

# 2. FHGR Gamification & Serious Games Event

University initiatives on  
education, businesses,  
and start-ups using gamification

- a practical approach -

Gerco van Dalfsen & Leonie Theus  
Hanze University of Applied Sciences  
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# cCONTENT

- The basic principles
- A critical opinion
- Applications
- Questions

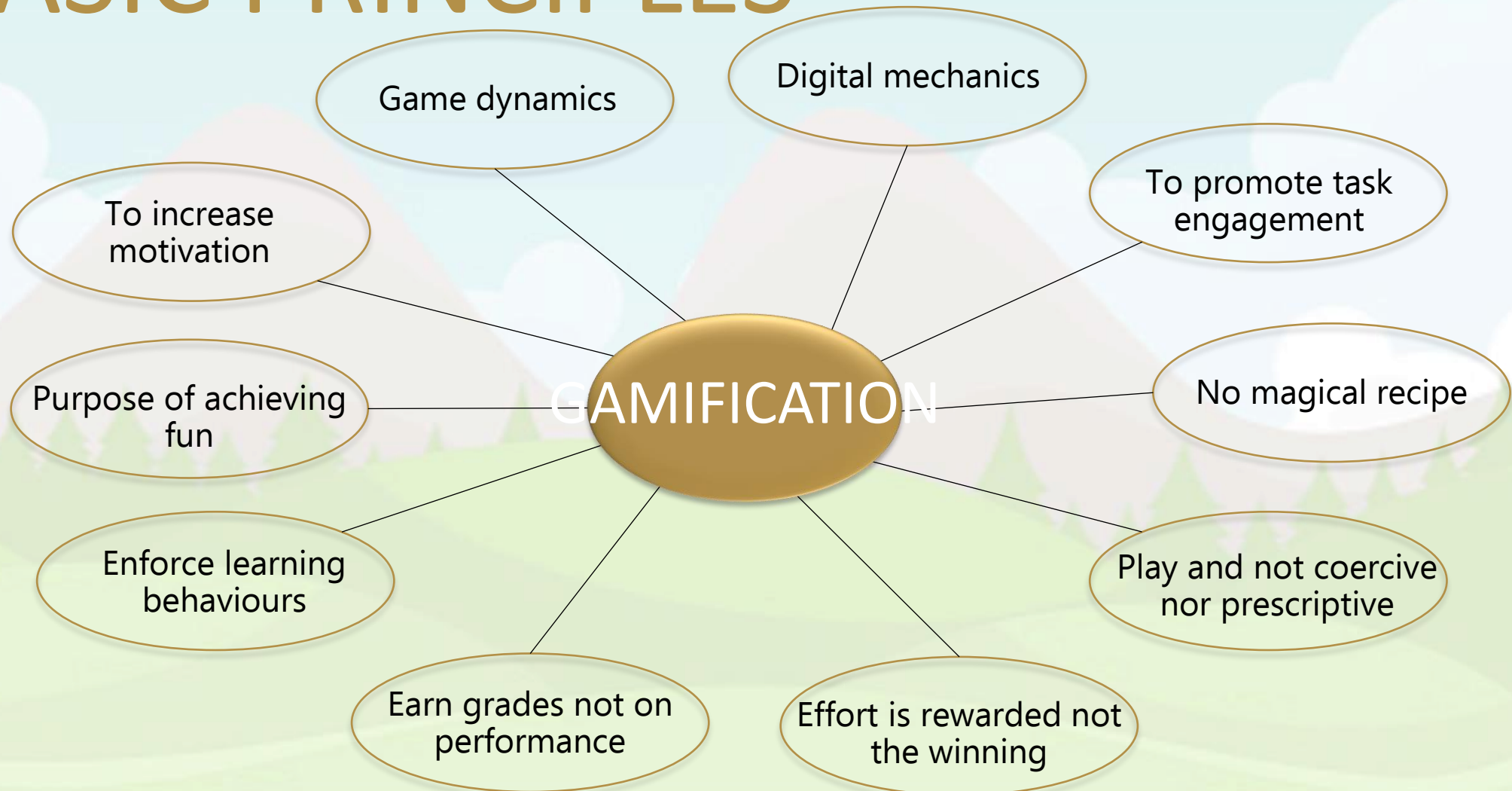


# BASIC PRINCIPLES

- No consensus on the definition of gamification among researchers
- Accommodating game elements around challenges or quests leading to learning experiences
- A combination of content area instructions, literacy, and 21st century learning skills in a highly-engaging learning environment (Kingsley & Grabner-Hagen, 2015, p.51)
- Gamification has been defined as the use of game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and to solve problems (Kapp, 2012, p.125)

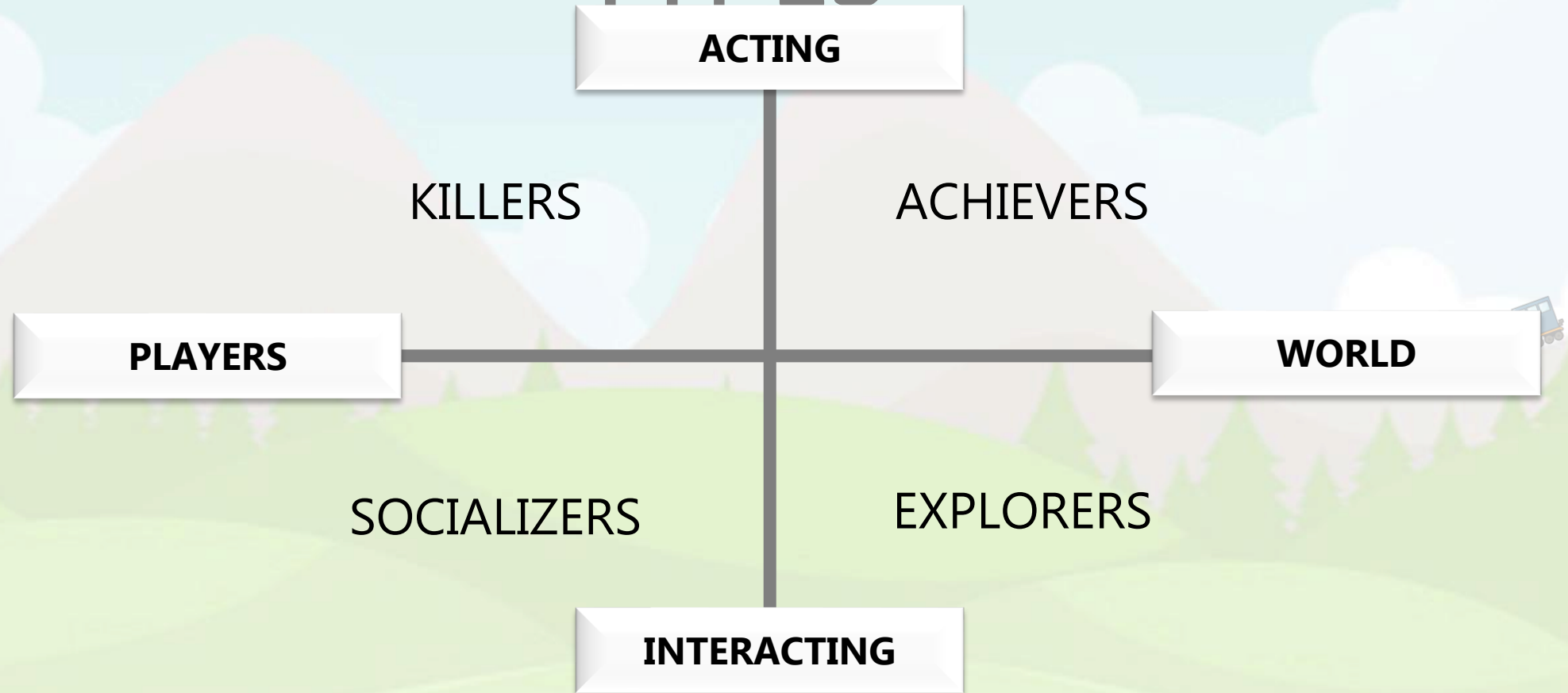


# BASIC PRINCIPLES



# BASIC PRINCIPLES

## PLAYER TYPES



Bartle model (1996)

# BASIC PRINCIPLES

- The creation of an **avatar** introduces virtual and fictional characters. Between the real and the avatar lies a third projective identity where the real character projects its own aspirations and desires unto the virtual character (Gee, 2003)
- Avatars represent an opportunity for players to venture into a risk-free world (Boss, 2009)
- **Quests** are a serie of challenges, that require players to solve mystery engaging critical thinking skills (Whitton & Moseley, 2010)
- Quests and **challenges** give players a sense of direction or a purpose in a gamified environment (Zichermann & Cunningham, 2011)
- Quests and challenges support the sense of adventure and activate critical thinking by setting the exploration and discovery elements (Dale, 2014; Powers et al., 2013)
- **Badges** are a validated indicator of an accomplishment, skill, quality, or interest that can be earned in various learning environments (Grant, 2013)



# A CRITICAL OPINION

- Gamification works as a catalyst to discuss key learning points which should be clearly and explicitly stated and not require the learners to figure them out (Kapp et al., 2013).
- A faulty or superficial gamified design can damage existing interest or engagement (Sheldon, 2011).
- Intrinsically motivated students experience gradual disengagement and loss of motivation when forced to use game features (Hanus & Fox, 2015).

Balance - do not overdue  
Not everything should be gamified

Go to [www.menti.com](https://www.menti.com) and use the code ✨

Mentimeter

Slide is not active

Activate slide



# EXAMPLE: CLAIM YOUR STREETS

The screenshot displays the Nike GRIND 'Claim Your Streets' website. The central feature is a map of London divided into a hexagonal grid, with each hexagon labeled with a specific postcode (e.g., NW1, EC1, SE1). The map is set against a dark background with a faint street map. To the left of the map, there are three prominent buttons: 'REGISTER TO PLAY' with a play icon, 'WATCH THE FILM' with a play icon, and 'READ THE RULES'. To the right of the map, there is a large Nike logo with the word 'GRIND' in a stylized font, and below it, the text 'CLAIM YOUR STREETS'. In the bottom right corner, there is a section for 'ALEX ROBINSON' with the text 'Alex Robinson completed a run in NW5.' and a Facebook icon with the text 'FAN PAGE'. At the bottom left, there is a login section with the text 'LOGIN OR Connect with Facebook'. At the bottom right, there is a link to 'CHECK OUT THE LUNARELITE+'. The overall design is dark and urban, with a focus on the Nike brand and the 'GRIND' initiative.

CHOOSE YOUR POSTCODE

REGISTER TO PLAY

WATCH THE FILM

READ THE RULES

**GRIND**  
CLAIM YOUR STREETS

**ALEX ROBINSON**  
Alex Robinson completed a run in NW5.

f FAN PAGE ▶

LOGIN OR f Connect with Facebook

CHECK OUT THE LUNARELITE+

# EXAMPLE: WEFITTER



# EXAMPLE: EN ROUTE

The screenshot displays the EN ROUTE course interface within the Erasmus+ platform. The top navigation bar is blue, featuring the Erasmus+ logo and a user profile for Gerco van Dalftsen. A sidebar on the left lists course components: Participants, Badges, Competencies, Grades, General, and a series of modules. The main content area has a blue header with the course title 'EN ROUTE' and a breadcrumb trail: Home / My courses / EN ROUTE. Below this, a large graphic shows colorful arrows pointing upwards, with the text 'EN ROUTE' and 'Enhancing Sport Profiles Skills Validation for new Tourist Routes'. To the right of this graphic is a 'Your progress' section. Further right is a 'Level up!' section showing a star with the number 9, a progress bar at 2,880%, and a goal of 966% to go. At the bottom right is a 'Completion Progress' section.

**EN ROUTE**

Home / My courses / EN ROUTE

**EN ROUTE** Enhancing Sport Profiles Skills Validation for new Tourist Routes

Your progress

**Level up!**

9

2,880%

966% to go

Info Ladder

**Completion Progress**

# EXAMPLE: INTERNATIONAL GAMES

**Hanzehogeschool Groningen**  
University of Applied Sciences

SharePoint


Search this site

BROWSE PAGE

**WHU**

whu Teams Game\_info Locations Monday Tuesday Wednesday Thursday Friday Makers Help

**INTERNATIONAL WEST HAM UNITED MANAGEMENT GAME**




**great run** GR Teams Game\_info Locations Monday Tuesday Wednesday Thursday Friday Makers Help EDIT LINKS

GR

Home Documents Calendar Pages Subsites

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International *Online Game* Great Run

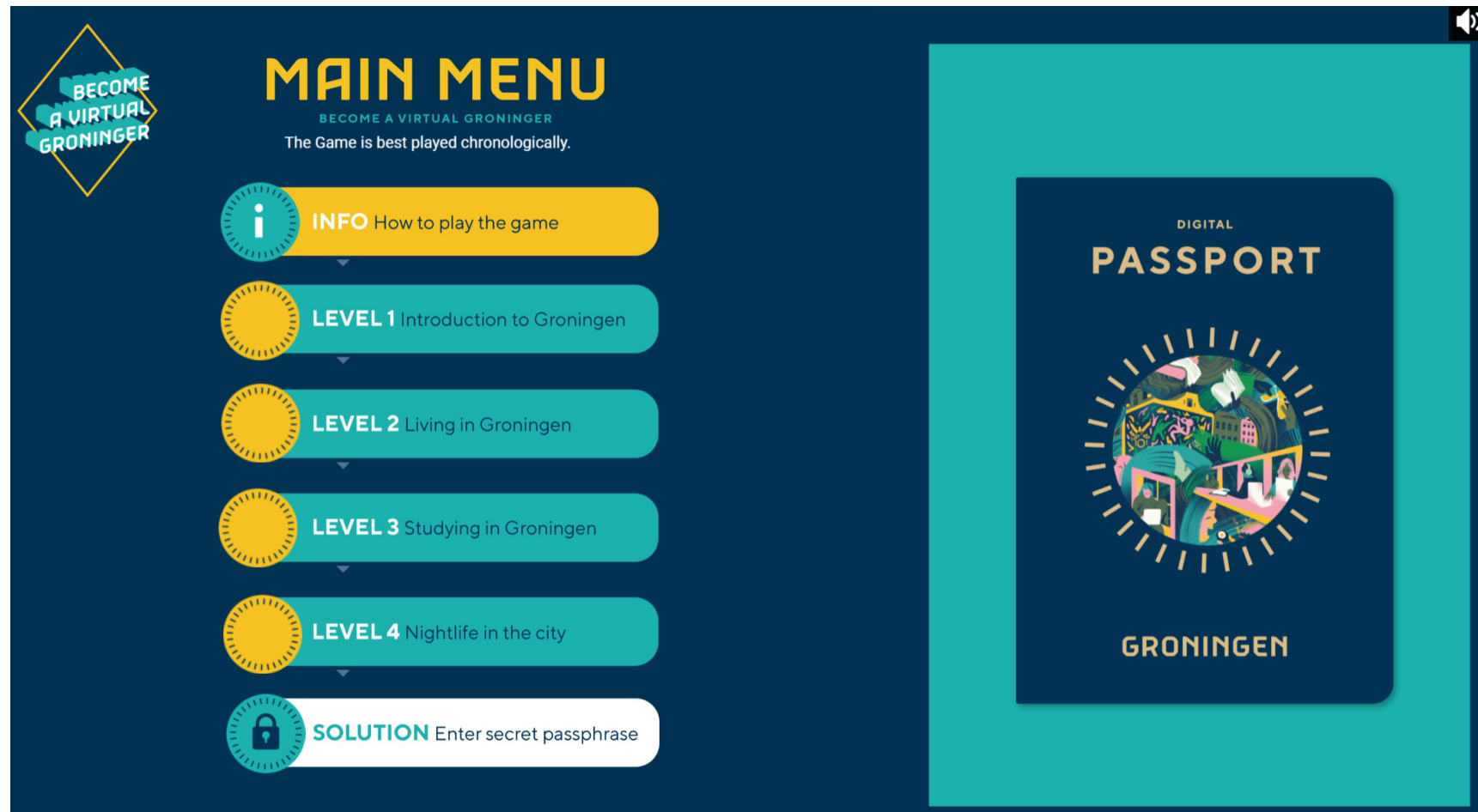


# EXAMPLE: INTERNATIONAL GAMES

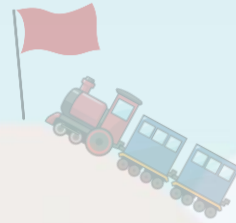
- **West Ham United & Great Run Game:** one week with several tasks concerning the management of WHU or GR
- Gamification to enhance students' interest in the lesson and the desire to succeed
- Beneficial to student motivation (Bicen & Kocakoyun, 2018)
- Several challenges due to the pandemic
- 2020/2021 completely online , Nov 2021 hybrid
- Implementation of Social Media (Instagram)
  - Proven to provide an immersive *learning environment* (Casey, 2021)



# EXAMPLE: VIRTUAL CITY GAME



# QUESTIONS?



Thank you for your attention!

Dr. Gerco van Dalfsen  
MA Leonie Theus

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