Gamification

IEM1201 S Women in Film
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Serious Games

• “In the monumental year of 2002, serious games first gained the world’s attention when it was founded as an establishment, at the “Serious Games Initiative” by the Woodrow Wilson Center for International Scholars in Washington, D.C.”

• “A game in which education (in various forms) is the primary goal, rather than entertainment” (de Freitas, 2006; Michael & Chen, 2006)
IEM Modules: A Brief Introduction

• The IEM Modules teach students writing skills

• The skills are taught using content

• Each module has about 10 readings
Meaningful Gamification (Scott Nicholson 2013):

(1) Downplays external rewards and emphasizes internal motivation

(2) “Points based approach” as negative

(3) Desires to connect gamification process to the user’s own interests

• Creating meaningful gamification “benefits the user and creates a positive impression of the non-game context” that will then have a long-term benefit for the organization.
### Game Components and Motivation

<table>
<thead>
<tr>
<th>Components that make games motivating (Lee &amp; Hammer, 2011)</th>
<th>Facilitation of intrinsic motivation (Ryan &amp; Deci, 2000)</th>
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</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Competency</td>
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<tr>
<td>Emotional</td>
<td>Relatedness</td>
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<tr>
<td>Social</td>
<td>Autonomy</td>
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Outcomes

A. Movement towards intrinsic motivation

B. Bridging the gap in current research between meaningful gamification and student motivation

C. Learning enhancement prototype with broad programmatic application and beyond
I would like to acknowledge two NUS colleagues who worked with me on this project, John Yap and Alan Soong.