Moving Gamification
Beyond Points, Badges, and Leaderboards

Valary Oleinik
@valarywithawhy
#BeyondPBL
Activity #1
How Do We Feel About Gamification?

1. Love It!
2. So-so
3. Gamifi-what?
4. LOLCATS
GAMIFICATION

the use of game design techniques, game thinking and game mechanics to enhance non-game contexts
"You aren’t going to make games. You are going to make games work for you."

Gabe Zichermann
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GAME DESIGN
INSTRUCTIONAL DESIGN
PSYCHOLOGY
USER EXPERIENCE
GAME-BASED LEARNING
NEUROSCIENCE
MARKETING
CREATIVITY
BEHAVIOR ECONOMICS
COGNITIVE SCIENCE
GAME THINKING
USABILITY
AESTHETICS
IMMERSIVE LEARNING
PROJECT-BASED LEARNING
LEARNING ANALYTICS
GRAPHIC DESIGN

LEARNER
Activity #2
“Fun is just another word for learning.”

Raph Koster
8 KINDS OF FUN
Marc Leblanc

- Fantasy
- Narrative
- Challenge
- Fellowship
- Discovery
- Expression
- Submission

Image by Susannp4 from Pixabay
Fantasy means mental images of things not present to the senses or within the actual experience of the person involved.
Games demand attention because of their interactivity. They can’t be played in the background.”

Game On, Jon Radoff
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51.3% Reading passage
59.3% Treasure hunt

Image by @martinceralde from Unsplash
Ebbinghaus’ Forgetting Curve
(How much of something do we forget each day?)

- very quick loss
- 20 min (58% left)
- 1 hour (44% left) ...already halfway gone!
- 1 day (33% left)
- 6 days (25% left)

Day 1 Day 2 Day 3 Day 4 Day 5 Day 6

senseandsensation.com
GAME Plan
GOALS
AUDIENCE
MECHANICS
EXPERIENCE
"If you don’t know where you are going, you’ll end up someplace else."

Yogi Berra
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“... the best way to motivate people ... is by facilitating progress – even small wins.”

Teresa Amabile
MAKE PROGRESS VISIBLE
“Shrink the change. Make the change small enough that they can’t help but score a victory.”

Switch, Chip and Dan Heath
PHASE ONE: LIFTING OFF

Check Out the Spacecraft

Review the Mission
- Reading - Administrative Staff Principles
- Reading - Flight Feedback

Meet the Flight Crew
- Reading - Using the CS Forum
- Discussion - Meet Your Fellow Space Travelers
- Reading - Weil Leader Quotes
- Discussion - Weil Leader Quotes

Current Flight Conditions
- Activity - Phase One - Current Conditions Survey
- Activity - Phase One - Survey Results Form
- Activity - Phase One Flight Journal
- Activity - Phase One Mission Checkpoint
Activity #3
GOALS

AUDIENCE

MECHANICS

EXPERIENCE
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“The proper question is not, ‘how can people motivate others?’ but rather, ‘how can people create the conditions within which others will motivate themselves?’”

Why We Do What We Do, Edward Deci
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SELF-DETERMINATION THEORY
AUTONOMY
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MASTERY
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Module 1 ☑️☑️☑️☑️
Module 2 ☑️☑️☐☐
Module 3 ☑️☑️☑️☐
Module 4 ☑️☑️☑️☑️
Module 5 ☑️☑️☐☐
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CONNECTEDNESS
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Postcards from Space

Stop into the café [Group Discussion] often. You’ll be surprised to see how opinions change during the flight as information is processed. It’s amazing.

Y.O.G.O.W.Y.P.I. which means, You Only Get Out What You Put In. This is terrific news for anyone who invests time and effort here. You’ll get a lot out of the course.

Be mindful of time, stay on course and may the force be with you!
Activity #4
<table>
<thead>
<tr>
<th>P</th>
<th>B</th>
<th>L</th>
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</thead>
<tbody>
<tr>
<td>Points</td>
<td>Badges</td>
<td>Leaderboards</td>
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</table>
Isn’t 10 million just a number? ... I don’t mean to belittle your collection.
I’d be the 7th person to do it … More people have walked on the moon
Hints and Hall Passes
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Machine
Self Starter
Quick Turnaround
Midnight Oil
Ninja
Mom
Unique-ness
Early Riser
Fashionista
Sweetness
Great Service
Bug Squasher
Penny Pincher
Scribe
Psychic

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<table>
<thead>
<tr>
<th>Name</th>
<th>Orientation Quiz b-Stars</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
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<tr>
<td>Participant 1</td>
<td>100%</td>
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<td>Participant 2</td>
<td>100%</td>
<td>100%</td>
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<td>Participant 3</td>
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<td>Participant 4</td>
<td>100%</td>
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<td>Participant 5</td>
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<td>Participant 6</td>
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<td>Participant 10</td>
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Activity #5
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# Moving Gamification Beyond Points, Badges, and Leaderboards

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GOALS
AUDIENCE
MECHANICS
EXPERIENCE
MOVING GAMIFICATION BEYOND POINTS, BADGES, AND LEADERBOARDS
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W3C 111-22 (22)  
US History II (1877-present)  
Spring 2011  
Dr. Tina Mann  
Bullitt 217, x6858  
e.mann@marinette.edu

Course Description and Objectives:
In this course, we explore the history of the United States since the end of the Civil War and Reconstruction. You will learn about broad issues in the history of modern America, including immigration, race and ethnicity, social and political reform, mobility and population growth, contested meanings of freedom, industrialization, cycles of prosperity and recession, popular culture, modernity, and rights movements. You will also develop ways of thinking historically through analysis of primary and secondary sources, setting events, documents, and people in their historical contexts, and relating interpretations and historical narratives from the "raw material" of the past. In this course, you should expect to do much more than memorize facts or dates--you will be actively doing history, not passively learning about history. The course will also cover relevant aspects of the US and Massachusetts state constitutions, in accordance with MA General Laws, Chapter 75, Section 2A1 and fulfills the college's "Constitutions" requirement.

Required Texts:

Course Requirements:
This course involves reading, writing, and group discussion. It is fast-paced, you will need to absorb at least one textbook chapter each week, plus additional readings or documents, and write the equivalent of 30 pages over the course of the term. You will need to put in consistent effort during the whole semester. You'll need to have (at least) basic library and online research skills. You'll need to speak up in class and demonstrate active learning, not passive absorption. Learning is not a spectator sport. To take advantage of multiple learning cycles, and to help create a community of learning in this classroom, I will assess your learning in several different ways.

Exams 30%
- We will have 4 closed-book exams. The last exam will be given during the final exam period, but will be the equivalent of the other three exams (not a cumulative final). Your lowest score is dropped, there are no makeup exams.

- You must be at least half of your grade involves showing up prepared in class, participating intelligently, and taking at least 3 of the 4 exams. The other half of your grade is based on original written work and research.

- Document Responses - 30% (2 double-spaced pages) - You can turn in one of these each week on Fridays. They are short papers analyzing, responding to, or connecting a document from For the Record, and/or our textbook to a larger issue or theme current in American history. These are not opinion pieces, but rather brief works of historical analysis considering primary sources as the "raw material" of history. You can skip one week, since there are 11 possible Fridays. They should be thoroughly proofread for correct grammar and spelling, and should contain a correct footnote to the original document. They need to be turned in during class or uploaded to Digital Dropbox before class at 8:00 AM on Fridays. There are NO makeup or late work accepted on these short papers.

- Projects 20% - you will do two projects of your own original work, each of which involves planning, research, and well-crafted, historically informed writing. For the first project, you'll compare two documents in the For the Record reader, and then write a paper that develops an evidence-based historical argument. For the second project, you'll use and then improve the student-made packet of sources for studying a more recent event in American history. Each of these projects is worth 10% of your final grade.

Your grade will be determined this way:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance &amp; Daily Work</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation definitely does not earn full credit. Daily work may include projects, discussion questions, and class participation. These cannot be made up, since they depend on being present in class.</td>
<td></td>
</tr>
<tr>
<td>Exams (4)</td>
<td>30%</td>
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<tr>
<td>These are open book. The last exam is the equivalent of the other three exams. Your lowest score is dropped.</td>
<td></td>
</tr>
<tr>
<td>Document Responses (10)</td>
<td>30%</td>
</tr>
<tr>
<td>You can turn in one each week by 8:00 AM on Fridays.</td>
<td></td>
</tr>
<tr>
<td>Primary Source Project</td>
<td>10%</td>
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<tr>
<td>An analysis and comparison of two documents from For the Record.</td>
<td></td>
</tr>
<tr>
<td>History News Project</td>
<td>10%</td>
</tr>
<tr>
<td>A paper project focused on an event in recent US history (since 1989).</td>
<td></td>
</tr>
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</table>

All of the course information and material is available online in TWO places: Blackboard, and on a public blog. That way, if Blackboard goes down, our work goes on. You should bookmark the blog's url: http://www.tonshagen.com/wot/2, subscribe to its RSS feed, or add it to Google calendar to your own to keep track of due dates.

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80%
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Box Brown

ALEXEY IMAGINED THE PENTAMINOS FALLING FROM THE SKY AND BEING COLLECTED IN A GLASS.

THE PLAYER MANIPULATING THEM AS THEY FELL.
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Activity #6
Session Evaluations Contest

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Click “Evaluate Session” at the bottom of session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website