

Stream: Pedagogic Research

Submission title:

Study: Player 1 – Supporting student engagement with formative assessment through gamification

Presenter:

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Gamification is not new, nor is it a panacea for bored students (Deterding, 2012). Gamification does not turn learning into a game, rather, it changes the context of an experience from one that is not gamelike to one that is, operating on how one experiences a situation, and assumes that the interpretation of this experience can be constructed (Werbach, 2014). As such, it may lend itself to the constructivist foundations of common pedagogical practices in various & useful ways. For example: what if gamification could provide a toolkit for the rigorous design and effective delivery of a formative assessment?

Formative assessment offers a number of challenges to the educational practitioner that can often be torn between policy and practice (Jessop, El Hakim, & Gibbs, 2017). When taken as a complex proposition where teacher and learner mutually undertake an involved activity resulting in the kinds of transformations that make learning objectives achievable (Black & Wiliam, 1998), formative assessment may arguably be dependent on an inextricable relationship between feedback and student engagement – both of which could be supported through gamification.

Drawn from the initial findings of PhD research into gamification, this presentation begins with a review of common ways in which gamification supports teaching and learning in Higher Education, and exhibits PhD's preliminary results which suggests that a recently developed multi-dimensional framework of student engagement (Kahu, 2013) allows for the integration of Landers' theory of gamified learning (Landers, 2014) into constructivist formative assessment design. The presentation concludes with the implications for this integrated model as a means for concertedly applying gamification in a targeted, technical manner to impact student engagement with formative assessment. This presentation will also offer participants the opportunity to contribute to and benefit from the findings of this PhD as it continues.

References:

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Werbach, K. (2014). (Re) Defining Gamification : A Process Approach. *Persuasive Technology*, 8462, 266–272. https://doi.org/10.1007/978-3-319-07127-5_23