

Social gamification

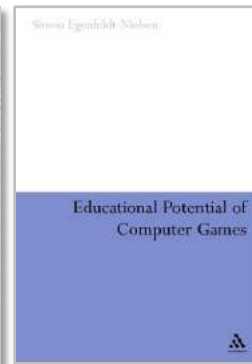
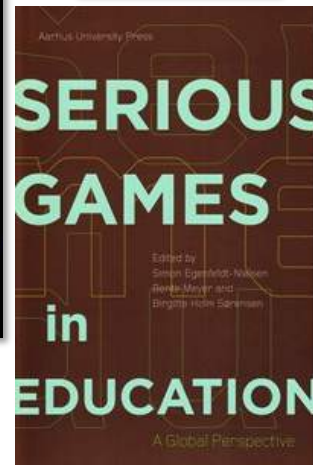
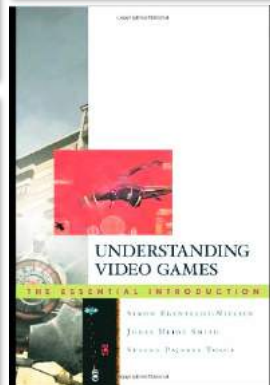
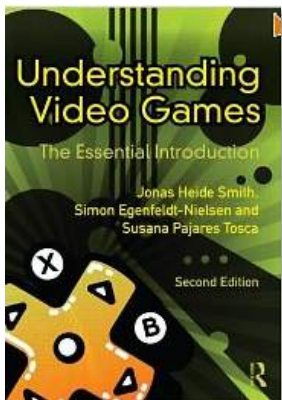
Collaboration, Interaction, reflection

Simon Egenfeldt-Nielsen

Keynote, ECGBL, October 2019



Background & Work



MA Psychology (1995-2000)
Search & Selection (1999-2000)
UX Consultant (2000-2002)
PhD Games & Learning (2002-2005)
Ass. Professor IT-University CPH (2005-2007)
Serious Games Interactive (2005-)
Gametools (2016 -)



We are...

- Founded in 2006
- Gametools joined in 2016
- Use games for more than entertainment
- Won several awards for our productions
- *15 Employees*
- *5 Nationalities*
- *Developed +150 digital & +30 physical games*

Audience, we have
a problem



<https://www.removed.social/united-states>

Game-based
learning is not
really working in
schools

Social gamfication exercise #1

Is GBL working in schools?

- 1). Think of your answer
- 2). Turn left to find a co-player.
- 3). What does he/she thinks

- 4). Count to 3 and show your answer
1 finger= Yes
2 fingers=No

- 5). Discuss why for 2 minutes

- 6). Guess whether you changed your co-players mind

- 7). Count to 3 and show your answer
1 finger= Yes
2 fingers=No

Loads of challenges

Learning curve

Price of games

Teacher role change

Content expensive

High preparation time

Installation

Distribution

Mostly single-player

Context-fit

Complexity

Kahoot has solved it

Fast to learn

Little preparation

Free-to-buy

Content free

Teacher in control

Browser

Always-on

Inherent social

Class-based

Simple

Unfortunately it's what we know students don't learn from, and at best useful for close-looped learning

Similarities to eLearning challenges



Meta-studies suggest we are off target

- Use learning theory to inform game design and experience
- Include Instructional support (reflection, modelling, collaboration, modalities, feedback and personalisation)
- Take an active approach to the 'game' not just clicking

(Sources: Sitzmann & Eli, 2010; Wouters & Oostendorp, 2013)

Other solutions or Why I hate Minecraft

Design-thinking

Minecraft

Tools NOT games
(certainly not learning games)

Game literacy

COTS

Scratch

As Brian Sutton-Smith once said about Play Theory.
With all this horseshit there has to be a pony
somewhere. The same must be true for game-based
learning. But today there is too much horseshit.

Blissful ignorance or harsh realities



Quiz



Social gamification

Quiz exercise

Who allegedly invented the term gamification

- Gabe Zichermann
- Clark Abt
- Nick Pelling

Where was it invented

- Company
- Military
- University

Social gamification exercise

Each of you grab your cell phone (or paper)

Write down the most important challenges (ONE) for game-based learning in the classroom. (Research allowed). Don't show or tell any-one

Now turn to your left-side esteemed colleague, and shake hands.

Rock/paper/scissors who is the master mind, and who is riddle-solver

The riddle-solver can ask 10 questions. Master Mind can only say yes/no

So what happened? And was it different than the quiz?

It is really different?

The Quiz

Easy

Non-intrusive

Facts

Passive

Competition

Tense

Close-loop

Fake learning

Social gamification

Complex

Challenging

Knowledge

Active

Collaborative

Curious

Open-loop

Real learning

The good, the bad, and the ugly

All classroom based, and use PBL gamification. All testified to the power of gamification in shaping learning and dynamics.

Study 1: The bad (Hanus & Fox, 2015)

- Get points for doing things, and positive feedback loop (eg. play a video or use 10 sources in paper to get points)

Negative outcomes

Study 2: The good (Iosup and Epema, 2014)

- Get points for solving 'real' problems (eg. ask good questions that 3 other students like to get extra points or unlock extra content.)

Positive outcome

Study 3: The ugly (Fyn, BT)

- Get points for discipline.
- Negative feedback loop.
(eg. talk during class or use iPad for irrelevant things)

Chaotic outcome

Somewhere we got lost

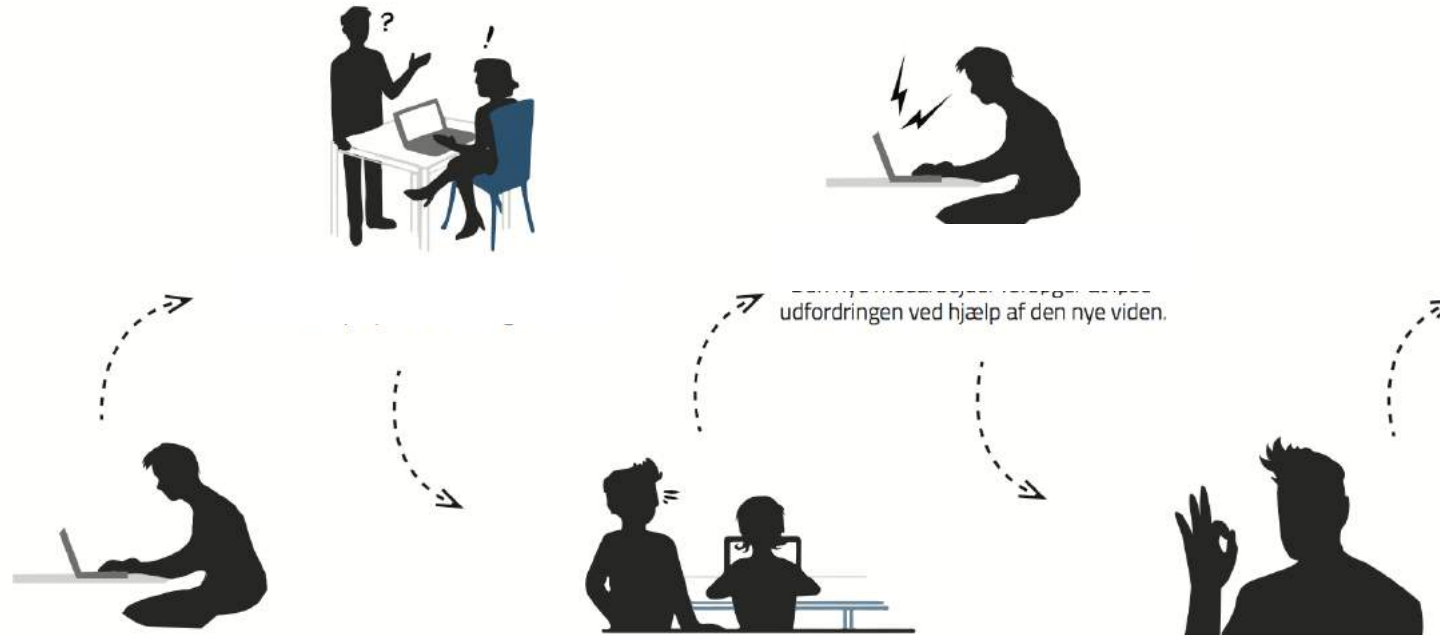
Games have inherently been social until computers came along, and the most important dynamic is human quiriness.

We are constantly trying to find the way to put everything into computers for complex problems that needs to be handled outside.

We need to find ways to keep game-based-learning simple, cheap, flexible etc. For it work inside schools.

Corporate examples

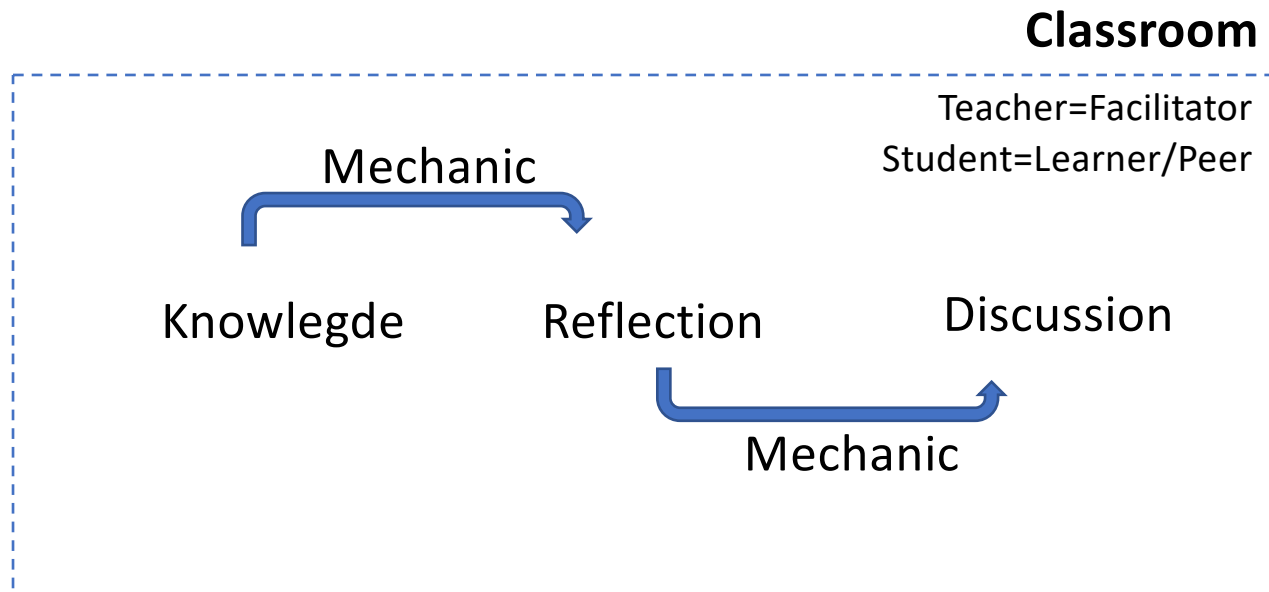
- **Buddy on steroids:** Shape and connect employees.
- **Engine:** Automation loop that brings you through the 4Cs
- **Gamification:** Use mechanics, exercises and twists to nudge in right direction
- **Network:** Involve existing and new employees as resources, guides and sparring partners
- **Broaden out:** Create value and activity w. new and existing employees



①	EMPLOYEE	200
②	NEW EMPLOYEE	100 ↑
③	EMPLOYEE	25 ↓

Den nye medarbejder rykker op af high-score listen.

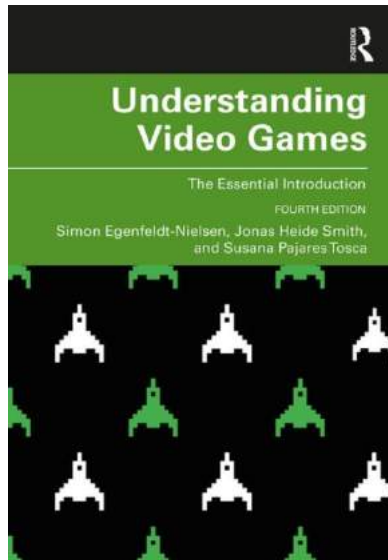
Social gamification sketch



App: Guide -- Rules -- Process -- hide/show

More curious?

Academic



Borderline



SPIDER

Developer



Gametools.dk



Seriousgames.net

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