

# The Role of Bartles Gamer Types in Gamified Higher Education

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March 12th, 2015

# Presentation Overview

1. What is gamification?
2. What are Bartle's gamer types?
3. Research undertaken
4. Conclusion and further work
5. Project evaluation

# Gamification

*“The use of game design elements  
in non-game contexts”<sup>1</sup>*

Or, put another way, transplanting the game mechanics that make games engaging into other media with the aim of driving engagement.

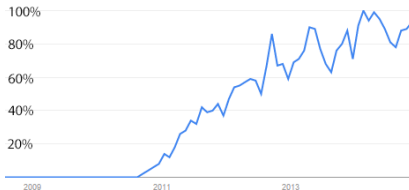
It is important here to make the distinction between *games* and *gamified activities*. Not interested in things like controller support or fancy 3D graphics that typify game experiences.

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<sup>1</sup>Definition from From game design elements to gamefulness by Detarding et al. (2011)

# Gamification

Though it existed since 2002, the term really spiked in usage from ~2010<sup>2</sup>. Gamification has psychological roots in operant conditioning (cf. B. F. Skinner) and Self Determination Theory.



Usage of time over skill as a method of determining worth makes all players feel involved instead of just the top few.

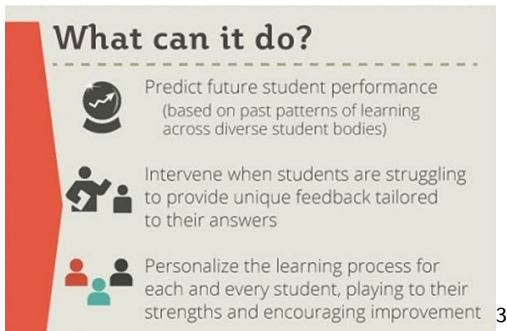
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<sup>2</sup>Google Trends image: proportion of gamification searches relative to the peak

# Learning Analytics

The concept of using data analysis to inform the education process, giving a more personalised experience for students. Makes it possible to match students together by ability or learning style.

More popular than gamification in HE, possibly due to the rise of big data.



## What does gamified higher education look like?

Uses a combination of gamification and learning analytics to enrich all aspects of campus life - from learning to sport and healthy eating.

We already have mechanisms for tracking visits to food outlets, so why not extend that and reward students for eating healthily? What data can we get from student cards and SSO?



Would students be more inclined to study if they knew everyone else was putting in more effort?