

## Using simulations and gamification in higher education



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#### Introduction

"The opposite of play isn't work. It's depression."

Brian Sutton-Smith

Are we going to use games and simulations in education?

But

Howe we can use games and simulations effectively in our curriculum?



### Role and place of simulation games

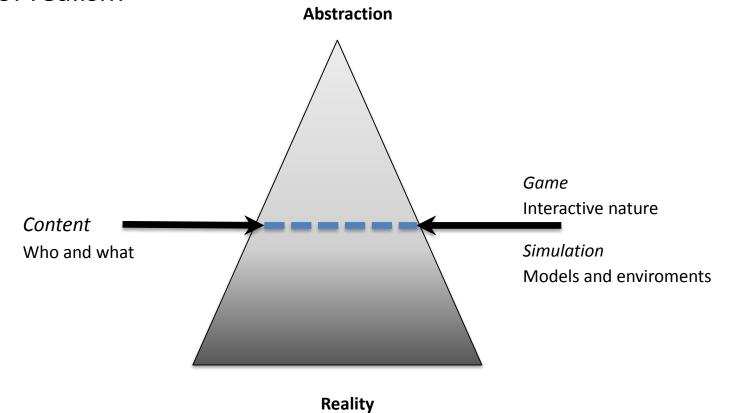
Choice of the role, model and place of simulation games implementation in the educational systems have a great impact upon the way they are used:

- Simulation games as a summary of knowledge and skills
- Simulation games as a motivation to learn and knowledge and skills gaps recognition
- Simulation games as a support to particular and specific field of knowledge or skills
- Simulation games as a assessment and test center



#### Choice of simulation scenario

- Generic versus specific scenarios
- Level of realism





Kriz 2003 after Duke 1997

### Course set-up

#### 1. Planning

- Establishing/determining learning goals
- Choosing game and scenario
- Planning the course route
- Creating methods of assessment

#### 2. Course execution

- Introducing game and scenario to the students
- Game rounds and workshops
- Effective feedback and debriefing process

#### 3. Evaluation of the course outcomes

- ✓ Evaluation on the level of student and self-evaluation
- ✓ Evaluation on the level of the course
- ✓ Evaluation on the level of organization



### Choosing the solution

#### Licensing

- Scalable cost
- Short implementation span
- Many solutions on the market
- Training of the trainers
- Buying someone's idea
- Lack of local flavor

#### **Own/custom solution**

- High cost
- Long-term decision
- Unique solution
- Revenue generation potential
- Low trainer training cost
- Knowledge generation

### Gamification in Education Background

 Just Press Play – Rochester Institute of Technology & Microsoft (2011)



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Alternate Reality Game
Storyline
Quests
Achievements





**Course name:** Gamification of business and education

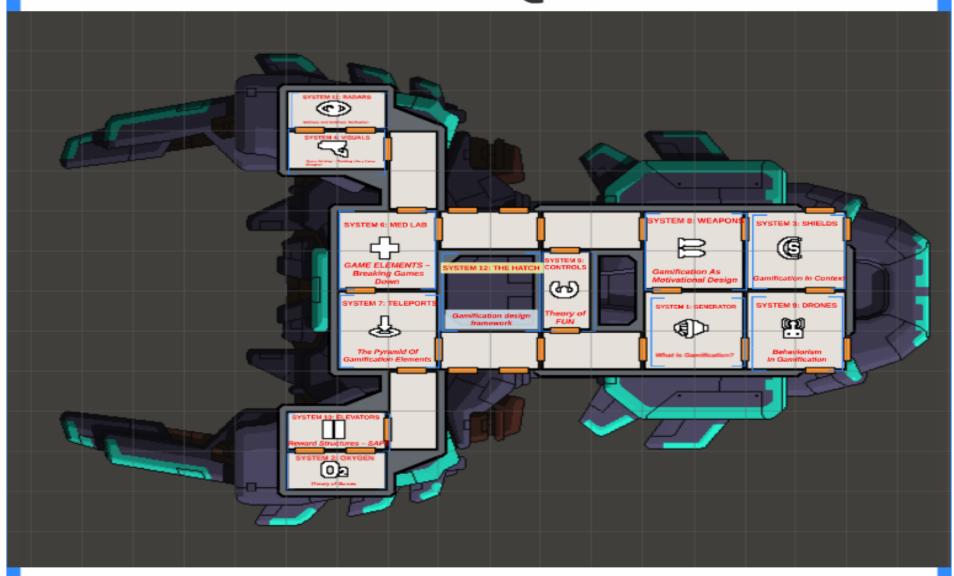
**Course narrative:** 

Space Quest: students as spaceship crew teacher as a spaceship commander

Main goal: reactivate spaceship generator



## SPACE QUEST



**WARNING: ALL SYSTEMS OFFLINE** 

The storyline – it needs to have some <u>epic</u> meaning. Thanks to that the course can be more atractive and students motivation will be higher just to see how the story ends.



**Points system**: each spaceship system needed some number of energy cells (points) to activate it back.

### How to earn points?

- Missions accomplishment (one mission for each system),
- Activity during lecture,
- Instant challenges,



### **Challenge + Badge** = recognition



#### Challenge #1

Name all the social media platforms from the picture above. Prize: 10 cells + SocialMediaNinja badge



#### Challenge #2

Why H.G. Wells almost started war of the worlds? Prize: 10 cells + BookWorm badge



# **Short missions** – focuses students attention on certain knowledge/activity

#### Mission 4.

Your task is to find gamified solution and write short review about its purpose and funcionalities. Start from describing the problem that choosen service or platform want to solve. Make a short description of game design elements that you can observe within the system. State your opinion about the solution and do not hesitate to be critical.

Upon successful completion of this mission you will be rewarded with 10 energy cells.

Bonus: +5 energy cells if choosen solution won't be a marketing based one



Random events – element of surprise that strengthen students participation. F.ex.: student does a dice roll. Then if:

1: +50% of energy cells for one of completed missions

2: nothing happens

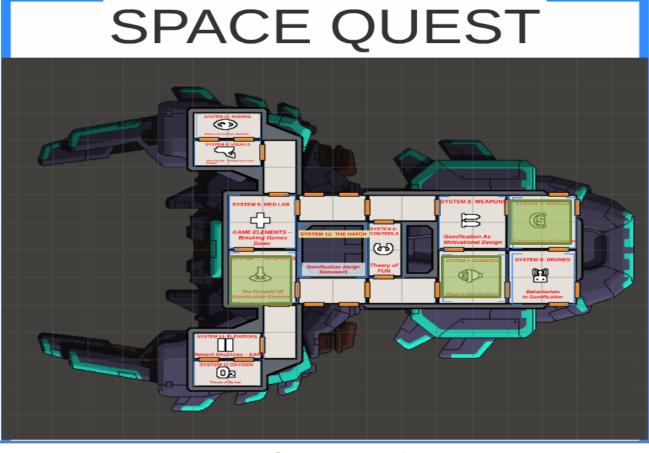
3: you can give +100% of energy cells for next mission done by your friend

Etc.





Progression:



### Boss fights – case studies, final project

- Worth a lot of points,
- Should be a challenge that uses gained knowledge and/or skills of a student,

Mid-Boss	Final Boss
4 case studies + tasks around them during a lecture. Narrative: cadets are divided into teams to gather scrap that can be found around the spaceship. It can be useful for ship repairment.	Final project: individual projects describing choosen gamified solution Narrative: main core of the ship is the most complicacted system and needs a huge ammount of eneregy cells.



### Conclusions

- Player-centric design
- Stimulating positive behaviour
- Gamification could be the answer for millenials:
  - Short attention span
  - Instant feedback
  - Video games natives



### Conclusions

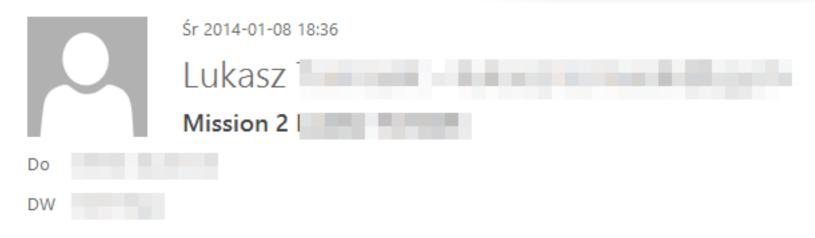
No. of students	77
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Activity	Number of attempts
Mission	324
Challenge	23
Mid Boss/teams	48
Final Boss	71
Energy cells	8747

All actions are voluntary



### Conclusions



#### Captain,

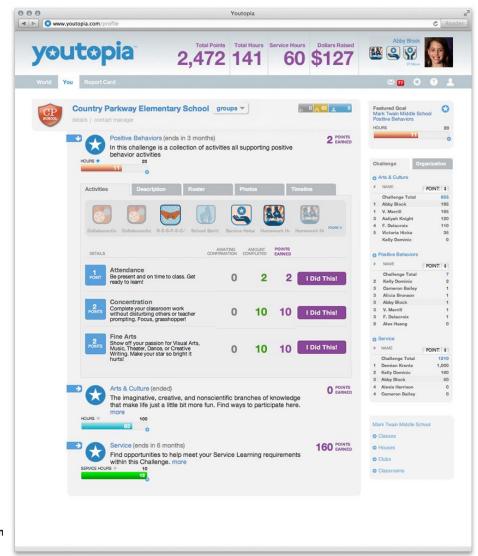
I am sending my mission 2 results below.

#### Mission 2:

After reading the player types description I have graded myself as follows:



### **Gamification Platforms**



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