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Effects of Prominence and Affordances on User Engagement in the Gamified Training

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TREO Talk Paper

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Abstract

In recent years, gamification, the use of game elements in the training context, has received significant attention from organizations and academics. Gamified training not only helps to create a more engaging and immersive learning experience but also allows learners to practice and reinforce their skills in a risk-free environment. Thus, much information systems research has examined the determinants and/or consequences of gamification (Kwak et al., 2019; Suh et al., 2017). In particular, prior research has emphasized that gamification affordances are important factors in increasing user engagement (Zhang et al., 2023). Despite the importance of affordances in user engagement, prior gamification research has not paid much attention to the role of prominence in influencing affordance and engagement.

Prominence refers to the salience of the perceived psychological proximity between a user and learning a system (Kuem et al., 2020). Prominence is crucial in the context of gamification because it can mediate the effect of affordances on engagement. Drawing upon research on prominence and engagement (e.g., Kuem et al., 2020), technology affordance (e.g., Suh et al., 2017), and gamified training research (e.g., Kwak et al., 2019), this study examines the determinants of user engagement in the context of gamified ERP training. We propose that prominence before the gamified ERP training positively influences two gamification affordances (i.e., gaming and learning affordances) during the gamified ERP training. This study also hypothesizes that prominence mediates the relationship between the gamification affordances during the gamified training and user engagement after the gamified training.

To test our hypotheses, we will use the ERP simulation game as a gamified training (Leger, 2006). The participants will be graduate students who registered for an ERP overview course offered by a public university in the United States. Structural equation modeling using AMOS 28.0 will be used. We expect to contribute to the existing literature by showing the important role of prominence in influencing user engagement in the context of gamified training.

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