaching and Learning* by Karl Kapp

A collection of 3D Tetris blocks in blue, cyan, and green, floating in the upper right corner of the slide.

Thank you!

A set of 3D Tetris blocks arranged to form the word 'CART' in yellow, pink, blue, purple, and orange.

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LEARN

OVER