


## Kym Toporowski's Games and Gamification Quest

 <p><b>Technology / Challenge / Pedagogy</b></p> <p>Describe, add links, notate...</p>	<p>What are the possibilities? What works? What are the benefits?</p>	<p>What could go wrong? What doesn't work? What are the barriers?</p>	<p><b>Conclusions</b></p> <p>based on</p> <ul style="list-style-type: none"> <li>● Credo</li> <li>● Sustainability</li> <li>● Experience</li> <li>● Psychology</li> <li>● Research</li> <li>● Gut feelings....</li> </ul>
<p>For the quest, I read an article on Games and Gamification from <a href="#">NMCHorizon Report</a>.</p> <p>Games have always played an important role in developing problem solving, collaboration and strategizing. More recently, video games are becoming more popular with a wider age group of participants. Businesses, the Military and the Education system are trying to tap into the engaging and behavior modifying factors that are associated with playing games to entice users to perform certain tasks and learn specific outcomes. In other words, "gamification is the integration of gaming elements, mechanics, and frameworks into non-game situations and scenarios for training and motivational purposes" (NMC Horizon Report, pg 38).</p> <p>For educational purposes, gamification can increase motivated and keep students working on curriculum, especially if badges or an award systems are associated with the gaming element of the course work. A teacher, who developed his own gamified course work called, Classcraft, found his students were on task more often because of the badges and leveling up opportunities included in his game. Currently, another program called, Minecraft, is being used by other teachers as a game platform. In this virtual world, students can construct and deconstruct the world they are in by crafting their pace with blocks. Teacher can also place challenges or quests in these worlds for students to complete.</p>	<p>The upside of games and gamification:</p> <ul style="list-style-type: none"> <li>● more engaging and dynamic</li> <li>● motivates the digital natives to learn in a way that they are familiar with</li> <li>● it's fun</li> <li>● badges and leveling up increases engagement</li> <li>● competition and collaboration with peers</li> <li>● theme/goal of game can reinforce the 'big idea' of the entire course</li> <li>● makes work not feel like work</li> </ul>	<p>The downside of adaptive games and gamification:</p> <ul style="list-style-type: none"> <li>● parents might see it as just a game</li> <li>● increased screen time for students</li> <li>● instructor time and commitment to set-up and maintain site</li> <li>● extrinsic motivators with badges and levels</li> </ul>	<p>Gamification is a topic that came up earlier in OLTD and it's something that I have always been interested in. One reason is I like having an overall purpose or theme, when possible, to a class. It gives an opportunity to the instructor to set a course as a quest or a challenge for students to complete. I also like the ideas of badges and leveling up opportunities throughout the course. I find students are too focused on the percentage that they have in the course and I would prefer to hand out badges/ribbons as students achieve the learning outcomes. Lastly, it makes learning less of a chore. Although students are working away, they get caught up in the game aspect and the entire process seems like less work.</p> <p>I would be interested in developing a part of my course as a blended gamified unit. I still need to do a little more research to fully understand the components of a gamified class and then a platform to build the class in. The game continues....</p>

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