Gamification Planner

# The Problem

1. **Is the user problem in achieving their goals related to motivation?** Yes, Partly or No
2. **Is it difficult for the user to find the motivation to complete their goals?** Yes, Partly or No
3. **Can the user goal be divided into meaningful checkpoints?**Yes, Partly or No
4. **Can you propose a solution that will encourage the behaviours that will help students achieve their goals?**Yes, Partly or No

### The Problem Defined

The problem my students are experiencing is a lack of motivation to

The problem manifests itself as follows: *Description should include both quantitative and qualitative measures*

Students have had this to say about the problem:  
Students take this course in order to:

When the problem is solved, students will be able to:

I will be able to tell the problem is solved, because

# The Learners

### Considerations

**Self-Determination Theory Drivers**

| **Driver** | **Description of Driver** |
| --- | --- |
| **Meaning** | There needs to be a meaningful goal that the user would pursue even if the gamification mechanics would be removed. |
| **Mastery** | Gamification should provide challenges, where the users can feel competence, and have the potential to reach the flow state.  The users should see their advancement towards the main goal and the feeling of mastery. |
| **Autonomy** | The user needs to be in control of their own actions and not feel as if they are being controlled by external factors. |
| **Relatedness** | Users are more intrinsically motivated when they feel connected to others. |

**Research strategies**

* Demographics
* Student evaluations and feedback
* Discussion with colleagues
* Explore the literature on personality types and professions
* Explore the literature on gamification in my discipline

**Potential Motivators***(In addition to Self-Determination Theory Drivers)*

**Goals**

**Relevant Demographics**

**Needs**

**Frustrations**

# Project Goals and Metrics

In the Problem definition phase, you described how you’ll know the problem has been solved and what the benefits will be to your students. These form your project goals. The metrics are the objective criteria you use to measure the extent of your success. Use both qualitative and quantitative.

My project goal is (what the world looks like when the problem is solved):

I will know my solution has worked because

Qualitative measure(s):

Quantitative measure(s):

Students will be able to better achieve their goals because

# Narrative

Describe if and how you will use narrative/storytelling or how else you plan to create context for your gamification strategy.

Include storytelling outlines and any resources such as graphics, videos, training in the use of tools you may need to make your narrative rich and as immersive as you envision it.

# Strategies

In the course we used the Octalysis framework and mapped strategies to the eight drivers. We are not saying you have to use ALL eight drivers. Instead, consider which ones are suitable to your context.

|  |  |  |
| --- | --- | --- |
| Driver | Description | Strategy |
| Epic Meaning | Context for the content you're gamifying. |  |
| Development and Accomplishment | Help students feel that sense of competence and see their progression. |  |
| Empowerment and Creativity | Give students choices and input into how they learn and provide variety in how they respond to learning activities. |  |
| Ownership | For adults, the ability to contribute to a process or product and feeling that contribution has value can give them a sense of "buy-in". |  |
| Social Influence and Relatedness | How students relate to each other through group work or team competitions, peer to peer feedback and review are all considerations under this heading. |  |
| Scarcity and Impatience | Timed exercises, limited word counts, conditional activities. |  |
| Unpredictability and Curiousity | Pique curiousity or offer some unexpected, positive surprises. |  |
| Loss and Avoidance | Build value propositions for what we’d like students to do that will trigger a fear of missing out. |  |

# Tools and Resources

**Course Design**

[Ask learnonline tutorials](https://asklearnonline.unisa.edu.au/app/answers/list)

[TIU Teaching and Learning Guides](https://i.unisa.edu.au/staff/teaching-innovation-unit/divisional-support/online-guides/)

[Virtual Consultations with TIU staff](https://i.unisa.edu.au/staff/teaching-innovation-unit/divisional-support/tiu-support-for-teaching/)

**Relevant Gamification Case Studies**

**Graphics/Multimedia**

[Library Resources](https://guides.library.unisa.edu.au/OnlineTeachingResources)

[Software and Apps](https://i.unisa.edu.au/askit/staff/software-apps-soe/)

# Credits

Portions of this document have been adapted from Design Thinking templates and resources from the Stanford Design School’s Design Thinking school. <https://dschool.stanford.edu/resources/dschool-starter-kit>

The Octalysis Framework was developed by [Yu-kai Chou](https://yukaichou.com/). His latest work on the subject of gamification is “Actionable Gamification: Beyond Points, Badges and Leaderboards”.