

Context

- The idea of using **game elements in non-game contexts** (Deterding, Dickon, et al., 2011) was captured by wide audiences ranging from business to academia. However, after five years of extensive application of gamification in various domains the results of the studies could be summarized as **mixed** (Seaborn, Fels, 2015; Hamari, Koivisto, Sarsa, 2014).
- **Education** is one of the fields where gamification research is the most extensive (Cronk, 2013; Domínguez, et al. 2013, Fernandes et al., 2012, O'Donovan, et al, 2013, Witkowski, Cornell, 2015).
- **Action research** is rarely used as a paradigm for gamification studies. However, this type of research allows usage of mixed methods and is focused on practical and theoretical knowledge generation. The initial conception of action research emphasised its potential to empower and emancipate participants through cycles of reform based on reflection and action (McDonough, 2006). An action research project seeks to create knowledge, propose and implement change and improve practice and performance (Stringer, 1996).

Setting

- **General Objective:** to investigate the effect of ICT-based gamification to student engagement in university study course.
- **Specific objectives:**
 - 1) to reveal the student experiences on engaging activities in general;
 - 2) to reveal their experiences of engaging learning process;
 - 3) to reveal student experiences with gamified content
 - 4) to receive student evaluations of gamified elements in ongoing course
- **Method/approach:** Action research with mixed methods
- **Limitations:** The limiting factor is that the study haven't reached its final iteration. In case of action research it may transform and results could shift during the process.
- **Practical implications/Value:** The research is valuable from scientific and practical perspective, since very few gamification studies were conducted in Lithuania. Action research is rarely used as a research strategy for gamification based investigations. The ability to see the course transformation, as well as students attitude change towards the study subject is a valuable knowledge source for educators and game designers.

Course Transformation

NAVIGACIJA

- Pagrindinis
- Mano pagrindinis
- Svetainės puslapiai
- Dabartinis studijų dalykas
 - 16288-2645-BIS**
 - Dalyviai
 - Pasiekimai
 - Bendra
 - Žaidybinimo esmė, žaidimo algoritmai
 - Motyvacija žaidybinime, išitraukimas, imersija, tėkmė
 - Žaidėjų tipai bei jų ypatumai
 - Korporatyviniai žaidimai
 - Žaidimo dizainas, MDA sistema
 - Žaidimo mechanika
 - Žaidimo dinamika
 - Estetika žaidybinime
 - Žaidybinimo taikymas bei kritika
 - Tema 10
- Mano studijų dalykai

NUSTATYMAI

- Studijų dalyko valdymas
- Pažymiai
- Perjungti vaidmenį į...
- Grįžti į mano įprastą vaidmenį

Žaidybinimo technologijos

Jūsų pažanga

- Užuociu sarasas istestiniams
- Literatura EGZAMINUI
- Gamification by design
- Gamestorming - Gray Dave - content
 - Literatura koliokviumui
 - Kontrolinis testas
 - EGZAMINO testas
 - EGZAMINAS perlaikymui
 - Ese - žaidybinimo projektas
- Žaidybinimo technologijos - žaidimo sluoksniš
 - Žaidybinimo scenarijus (žaidimo sluoksniš) - failo ikelimas
- Žaidybinimo technologijos - žaidimo projektas
 - Žaidimo aprašas - failo prisegimas
 - Žaidimo projektas - įverčių lentelė
- Žaidybinimo technologijos 2015-2016-REZULTATAI StudNr
- Užuociu ikelimas istestiniams
- KIIBis4-01-Gam rezultatai-StudNr
- Technologijų priimamumas
- Tyrimo sutikimo forma

Žaidybinimo esmė, žaidimo algoritmai

- Žaidybinimo technologijos - 1 ir 2 psk
 - Investment Case for Gamification: Opportunities & Threats
 - Conference event. How to Use Gamification Engagement as a Winning Strategy
 - Conference event. Teaching Gamification: MOOCs & the Evolution of Education
 - Gamification - State of the Art Definition and Utilization
 - What is Gamification

ARTIMIAUSI ĮVYKIAI

Nėra būsimų įvykių

Pereiti į kalendorių...
Naujas įvykis...

NAUJAUSIA VEIKLA

LEVEL UP!

NAUJAUSI PASIEKIMAI

Jūs neturite pasiekimų

REITINGAI

Weekly Monthly General

Nėra besimokančiųjų, kuriuos rodyti

Your score:

Weekly	Monthly	General
0 taškai	0 taškai	0 taškai
See full ranking		

DALIES SAITAI

VEIKLOS REZULTATAI

Prašome konfigūruoti šį bloką ir pasirinkti, kuri veikla turėtų rodyti rezultatus.

Course Transformation

Žaidybinimo technologijos

Your progress

- Pagrindinė dalyko literatūra
 - Literatūros sąrašas koliokiviumui
 - Literatūros sąrašas EGZAMINUI
- Žaidybinimo technologijos - žaidimo sluoksnis
- Žaidybinimo technologijos - žaidimo projektas
- Lankomumas

TEMA 1

Žaidybinimo esmė bei žaidimo algoritmai



- Zaidybinimas - 1 ir 2 psk
 - Investment Case for Gamification: Opportunities & Threats
 - Conference event. How to Use Gamification Engagement as a Winning Strategy
 - From Game Design Elements to Gamefulness-Defining Gamification
 - Understanding the principles of gamification
 - Gamification - State of the Art Definition and Utilization
 - What is Gamification
- ŽAIDYBINIMO TECHNOLOGIJOS - Užduotis 1: Žaidimo medis
 - Zaidimo medzio (1-os uzduoties) ikelimas
 - Paskaitos grįžtamasis ryšys

TEMA 2

Motyvacija žaidybinime bei įsitraukimo formos



UPCOMING EVENTS

- Zenkleliu kurimo uzduoties ikelimas
Today, 23:55
- Testo kurimo uzduotis (Testas uždaromas)
Monday, 14 November, 23:55

Go to calendar...
New event...

LEVEL UP!

1 TULIS

65/100

Participate in the course to gain experience points and level up!
[View the ladder](#)

PROGRESO JUOSTA

NOW

Šnipio testas: Misija 2
activity completion

Expected: Tue, 20 Dec 2016, 11:55 PM

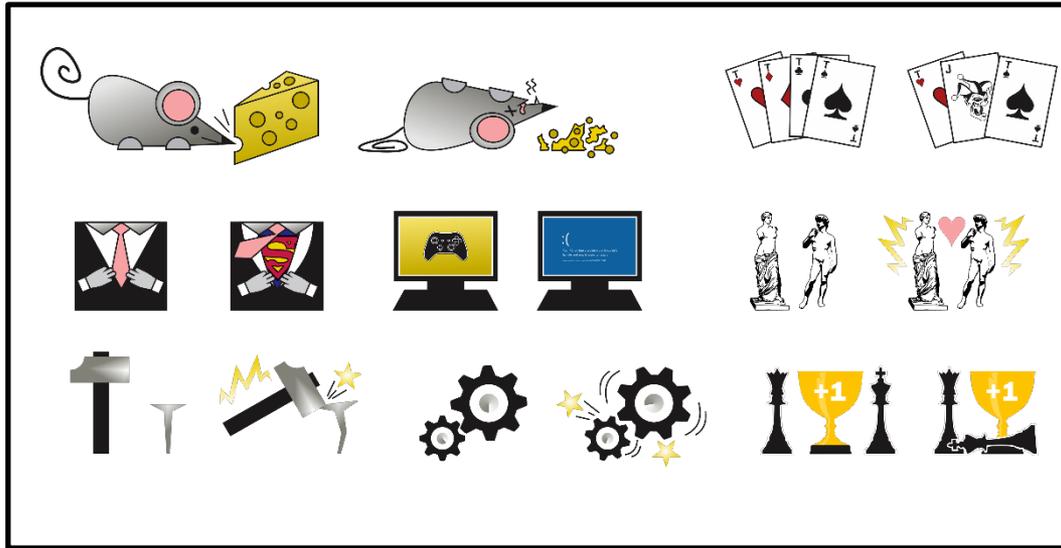
LATEST BADGES

LOGGED IN USER

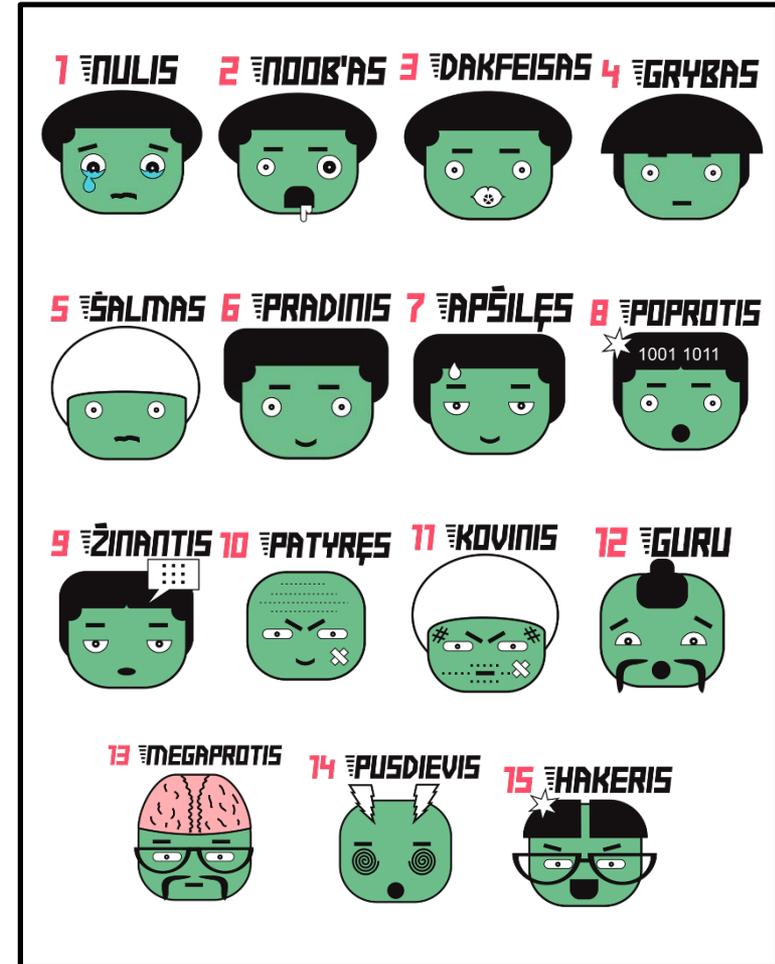
Marius Kalinauskas
City/town:
m.kalinauskas@mruni.eu

Game elements

- Theme banners



- Leveling system



- Point system



Game elements

- Badges (achievements)



Rank	Full name	Level	Experience points	Progress
1		12	8621	
2		11	7265	
3		11	6387	
4		10	4804	

• Leaderboard

• Progress bar

Game elements

- Game quests

Dirgiklis, sužadinantis veikimą Fogg\'o motyvacijos modelyje.



You have **ONLY 1** try

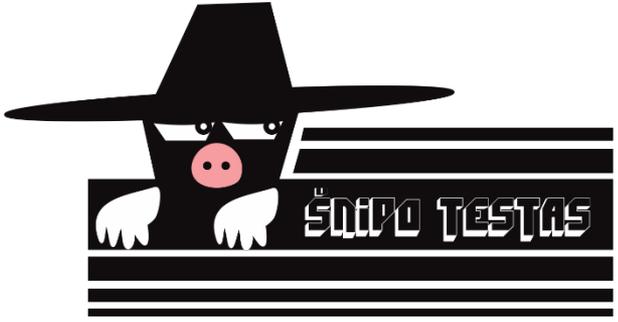
TR_ _ _ R_ S

Letters: **A** **B** **C** **D** **E** **F** **G** **H** **I** **J** **K** **L** **M** **N** **O** **P** **Q** **R** **S** **T** **U** **V** **W** **X** **Y** **Z**

Grade : 40 %

Grade in whole game : 25 %

- „Spy“ tests



ŠNIPO TESTAS

- Optional assignments

TEMA 6

Žaidimo mechanika

- Zaidybinimo technologijos - mechanika
- Defining Game Mechanics
- Žaidimo mechanika - Super Mario
- Optimization of platform game levels for player experience
- Taisykliu maketas
- Taisykliu maketo ikelimas
- Ženklelių kūrimo užduotis
- Ženklelių kurimo uzduoties ikelimas
- Paskaitos grįžtamasis ryšys
- Komunikacijos kampanijos sužaidybinimas
- Komunikacijos kampanijos uzduoties ikelimas
- Paskaitos grįžtamasis ryšys ROUND 2

Testo sukūrimas: **+600** ↓

- Testo kūrimas - pasirinktinė užduotis
- Pavyzdinis MOODLE testas
- Testo kurimo uzduotis

Žaidimas "Pakaruoklis" už: **+700** ↓

- Pakaruoklis-zodynas
- Zaidimas - Pakaruoklis

Results

- The preliminary analysis of focus group interview revealed that when students felt engaged they lose the sense of time and „became one“ with the activity. Also when the environment was supportive and in some cases – the task required some skill level.
- Engagement in learning is strongly dependent from the tutor. Encouraging and „passionate teaching“, positive feedback and direct communication were emphasized very strongly.
- The variety of learning activities is also considered as important factor for learning engagement.
- The report on game elements used in study course were overwhelmingly positive. Quantitative questionnaires also show general positive attitude towards usage of gamification in the course (with 87% positive responses). However, it might be due to the novelty of the method for students.
- Students report that leveling system is moderately balanced (27% vs. 53%), badge system rated positively (80%). 67% of active students claim that progress bar helps them to stay more motivated to achieve objectives. 73% would like to have more varied tasks.

Questions?



Thank You

Marius Kalinauskas

