QUESTION

What was your favorite game from your childhood?
3+ points!
EARN POINTS

WINNER CHOICES A PRIZE BEHIND ONE OF THESE DOORS!

DOOR 1

DOOR 2

DOOR 3
We partner with faculty to bring inspiration and innovation to teaching and learning.
WHY MOTIVATION?

Sharing knowledge of motivation and gamification.
We believe student engagement drives achievement.
THINK DIFFERENTLY

I have to do this

I can’t do this

What’s in it for me?

I CHOOSE TO

EFFORT CREATES EXCELLENCE

AUTONOMY
SINEK’S GOLDEN CIRCLE
GREAT LEADERS COMMUNICATE FROM THE INSIDE OUT

WHY: PURPOSE, MOTIVATIONS, BELIEFS
HOW: PROCESS, ACTIONS, REALIZATIONS
WHAT: RESULT, PROOF

LIMBIC BRAIN: TRUST, BEHAVIOR, DECISION MAKING
NEOCORTEX: RATIONALIZATION AND COMMUNICATION

CONNECT TOGETHER
VALVE

Our debut product, The Colostoma™ Valve, provides a technologically innovative solution to one of the leading user problems of leakage with ostomy pouches.

Whether you’re new to the ostomy life or already an expert, we understand that there may be several pesky technology issues you’re experiencing. While our research team of engineers and medical experts address the issues listed below to develop an optimized Colostoma product for you, we recommend utilizing the resources linked below to address your concerns.
NUDGE THEORY

The following rules must be followed for Nudge Theory to work:

Never mislead

Allow them to get out easily

The nudge makes the lives of those affected better
Urinals at Amsterdam Schiphol Airport, the Netherlands’ main international airport, feature an etched image of a fly.
How you say something can make a large impact on someone’s decision
For your health and well being, the AU Summerville Campus has been designated as a Tobacco-Free Environment

THE POWER OF WORDS

How you say something can make a large impact on someone’s decision
USING NUDGES IN THE CLASSROOM

Achievements
Positive Points
Video Game Grading
Goals
Dan Pink proposes a new approach that centers on intrinsic motivation:

- Autonomy
- Mastery
- Purpose
How can we incorporate these into our courses?

Setting goals

Reducing controlled language

Having open-door hours

Utilize goldilocks tasks

Motivational Interviewing…
Motivational Interviewing exercise

On a scale of 1 – 10

how ready are you for this quiz in anatomy?
Motivational Interviewing exercise

On a scale of 1 – 10

how ready are you for this quiz in anatomy?

When people have their own reasons for doing something, they believe the reasons more deeply and adhere to the behavior more strongly.
Motivational Interviewing exercise

On the rare chance they give you a 0 or a 1…
Prior Beliefs
Emotion
Incentives
Agency
Curiosity
State of Mind
HAPPY HANDS
MINDFULNESS TIP: SELF-HUGGING

"Not only do we believe everyone should be like us, but that they are like us."
- Monica Cornetti, Sententia Gamification
QUESTION

Would someone be willing to share a story where they found themselves guilty of self-hugging?
5+ points!
GAMIFICATION

Student engagement drives achievement

The process of applying game elements, game mechanics, and game thinking to non game situations.
GAMIFICATION BENEFITS

- Learn from their failure
- Positive feedback/more engagement
- Improved retention
GAMIFICATION QUESTIONS

What do players want?

What do players expect?

What tools do we utilize?
BARTLE’S GAMER TYPES

**Achievers**

**Motivation:** Achievers want elite status, and to show it off.

**Game elements:**
- In-game achievements
- Points
- Levels
- Trophies
- Badges
- Self-Competing

**Explorers**

**Motivation:** A focus on exploring and discovery.

**Game elements:**
- Unlocking elements
- Exploring levels
- Creating a story
- Collecting
- Avatars
- Discovery

**Socializers**

**Motivation:** Driven to develop friends and contacts.

**Game elements:**
- Friend lists
- Friends
- Community
- Communication
- Messengers
- Badges

**Killers**

**Motivation:** A focus on winning.

**Game elements:**
- Leaderboards
- Ranks
- Competition
- Tests of skill
- Player vs Player
PYRAMID OF GAME ELEMENTS

Common elements found in gamification design.

**Dynamics**
The hidden structure that makes the game have regular patterns
(the grammar)

**Mechanics**
Process that drives things forward
(the verbs)

**Components**
The specific drivers of the dynamics or mechanics
(the nouns)
AWARDING POINTS

Participation
Encouraging positive behaviors
Encouraging for virtual environments
‘Double or nothing’ question
Easter eggs or hidden elements
Lottery or random drop rewards
BADGES

Virtual champion badge
Game profile type badge
Heroic badge
For a type of skill
Best attendance badge
CHOICES

Two out of three options
Choice the topic
Choosing an avatar
Choosing an opportunity
Choosing tasks in order of choice
Customization
Escape rooms
Virtual escape room
Photo quest
Culture experience quest
Maze
Virtual quest
Scavenger hunt
GAMIFICATION IN COURSES
AT AUGUSTA UNIVERSITY
WORLD HEALTH DAY

Dr. Daniel Kaminstein – Global Pathosis Sim
REACTING TO THE PAST: GAME OF SAGES

Dr. Andrew Goss
and
Dr. Sandrine Catris
NATURAL SELECTION
Gamification of a course concept

Dr. Ruchi Patel

This simulation investigates the effects of predation pressure on a population of bugs in different environments. In this simulation you will act as the predator and your goal will be to eat as many bugs as possible by clicking on them.

Within the bug population there are three possible phenotypes for color, determined by two alleles:

- Brown bugs (BB)
- Yellow bugs (Bb)
- Green bugs (bb)

There are 3 different environments that the bugs live in and in each environment you will run 5 rounds of the simulation to look at what happens to the population of bugs over generations.

During the simulation you will need to calculate the allele frequencies of the survivors in order to determine the makeup of the next generation.

You will need a calculator and your simulation work sheet (with data table). Record the values you get during the simulation. You will need these for your assignment.

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CALCULATE THE NUMBER OF ALLELES

More than current bug population after this round of feeding:

- Brown bugs (BB) = 18
- Yellow bugs (Bb) = 18
- Green bugs (bb) = 38

Using these numbers, you will now on your own, calculate the NUMBER OF ALLELES and the ALLELE FREQUENCY. Enter your answers below:

Number of B alleles = \( \frac{1}{2} \) of Brown bugs (BB) + \( \frac{1}{2} \) of Yellow Bugs (Bb) = 12

Number of b alleles = \( \frac{1}{2} \) of Green bugs (bb) + \( \frac{1}{2} \) of Yellow Bugs (Bb) = 22

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CONTINUE

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CHOOSE YOUR ENVIRONMENT:
PHYSICS ESCAPE ROOM
Gamification of a course concept

Dr. Trinanjan Datta
Teaching Gamification to faculty in D2L

Multimedia and Motivation in Student Learning
Center for Instructional Innovation

The Gamification Roadmap Checklist

Understand that gamification is not applying only game elements to a course for fun but that it is a process to motivate for behavioral change. It doesn’t mean only utilizing points/leaderboards/badges and calling it a day. It doesn’t mean making a game. We need to provide meaningful outcomes and objectives to encourage change.

Identify goals:

Define Measurable objectives:

Who are you designing this concept for? What will motivate them? What do I want them to discover as a learning outcome?

Choose one idea which encompasses all the outcomes:

Enhance the learning:

Incorporate a motto or theme for the motivation.
Enhance the learning by creating analogies, activities, learning examples, create a story, etc. Will you use teams?

Delivery Methods:

Your teaching/delivery methods, storyboarding the ideas, designed interactivity, job aids, activities, learning, lecture, etc.
Establish purpose, be clear, prioritize, and your environment should reflect the purpose

Apply learned game mechanics and the elements to motivate them:

Utilize game mechanics to keep your students engaged that will best fit with the goals and learning methods you identify above.

Measure success:

Review your analysis of your learners from earlier and identify what motivates them and what they will find entertaining.
Measure the performance and see what works well or does not work well. Adjust and revisit.
KEY TAKEAWAYS:

- **Challenging students to write about why** what they are learning is relevant.
- **Praising effort over natural ability** will give students more motivation if they think they can be successful doing so.
- **Building relationships** with peers and teachers helps students feel cared about by people they respect. **Involving students in setting their own goals** — individuals are more engaged in their work when they have helped to create towards a goal.
- **Reducing controlled language** — instead of saying "you must" or "you should," use terms like "consider doing" or "think about doing."
- **Having open-door hours** — set aside time when people can come and discuss issues with you, without fear of judgment. (Pink's Autonomy 2021)
- "Utilize **goldilocks tasks**, tasks that are neither too hard nor too easy, but "just right." They are team projects that encourage development of mastery. (Pink's Autonomy 2021)
- **Utilizing motivational Interviewing**
- Be mindful of ‘**self-hugging’**
- Be alert for new opportunities to use techniques as nudging and motivational pushes.
- Be open minded and try to find out-of-the-box solutions to problems.
FINAL SCORE COUNT!

What was the secret word?
Type it in the chat!
5+ points!
EARN POINTS

YOU WILL SELECT WHICH DOOR FOR YOUR PRIZE!

DOOR 1

DOOR 2

DOOR 3
DOOR 3

DOOR 1

DOOR 2

DOOR 3

Custom designed course badge!
DOOR 2

Custom designed course badge!
Custom designed course badge!
RESOURCES:

Wigfield, Allan & Cambria, Jenna. (2010). Students’ achievement values, goal orientations, and interest: Definitions, development, and relations to achievement outcomes.


Chris S. Hulleman1 and Judith M. Harackiewicz. Promoting Interest and Performance in High School Science Classes


David Halpern – Nudge Theory

Bartle’s Gamer Type Quiz

Jaguar Increased Sales


