Game Enhanced Learning (GEL)
Gamification
SIX factors contributing to effective engagement in games

**FUN**: engagement is easier if the experience is enjoyable

**SOCIAL**: engagement is reinforced by the social support of others going through the same experience

**IDENTITY**: engagement can be encouraged if everyone has a visible role in the learning environment

**CHALLENGE**: engagement can build on human competitive drive, enhanced by social pressure

**STRUCTURE**: engagement is more likely if objectives and constraints are clear and acceptable

**FEEDBACK**: engagement is reinforced by making achievement explicit and timely
## Structural Elements to Challenges

### 2013-14 Challenges

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GEL Feedback
Dynamic Feedback

GROUP MEMBERS
Jason Boal
Jonathan Geane
Matthew Heath
Conor McCoy
Luke McNally
Connor O’Neill
Luke Strawbridge
Jamie Young

ATTENDANCE
PERCENTAGE: 95%

INDIVIDUAL CHALLENGE :: ANSWERING QUESTIONS IN CLASS
INDIVIDUAL CHALLENGE :: EXCEPTIONAL PERFORMANCE AT TUTORIAL

Ulster University
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Improvements

• Better retention
• Better results across all modules
• More focused and engaged students
• Improved student feedback
Game Exercise
Finding Work Experience

ulster.ac.uk
Student Employment Context

Motivation

Learning & Teaching Committee (Oct 2014): “by 2020 all students at Ulster should have the opportunity to undertake work experience as a compulsory part of their programme of study”

Senate (Nov 2014): “by 2015 all programmes must include an opportunity for students to undertake work-based learning as part of their programme of study”
Student Employment Context
Recruitment Process (Simplified)

- Student prepares and maintains CV
- Opportunities are advertised through MyPlacement (or similar)
- Student registers with MyPlacement to see opportunities
- Student applies for available opportunities through MyPlacement submitting a CV and covering letter
- Student is called for interview
- Student is offered position
- Student notifies MyPlacement of success
- Students can also arrange their own work experience
Student Employment Context
Exercise Guidelines

- Identify desirable / undesirable student behaviour
- Develop game structure and rules that promote desirable behaviour
- Summarise ideas on A3 sheet for presentation
Our Placement Game
2014-15

- Class divided into groups of ~10
- Registering for MyPlacement (5pts by Week 2; 3pts by Week 3)
- CV approval (10pts descending)
- Applying for a job by the end of October (20pt bonus)
- Applying for a job (100pt for 1st job; 50pt for 2nd job; 33pt for 3rd job...i.e. 100/no of job applications)
- Mock interview (up to 10pts)
- Interview attended (300pts for 1st, 150pts for 2nd; 100pts for 3rd...i.e 300/no of interview)
- Job secured (600pts if obtained by January, then reducing by 100 each month after that)
- Once you have a job, you can register to support someone else in your team as a 'buddy', earning an extra 20% of their points
- Results presented every week
Main Conclusions

- Any game improves performance through raising awareness
- Game involves ‘monitoring’, which increases academic understanding of the issues involved
- Game promotes a learning cycle of improvement