Gamification that Matters!
Applying QM to Gamified Courses

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Digital games can replace teachers

MYTH
Games = Lack of social skills

MYTH
Learning Experience Design (LED)

You can always learn something with a game

FACT
Gamification = DGBL
Learning Objectives

• Describe the characteristics of an effective gamified course

• Apply effective gamification principles to the design of a course, using the QM Rubric

• Evaluate the instructional soundness of a gamified course, based on the QM Rubric
What is Gamification?

Applying gaming principles and characteristics to any setting that is not a game.
Examples

- Earning miles and points
- Giving candy away
- Rankings
- Quests
- Challenges
Badges
Learning Experience Design (LED)

Leaderboards
Storytelling

What is your story?
Rewards
Learning Experience Design (LED)

Challenge & Levels
Learning Experience Design (LED)

Considerations

- Good instruction and ID matters
- Do not overdo it!
- Analyze your audience
- Be ready to deal with opposition
- Contributes to Standards 5 & 6
Getting Started – Course Intro

(1.1 – 1.2)
Getting Started - Intro
Learning Experience Design (LED)

Netiquette & Policies

(1.3-1.4)
Learning Experience Design (LED)

Introductions
(1.8 - 1.9)
Learning Experience Design (LED)

Alignment

Objectives & Assessments
Learning Experience Design (LED)

Alignment
Drag & Drop
More Alignment

Hot Spots
Learning Experience Design (LED)

More Alignment
Digital Storytelling

Digital Storytelling Process

- Step One: Come up with an idea Write a Proposal
- Step Two: Research/Explore/Learn
- Step Three: Write/Script
- Step Four: Storyboard/Plan
- Step Five: Gather/Create Images Gather/Create Audio Gather/Create Video
- Step Six: Put It All Together
- Step Seven: Share
- Step Eight: Feedback and Reflect

Created by Samantha Morea
Leaderboards
(3.5)
Gamification & Accessibility

• Do not forget about accessibility
• Avoid color to emphasize
• Audio and text should be included
• Gamification can foster accessibility and inclusion
Imagine you have to teach an online course about academic writing for peer review publications, how would you comply with Standard 3.5, using gamification?
Activity #2

If you have to teach a course in which students will learn how to write codes and they have to submit a series of codes on a weekly basis, how would you foster student-student interaction?
Activity #3

If you are teaching an asynchronous course, how would you ask your students to introduce themselves?

Hint: You can’t ask them for pictures or to post on a discussion forum
Activity #4

If your classroom is too competitive, what gamification strategy would you use instead of leaderboards?
Activity #5

How would you avoid spoiled students if you decide to use rewards in your course?
Activity #6

What gamification strategies would you use if you have more than 100 students in an online asynchronous course?
Questions?
Thanks!

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