INTRODUCTION
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ABOUT THE PRESENTER
• Dr. Ramiro de la Rosa
  – Associate Director for Research Innovation in Distance Education
  – Leadership Studies Professor
  – National and International Conference Presenter
  – Panelist on DE Innovation & Gamification
  – 18 years in Distance Education

ABOUT THE UNIVERSITY
• The University of Texas Rio Grande Valley
• Leadership Studies Undergraduate Minor
• 18 Credit Hrs. (Core + Electives)
• Fully Online
• Developed Using Quality Matters
• 3 Courses Gamified
  – Introduction to Leadership
  – Leadership Skills Development
  – Personal and Organization Development
LEARNING OBJECTIVES

• By the end of this presentation, the attendee will be able to:
  – Define Gamification and Gamification Elements;
  – Explore Gamification as Pedagogy;
  – Match Gamification Elements to Blackboard Learn® Tools;
  – Determine which Gamification Elements Faculty Can Use;
  – Critic a Gamified Online Course.
WHAT IS GAMIFICATION AND GAMIFICATION ELEMENTS?

- Kapp, 2012
  - application of game-like techniques to non-game environments
  - to increase motivation, engagement, and learning
- Farber, 2015
  - systematic instructional development process
- Burke, 2014
  - incorporates elements such as points, leaderboards and badges
  - primary purpose is to change behavior and develop skills
PROBLEM
As I embarked on this journey,

- Premise that technology was required to create an engaging, interactive, gamified, online course
- Spending an immense amount of time looking for new gamified tech
- Thinking that gamification was just about technology
- Realized that technology always came up short

“Keeping students motivated and engaged in an online course is a significant challenge facing education today. One proposed solution is to incorporate gamification into teaching and learning.”
SOLUTION
SOLUTION

• Gamifying a course does not have to be an all or nothing implementation
• A gamified online course does not have to be super high-tech
• Gamification is more than leaderboards, badges, and points

“It was not gamification in the form of technology that I needed, but sound pedagogical strategies”
The Playing Cards

- The gamification playing cards
  - Gamified Cards

- Three groups
  - Gamified elements easily added
  - Gamified elements added in a semester
  - Gamified elements added within two years
GROUP ONE

- Game elements already doing:
  - Badges
    - Blackboard Achievement Tool
  - Onboarding
  - Signposting
- Easily added:
  - Progress/Feedback
    - Blackboard Outcomes Assessment, Goal Performance and Add Alignment tools
GROUP ONE
SCREEN IMAGES
Badges
Onboarding
Signposting
Outcomes Assessment
Goal Performance
Add Alignment
GROUP TWO

• Gamification elements possible to add within semester
  – Theme
    • Corporate Leadership Theme
  – Points
    • Additional assignments, case studies.
  – Levels
    • Entry-Level to CEO
  – Certificates
    • Blackboard Achievement Tool
GROUP TWO

SCREEN IMAGES

Theme
Points
Levels
Certificates
GROUP THREE

• Gamification elements to could incorporate within two years
  – Narrative Story
  – Quests
  – Boss Battles
  – Branching Choices
GROUP THREE
SCREEN IMAGES
Narrative Story
Quests
Boss Battles
Branching Choices
OUTCOMES
OUTCOMES

• Gamification is not all about technology
• Gamification is a promising new pedagogy for fully online courses
• Caution that the implementation does not become overwhelming
• May already have incorporated gamification elements to build on or easily add
• It's not about which gamification elements can be incorporated but which ones best fit your course.
FINAL WORDS

• Gamification as pedagogy can be the new norm but only when appropriately designed
• It’s been this faculty's experience that gamification as pedagogy can promote learning and deepen student understanding
• It can empower students to be more collaborative, engaging and imaginative
Q&A
REFERENCES


NOTES

• The work contained in this presentation was originally written by Ramiro de la Rosa, PhD, except where noted through the use of APA references.

• This work was originally published in Interface, the newsletter of the International Leadership Association (www.ila-net.org), issue 15 March 2018.