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
## HEIMDALL’S QUEST

### Madeleine "Hella" Lora

**The Peasant God**

### Town of Class 1

#### Team 1

<table>
<thead>
<tr>
<th>Student</th>
<th>Class</th>
<th>Description</th>
<th>Health</th>
<th>Mana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Thrall Shad Sorin Illusionist Viking</td>
<td>12/10</td>
<td>9/30</td>
<td></td>
</tr>
<tr>
<td>Student 2</td>
<td>Drang Brewer Ave</td>
<td>7/35</td>
<td>24/30</td>
<td></td>
</tr>
<tr>
<td>Student 3</td>
<td>Fri-Halz Shad Druid</td>
<td>14/30</td>
<td>3/40</td>
<td></td>
</tr>
</tbody>
</table>

### Death penalties

- **Death Penalty 1: Cosmic Shift**
  - The internet has stopped working for you. 1 day penalty.

- **Death Penalty 2: Banishment**
  - You are no longer accepted in your group. You do not belong to a group during this time. All benefits from being in a group are void until banishment ends. 3 day penalty.

- **Death Penalty 3: Imprisonment**
  - You must work in solitude. 3 days penalty.

- **Death Penalty 4: Hard Mode**
  - All XP you earn is reduced by 50%. All Mana cost to use powers is increased by 50%. 4 days penalty.

Programmed by Data Stavahl, 2013-2016

Open-source license
HEIMDALL’S QUEST
RESEARCH DESIGN

- 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
FEATURES OF A GAMIFIED LEARNING ENVIRONMENT

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
# RECOMMENDATIONS

<table>
<thead>
<tr>
<th>Motivating gameplay</th>
<th>The gamified classroom</th>
<th>Position in society</th>
</tr>
</thead>
</table>

**Features of teaching activities**
- Competitiveness
- Playfulness
- Utilizing skills and knowledge
- Being consistent

**Features of teaching values**
- Acceptance of gaming as a culture
- Viewing gaming as valuable
THANKS FOR LISTENING!

Madeleine “Hella” Lorås
Master student, NTNU

madeleine.loras@gmail.com
@madeleelo

Questions welcome!

References


Kapp, K. M. (2012). The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education. Pfeiffer.


Images: Mats and Tomas Berget
Graphics: Jason Ready and Madeleine Lorås