

Towards Implementing game elements suitable for MOOCs

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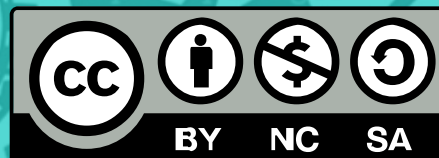
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TOWARDS IMPLEMENTING GAMIFICATION IN MOOCS

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Hello Everyone!
This is Alessandra.



Level 1



Goals of Level 1



**identify the problem to be solved
(MOOCs related)**



**find your strategy to solve the
problem**



Level 1

TO LEVEL UP

the problem ?

tools and methods

resources

Alessandra was confused, from where she should start?




INVESTIGATING THE PROBLEM

Marcus I think I am lost. I cannot find which is the main problem of MOOCs

Be selective.



An illustration of a woman with brown hair, wearing a dark blue short-sleeved shirt and orange pants, standing in the center. She has her hands raised to her temples in a gesture of realization. Surrounding her are various items related to reading: several open and closed books, and numerous sheets of paper with text, some floating in the air. To her right is a silver laptop. The background is a dark blue color with a pattern of lighter blue circles of varying sizes. A white speech bubble is positioned above her head, containing the text "After a lot of reading I found my problem!".

After a lot of reading I found my problem!



LOW COMPLETION RATE

***LACK OF USERS'
ENGAGEMENT***

THE PROBLEM OF MOOC



I've always being fascinated by games.
Maybe I can transfer game elements
to MOOC to address the problems?



THE STRATEGY





LEVEL 1 COMPLETED

PROBLEM IDENTIFIED
STRATEGY FOUND



Level 2



Goals of Level 2

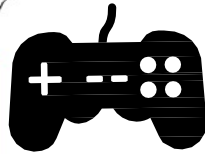
- **select suitable game elements**
- **let the Experts validate these**



TO SELECT THE GAME ELEMENTS, ALESSANDRA CONSULTED



Literature
Review



Best
Practices


Game elements
Collection of
Björk &
Holopainen



SELECTING....

to what
should I give
priority?





Roland I found a lot of game elements and I selected these

Oh great! Did you follow the criteria on which we agreed on?



CRITERIA:

- the frequent use of a GDP in literature,
- the applicability of a GDP in a multi-user environment,
- our hypothesized impact of the selected pattern on learners' engagement, goal achievement, or learning performance.



Avatars/Characters

Time Limits

Levels

Communication Channels

High Score Lists

Score

Status Indicators

Public Information

Storytelling

Rewards

Goal Indicators

Stimulated Planning

Clues

Cooperation

Limited Planning Ability

Competition

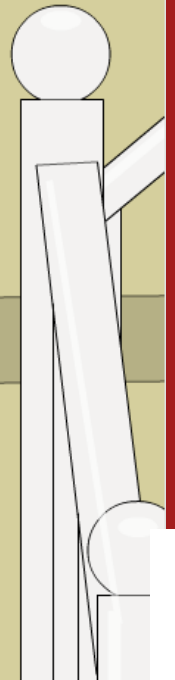
Team Play

Replayability

Smooth Learning Curves

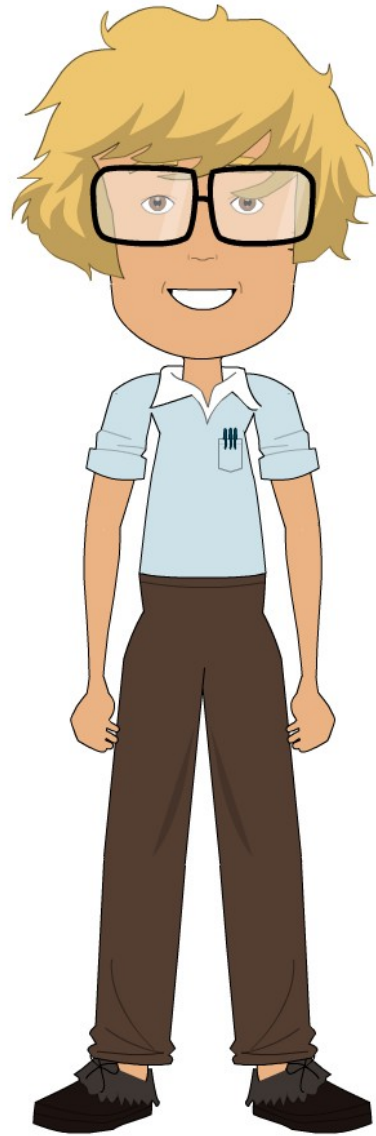
Handicaps

Empowerment



THE EXPERTS

TED



GAMY



LEA



THE EXPERTS' EVALUATIONS



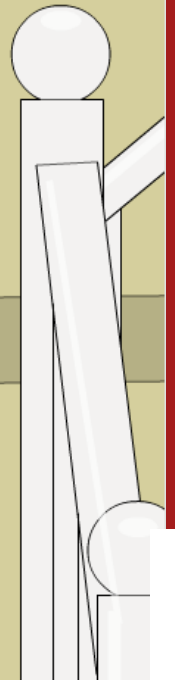


LEVEL 2 COMPLETED



Table 1. Sample GDP selection based on the average score (x)

Experts Purposes	Game Designers' GDP Selection	x	Learning Scientists' GDP selection	x	TEL experts' GDP selection	x
gp1 - enhancing MOOC users' learning perfor- mance	Communication Channels	3.83	Levels	4	Levels, Smooth Learning Curve	3
			Empowerment	3.75		
	Cooperation, Replay- ability and Smooth Learning Curves	3.5	Avatar/ Characters, Storytelling and Clues	3.5	Storytelling, Re- playability and Empowerment	2.8
gp2 – enhancing MOOC users' goal achievement	Goal Indicators	3.67	Smooth Learning Curve	4	Goal Indicators	4
	Empowerment	3.6	Clues and Empower- ment	3.67	Levels	3.5
	Communication Channels	3.5			Replayability and Smooth Learning Curves	3.25
gp3 – enhancing MOOC users' engagement	Smooth Learning Curves	4	Storytelling, Clues and Empowerment	4	Communication Channels, Score, Goal Indicators, Cooperation and Smooth Learning Curves	3.43
	Communication Channels and Re- wards	3.8				



*To Be
Continued...*





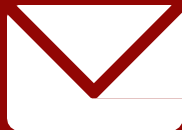
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