

# Gamification: It's not all fun and games!

Avi Spector (LEARN, March 2016)



@a\_spector



aspector@rsb.qc.ca



www.beyondthetools.com



Photo "NH Class" by Avi Spector / CC Attribution



# Avi Spector

## Education Consultant

RECIT FGA, Riverside School Board (St-Lambert, Quebec)

K-12 Adobe Education Leader, Simple K12 Trainer

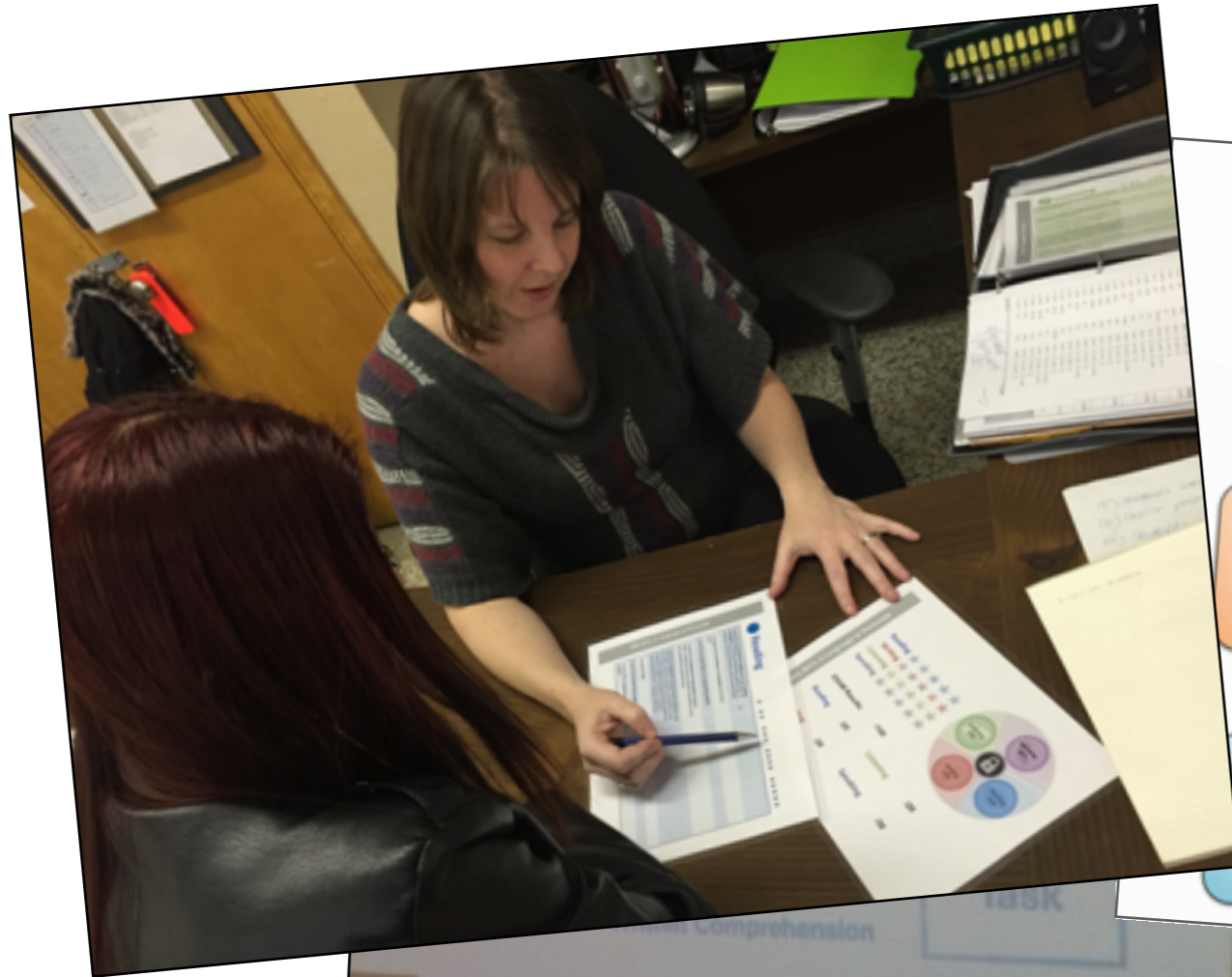
 @a\_spector



[bit.ly/learnngame16](http://bit.ly/learnngame16)







 <b>First Responder</b> Consistently responds to peer clarification requests.	 <b>Archivist</b> Consistently sites sources.	 <b>Tech Leader</b> Uses technology for school related tasks.
 <b>Scribe</b> Consistently elaborates to explain, revises work for style.	 <b>Back on Track</b> You're on the right path with attendance. Keep it up!	 <b>Keep on Truckin'</b> Consistent attendance. Keep at it!
 <b>Top Performer</b> Most perfect attendance. Way to go!	 <b>Class Act</b> Keeps class tidy. Shows respects school property.	

**The Exam**

<b>C3</b> Written Expression	Task
<b>C4</b> Oral Expression	Task

ayers can "clear"



Image by Pixabay / CC0 Public Domain





What is

**Gamification?**



**Gamification** is about taking the **engaging aspects** of video games and translating them into the classroom

What is gamification

**NOT?**



  
**buzzwords**



~~buzzwords~~

Gamification is **NOT** simply about:



Gamification is **NOT** simply about:

- **Points**



120 points

Gamification is **NOT** simply about:

- **Points**
- **Badges**



120 points



Gamification is **NOT** simply about:

- **Points**
- **Badges**
- **Leveling up**

Level 2



120 points

# Gamification

can be **game changing!**



Gamification is also **NOT**

**Game Based Learning (GBL)**

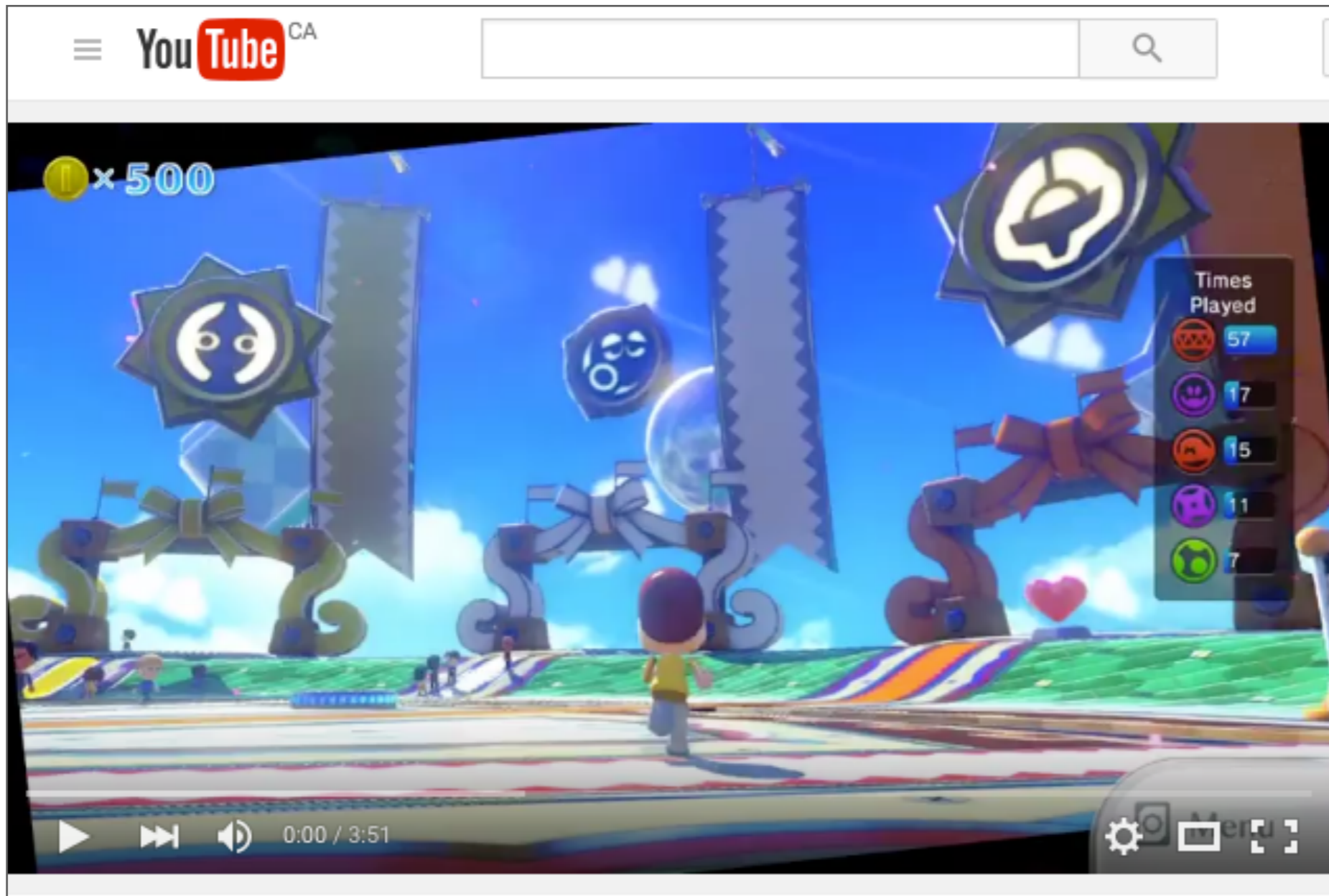
# Game Based Learning (GBL)

is about **using video games**  
to support learning



So what are these **engaging**  
and **motivating** aspects of  
video games?

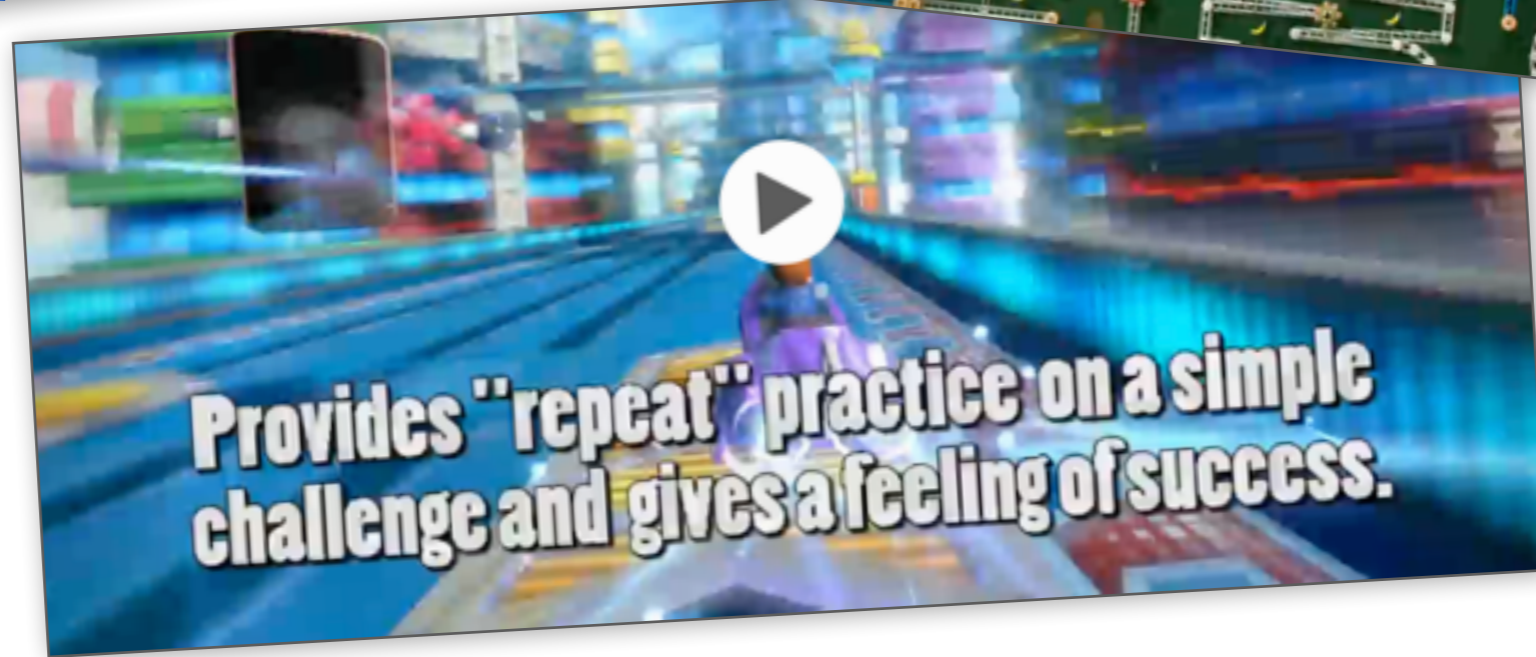
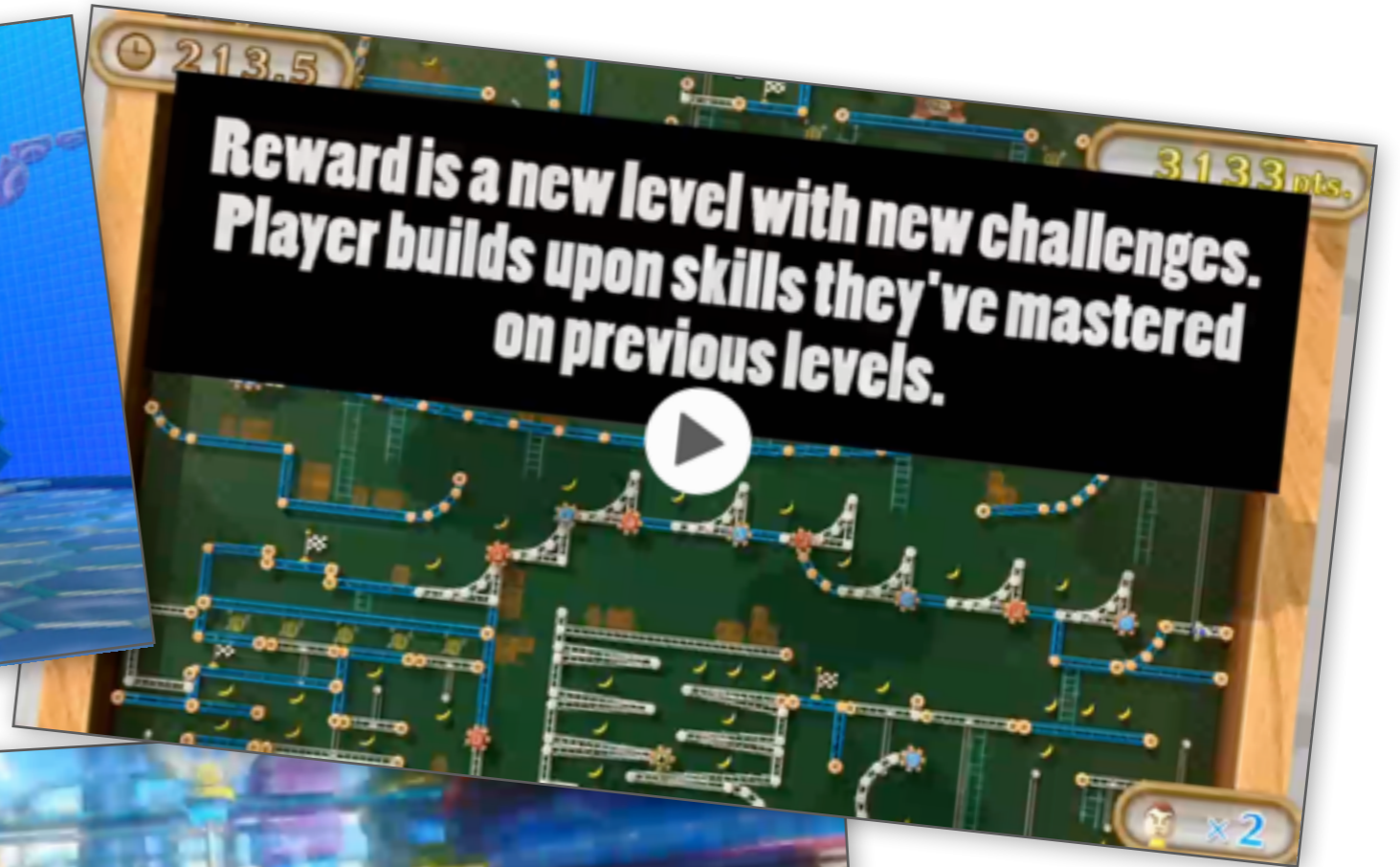




Source: YouTube Screenshot

 [www.tinyurl.com/avimotivate](http://www.tinyurl.com/avimotivate)

(3m51s)



 [www.tinyurl.com/avimotivate](http://www.tinyurl.com/avimotivate)

(3m51s)

..So **what** classrooms have I tried to help

**Gamify?**



FSL

Individualized

Levels 1-5

BYOD

Exam only



Catherine Boisvert  
Eastern Quebec Learning Centre (CQSB)









WENT WELL

CHALLENGES

more motivated

started mid-year

more willing to try

some prefer books/drills

like the stars

structure

mixed reaction re: ICT



What was

**next?**





Photo by Avi Spector (used with permission)





**NEW HORIZONS**  
Centre d'éducation aux adultes  
Adult Education Centre

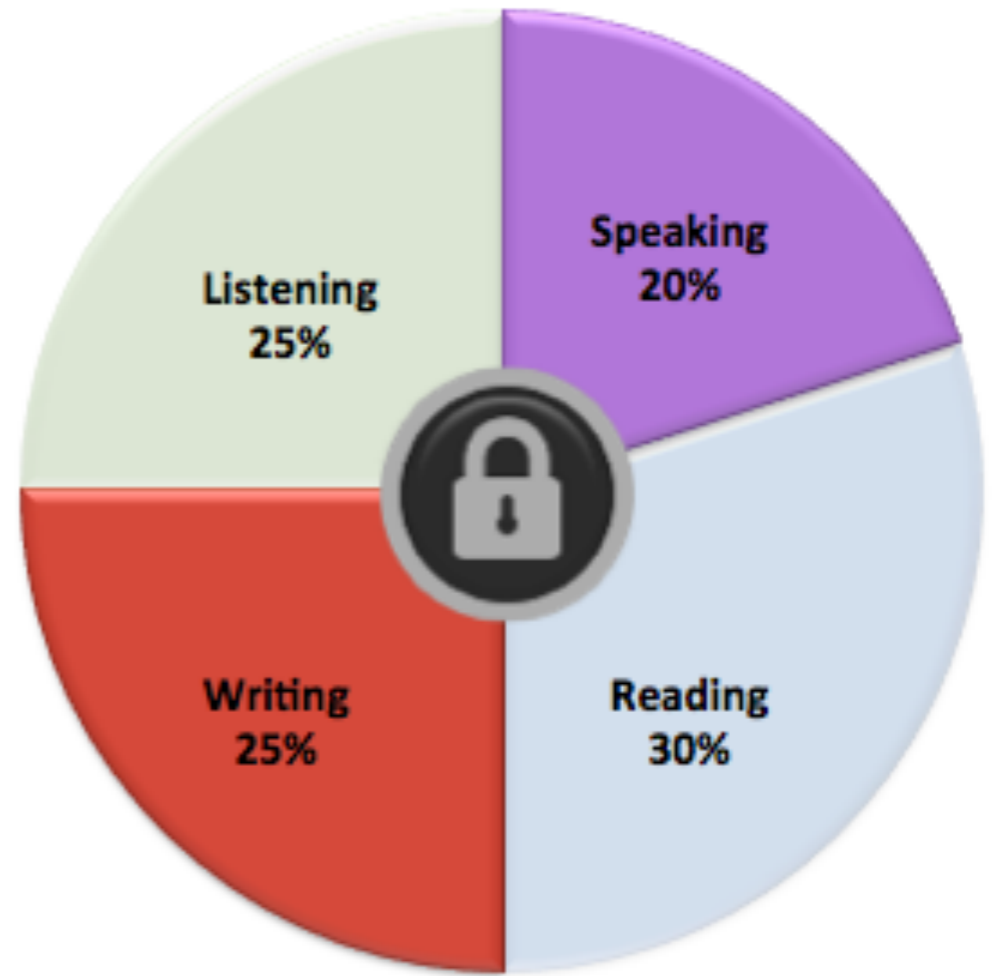
LACTON TOWNSHIP  
School Board

**JOB LINKS 819-566-2422**



**Structure!**

# FGA Student



**EXAM Results: /100**

**Reading /30**

**Listening /25**

**Writing /25**

**Speaking /20**

**6** key elements of  
**Gamification**

# 6 key elements of **Gamification**



in Shanna's classroom

# 6 key elements of **Gamification**

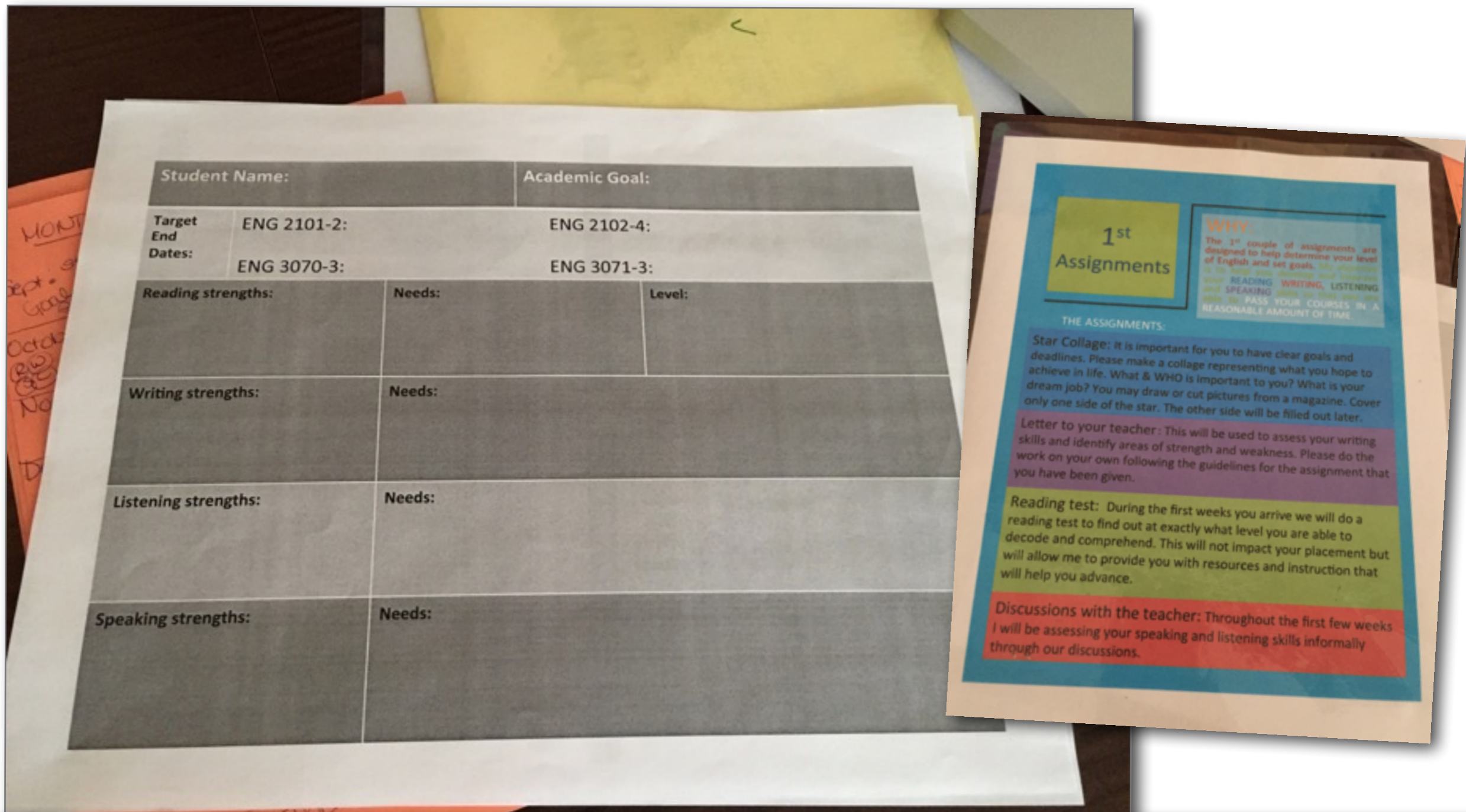
- ▶ **Recognition**
- ▶ **Up**
- ▶ **Choice**
- ▶ **Failing Forward**
- ▶ **Feedback**
- ▶ **Differentiation**



# Recognition



# what about **Recognition** in Shanna's class?



► Every student receives an initial evaluation in support of learning (i.e. - baseline)

# what about **Recognition** in Shanna's class?

**Reading**

★ ★★ ★★★★★ ★★★★★★ ★★★★★★

	★	★★	★★★	★★★★	★★★★★	★★★★★★	★★★★★★★
I establish a purpose for reading and use <b>reading strategies</b> (surveying, predicting, questioning, re-reading, making connections, and summarizing)	✓	✓					
I recognize the <b>structure</b> and <b>purpose</b> of various texts	✓	✓	✓				
I <b>locate</b> important information in a text	✓	✓	✓	✓			
I <b>take good notes</b>	✓						
I understand what I read and can <b>paraphrase</b> to show my comprehension	✓						
I identify how an author uses <b>plot, time sequence, setting, character and conflicts</b> to tell a story	✓	✓					
I identify the author's use of <b>similes, point of view, metaphors, personification, alliteration, rhyme, and imagery</b> to make reading interesting							
I <b>make predictions</b> and support them							
I <b>extend ideas</b> from the text (make inferences) based on my knowledge and experience							
I <b>respond</b> imaginatively to creative texts	✓	✓	✓	✓			

COURSE CODE & NAME

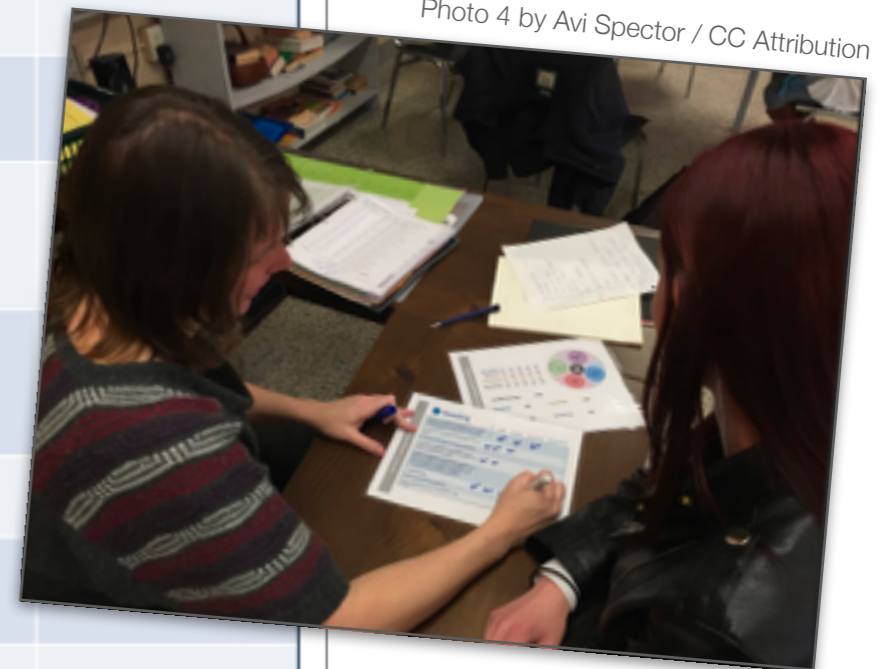


Photo 4 by Avi Spector / CC Attribution

- ▶ Depending where each student is at.. is where the start! (i.e. - amount of stars)
- ▶ Recognizes efforts as they go along (i.e. - stars) and are shown progress

MARKING CRITERIA	MINIMAL (1)	PARTIAL (2)	ACCEPTABLE (3)	THOROUGH (4)	ADVANCED (5)
	0% to 49%	50% to 59%	60% to 74%	75% to 84%	85% to 100%
<b>READING</b>					
I use reading strategies (surveying, predicting, questioning, skimming, guessing from context, re-reading, making connections, and summarizing)					
I recognize the structure and purpose of various texts					
I locate important information in a text					
I take good notes					
I understand what I read and can paraphrase to show my comprehension					
I identify how an author uses plot, time sequence, setting, character and conflicts to tell a story.					
I identify the author's use of similes, point of view, metaphors, personification, alliteration, rhyme, and imagery to make reading interesting					
I make predictions and support them					

► Students are given **detailed** criteria on what they need to do in order to obtain 1,2,3,4 or 5 stars



► Students are given **detailed** criteria on what they need to do in order to obtain 1,2,3,4 or 5 stars



# Elements of Fiction



<b>Setting</b> Understanding impact of setting on plot					
<b>Plot</b> Plot techniques					
<b>Conflict</b> Types of conflict (e.g. internal, external, supernatural)					
<b>Point of view</b> Point of view (e.g.: Does the character have an "omniscient" point of view?)					
<b>Characters</b> Characters and their trait (e.g.: Can you find evidence for character traits? Static vs. dynamic characters)					
<b>Symbolism:</b> Symbols and what they represent (e.g.: Can you make a link between the characters, plot and symbols?)					

★	<b>Beginning</b>	You are beginning to understand the concept but often need support.
★★	<b>Progress</b>	You are getting better at understanding the concept but need frequent reminders.
★★★	<b>Able</b>	You demonstrate an understanding of the concept but need reminders.
★★★★	<b>Consistently</b>	You demonstrate a clear understanding of the concept and rarely need reminders.
★★★★★	<b>Mastery</b>	You demonstrate a solid understanding and no longer need any reminders.

... or students could be given **broad** criteria on what they need to do in order to obtain 1,2,3,4 or 5 stars. (Andrey Kutash and Katie Cashion, NFSB)

# Essay Structure



## Thesis statement

I can create a thesis statement (i.e. - your opinion)

## Supporting points

Come up with supporting points (i.e. - support your opinion)

## Express supporting points

Express as concise topic sentences. (i.e. - short and to the point!)

## Develop topic sentences

Develop supporting sentences in paragraphs (i.e. - your essay "roadmap")

## Transitions

I can use transitions between my paragraphs.

## Concluding paragraph

Recap of the main points and the thesis statement

★ **Beginning**

You are beginning to understand the concept but often need support.

★★ **Progress**

You are getting better at understanding the concept but need frequent reminders.

★★★ **Able**

You demonstrate an understanding of the concept but need reminders.

★★★★ **Consistently**

You demonstrate a clear understanding of the concept and rarely need reminders.

★★★★★ **Mastery**

You demonstrate a solid understanding and no longer need any reminders.

... or students could be given **broad** criteria on what they need to do in order to obtain 1,2,3,4 or 5 stars. (Andrey Kutash and Katie Cashion, NFSB)

..what's the **takeaway**?



defining

**goals**

of the course

providing a

**visual**

representation

bringing **students** to be

**active**  
**participants**

in the **learning** process

**Up**  
gain points



instead of losing them

**"-18 sucks all the life out of you, +2 says I ain't all bad." - Rita Pierson**



Source: YouTube screenshot

**Rita Pierson: Every Kid Needs a Champion (TED)**

 <https://youtu.be/SFnMTHhKdkw?t=4m28s>

# what about **Up** in Shanna's class?

Student Name: \_\_\_\_\_ Academic Goal: \_\_\_\_\_

Target End Dates: ENG 2101-2: \_\_\_\_\_ ENG 2102-4: \_\_\_\_\_  
ENG 3070-3: \_\_\_\_\_ ENG 3071-3: \_\_\_\_\_

Needs: \_\_\_\_\_ Level: \_\_\_\_\_

**ENG 2101-2 Enjoyment and Entertainment II**

Reading ★★★★★  
Writing ★★★★★  
Listening ★★★★★  
Speaking ★★★★★

EXAM Results: /100

Reading	/30	Listening	/25
Writing	/25	Speaking	/20

**ENG 2102-4 Rights & Responsibilities**

Reading ★★★★★  
Writing ★★★★★  
Listening ★★★★★  
Speaking ★★★★★

EXAM Results: /100

Reading	/30	Listening	/25
Writing	/25	Speaking	/20

**ENG 3070-3 Language to Inform**

Reading ★★★★★  
Writing ★★★★★  
Listening ★★★★★  
Speaking ★★★★★

EXAM Results: /100

Reading	/25	Listening	/20
Writing			

**ENG 3071-3 Language to Persuade**

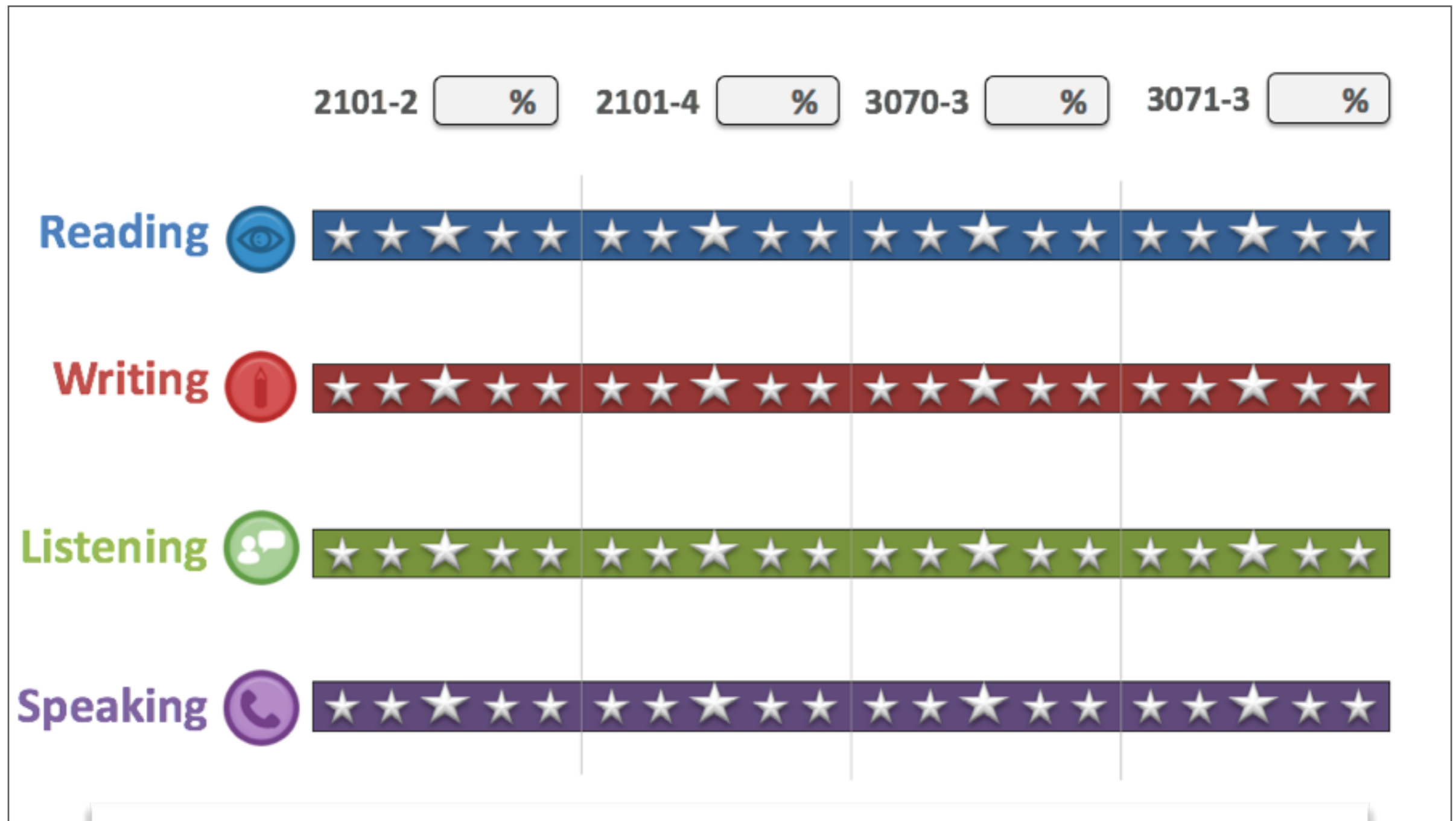
Reading ★★★★★  
Writing ★★★★★  
Listening ★★★★★  
Speaking ★★★★★

EXAM Results: /100

Reading	/25	Listening	/20
Writing			

- ▶ Students are tracked on paper.
- ▶ Students are always moving forward, they never lose stars.

# what about **Up** in Shanna's class?



► Students working on multiple courses are now tracked on a continuum. They never lose stars. (March 2016)

# Up class achievements?



Source: YouTube screenshot

## Penny Arcade Extra Credits: Gamifying Education

 <https://youtu.be/MuDLw1zIc94>

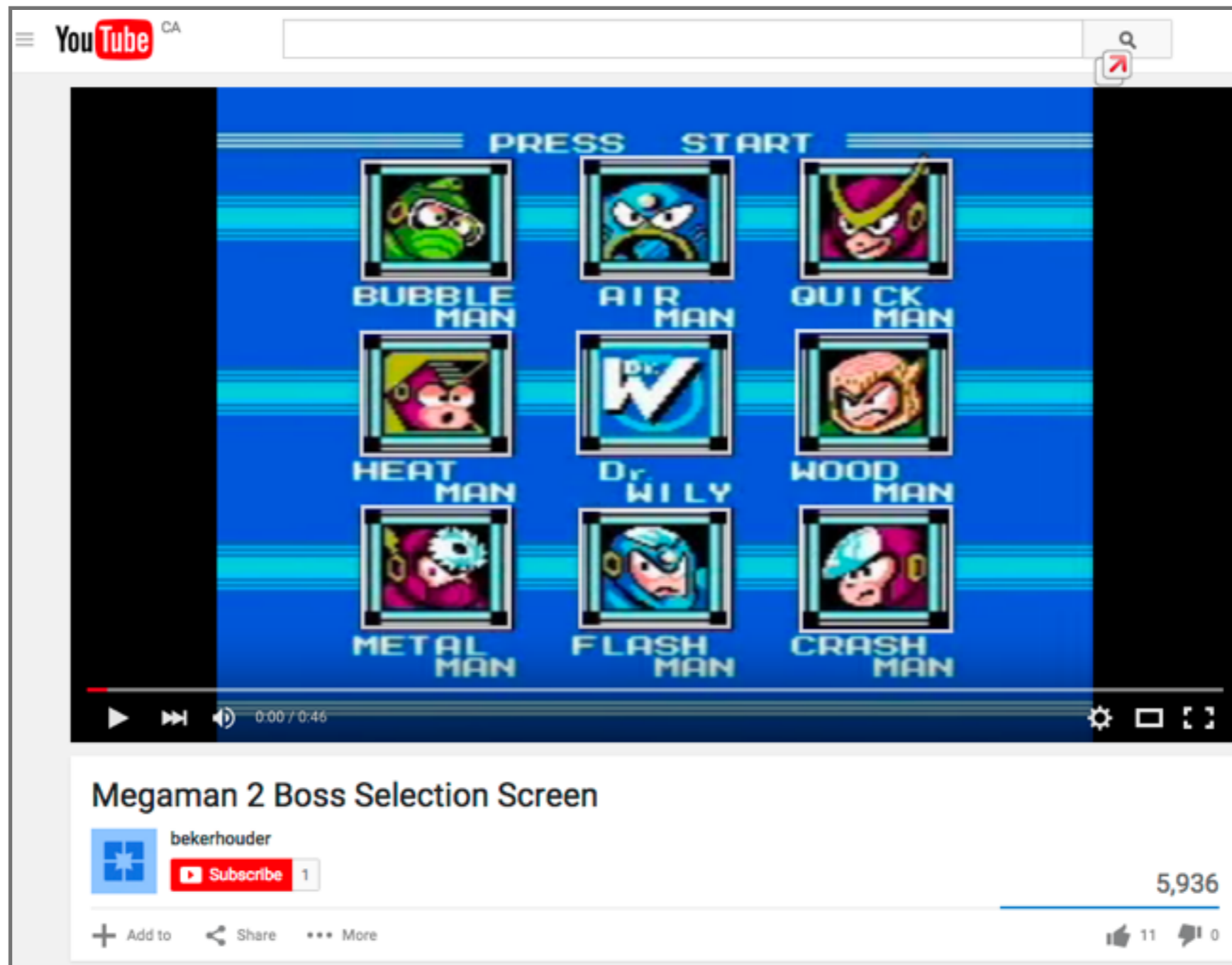


# Choice





# Choice



Source: YouTube screenshot

# Choice



# Choice



# Choice



# Choice



# Choice

X

EXAM

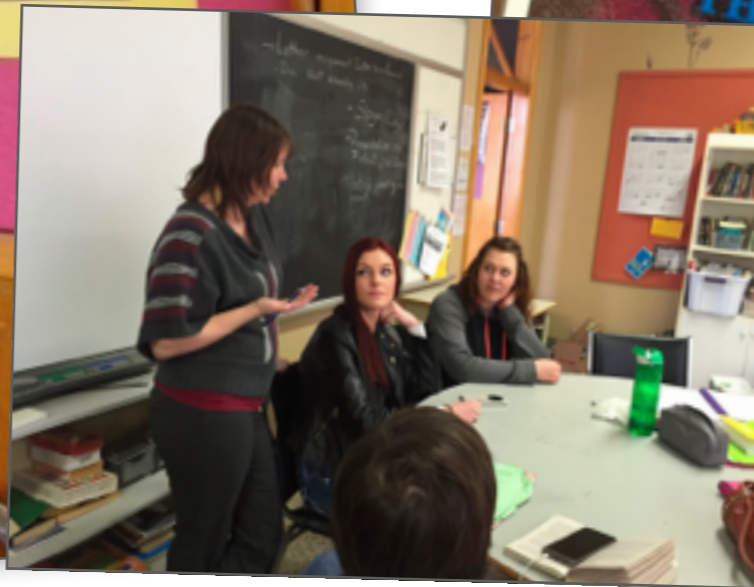
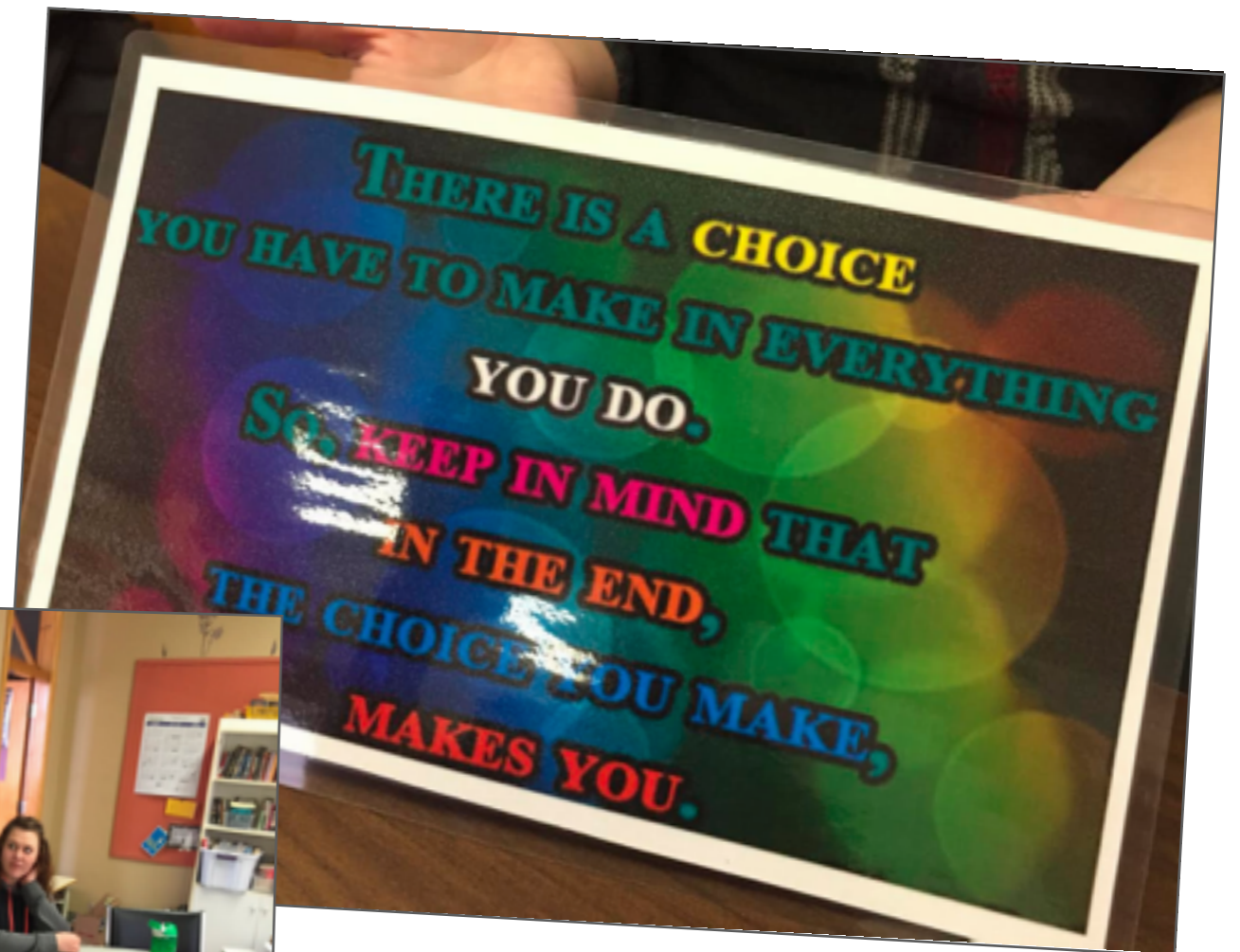
Z

Y



what about

# Choice in Shanna's class?



- ▶ Structured choice = Shanna allows students as much freedom as possible to choose topics, process, and how they demonstrate knowledge (PBL approach)

# Choice

creates **agency**



# Choice

What is **agency**?



Source: YouTube screenshot

**Penny Arcade Extra Credits: Gamifying Education**



<https://youtu.be/MuDLw1zIc94>

# Choice

What is **agency**?



Source: YouTube screenshot

**Penny Arcade Extra Credits: Gamifying Education**



<https://youtu.be/MuDLw1zIc94>

# Failing Forward

encourage **learning** from **mistakes**



# Failing Forward

encourage **learning** from **mistakes**



# Failing Forward

encourage **learning** from **mistakes**



Peer-Evaluation Checklist

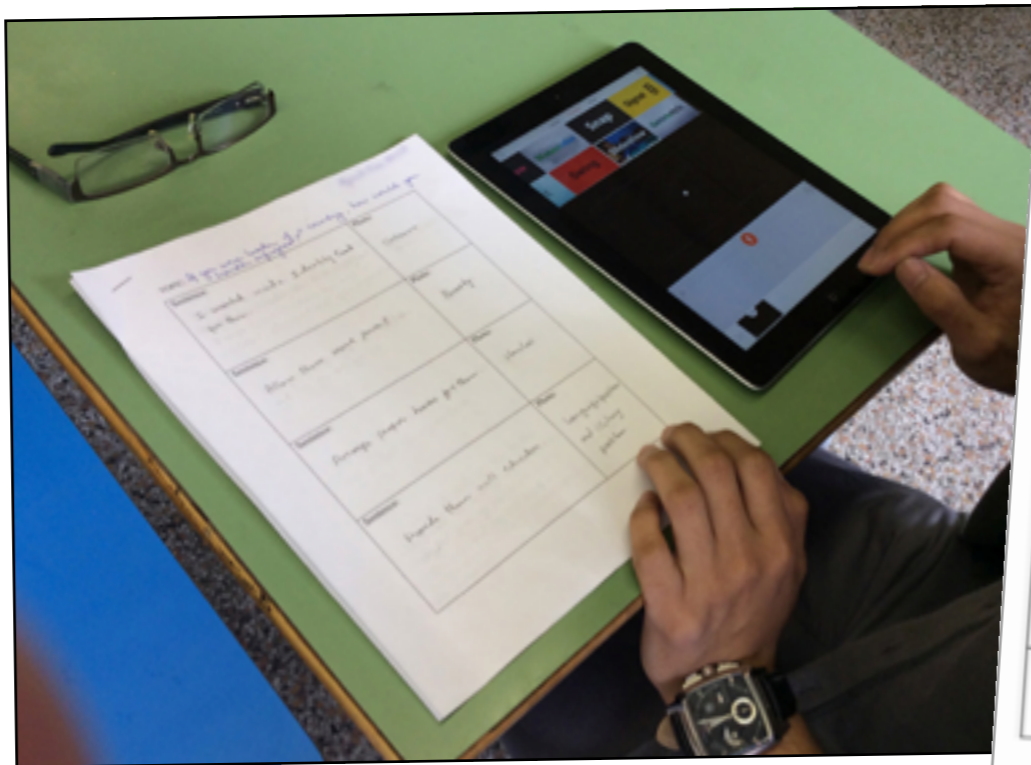
	25%	20%	15%	10%	5%
Fluency and coherence					
Vocabulary					
Grammar					
Pronunciation					



Voice Recorder Pro 7

# Failing Forward

encourage **learning** from **mistakes**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

ADOBEE VOICE PLANNING and LAYOUT	
Title/Introduction	Picture/Icon
Sentence/s	Picture/Icon
Sentence/s	Picture/Icon
Sentence/s	Picture/Icon
Sentence/s	Picture/Icon
Sentence/s	Picture/Icon
Sentence/s	Picture/Icon
Sentence/s	Picture/Icon
Closing Sentence/s	Picture/Icon



[www.tinyurl.com/adobevoiceavi](http://www.tinyurl.com/adobevoiceavi)



what about

# Failing Forward in Shanna's class?



- ▶ Fosters an environment where it is safe to make (and learn from) mistakes.
- ▶ It's ok to ask for help + not be perfect. **Building relationships + trust!**
- ▶ Focus on **formative assessment**: Everyday activities do not count for marks **but students need to demonstrate competency** before taking exams.

# Feedback

systems for more immediate feedback



# Feedback

systems for more **immediate** feedback



# Feedback

systems for more **immediate** feedback



← (not a bad thing)



## The Brain ?

1 / 408  
cards studied

### Brain Anatomy Basics

### Neurotransmitters

### Drugs

### Mental Disorders

### Memory and Learning

### Sleep and Dreams

### The Nervous System

### Body Movement

### Language

### Vision

### Placenta and Pain

Q

What is the **cerebral cortex**?

Reveal Answer

### Other Learners (90,014)



zoe brockway  
22% mastery



Vanessa Leahy  
11% mastery



Your classmate?  
Share subject

### My Progress



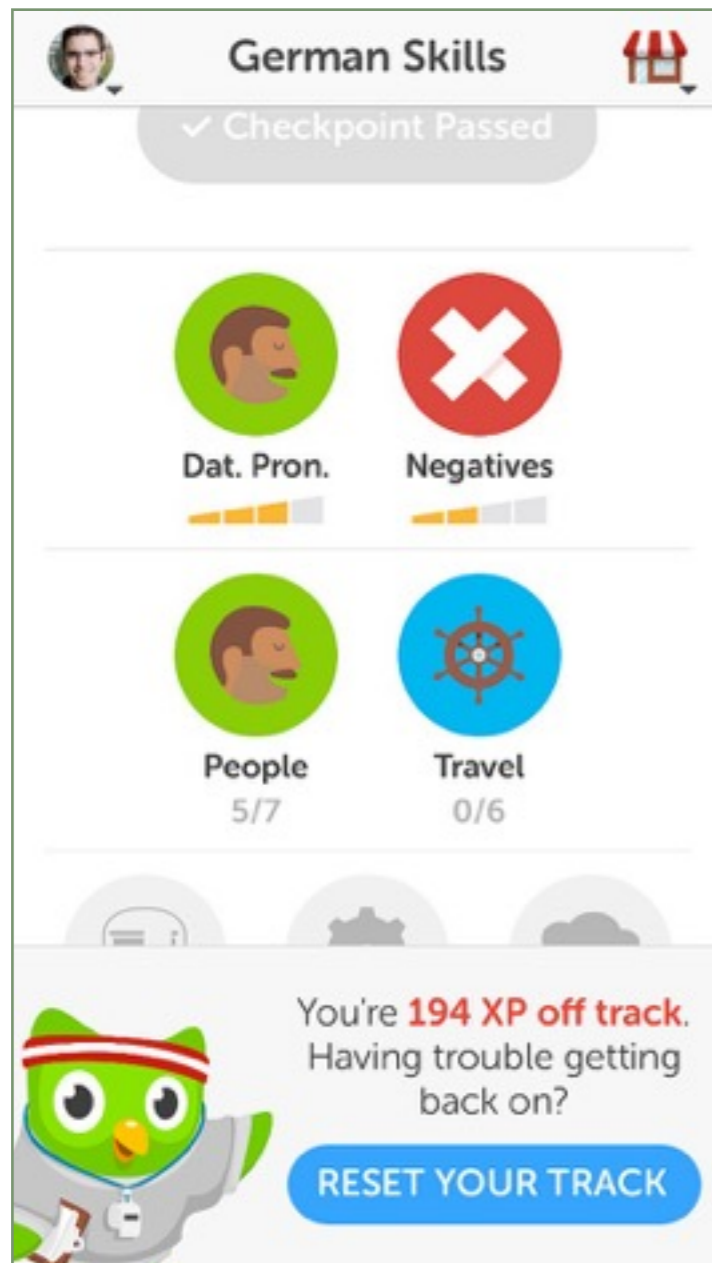
Gustavo Pimenta  
0.2% mastery

### Tip:

You can study much more conveniently on Brainscape's iPhone or iPad app.  
[Get Brainscape on iTunes](#)

[www.brainscape.com](http://www.brainscape.com)

# Duolingo



Duolingo: Language learning

# Dragon Box



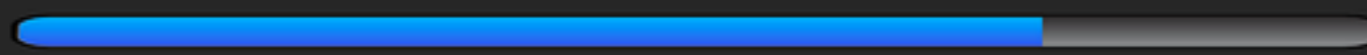
Video screenshot by Avi Spector and Darren Hatley, Math Teacher at Hull Adult Education Centre, WQSB

Dragon Box 12+: Math, Algebra concepts

< Menu



00:00



01:25





# Explain Everything™

**“The #1 App for Every Teacher”**

Daniel Edwards (@syded06)

A unique interactive whiteboard and screencasting tool used by over 1.8 million students and educators.

Select your platform **iOS** Android Windows

Available on the  
**App Store**



Apple (iOS)



Google Play (Android)



Windows 8.1





what about

# Feedback in Shanna's class?



- ▶ Using an app/Googling something does not equal immediate feedback.
- ▶ Feedback is given when the teacher works with each student.
- ▶ Feedback is given throughout the process (i.e. - evaluation to support learning)

# Differentiation



# Differentiation



"Dethling [1181]" by Brian J. Matis / Attribution-NonCommercial-ShareAlike License

"Ragnaros! [1182]" by Brian J. Matis / Attribution-NonCommercial-ShareAlike License

"Mega (Macro) Man" by Brian Talbot / Attribution-NonCommercial License

# Differentiation



# Differentiation



# Differentiation



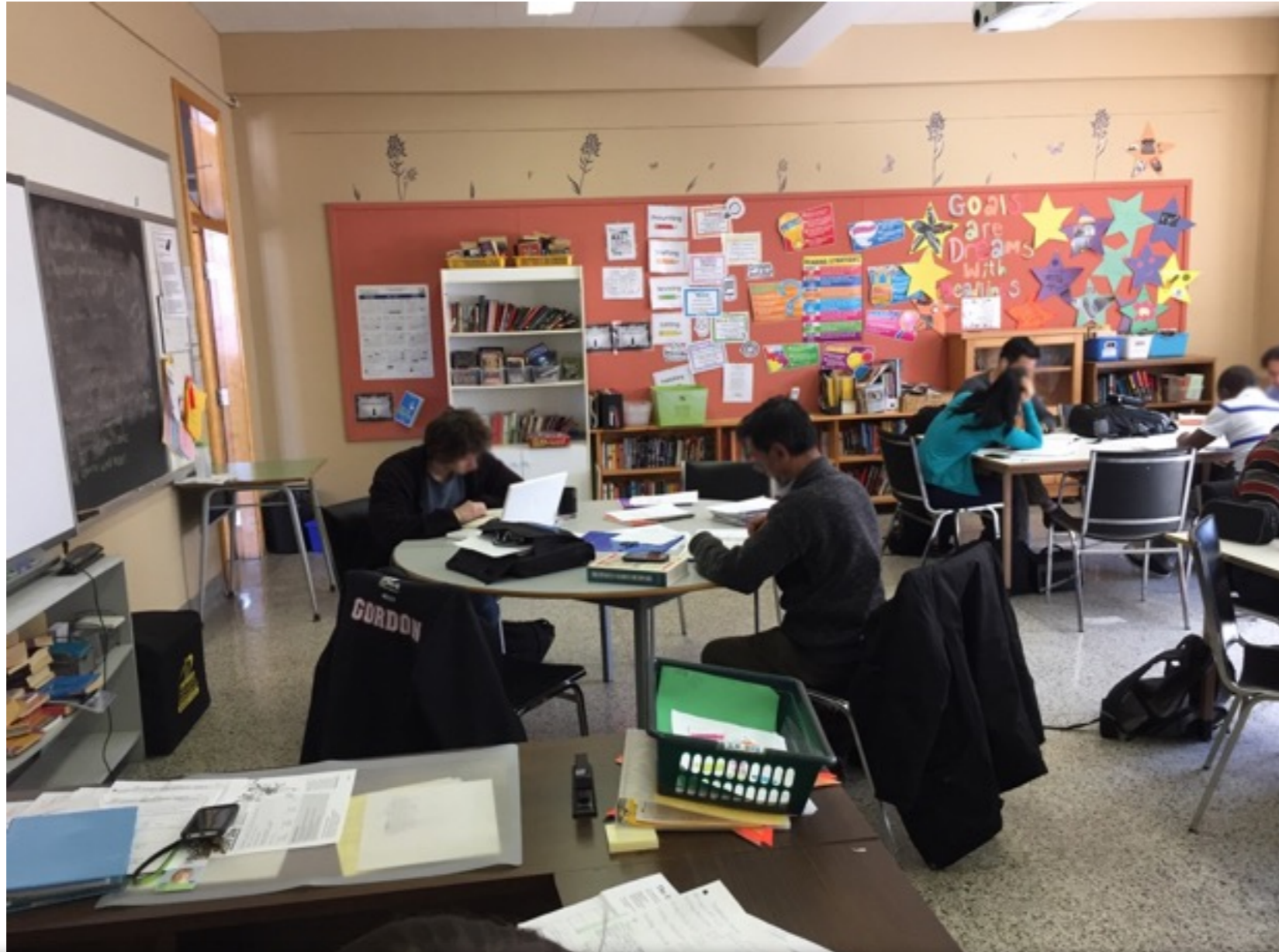
# Differentiation





what about

# Differentiation in Shanna's class?



- ▶ Students are given different tasks, tools, materials (appropriate for their level/abilities)
- ▶ One size does not fill all in Shanna's class.

what about

# Differentiation in Shanna's class?



- ▶ Students do not meet class goals at the same time.
- ▶ Start where they are at and bring them "up" **at their own pace.**
- ▶ Students are made aware of expectations (rubrics + ongoing conversations).

Where do **badges**

**fit in?**



?



?



?






?



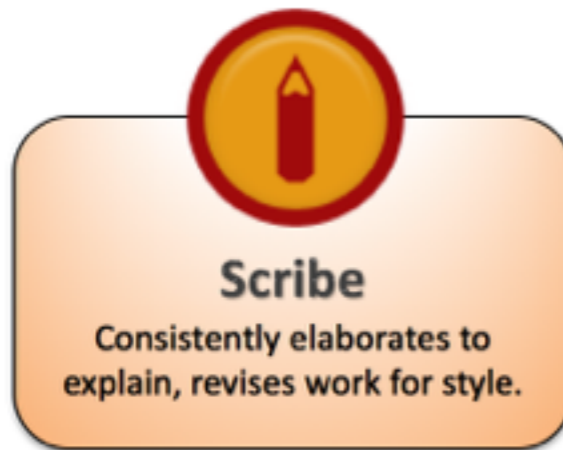
?



?

Learning Situation/ Activities	Date & Comments:
	
	
	

- ▶ Badges = visual representation of the competencies the students need to tackle.
- ▶ Students need 4 competencies (i.e. - four badges) to unlock the exam.
- ▶ No additional badges in Shanna's model, no random badges given.



► Katie Cashion (NFSB, Nova) uses badges to encourage students in regards to attendance and other positive classroom behaviours.

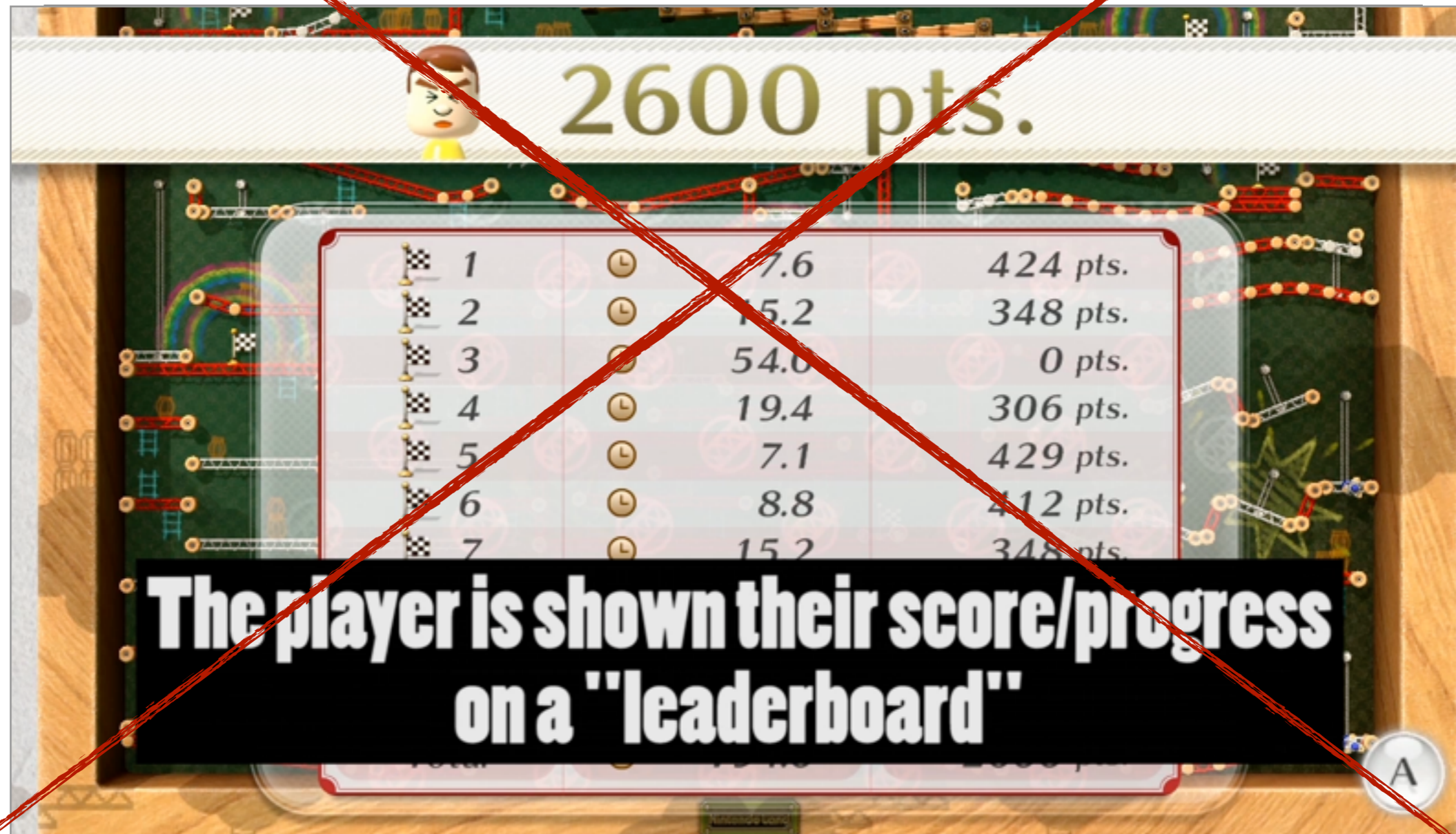
What **about** class

# Leaderboards?



What **about** class

# Leaderboards?



What **about** student

**Avatars?**





What **about** student

**Avatars?**



Do the students even know the class is

**Gamified?**

**No!**

it is

**about**

defining

**goals**

of the course

providing a

**visual**

representation

bringing **students** to be

**active**  
**participants**

in the **learning** process

# What about **other** gamified Models?

**GAMIFICATION**  
Applying principles of (video) game design to instructional scaffolding

**Axioms**

- Learning should be compelling
- Failure is a valid technique
- Progression can be tricky

**Research**

- Engages via incremental challenges
- Supports
  - Differentiation
  - Learner independence
  - Collaboration
  - Reflection
  - Equity

**QUEST**  
A conceptual framework for using gamification to support learners in constructing their own knowledge in a meaning-making system.

**QUESTT**  
A conceptual framework for using gamification to support learners in constructing their own knowledge in a meaning-making system.

**LEVELUP**

**Skill Points**

Level	Points
Level One	100
Level Two	200
Level Three	300
Level Four	400
Level Five	500
Level Six	600
Level Seven	700
Level Eight	800
Level Nine	900
Level Ten	1000

**Badges**

**SKILL TREE**

**MATERIALS**

**Flipped**  
Key aspects of learning typically occur about instruction, into the homework space with many practice and application tasks left into the classroom space.

**Digital Classroom Space**

Source: Prezi Screenshot (Phillip Vinodogrov)

Phillip Vinodogrov's "Gamification and Flipped Instruction: A Winning Combination"

Prezi: [www.tinyurl.com/vinogame](http://www.tinyurl.com/vinogame) / Gamified model: [www.tinyurl.com/vinomodel](http://www.tinyurl.com/vinomodel)



# Classcraft

CLASSCRAFT

Testimonials Pricing Overview SIGN UP SIGN IN

## CLASSCRAFT

**Make Your Classes Unforgettable**

Start Now. It's Free!

Transform any class into a role-playing game that fosters stronger student collaboration and encourages better behavior.

Source: web screenshot: [www.classcraft.com](http://www.classcraft.com)

## Classcraft: Overview

 <https://youtu.be/pgsQ4oP6gsQ>

# Class Dojo

**Your kids**

Emily (Mme [redacted]) [Student login info](#)

**Emily**  
Mme [redacted]

[Add a parent code](#)

**This Week** ▾

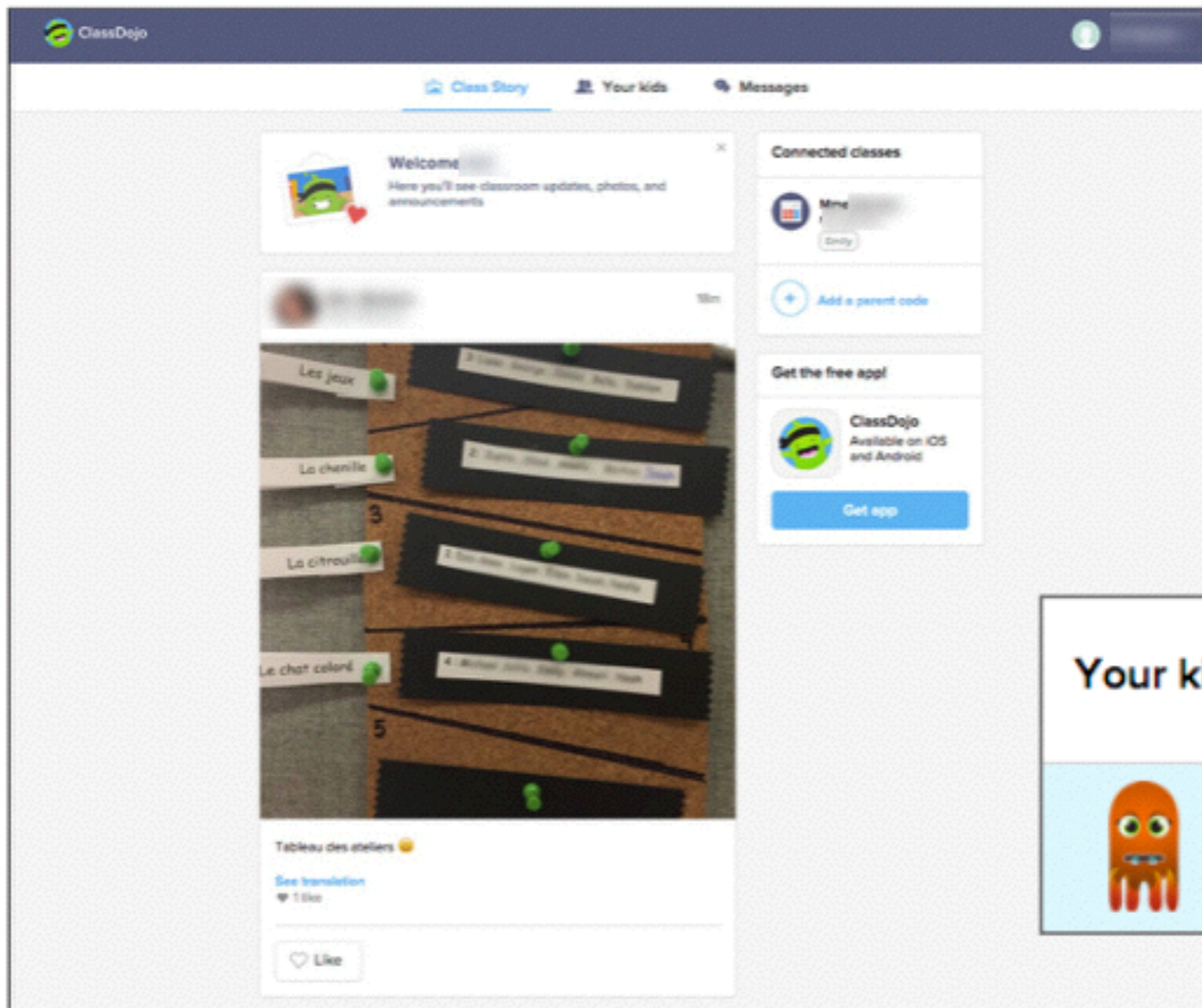
Positive: 20    Need work: 0

**100% Positive**


Category	Count
Au travail	1
Travail d'équipe	1
Déplacements	1
position d'écoute	1
Routine du matin	1
J'écoute les consignes	1
5 au Q	4
<b>Total</b>	<b>20</b>

- +1 to Emily for Travail d'équipe  
Tuesday, October 6, 2015 11:17 AM by [redacted]
- +1 to Emily for Déplacements  
Tuesday, October 6, 2015 10:37 AM by [redacted]
- +1 to Emily for position d'écoute  
Tuesday, October 6, 2015 8:48 AM by [redacted]
- +1 to Emily for Routine du matin  
Tuesday, October 6, 2015 8:30 AM by [redacted]
- +1 to Emily for J'écoute les consignes  
Monday, October 5, 2015 2:26 PM by [redacted]
- +1 to Emily for 5 au Q  
Monday, October 5, 2015 2:13 PM by [redacted]
- +1 to Emily for 5 au Q  
Monday, October 5, 2015 2:09 PM by [redacted]

# Class Dojo



**Your kids**



**Emily**  
Mme [redacted]

# Resources

and **contact** info

# Resources:

---

- **Gamifying Education by Penny Arcade:**  
[www.tinyurl.com/gamifypenny](http://www.tinyurl.com/gamifypenny)
- **Vinogradov's Gamification Prezi:**  
[www.tinyurl.com/vinogame](http://www.tinyurl.com/vinogame)
- **Vinogradov's Gamification model:**  
[www.tinyurl.com/vinomodel](http://www.tinyurl.com/vinomodel)
- **Quest to Learn School, NY:** [q2l.org](http://q2l.org)
- **Avi's Gamification Video:**  
[k12onlineconference.org/2014/10/23/gamification-its-not-all-fun-and-games/X](http://k12onlineconference.org/2014/10/23/gamification-its-not-all-fun-and-games/X)

## **Creative Common Badges:**

[www.icondeposit.com/theicondeposit:23](http://www.icondeposit.com/theicondeposit:23)

**"Reality is Broken"** a book about game culture by Jane McGonigal:

p.127-132 (ARGs in education)

p.49 -50 (Intrinsic motivation)

**from the field**

Stories from teachers and students in our schools

**subject areas**

Languages, Social Science, Math, Science and Technology, Arts & Personal Development

**teaching and learning**

Learning theories in practice, educational approaches & structures for learning

**technologies for learning**

Technologies both good and bad - what to adopt, what to avoid

**reviews**

Reviews of software, websites, books, materials, conferences and events

Home » [From the Field](#), [Teaching and Learning](#), [Technologies for Learning](#)

## All Fun and Games: Gamifying a Language Classroom

Submitted by [Sylwia Bielec](#) on April 10, 2014 – 12:03 pm

[3 Comments](#) | [733 views](#)

In February, I attended a session at the LCEEQ conference given by Avi Spector on [Gamification](#). I was skeptical, as gamification is getting a lot of press from corporate training and marketing folks, and we don't always see eye to eye on classroom practice issues.

I was pleasantly surprised, therefore, when Avi presented an action-research project that he had undertaken with an FLS teacher in the Adult Ed. sector at CQSB, Catherine Boisvert. Now, before you say to yourself: "Oh no, Adult Sector is not for me, that's not my reality, I teach kids", remember that the Quebec Adult Ed. sector is geared towards students over the age of 16, so many students are actually not much older than those in regular secondary classrooms. Moreover, I discovered that the gamification model is so universally applicable across ages, that its principles are valuable no matter what level you teach. If you have read the blog before, you might know that I am a BIG proponent of [action-research as a model for professional learning](#). We learn and grow as educators when we try sound pedagogical approaches, reflect on our experience, adjust and try again. So, without further ado, here are some key points from my interview with Avi Spector:



Photo credit: jonesytheteacher CC BY-SA 2.0

**Archives**

- April 2014
- March 2014
- February 2014
- January 2014
- December 2013
- November 2013
- October 2013
- September 2013
- June 2013
- May 2013
- April 2013
- March 2013
- February 2013
- January 2013
- December 2012
- November 2012
- October 2012
- September 2012
- August 2012
- July 2012
- June 2012
- May 2012
- April 2012

**Blogroll**

- [ATEQ Links](#)
- [Conversations with...](#)
- [LEARN Online Learning](#)
- [LEARN Social Sciences](#)
- [LEARN website](#)
- [LEARNing Landscapes](#)
- [Look What's Happening in Room 102!](#)
- [McSquared](#)
- [NFB Education blog](#)
- [Praxis Malawi](#)
- [Wright's Room](#)

Source: Web Screenshot

**Special thanks to :**

Marc-André Lalande, HEC (@malalade)

Shanna Loach, ETSB

Catherine Boisvert

Katie Cashion, NFSB

Andrey Kutash, NFSB



 [www.beyondthetools.com](http://www.beyondthetools.com)

Beyond the Tools aims to share best practices in regards to technology integration. Rather than simply providing information about an app or tool, Beyond the Tools focuses on sharing stories of successful technology projects and connecting teachers with similar pedagogical goals.



So.. what's your

**game** plan?



**Q&A's**