

Using Game Mechanics to Motivate Learning Behaviors



Congratulations!
Collect your badge.

List the 8 game mechanics we discussed in 30 seconds.

Check your answers on the back of this sheet.

If you listed at least 7, move forward. If you missed more than 1, no worries. Review and try again!

You now have freedom to collaborate with a peer for the next step.

Match each game mechanic card with an example on the back of this sheet.

In order to continue, you will need sustenance. Visit the sustenance box then proceed.

A. Identify 1-2 learning behaviors you want to target (ex. attendance, participation, HW completion). List in the next box.



What challenges will you need to address to integrate these mechanics?

Choose 1 of the mechanics you circled. What would you need to change/add to use this mechanic?

- Narrative
- Instant feedback
- Freedom to fail
- Quests
- Leveling
- Competition
- Collaboration
- Rewards

Circle which game mechanics might help you reconcile the behaviors you want to address & students' wants/needs.

How do you currently address these behaviors?

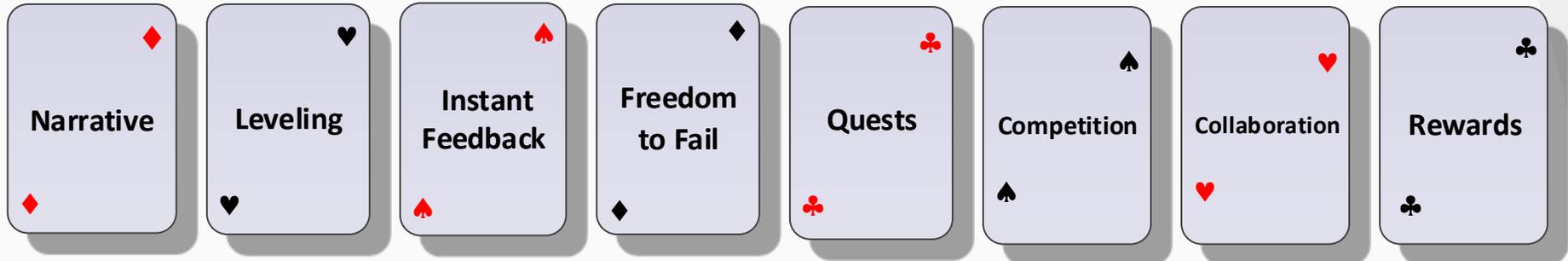


Choose another mechanic. What would you need to change/add to use this mechanic?



B. What do students want/need most from your course?

Match each example with one or more of the mechanics



1. At the beginning of the course, students are presented with three fictional politicians. These “characters” attempt to persuade voters (the students) for their support. On occasion, a candidate might interrupt class via a videotaped ad or send students posters/ads via email. Students must identify and evaluate the evidence, propaganda & rhetorical devices in the ads and answer polling questions on Blackboard periodically to determine candidates’ standing.

2. Students have 3 chances to pass a cumulative assessment with 75% or above. Once they pass the assessment, they are awarded a passport to work independently on their semester end project where they explore an issue of interest and apply the concepts learned in class. The sooner they pass the assessment, the more choices and complexity for the project.

3. After the 1st two weeks of class, students organize themselves into special interest groups based on common interest(s) (hobbies, intended major, etc.). They create group names that reflect the interests of the group and try to develop consensus on issues presented in class based on their common interests. Also, they try to influence other groups using persuasive techniques discussed in class.

4. Students have the entire semester to master 100 vocabulary via 5 vocabulary challenges on Blackboard. The first 2 challenges involve matching and identification. The remainder, worth more points, integrate time limits, open ended responses, and inferences. Students meet each challenge with 80% in order to earn a badge and unlock the next level.

5. For homework, students explore sources related to the issues raised by the fictional politicians. They must take notes and document their sources. In class they work in groups to synthesize their notes and fact check the politicians’ claims. The task is timed and the top group is named the Front Runner, earning a higher level of points than other groups.

6. Each time 100% of the class completes the HW practice, the class earns points towards veto power. They can use the points for advantages such as extending a deadline, dropping a low quiz score, completing an assignment with a partner instead of individually.