

# **Gamifying Learning: Perspectives and Experiences in Class**

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- Define and explain “Gamification”
- Describe some general implications for education
- Our experiences with two game platforms: Kahoot and Quizlet
- Implications for the academic community at XJTLU

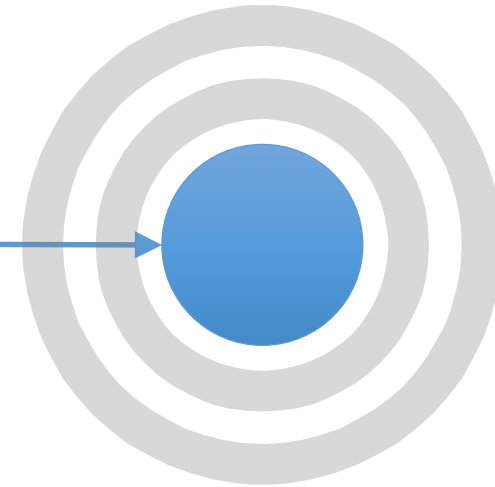
# Gamification: Definition

Games



Learning from games;  
Understanding what makes the games  
successful, engaging and powerful

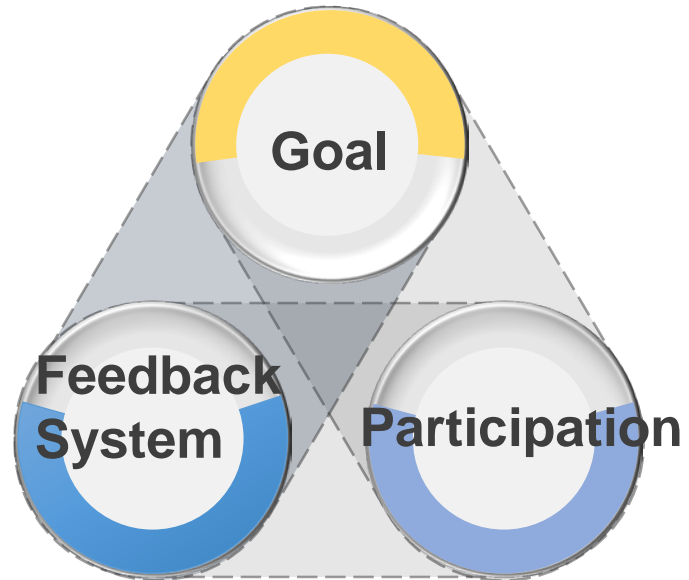
Non-game Contexts



Taking some of those techniques,  
and thoughtfully applying them to  
other situations which are not  
themselves games

# What is a game?

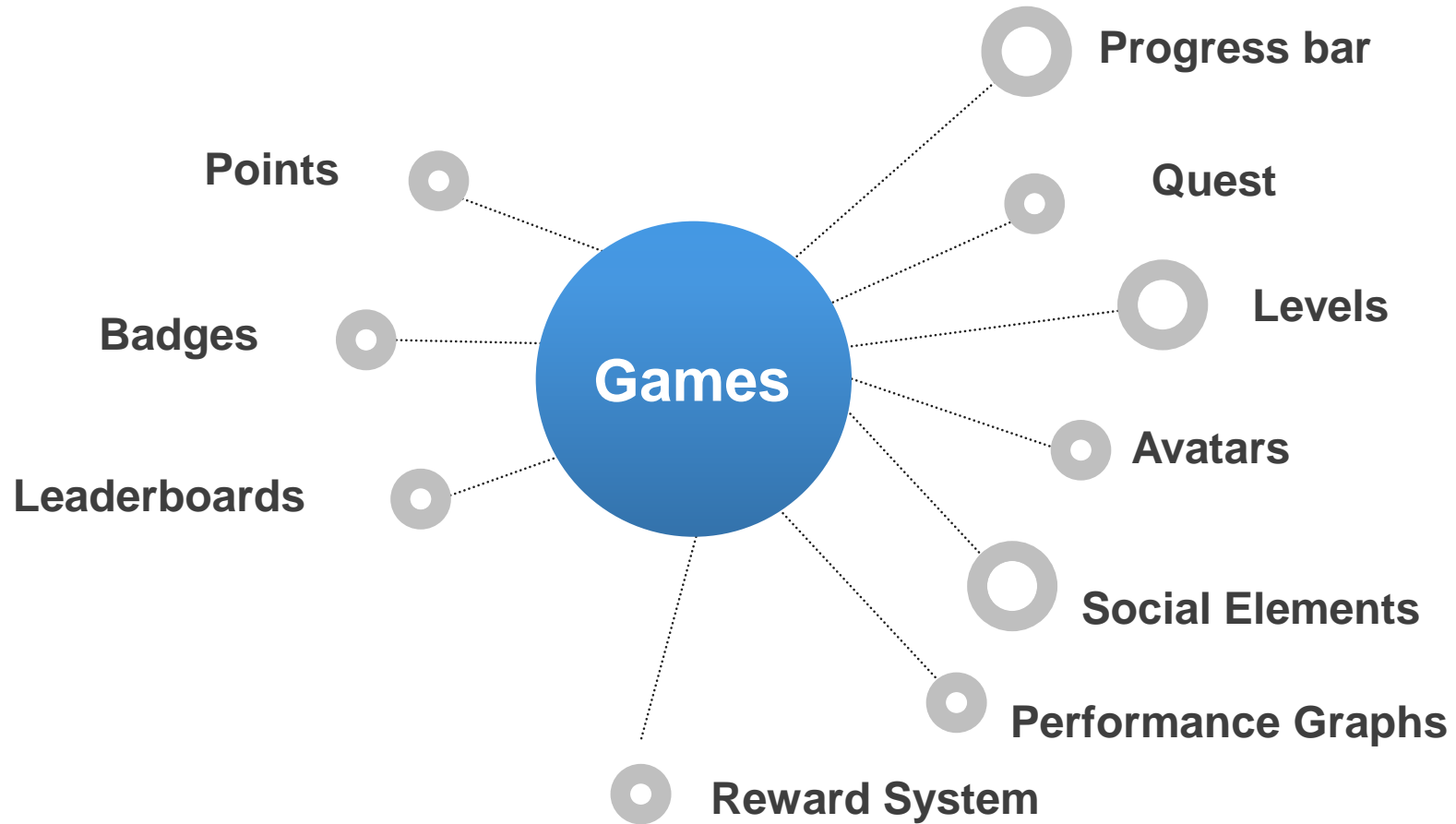
A goal which must be achieved



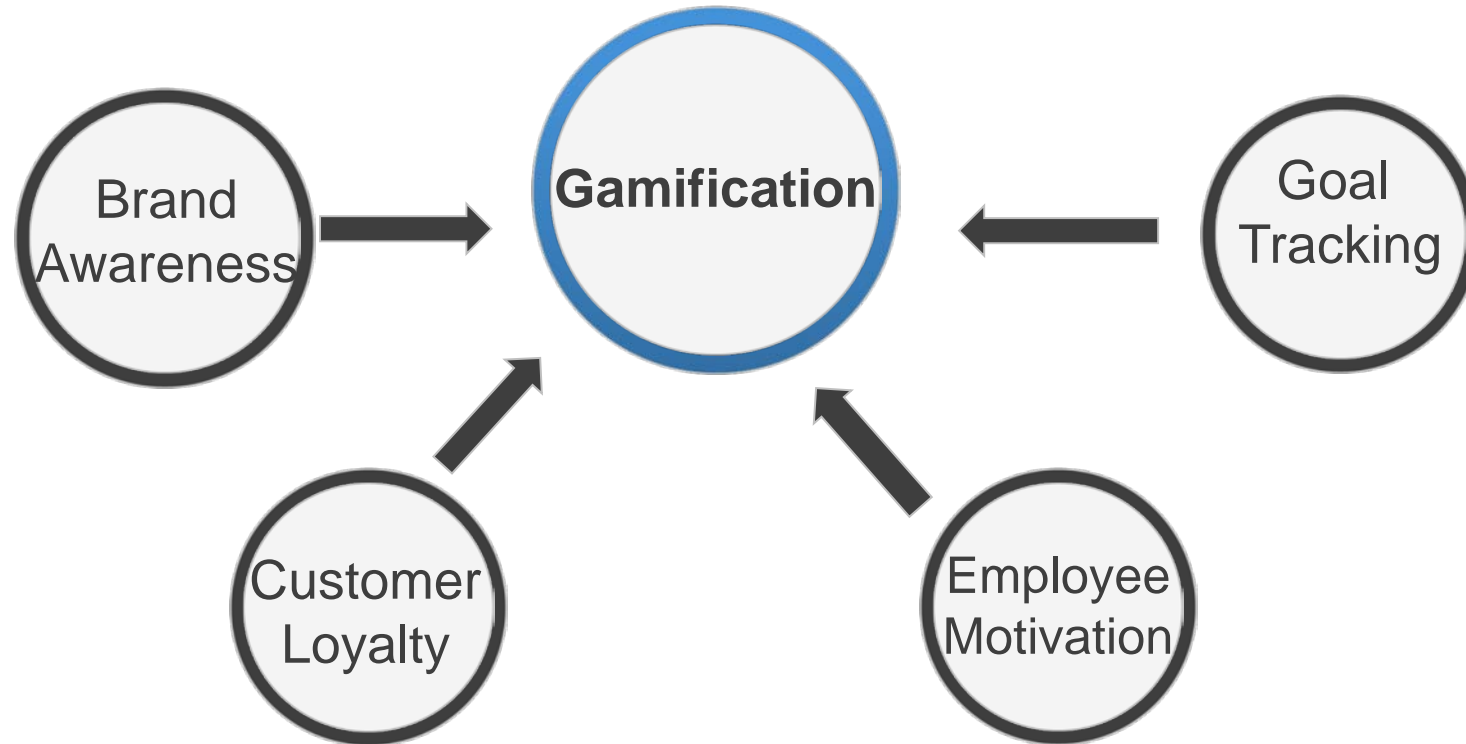
- Limiting rules
- Feedback system

Voluntary participation

# Elements of games



# Gamification in business contexts



Werbach and Hunter (2012)

# Gamification in business contexts

NIKEFUEL IS A UNIVERSAL WAY TO MEASURE MOVEMENT FOR ALL KINDS OF ACTIVITIES.

NikeFuel is a single, universal way to measure all kinds of activities—from your morning workout to your big night out. Uniquely designed to measure whole-body movement no matter your age, weight or gender, NikeFuel tracks your active life.

SEE ALL NIKE+ GEAR



# Gamification in business contexts

CALCULATE. COMPARE. COMPETE.



## Visualize Your Progress

See all your activity in rich graphs and charts. Spot trends, get insights and discover things about yourself you never knew before.



## Play With Friends

NikeFuel is calculated the same way for everyone no matter your age, gender or sport of choice. Share with friends to see how you stack up.



## Get Extra Motivation

The more you move, the more NikeFuel you earn. Do more and unlock awards, trophies and surprises.



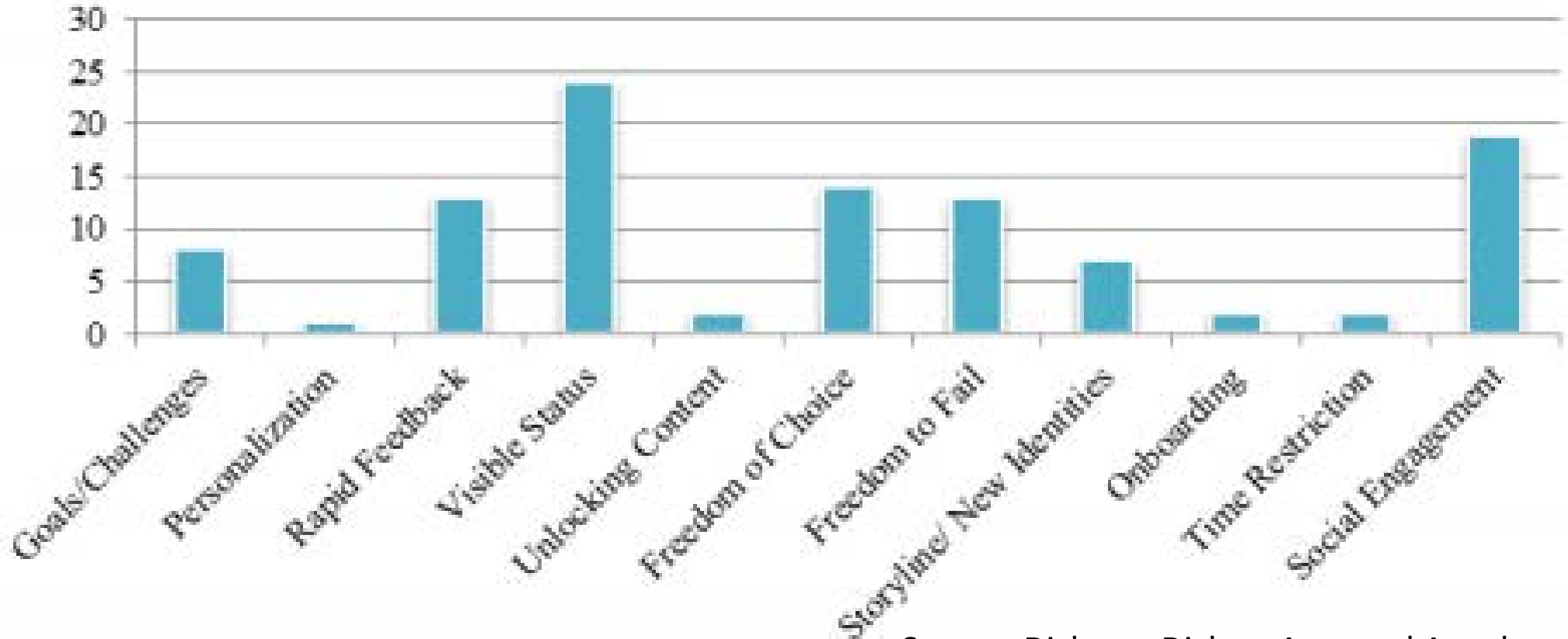
## Share Your Success

Share your accomplishments with friends and other Nike+ members. Get cheers and since NikeFuel is a universal metric, challenge them to match it.



# Gamification: General Implications for Education

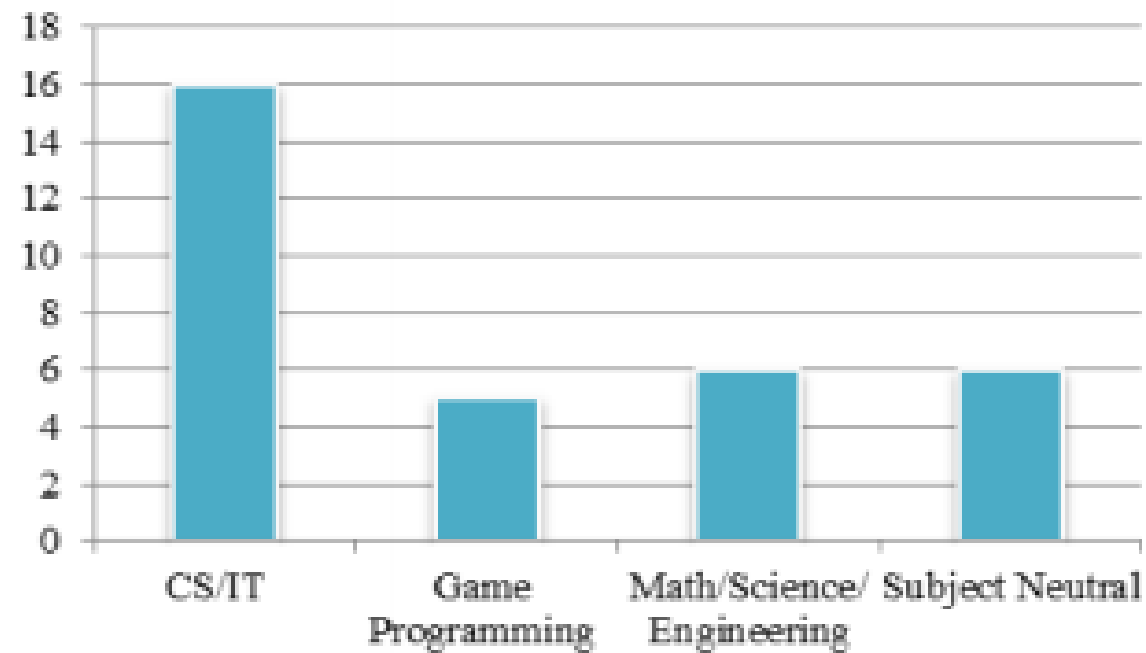
Number of Empirical Studies utilizing Educational Gamification Design Principles



Source: Dicheva, Dichev, Agre and Angelova (2015)

# Gamification: General Implications for Education

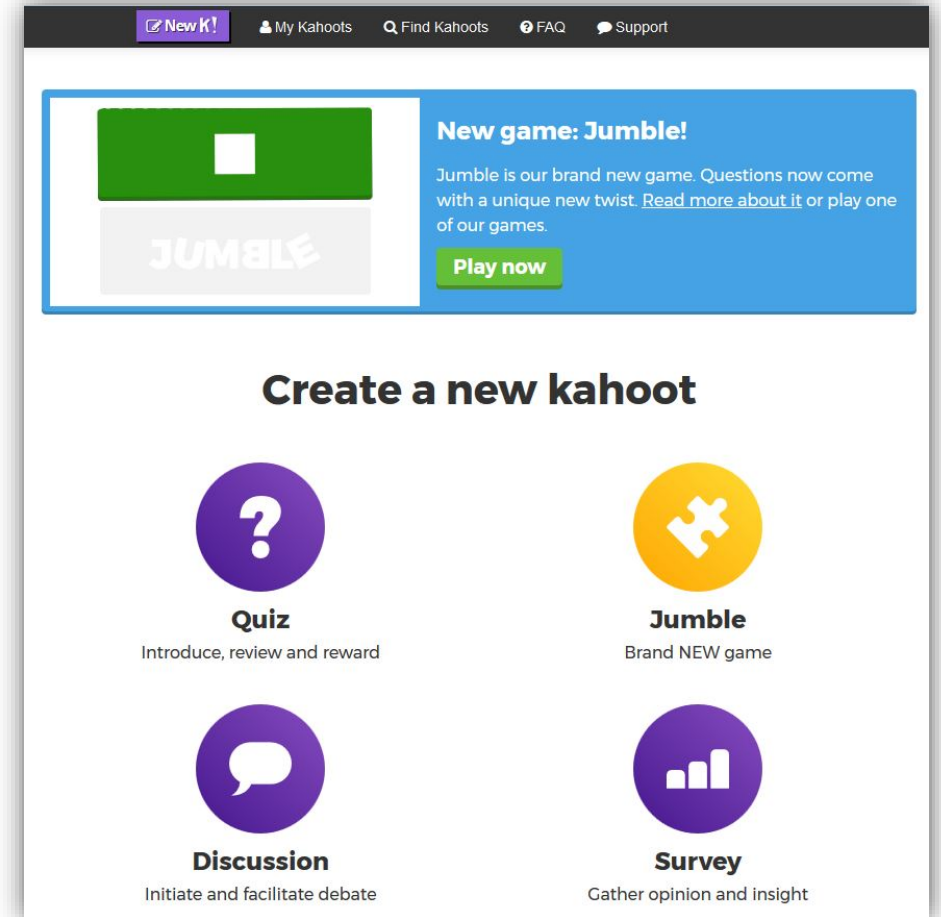
Number of **Subject Domains** of the Application of Gamification



Source: Dicheva, Dichev, Agre and Angelova (2015)

# Example 1: Kahoot

- a student-response tool
- available on all platforms – MS Windows, Android, IOS etc.
- allows teachers to run game-like quizzes in real time
- students need an electronic device
- the teacher needs a PC & projector
- teams or individual
- 4 types of activity: multiple choice quiz, jumble, discussion, survey
- Free to use
- No advertising



# Kahoot!: How it Works

- The educator pre-prepares the quiz.
- In class, the educator opens the quiz and chooses a mode.
- A random number is generated.
- Students can sign in using this number on their smartphone/ device.

**Kahoot!**

A Scandal in Bohemia, part 1

Player vs Player  
1:1 Devices

Team vs Team  
Shared Devices

**Classic**

**Team mode**

Game options

Join at **kahoot.it**  
with Game PIN:  
**8809241**

**Kahoot!**

Game PIN

Enter

2  
Teams

**Kahoot!**  
Team Mode

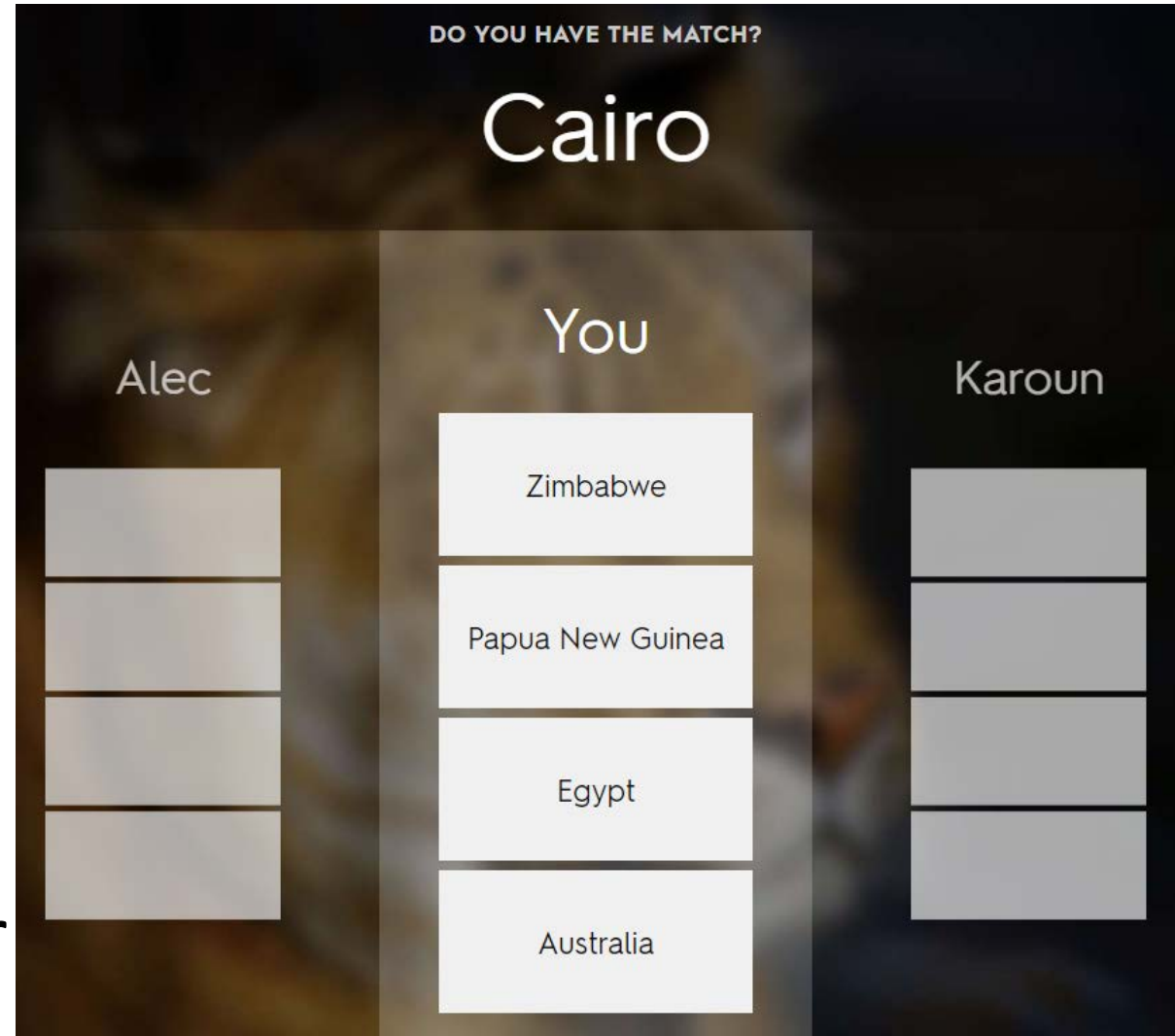
**Team Fantastic**  
Carol, Crystal, Zachary

**The Stars**  
Eric, Paula, Jason

# Using Kahoot in class (video)

## Example 2: Quizlet

- an education tool designed for “learning everything”
- available on all platforms – MS Windows, Android, IOS etc.
- Flashcards/Tests/Built-in Games
- Quizlet Live
  - the teacher needs a PC & projector
  - Students played in teams on their phones



# Using Quizlet in class (video)

# Students' Reaction

- <https://padlet.com/angelaxia/c04>



# How might these games enhance lectures?

These games have many uses, including:

- Checking students' prior knowledge
- Checking recall of previous learning
- Warming-up
- Review of key terminology and vocabulary
- “Flipped classroom” approaches

# Conclusion

- Gamification is likely to play a greater part in learning.
- It should offer a richer, more engaging experience for students.
- It has the potential to empower and engage the learner, enhancing motivation whilst sustaining a positive atmosphere in the classroom.
- Educators may seek greater professional development in this area.
- There is great potential for gamification within the XJTLU academic context.

# Appendix 1: Comparison of Features

|                                      | Kahoot   | Quizlet  |
|--------------------------------------|--|--|
| Visuals                              | Colourful & appealing  | Highly appealing   |
| Ease of preparation                  | Quick and easy   | Quick and easy   |
| Participant numbers                  | Up to 4000, where bandwidth allows   | Multiple   |
| Questions                            | Copiable from other members  | Copiable from other members  |
|                                      | Quick to edit  | Quick to edit  |
| Activity types                       | <ul style="list-style-type: none"> <li>• MCQ</li> <li>• Jumble</li> <li>• Survey</li> <li>• Discussion</li> </ul>  | Students can choose from: <ul style="list-style-type: none"> <li>• flashcards</li> <li>• matching</li> <li>• gravity game</li> <li>• quizlet live</li> <li>• learn</li> <li>• spell</li> </ul> |
| Access                               | It usually takes a few minutes to log in. However, this can be done before class   | Quick to login   |
| Cost                                 | none   | none   |
| Nuisances (advertising/ malware etc) | none   | none   |
| Continuous assessment options        | <ul style="list-style-type: none"> <li>• Possible but perhaps not feasible</li> <li>• Scores can be recorded and saved in Excel</li> <li>• keeping a “league table” may be tricky</li> </ul> | <ul style="list-style-type: none"> <li>• Classes can be created and populated</li> <li>• Can be integrated with Google Classroom</li> <li>• Scores can be recorded.</li> </ul>                 |
| Take-home record                     | No. Kahoot is designed for in-class use  | May be used both in class and outside  |

# Acknowledgement

- Nathan Xu (Academic Enhancement Office)

# References:

- Dicheva, D., Dichev, C., Agre, G. & Angelova, G. (2015) 'Gamification in Education: A Systematic Mapping Study', *Educational Technology & Society*, 18(3), 75-88.
- Figueroa, J. (2015) 'Using Gamification to Enhance Second Language Learning', *Digital Education Review*, Number 27, June 2015, pp.32-54.
- Werback, K.& Hunter, D. (2012) *For the Win: How Game Thinking Can Revolutionize Your Business*. Philadelphia: Wharton Digital Press.

## Useful Links:

- [www.getkahoot.com](http://www.getkahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- [https://secure-nikeplus.nike.com/plus/what is fuel/](https://secure-nikeplus.nike.com/plus/what%20is%20fuel/)

# Thank you and enjoy your lunch!

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