Gamification

1. Structured game
2. Content game

Sales:

Global target (sales training)

* Instead of users attending the course they played the game
* Results
  + Sales built quickest pipeline
  + Reducing call response time

Pep boys (retail training)

* Axonify
* Played the game and least safety operational procedures until the users mastered the course\
* Increase in the safety awareness
* Claim counts reduced
* Culture change
* Consistency of content

Scaffolding

* Provides support as learning tool
* Extends the learners range
* Permits accomplishment of seemingly impossible tasks

Visual identification of progress

Support the user to learn

(Hints, guidance, rewards)

Gradually withdraw scaffolding as the learner progresses.

Theory of motivation

* Self-determination –
  + are in control: get the learner make decisions
  + have confidence: give rewards
  + relativeness(socially interacting) : leaderboards
* intrinsic and extrinsic motivation
  + taking part – satisfied, acquiring knowledge
  + to earn reward or avoid punishment(extrinsic)

Best is to prepare both intrinsic and extrinsic game plan

1. feedback and reward

2. Different people are of different types

Research based content – distributed learning

* better recall
* avoid learner fatigue
* confusion with preceding and subsequent information

Episodic memory

Run and escape gamification

Collecting resources: acquiring and taking from other players

Mystery discovery

Strategy game

Constructing and building (learn geometrical shapes)

* provide sharing opportunities
* simple instruction
* flexibility
* time to build

Pattern recognition

Ability to recognize order and chaos and relationship in disjoint information(tik tac to)

* customer sales
* history concepts
* start with simple pattern and work towards complex
* start with tangible and work towards abstract
* provide multiple opportunities for recognition
* for experienced players provide complex patterns and then easier ones for the newbie

Elements of gamification:

Goals primary device for

* Level of effort
* strategies
* moves
* who wins

Goals must be

* well structured
* sequential with meaning
* motivational
* incremental towards terminal goal

Rules: how the gamification works

Objective: learner to know or be able to do as a result o gamification experience

* Make sure goal are clear and explicit
* Make goal simple
* Differentiate b/w goals and objective

Conflict, competition and cooperation:

Lesser competitors (N effect - Keep the number of competitors relatively small for optimum engagement.)

Cooperation: act to collaborate to achieve a goal (humans socialized beings want to have the social impact)

Pointers

* Competition and cooperation is very important
* Keep number of learners few
* Foster cooperation
* Team competition increases motivation

Types of feedback

1. Conformational feedback – degree of rightness of any action
2. Corrective feedback - will be guided to the appropriate action
3. Explanatory feedback - explains right answer, details about the feedback (see for warning)
4. Diagnostic – shows why an incorrect was chosen, tell the learner about common choices
5. Natural - same feedback in natural world
6. Artificial – fake environment

Rewards and achievements

* Motivation of players
* But show that reward is not the main purpose
* Sometimes skill is not required for a reward – no evaluation
* Measurement achievement – based on the learners performance or editors mark
* Replay value
* To many rewards - learner does not take risks

Pointers

* Using measurement achievement
* No too may feedbacks
* Encourage replay ability

Points, badges and leaderboards

Points – social status, unlock content, virtual objects

Leaderboards – socially interact, social capital (leaderboard with players whom you can compete with)

Badges –

Pointer

* Allow players to choose their friends
* Don’t overwhelm the players with complex pointing system
* Aim for balance – more autonomy on their rewards
* Let’s learners display their progress

Levels

Start with difficult level for hard players and then to novices

Third level is intermediate, increases replay

Demo, practice and test modes(most difficult)

* Allow learners to choose their level
* Free play level with exploration
* Tutorial level

Storytelling

Having game elements -> memorable and powerful

* Characters
* Plot
* Tension and
* Resolution

Character faces a problem builds tensions and it becomes difficult then he get guidance or coworker to help with the situation

* Make characters similar to player
* Have start between and end
* Provide player enough to get immersed
* Instruction should end with happy ends
* Provide context for learning

Replaying game

Learn where enemies is hiding

Opportunity to explore and test hypothesis

Knowing what failures is, often look forward for the lessons learnt

Reconsider his/her approach to winning the game.

(Lifeline, diagnostic feedback)

Scoring

1. Make scoring and winning transparent
2. To drive behavior – what is valued?
3. Consider more than one dimension for learning
4. Tie the score for learning improvements

Think like a game designer

* Start the game instruction with action
* Start with learner making decision
* Have mystery within the game instruction
* Learners need to be challenged
* Put the learner with a mock risk
* Make the outcome unpredicted - have an element of chance
* Provide opportunities for the learner to demonstrate learner’s mastery
* Show visible signs of progress
* Integrate emotion into the content
* Immerse the learner in the story (why learner should interact)
* Don’t be afraid of the fantasies(testing and reinforcement of skills, vivid images so easy to recall)

Gaming in eLearning

* Have a definite objective and desired outcome
* Consider what elements to use
* Look for a system that allows
* Multiple types of content to be uploaded so a variety of content can be made available to the learners. There are many commercial platforms that just focus on gamification and many learning management systems have begun to add game elements to their systems.

When to use gamification

* What the success
* Seriously consider the alternatives to gamification
* Tie it to business need(don’t gamify when not required)
* Provide context with gamification
* Based and sound and academic practices – can be supported by research
* Play test it with small group
* Monitor learners progress