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**Faculty of Economics and Business Administration**

**C o u r s e w o r k**

**Gamification of the learning process at FEBA**

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# Introduction

The aim of this coursework is to present ideas and to propose a gamified system of the learning process in our faculty. As last-year student with a recent experience from abroad, I would like to share some new formulations of the learning experience so as to increase the engagement and the involvement of the students.

We will begin with a short review on what is gamification to ease us in the topic and discuss how it can be useful in the learning process. Then, we will have a look at the proposed gamified system by setting objectives, desired behaviour, describe our players and deploy some tools. Afterwards, we will discuss possible IT solutions and how an IT platform will facilitate the project and then we will move forward to look into details some of the parts of the systems

So let's get going...

## What is gamification?

Gamification in few words is the implementation of game elements and game technics in a non-game environment. That is, to create a game-like experience where such is not usual, for example in the workplace, classroom, gym or marketplace.

A game is structured form of play that also brings enjoyment but incorporates such components as rules, competitiveness, goals, challenges, rewards, and interaction. We usually think of game as the opposite of work and certainly, the opposite of studying, when in fact one of the most effective way of learning is through playing and having fun.

A gamified system is the whole completed project starting with business objectives and desired behaviour through design and deployment of game elements to monitoring and guidance of the user experience and progress.

## Examples

- Nike uses gamification in their Nike+<sup>1</sup> applications to encourage and reward users who maintain an active lifestyle;
- My Starbucks Rewards<sup>2</sup> uses gamification to incentivize and reward customer loyalty;
- Deloitte gamified the Deloitte Leadership Academy<sup>3</sup> to increase engagement in their training programs.

## Why a gamified system?

To justify the use of a gamified system we first need to look into our objectives and what we aim for. What is most needed in the learning process in FEBA is the team work, students' engagement, including but not limited to attendance, practical experience and multidisciplinary projects. These can be improved by introducing case studies. What gamification can give more is the sense of progress and coherence, extrinsic motivation, constructive competitiveness, and of course fun. That is the reason that gives us right to believe that gamifying the learning process

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<sup>1</sup> [https://www.nike.com/us/en\\_us/p/activity](https://www.nike.com/us/en_us/p/activity)

<sup>2</sup> <https://badgeville.com/wiki/mystarbucksrewards>

<sup>3</sup> [https://badgeville.com/wiki/case\\_studies#Deloitte](https://badgeville.com/wiki/case_studies#Deloitte)

will have a beneficial impact and will eventually lead to the development of the needed professional and business skills of the students.

## **Proposed gamified system**

The proposed gamified system is designed by following the Kevin Werbach's framework<sup>4</sup>. We will revised the raw idea and then propose improvements, elaborate on certain parts and discuss what should be the next steps.

## **Define objectives**

The process to be gamified is the learning process which happens in the university (FEBA in particular) by visiting classes – lectures and seminars. The main objective here will be **to increase the percentage of class attendance**. Secondary objective is to encourage **giving feedback** for the different disciplines – especially the electives. The feedback is not only useful for the students when they are choosing the electives but can also be used by the higher authorities when designing the programme's content and structure. In that sense, the gamified system will be considered successful if either of the following goals is achieved: increasing the attendance and engagement with at least 10% or gathering constructive feedback for the courses and programmes.

## **Delineate target behaviour**

Basically what we want from the students is to encourage them to participate in as many classes and activities as possible<sup>5</sup> but also to prepare their assignments and homework in time. Another wanted behaviour is to give feedback in the platform. The game elements will be incorporated so that they would stimulate “the players” to interact through the system, to participate and to advice, to help each other. In other words, guide them to be more active in the university.

## **Describe your players**

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<sup>4</sup> [https://s3.amazonaws.com/accreditable\\_card\\_attachments/attachments/67448/original/Gamification7-12.pdf](https://s3.amazonaws.com/accreditable_card_attachments/attachments/67448/original/Gamification7-12.pdf) - Module 7

The system will be targeted at the **Bachelor students** at FEBA. Master students have different priorities and routine. Most often they are at different age and the needs that motivate them are not the same. While bachelors are usually 19-25 years old in the beginning of their higher education and professional development. They are **thirsty for knowledge** and new acquaintances (hopefully😊), for experience and inspiration. It would be beneficial for them if they can make an informed decision about the electives courses and extracurricular activities, as well as be motivated to learn not only for a grade.

### Devise activity loops

- a) Engagement loops – the students, as we already said, are **intrinsically motivated** to extend their knowledge and develop professionally. For a given feedback they will receive a bonus to indicate that their opinion is valuable and counted. Participation and feedback can also be connected with small bonus in the grade (again carefully approached).
- b) Progression loops – the progression loops will follow the logic and structure of the courses and programme. The main stages will be freshman, sophomore, etc (funnier names can be assigned). The players will earn experience points XP for attending class, doing assignments and so on and this way progress in the 'game'. The structure can't be much different than years, semester, courses but it can be presented in a more engaging way.

### Don't forget the fun

Apart from the PBL system that will be employed, other aspects of the 'game' will continuously motivate the participants. First of them is associated with the **satisfaction** from doing meaningful things, the so called **serious fun**. It is clear that it's important to attend the classes and a small reminder that you're doing the right thing, could trigger this satisfaction. Another **enjoyment** can come from simply **sharing your opinion** and experience and guiding others and on the other hand having this information from others before making a decision.

### Deploy the appropriate tools

We discussed some of the tools already, but let's make it clear. Every student will begin with zero experience points. There will be a minimum thresholds to proceed to the next stage and anyone who wants to join later on will start from that point

according to their year of study. XP will be earned by checking in a class, which will happen through a device in the classroom (either by simply touching the device with their smartphones or scanning a QR code for example). Handing over all of the assignments or doing the midterms will also give an extra XP. Different achievements and quests can be implemented such as: going to all your classes in the week, finishing all courses in time (and not the September term<sup>©</sup>), participating to all seminars in a course and so on. Small bonuses to the grade can also be implemented but this should be consulted with the teachers. Progression on the 'social status' will be achieved by giving feedback for the courses.

## **IT component**

A web-based<sup>6</sup> application<sup>7</sup> would be created to facilitate the gamified system and to allow checking-in in the classroom. It will contain the challenges and assignments and will track the progress of the player.

Each player will have a personal account containing information about the student such as faculty number, enrolled year and courses, and any achievements, badges and so on earned. It will also be the place for giving and receiving feedback. Players will be able to form team for certain challenges so that they can hand-in and be assessed as a group. This implies that the teachers will also have access to this application and will give feedback on assignments, open new challenges, collaborate with colleagues and students, etc.

An idea for a compelling feature can be creating an avatar of what you want to be – such as CEO, HR manager, etc, adding some virtual element. This will not only help team players to choose the most suitable candidate to fill their team, but also remind of one's goals and ideals.

The application should also implement the XP point earned, and as a whole be designed in a game-like attractive way. A check-in in class would open new small challenges like quizzes that will give opportunities for extra points.

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<sup>6</sup> A mobile application will be probably more difficult to maintain due to different specifications of the phones and OS. Moreover, this overcome a situation if a student misses a mobile phone and gives them the opportunity to log in on any computer.

<sup>7</sup> A compliance with existing learning platforms such as Moodle should be considered but only if they don't limit some of the benefits and the seamless experience.

As we discussed earlier, the students will also receive unexpected rewards to maintain their interest and engagement. For example for checking-in several times in a row, teaming up with different people (socializer) or teaming up with the same people (best buddies, dream team).

## **The challenges**

The main idea is to have challenges on the different courses like assignments that require in-depth understanding of the material and will also provide the students with hands-on experience. The students will receive and hand-in their work through the dedicated system. In the second part of the semester they will receive a so called synthesis - a bigger assignment that will require multiple skills to solve and working with others to accomplish it. These assignments will be multidisciplinary such as for example in fifth semester combining organisational behaviour with financial accounting and quantitative methods or in sixth semester business planning and econometrics. These have to be challenging but achievable. Best case scenario is if collaboration with external companies is established for the preparation of these assignments so the students will get insight of the real world business. The benefits for the companies are numerous, as well- they will get fresh innovative ideas for their challenges and they can also find students for their summer internships or why not as new employees (not to mention the improvement of their image). Working for real-life cases and companies and receiving feedback from them will certainly motivate the students to do their best every time.

## **The idea about the escape room**

The quests can be design in a way that they requires knowledge taught at class or skills needed in a business world (though teamwork, communication and logic are incorporated in the idea of the room). Additionally the students may reach to new findings and knowledge through the tasks in the room so as to enrich the learning experience.

I've also heard about Montessori methods and materials for practical learning and this option should also be investigated.

I think that the idea could be sponsored by partnering companies or crowdfunding.



See you on the game field ...

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