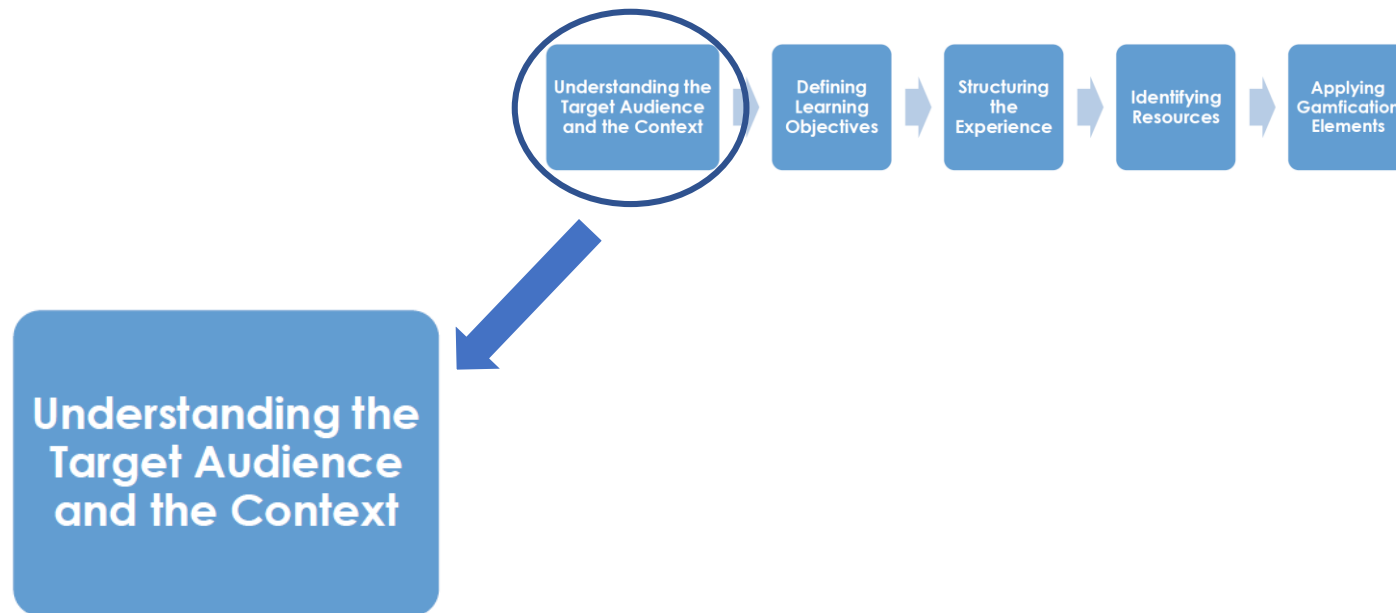




Gamification of a session

Part One: What Game?

Let the Game Begin



Skill set: Academic level of learners, specific background of learners

Group size: Number of learners

Environment: Physical or online, type of room

Time: Length of activity, length of session

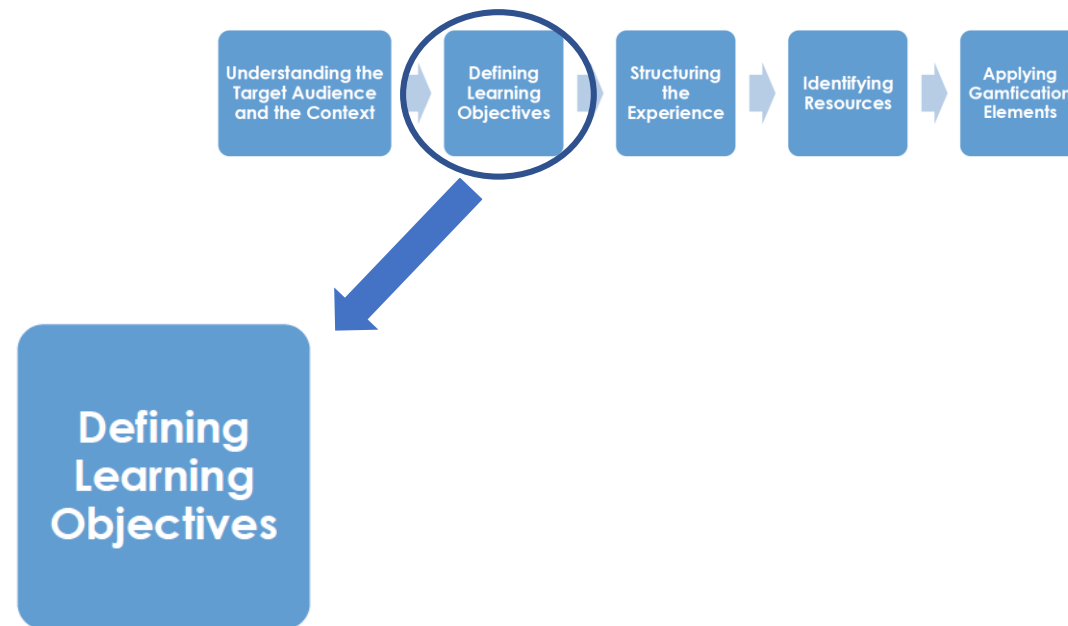
Skill set: 1st year students, no experience in research methods

Group size: 60

Environment: Physical in a large class room with tables that are in rows

Time: 30 minute activity in a 1 hour session

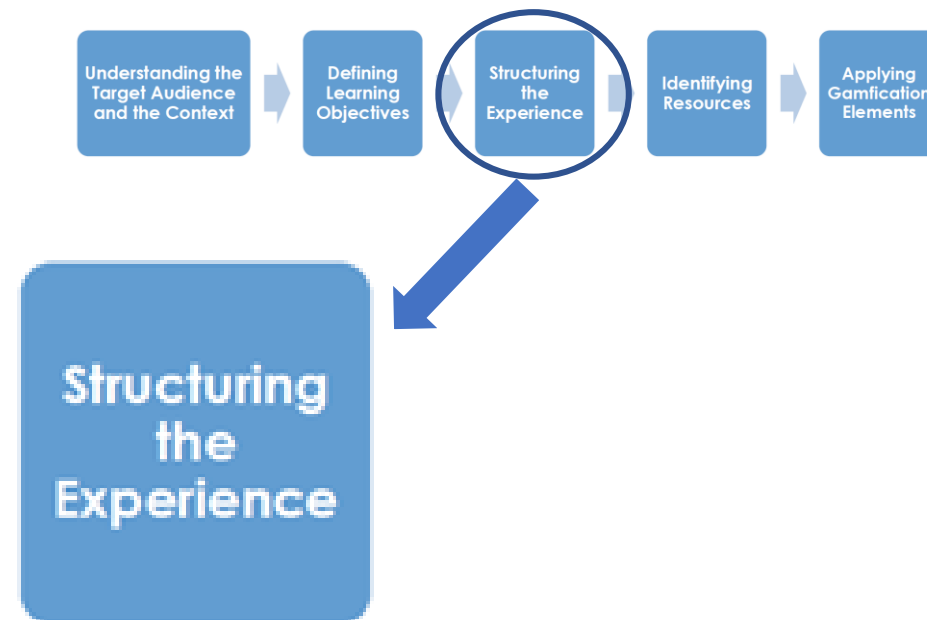
Let the Game Begin



What do you need to accomplish? **Aim of the session, aim of the activity itself**

What do you need to accomplish? **Session: Introduce student to the basic principles of experimental design. Activity: Put into practice the theory and design their own experiment.**

Let the Game Begin



Stepping stones: What small steps (objectives) are needed, gradually increasing knowledge so the goal is achievable

Stepping stones: Write an aim, write hypotheses, design a method, test out the hypotheses

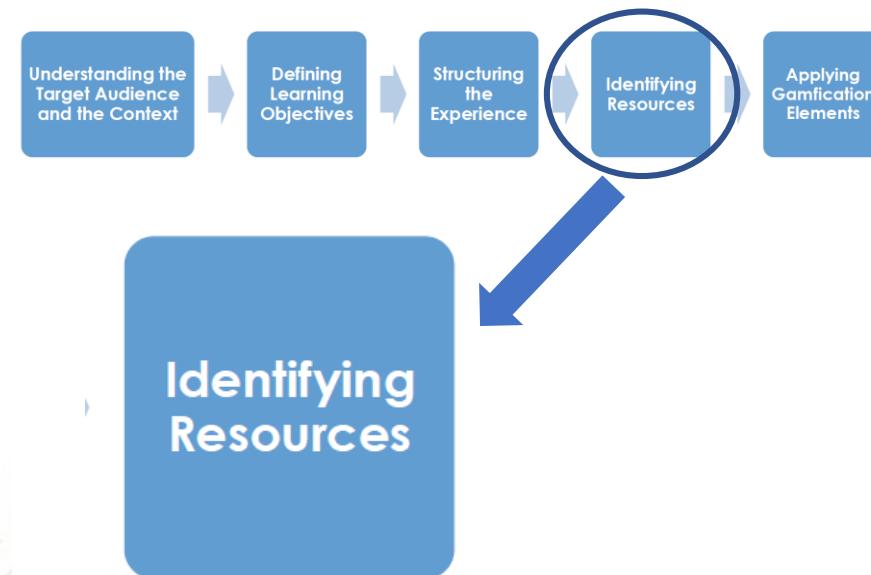
Huang, W. H. Y., & Soman, D. (2013). *Gamification Of Education*. Research Report Series: Behavioural Economics in Action.

Let the Game Begin

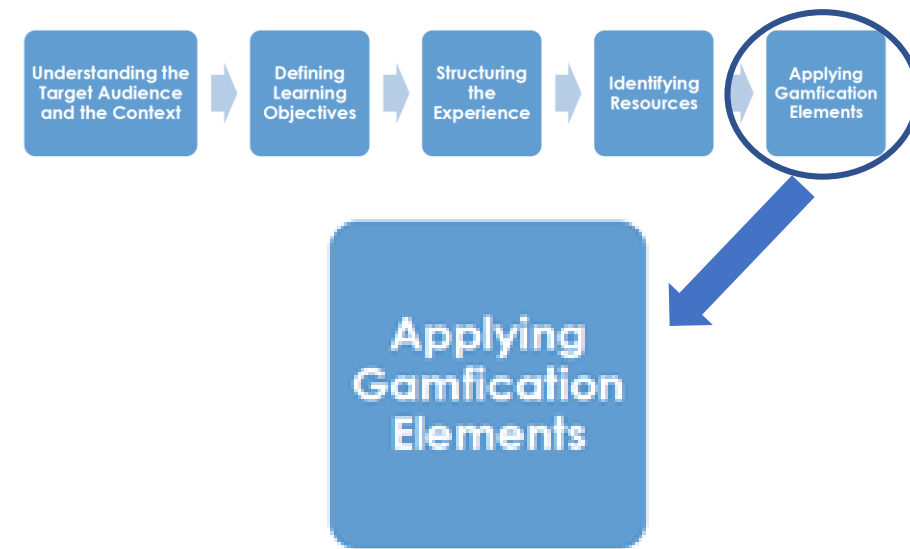


Tracking progress,

Getting feedback,



Let the Game Begin



Using play mechanics (see making the game)

Huang, W. H. Y., & Soman, D. (2013). *Gamification Of Education*. Research Report Series: Behavioural Economics in Action.

Part Two: Make the Game

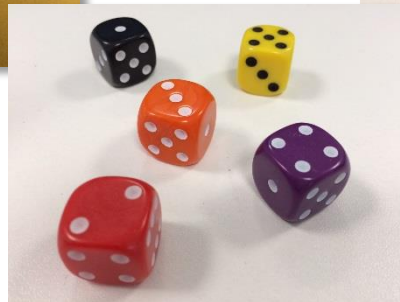
Task

Over the next 25 minutes . .

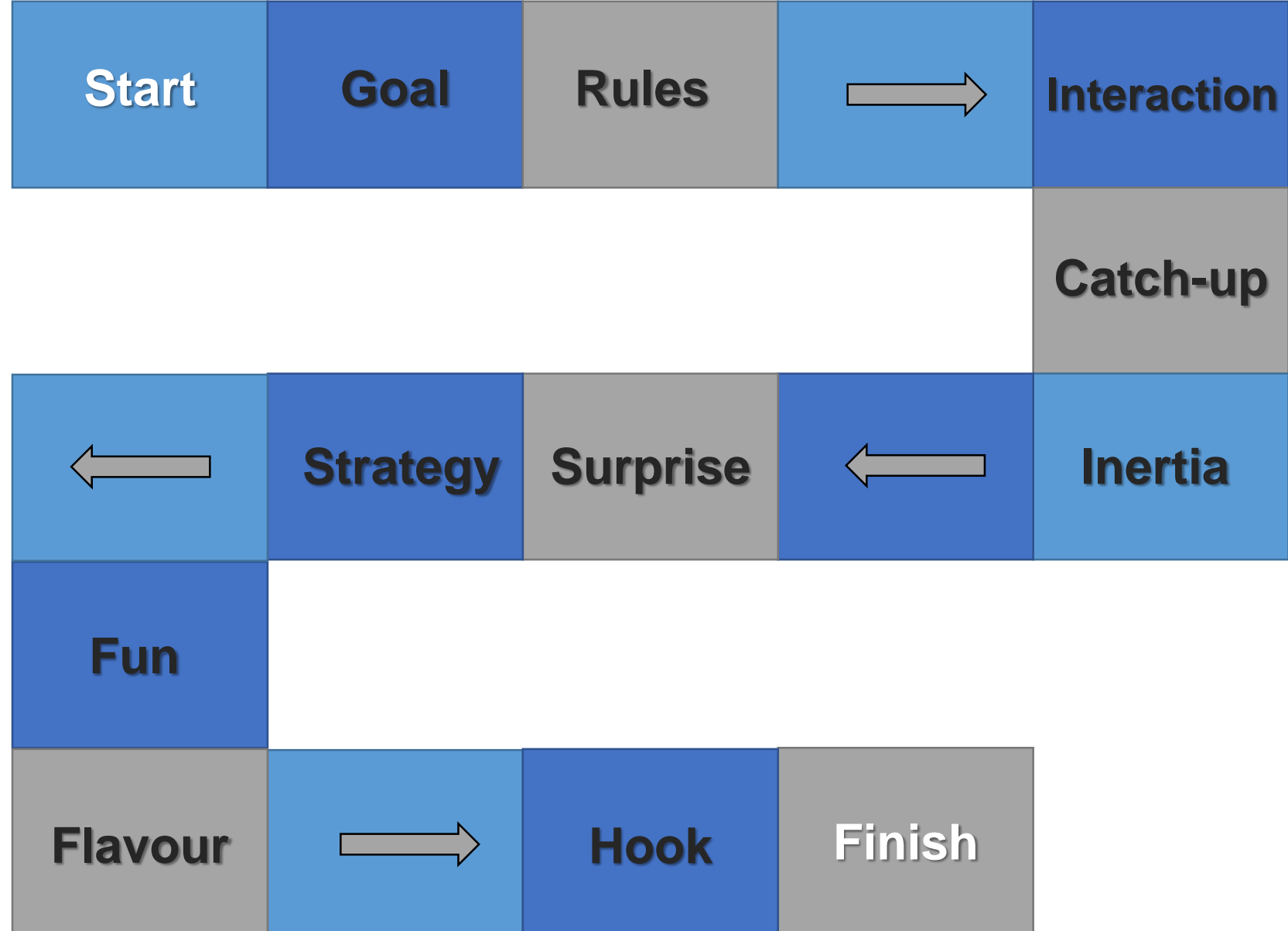
Think about and sketch out your game idea with your partner.

Stuck:

- Take a few dice and supplies
- Think of your (or your children's / friends) favourite game . . Can it be adapted
- I am happy to help!



10 things every game needs...



Part Three: Test the Game