



UNIVERSITÀ DEGLI STUDI  
DI SALERNO



# **EXAMPLE OF GAMIFICATION FOR HIGHER EDUCATION LEARNING**

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# REMINDE VALENCIA

Game, gamification, game-based learning, serious game

Approaches

The theoretical foundations

Which game features promote learning

When game playing has positive consequences

When people learn better from computer games



# REMIND SALERNO

- ✿ What gamification is
- ✿ What game design elements are
- ✿ How we can use them
- ✿ What the cons of gamification are



# TOPIC OUTLINE

✿ How we can overcome the limits of gamification

✿ How we can design meaningful gamification

✿ An example of gamified course



# LIMITS OF GAMIFICATION

Intrinsic Motivation



Extrinsic Motivation



Foster extrinsic rather than intrinsic motivation

Intrinsic Load



Extraneous Load



Germane Load



Higher cognitive load

## NOVELTY EFFECT

Why Novelty?




No long-term effects

# HOW WE CAN OVERCOME THE LIMITS OF GAMIFICATION

The challenge is to have relevant and meaningful gamification

- ✿ Students need to have **choices**
- ✿ Students need to be **involved** in the activities
- ✿ Students need to **connect** that activities to something inside
- ✿ Students need to **get to know each other**
- ✿ Students need to **feel confident** in their knowledge and abilities
- ✿ Experiences have to **focus on the play** and not on the external reward

# HOW WE CAN DESIGN MEANINGFUL GAMIFICATION



Student-centered learning environments



Universal Design for Learning



Self-determination theory

Nicholson, 2015

# AN EXAMPLE OF GAMIFIED COURSE

**Laboratorio di tecnologie didattiche**

Master degree in Filologia moderna

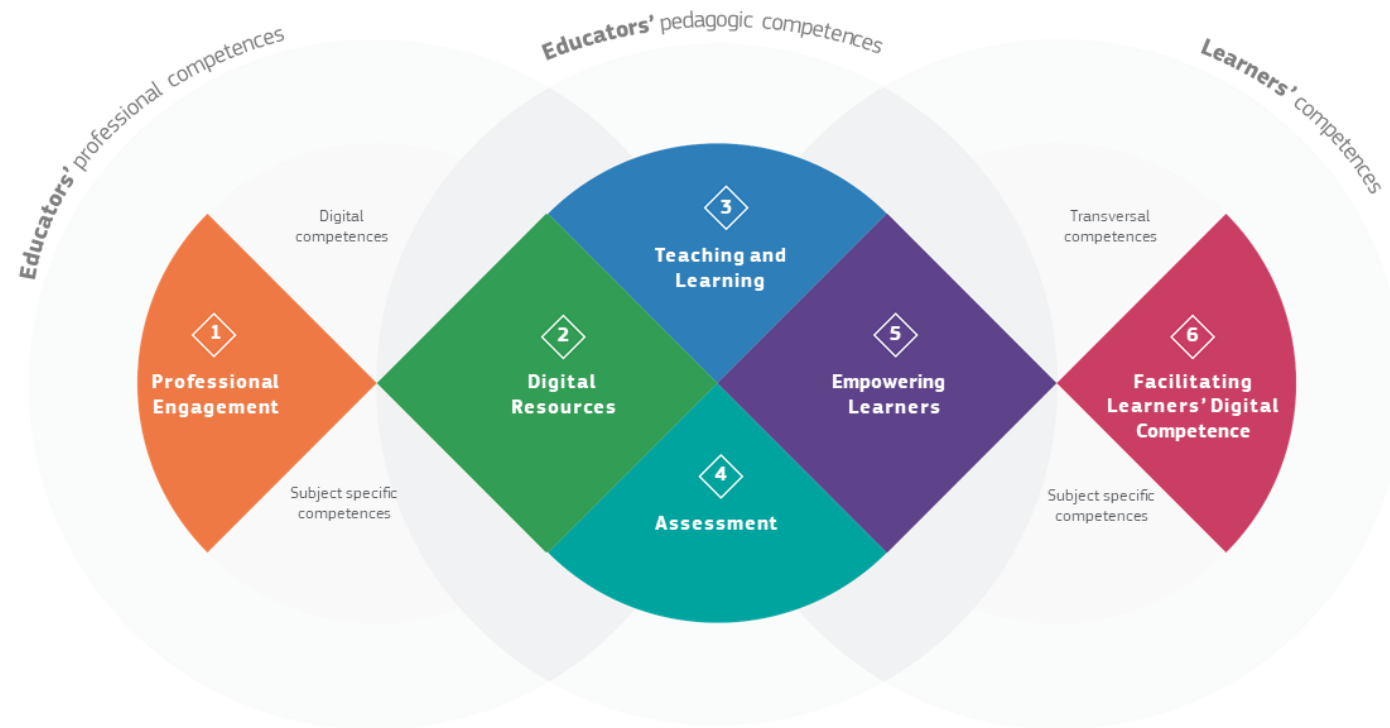
Second year - second semester

about 100 students - two groups





# AN EXAMPLE OF GAMIFIED COURSE

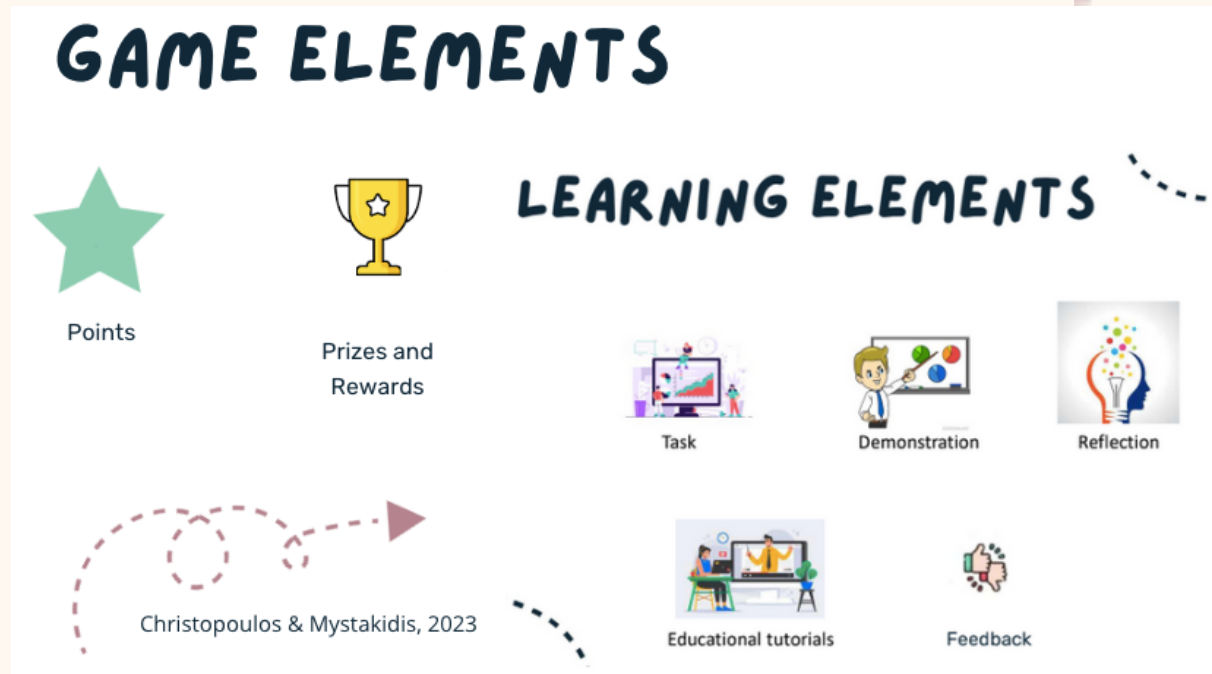


# AN EXAMPLE OF GAMIFIED COURSE



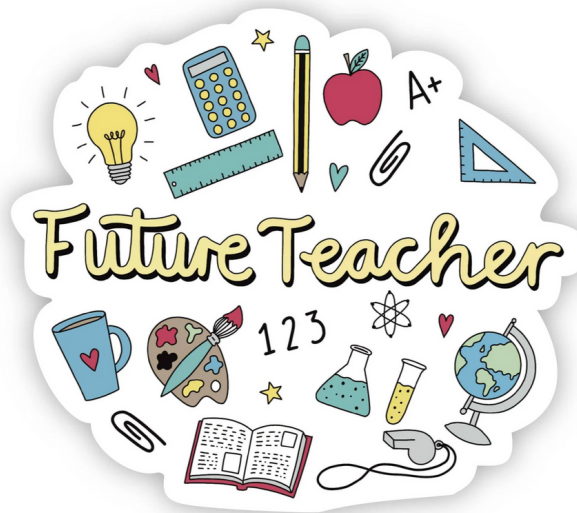
# HOW THE COURSE WAS DESIGNED

- ✿ Use external rewards sparingly



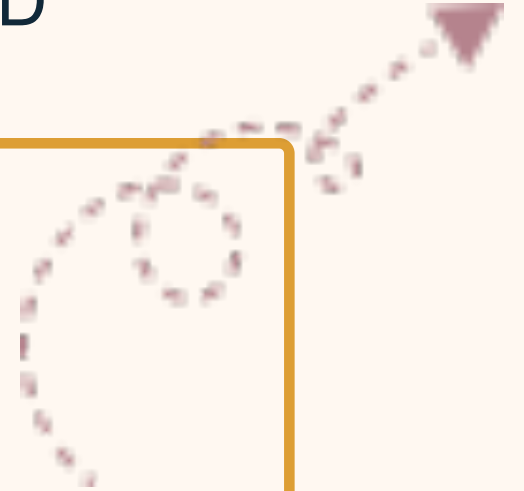
# HOW THE COURSE WAS DESIGNED

- ✿ Respond to the students' interest



# HOW THE COURSE WAS DESIGNED

## Informed play



# HOW THE COURSE WAS DESIGNED

## ✿ Fostering relationships among students



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# HOW THE COURSE WAS DESIGNED

- ✿ The learning activities and the tasks allows students to have a lot of choices, to make decisions, and to reflect together





# HOW THE COURSE WAS DESIGNED

- ✱ The tasks are on knowledge students feel confident





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# MANY THANKS!



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