

5-2018

When your students are quest-masters: Gamifying Information Systems Course Content

Connie S. Barber

Southern Illinois University Edwardsville, cobarbe@siue.edu

Follow this and additional works at: <http://aisel.aisnet.org/mwais2018>

Recommended Citation

Barber, Connie S., "When your students are quest-masters: Gamifying Information Systems Course Content" (2018). *MWAIS 2018 Proceedings*. 45.

<http://aisel.aisnet.org/mwais2018/45>

This material is brought to you by the Midwest (MWAIS) at AIS Electronic Library (AISeL). It has been accepted for inclusion in MWAIS 2018 Proceedings by an authorized administrator of AIS Electronic Library (AISeL). For more information, please contact elibrary@aisnet.org.

When your students are quest-masters: Gamifying Information Systems Course Content

Connie S. Barber

Southern Illinois University Edwardsville
cobarbe@siue.edu

ABSTRACT (REQUIRED)

Gamification is the application of game-based elements to non-gaming content. I have implemented two different gamified learning management systems (GLMS) in my role as a computer management and information systems Assistant Professor. Through this tutorial I will present the use of Classcraft, a GLMS that I am using in my 200 level Systems Analysis & Design course and which I am studying as part of a STEM Center Faculty Fellowship. During the tutorial I will demonstrate the system, discuss the elements of the system, and provide student feedback regarding the system and its use.

Keywords (Required)

Gamification, gamified learning management systems, information systems curriculum, Classcraft.

INTRODUCTION

Gamification is defined as “the use of game-based elements such as mechanics, aesthetics, and game thinking in non-game contexts aimed at engaging people, motivating action, enhancing learning, and solving problems” (de Sousa Borges, Durelli, Reis, & Isotani, 2014, p. 216). I have implemented two different gamified learning management systems (GLMS) in my role as a computer management and information systems Assistant Professor. I am currently studying two GLMSs (one in an online section and one in a face-to-face section) as part of a STEM Center Faculty Fellowship. In my face-to-face section of a 200 level Systems Analysis & Design course I am utilizing Classcraft. It is quite different from the system being used in my online class as Classcraft offers much more real-time interaction with the students. I have not had the opportunity to demonstrate Classcraft outside of the classroom yet, and believe that the attendees at MWAIS are the perfect audience for this tutorial. In addition to presenting the system, I will discuss how aligning elements of the system (mechanics, dynamics, and aesthetics) with the aspects of Fogg’s Behavior Model (motivation, ability, triggers) can lead to student behavioral modifications. The objectives of the tutorial and issues to be covered are outlined below.

Objectives

The objectives of this tutorial are threefold:

- Demonstrate Classcraft
 - As it is being used to engage students with elements of an information systems course.
 - Provide an instructor perspective. I will demonstrate how I set up and execute elements of the system.
 - Provide a student perspective. I will have at least one individual in a student role to demonstrate how they interact with elements of the system.
- Discuss the elements of Classcraft
 - Identify the mechanics, aesthetics, and dynamics (game thinking) of the system.
 - Discuss the importance of aligning the elements of the system (mechanics, dynamics, and aesthetics) with the aspects of Fogg’s Behavior Model (motivation, ability, triggers) when developing gamified content for a course.
 - Explain how the alignment of the system elements with Fogg’s Behavior Model can lead to behavioral modification outcomes.
- Provide student feedback
 - Present results from surveys administered as part of my STEM project

Issues to be Covered

While gamification sounds like a ‘fun’ idea, the decision to utilize it in the classroom is not black and white. Just like the design of an information system, there are multiple questions that must be answered leading up to the decision to incorporate gamification into the classroom. As such, the following types of questions will be addressed through the tutorial:

- Does my course need gamification?
- Would the course benefit from gamification innovation?
- Are my students open to the idea of gamification?
- Could gamification improve student learning of my course content?
- Does my department support this type of innovation in the classroom?
- How do I choose a gamification platform?
- Once I choose a gamification platform, how do I incorporate my course content?
- How do I handle students who don’t want to participate in the gamified learning management system?

While not an exhaustive list of questions, these are some of the important ones that someone must be able to answer if they are interested in implementing gamification in their course. Additional questions posed by audience members will be addressed.

References:

1. de Sousa Borges, S., Durelli, V. H. S., Reis, H. M., & Isotani, S. (2014). A Systematic Mapping on Gamification Applied to Education. In *Proceedings of the 29th Annual ACM Symposium on Applied Computing - SAC '14* (pp. 216–222).