

LET ME OFF THIS LEASH SO I CAN DOODLE: APPLYING FUN THEORY THROUGH GAMIFICATION TO INCREASE MOTIVATION AND CAUSE TRANSFORMATIONAL LEARNING

A POSTER PRESENTATION

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EXTENDED ABSTRACT

If selling is an exercise in changing buyer behavior, then give your prospects some positive reinforcement (Chamandy & Aber, 2010). Learners are demanding more from education and breaking away from accepting traditional educational strategies. More and more, instructors are being asked to guide learning not control learning. Millennials and Generation Z or the iGen do not want to be restricted with a traditional leash in their learning environment. They want more freedom to make choices. They want the autonomy to make decisions and back up from instructors if they run into problems – a retractable leash. Education is seeing a paradigm shift with concepts taken from industry and the world of gamification. These rifts are causing learning vertigo through web tools and technology, increasing motivation and transformational experiences. For years, educational games have been used to teach learners. Gamification is not one game. It is the method of transforming the learning experience and motivating learners. Whether a traditional classroom setting, virtual or blending learning scenario; gamification can be applied to process and content. Schmidhuber (2010) Formal Theory of Creativity, Fun, and Intrinsic Motivation uses reinforcement learning to maximize the fun or internal joy for the discovery or creation of novel patterns. Gamification provides patterns and novelty in design of active learning experiences. According to research, there is a significant impact on learning performance using educational game, gamification, social networking and social gamification, which has the most effect on immediacy for all type of assessments (De-Marcos, Garcia-Lopez & Garcia-Cabot, 2015).

Learning objectives can be turned into challenges or quests. Learners can level up by completing tasks and outcomes are rewarded with trophies, badges, experience points (XP). Rankings and leaderboards reveal the top players with the goal to motivate participants as they see who has completed tasks and compare their performance to others. Social networking forums are the framework for discussions, virtual meeting places, reflective blogs, videos, and other resources like infographics. These environments foster collaboration, problem solving, peer review and reflection. Using gamification strategies to meet the needs of a variety of learning styles meets more learners where they are to take them somewhere they have never been opening the door to transformational experiences. Using gamification helps to create new frames of reference and self-reflective opportunities.

Personalized learning experiences might be created with user personality design (Tondello, Wehbe, Diamond, Busch, Marczewski & Nacke, 2016). Whether a traditional classroom setting, virtual or blending learning scenario; gamification can be applied to process and content. Schmidhuber (2010) Formal Theory of Creativity, Fun, and Intrinsic Motivation uses reinforcement learning to maximize the fun or internal joy for the discovery or creation of novel patterns. Gamification provides patterns and novelty in design of active learning experiences. According to research, there is a significant impact on learning performance using educational game, gamification, social networking and social gamification, which has the most effect on immediacy for all type of assessments (De-Marcos, Garcia-Lopez & Garcia-Cabot, 2015). According to Maslow's Hierarchy, learners are motivated by psychological needs for belonging and self-esteem, which might be provided in an educational setting using gamification strategies (Maslow, 1943). This poster will

share research, strategies and resources to integrate gamification into instruction to motivate transformational outcomes.

SELECT REFERENCES

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