

LÆRINGSFESTIVALEN 2017

THE AWESOME WORLD OF GAMIFICATION

DIGITAL GAMES

Games at home:

▶ 96% boys, 76% girls between ages 9-16 play digital games regularly (Norwegian Media Authority, 2016)

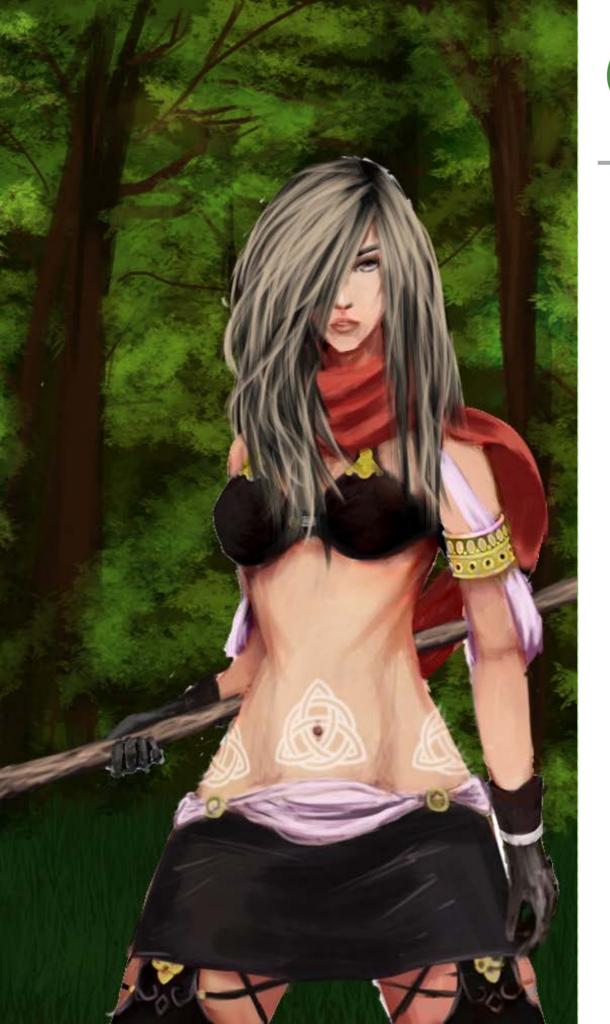
Games in school:

- Commercial og serious games already common
- Gamification: use of game elements in non-game settings (Deterding, Dixon, Khaled, & Nacke, 2011)

Games in society:

- Public debate based on technological determinism
- ▶ 21. century —> ludification of culture?

(Ask, 2016; Deterding et al., 2011; Sørensen, 2006; Berg, 1998)



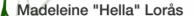
GAMIFICATION

 Has been shown to have positive effects and benefits on motivation and learning

(Deterding et al., 2011; Hamari, Koivisto, & Sarsa, 2014b; Kapp, 2012; Ready, 2016)

- What characterizes a successful gamified learning environment?
- To what extent is gaming experience a significant factor?

My case: Heimdall's Quest



The Peasant God



States

States



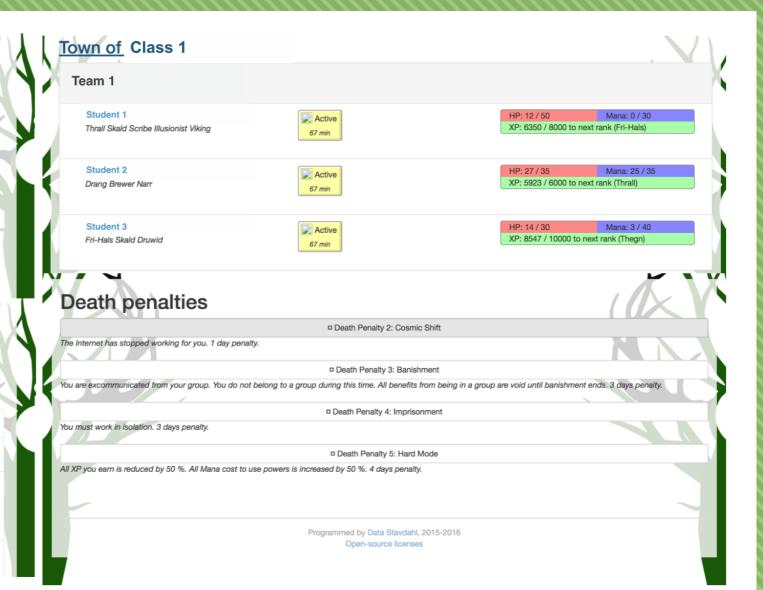




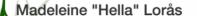




X	Purchased Warm Hands	submitted by [system] at 2017-02-15 14:44:06	HP:	0	MANA:	0	
_	Purchased Warm Hands for 1 runes.		XP:	0	RUNES:	-1	
X	Gave damage	submitted by [system] at 2017-02-15 11:52:51	HP:	0	MANA:	0	
_	Reason: Tetris-gaming in class		XP:	0	RUNES:	0	
х	Gave 50 XP	submitted by [system] at 2017-02-15 10:30:48	HP:	0	MANA:	0	
	Reason: Won wiki-race		XP:	0	RUNES:	0	
х	Gave 50 XP	submitted by [system] at 2017-02-15 10:21:25	HP:	0	MANA:	0	
	Reason: Won wiki-race		XP:	0	RUNES:	0	
х	Gave 50 XP	submitted by [system] at 2017-02-15 10:21:03	HP:	0	MANA:	0	
	Reason: Won wiki-race		XP:	0	RUNES:	0	



HEIMDALL'S QUEST



The Peasant God



States

States







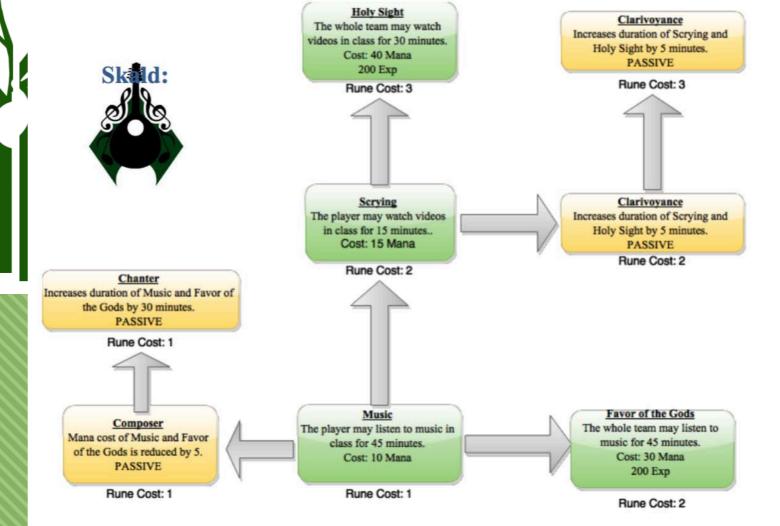






Player log							
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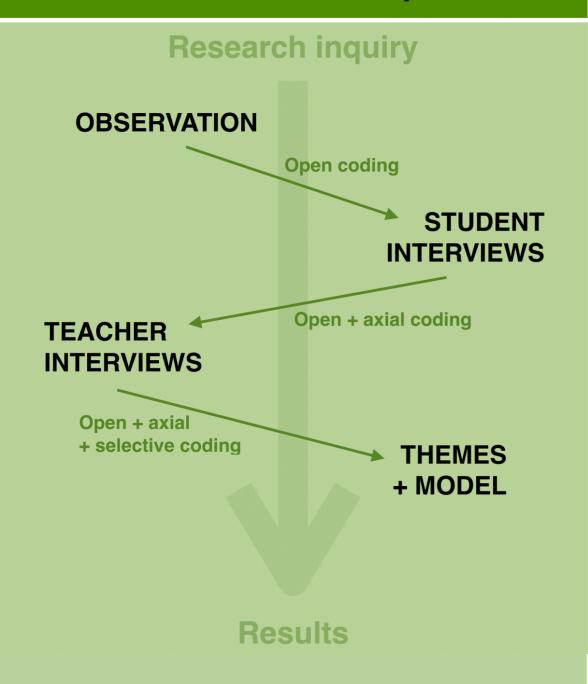




HEIMDALL'S QUEST

RESEARCH DESIGN

The iterative research process



- Qualitative holistic case study on a gamified classroom
- Observation and interviews with
 5 students and 2 teachers
- Grounded theory analysis in 3 iterations
 - Coding and categorization using NVivo

Identity & Culture

Gaming culture

Why students enjoy games

Self-assesment

Games & Learning

What students learn from games

How students learn

HQ, learning and games

Motivation

Motivating gameplay

Extra push

Working hard

THEMES

The students' position in society

Gaming culture

Self-perception

Domesticating games

Society level

The gamified classroom

Learning activities

Utilizing skills and knowledge

Role of teacher

Classroom level

The motivating gameplay

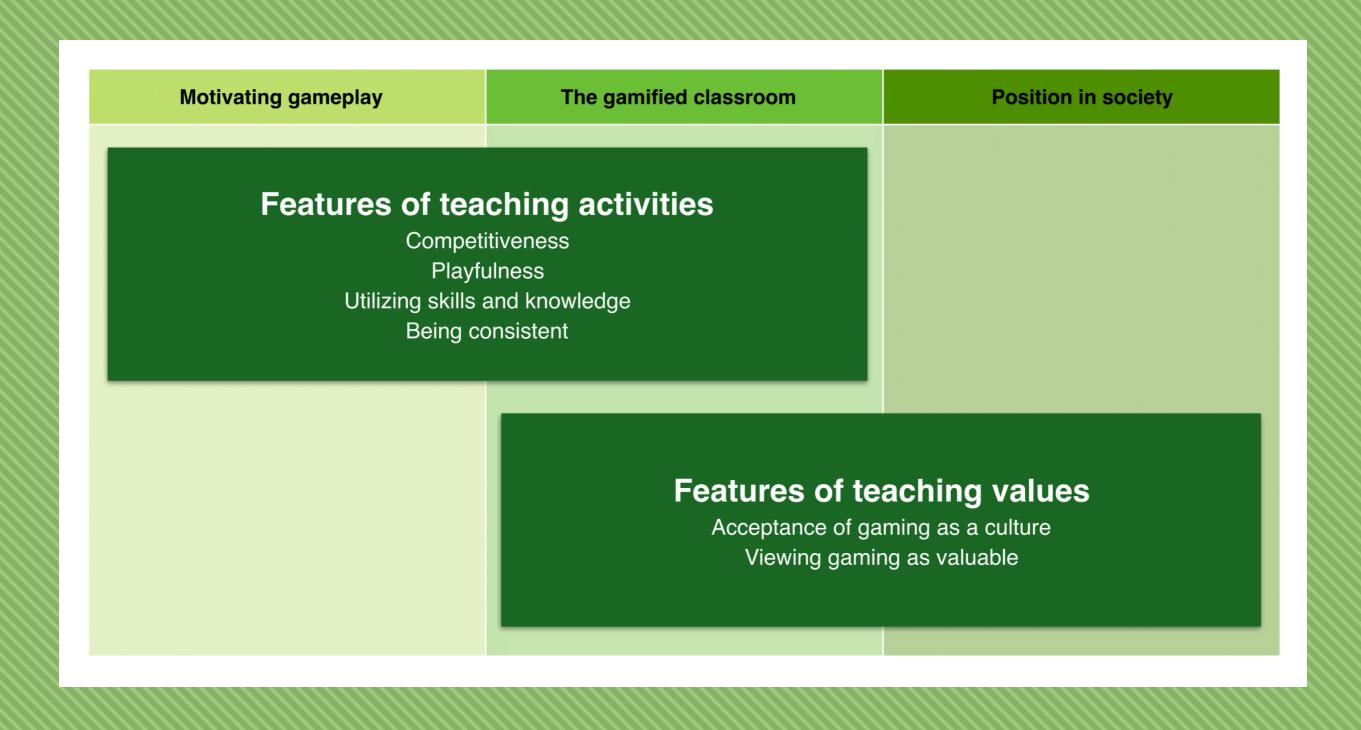
Motivation and play

Rules and freedoms

Competition

Student level

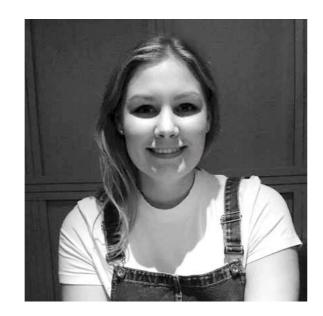
FEATURES OF A GAMIFIED LEARNING ENVIRONMENT



RECOMMENDATIONS

THANKS FOR LISTENING!





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Questions welcome!

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Images: Mats and Tomas Berget

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