Project Research

# YouTube: The Power of Gamification in Education | Scott Hebert | TEDxUAlberta

Major Points:

* Students say that they find School boring, repetitive and unsure why they learn the things they do.
* They don’t have a choice in what they are taught.
* Why can’t I do things in the way I like doing them?

# Different types of learning

* Rote
  + Memorization technique based on repetition
  + Idea is to be able to quickly recall the material the more one repeats it
* Meaningful
* Associative
* Active

**Gamification in Education: A Systematic Mapping Study**

**Apparent contribution:**

Systematic mapping study.

**Authority of work:**

**Major points:**

* Need for proper technological support (A)
* Need for controlled studies demoing reliable results on the effect of using gamification in educational contexts (M)
* More empirical research to determine whether extrinsic (completing an activity for reward or avoiding punishment) and intrinsic (completing activity because it is personally awarding) motivation can be influenced by gamification (A)

**Summary:**

* Students perceive school as boring and ineffective (A)
* Games are effective in teaching (M)
* Can reinforce material covered (M)
* Teach skills like, problem solving, collaboration and communication (A)
* Games utilize a number of mechanisms to encourage people to engage with them (A)
* Remarkable motivational power, both intrinsic and extrinsic (M)
* Educational games typically target a single set of learning objectives (Kapp, 2012a)
* Gamification suggests using game thinking and game design elements to improve learners’ engagement and motivation (A)
* **Gamification = using game design elements in non-game contexts (A)**
* **Serious Game = Full-fledged games for non-entertainment purposes (A)**
* Examples of gamification; frequent-flyer programs, stackoverflow, codeacademy, khanacademy, eBay
* Classrooms adoption of serious games require certain technological infrastructure and appropriate instructional framework (A)

**Correlations to other work:**

* qi – Student engagement and motivation
* Kapp, 2012a – Creating an educational game is difficult and time consuming
* Deterding et al. (2011) – Defining the term gamification
* Nah, Zeng, Telaprolu, Ayyappa, & Eschenbrenner, 2014 - Summary based on qualitative review

**Further research:**

* Gamification design principles