

# GETTING FROM HERE TO THERE: USING GAMIFICATION TO BUILD SOCIAL CAPITAL AND TRANSFORMATIVE LEARNING

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## *A ROUNDTABLE PRESENTATION*

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### **ABSTRACT**

Strategies using gamification have been used by corporations for a number of years. Now, those same strategies are being used for engagement, feedback and data collection in industry, colleges and K-12 education. Innovative educators can benefit from industry by identifying cutting edge trends and methods for education and training and applying them in college and K-12 instructional strategies (Brull & Finlayson, 2016). New generations of digital learners expect different instruction that has previously been delivered in education. They want fun learning challenges delivered in multimedia contexts available on demand. For some students, technology drives their learning, and for others it does not matter as much. Learning styles and individual proficiency with innovative technology divide these groups (Guthrie, 2014).

Instructional design that incorporates gamification elements provides an environment and opportunities for learners to begin building social capital by expanding their networks that can lead to transformational learning experiences. These types of environments might provide educational settings to meet psychological needs of self-esteem and belonging from Maslow's Hierarchy. The transformational process may include mastery, achievement, status and help learners feel a sense of belonging.

Participants will learn about gamified strategies that can be integrated into instructional design and how gamification can take dry material and increase learning outcomes and social capital that could lead to transformative learning. They will receive four tips to gamify learning outcomes and increase social capital.

### **SELECT REFERENCES**

Brull S., & Finlayson S. (2016). Importance of gamification in increasing learning. *J Contin Educ Nurs.*, 47(8), 372-5. doi: 10.3928/00220124-20160715-09

Guthrie, C. (2014). Who are we teaching? The learning expectations of "Digital Tribes" in the classroom. *International Journal of e-Education, e-Business, e-Management and e-Learning*, 4(2), 146-150.

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