Gamification: A lecturer perspective

Dr Janis MacCallum
The student experience of assessment:

**Critical Article synthesis**
Student’s topic of choice

**Formative (wk5)**
Choice of title and source papers

- What sort of person do you identify as?
- What type of work can you see yourself doing?

5 colour choices: examples of topic areas and previous titles

**Formative (wk8)**
Critical Writing Workshop

- 1-page summary of synthesis
- 5 colour coded examples (mirrors student task)

**Formative (wk10)**
1-1 oral feedback on draft

**Summative (wk 11)**
Final submission

**Source game**
Trivial Pursuit
Colour-coded approach

**Game Attributes**
- Theory of engagement
- Relating gaming to learning
- Designing and justifying formative assessment

**Gamefication**

**Learning Outcomes**
What do the students require to achieve the learning?

**Status of engagement and challenges**

**Self-efficacy and motivation**

**Challenging and consistent behaviours and attributes**

**Time and effort**

Students did find the choosing of topics for their article synthesis more straightforward this time round.

- Applying a gamified approach to formative assessment, even in a much less complex situation than is described, can elicit powerful changes.
- Applying a gamified approach to an assessment in a first year module.


The student experience of assessment:

- Students did find the choosing of topics for their article synthesis more straightforward this time round.
- Applying a gamified approach to formative assessment, even in a much less complex situation than is described, can elicit powerful changes.
- Applying a gamified approach to an assessment in a first year module.