LEVERAGING GAMIFICATION AND POWERPOINT TO DESIGN AN ACTIVE AND AUTHENTIC ONLINE COURSE

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1. Traditionally, the learning material has been very “reading-intensive”.
2. Student boredom and detachment
3. The inability of students to understand how economic history and events impact current economic trends.
4. The course is taught via an online modality, which naturally presents challenges to maintain student interest and engagement.
Active Learning

“the process of having students engage in regular reflection, self-assessment, problem solving, and attaining knowledge through participation or contribution” (Luc & Antonoff, 2016)
learning that “...focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice.” (Neo, Neo, & Tan, 2012)
Intended Outcomes

Re: Gamification

❖ reduce student boredom,
❖ increase student participation and engagement,
❖ Help students understand how economists function within the real “world of work”,
❖ Have students successfully passing my course.

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Defining Gamification

“the addition of game-based elements to a course” (Scholz, Komornicka, & Moore, 2021)
Defining Gamification

“applying game design aspects in non-gaming contexts” (Oliveira, de Souza, Reis, & de Souza, 2021)
Defining Gamification

“the application of game-like elements... to nongame situations” (Campbell, 2016)
Incorporating Gamification

“to increase engagement, motivation and improve task performance.” (Oliveira, de Souza, Reis, & de Souza, 2021)
Incorporating Gamification

“to create a competitive environment and incentivize desired behaviours” (Campbell, 2016)
Examples of Gamification

Points and/or badges for successful participation and/or completion of various activities (Campbell, 2016)
Examples of Gamification

leader-boards which tend to encourage student engagement (Campbell, 2016)
Game-Based Learning (GBL)

“the integration of game-based principles into the design of a learning activity or assessment.” (Scholz, Komornicka, & Moore, 2021)
Game-Based Learning (GBL)

"the use of games to enhance the learning experience" (Isaacs, 2015)
Incorporating Game-Based Learning (GBL)

used by educators who seek to have their learners play games “that utilize the ideas the teacher wants them to grasp…” (Campbell, 2016)
Incorporating Game-Based Learning (GBL)

it’s about tangential learning, which refers to “...putting related content in an attractive and engaging game context”. (Mozelius & Hellerstedt, 2017)
There are four branches to GBL:

- GBL by playing commercial of-the-shelf (COTS) games
- GBL by playing tailor-made educational games
- GBL to support social inclusion of disadvantaged groups
- GBL based on game construction (Mozelius & Hellerstedt, 2017)
Examples of Game-Based Learning (GBL)

- using Monopoly to teach students about real estate and financial management
- using chess to teach students the important of strategy and critical thinking
Examples of Game-Based Learning (GBL)

These prior examples, highlight the use of commercial off-the-shelf games to teach various learning concepts and principles.
Course Design Methodology

Gamification was more suitable for me, as opposed to trying to incorporate game-based learning.
Students were termed as “on-the-job trainees”, “working” for a (fictitious) economic consultancy company, known as Caribbean Economic Think Tank (CETT)
This fictitious company was described as providing consultancy services to governments of the Caribbean region.
Each student/on-the-job trainee was assigned two portfolio countries from within CARICOM
Trainees were also introduced to each other, and by extension the entire team.
Course participants were informed of the following:

- Elements of the course that they were expected to engage with
- The mode of communication within the course

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Course Design Methodology

Re: Rule/Goals

Course participants were informed of the following:

❖ The various assessment activities
❖ How scores/grades were accrued
❖ How instructor support could be acquired throughout the duration of the course

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### Course Design Methodology

**Re: Immersion**

<table>
<thead>
<tr>
<th>Traditional Resource Terminology</th>
<th>In-Game Experience Terminology</th>
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</thead>
<tbody>
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<td>Learning Management System</td>
<td>“Intranet”</td>
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<td>General course announcements</td>
<td>“Group Emails”</td>
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<tr>
<td>Individualized instruction/guidance</td>
<td>“Individual Work Emails”</td>
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<td>Activity Scores/Grades</td>
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<td>Synchronous Video Instruction</td>
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<td>Final Grade</td>
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The LMS hosted all course resources, the asynchronous interactions, and hyperlinks for synchronous interaction via videoconferencing software.
Reflection & Conclusion

Re: Course Design

Sufficient time must be set aside for proper planning
Reflection & Conclusion
Re: Course Design

PowerPoint is more than a presentation software. It is an affordable, low learning-curve, digital content creation tool.
Reflection & Conclusion
Re: Facilitating Instruction

It is very important to spend ample time, acclimatizing students to the expected gamified experience prior to the course getting underway.
Reflection & Conclusion
Re: Facilitating Instruction

It is equally important to provide continuous updates to students during the experience to mitigate confusion and ambiguity that may arise.
Custom building gaming elements does not inherently impact scalability from the perspective of course design.
Reflection & Conclusion
Re: Final Synopsis

Grading work and providing instructor feedback on assessment can have scalability issues.
Reflection & Conclusion

Re: Final Synopsis

Student Performance & Feedback:

- All but one of the seven students received a passing grade.
- There was general consensus, that the course was engaging and enjoyable.
- A non-economics student who did the course as an elective, found the course so authentic, they felt like they were an actual economist and they were grateful for the experience.
Reflection & Conclusion
Re: Final Synopsis

Gamification is a great nexus-point that facilitates the incorporation of active learning and authentic learning
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**Outcome**
Actively engaged students, motivated to learn and who are capable of making real-world application of the learned subject matter.


