

# INSTRUCTIONAL DESIGN DOCUMENT

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Jesecia Miller  
Instructional Design



**COURSE DESCRIPTION:** This course is designed to educate instructional designers, teachers, trainers, and college students on how to increase learner engagement by incorporating gaming elements into their lessons.

DOCUMENT AUTHOR	Jesecia Miller
COURSE NAME	Gamifying Learning
EXECUTIVE SUMMARY	<p>Gamifying learning is an immersive learner experience that is both an informational and instructional course. This course is intended for instructors and college students in education. Even though gamification has gained popularity over the past years, it is not truly understood and there are many misconceptions about gamifying education. When done right, gamification is a powerful tool that engages students and enhances learning. At the end of this course, learners will understand how to incorporate gaming elements into an activity.</p>
TYPE OF COURSE	<p>Gamifying learning is intended to be both an informational and instructional (how-to) course. This course will be a self-paced course in the form of an escape room challenge. The escape room challenge will consist of four different levels. The first three levels will address a different learning objective. At the completion of each level, learners will be given an access code to move on to the next level. The last level will be a summative assessment. Learners will need to score a minimum of 80% in order to escape the room. A certificate of completion will be awarded to the learner for successfully escaping.</p>
COURSE MODALITY	<p>Asynchronous learning provides flexibility and convenience, allowing learners to access course materials and complete assignments at their own pace and on their own schedule. This makes it easier for individuals who have other responsibilities, such as work or family, to fit education into their lives. Additionally, asynchronous learning often allows for a wider range of interaction and collaboration, as students can engage with each other and their instructors through discussion forums and other online tools. Finally, asynchronous learning can be more cost-effective, as it eliminates the need for travel and other expenses associated with traditional classroom-based learning.</p>
TARGET AUDIENCE	<p>This gamification course is designed for professionals in the field of education, corporate training, and human resources seeking to enhance student and employee engagement and learning</p>

AND LEARNER PROFILE	outcomes. This course is designed for learners who may have limited knowledge about gamification concepts and are seeking to deepen their understanding while acquiring practical skills to apply gamification principles effectively in designing engaging and impactful learning experiences.
LEARNING GAP	The learning gap for this course may be large, even though gamification is a buzzword in today's society. Not many professionals in the training field truly understand how to gamify educational content. Some educators may think that applying points, badges, and leaderboards is gamifying content. However, gamification is more than points, badges, and leaderboards. Gamifying content should be based on creativity, fun, and socializing. The storyline is the main element of gamification. This storyline should be based on what motivates us.
TERMINAL LEARNING OBJECTIVE	At the end of this course, learners will be able, to design a gamified learning module using the game design framework.
LEARNING OBJECTIVES	<p>By the end of this lesson, students will be able to</p> <p><b>Module 1: What is gamification</b></p> <ul style="list-style-type: none"> <li>● 1.1: Define gamification</li> <li>● 1.2: Discuss 3-5 benefits of gamification</li> </ul> <p><b>Module 2: Principles of Gamification</b></p> <ul style="list-style-type: none"> <li>● 2.1: Describe the relationship between gamification and behaviorism</li> <li>● 2.2: Differentiate between game components, elements, and mechanics</li> </ul> <p><b>Module 3: Designing Gamified Learning</b></p> <ul style="list-style-type: none"> <li>● 3.1: Describe the steps in the game design framework</li> <li>● 3.2: Apply the design framework to create a gamified</li> </ul>

learning experience

## INSTRUCTIONAL STRATEGIES

### Module 1: What is gamification

- **Objective 1.1: Define gamification**
  - Explore examples of gamified activities
  - Write a personal definition of gamification
- **Objective 1.2: Discuss 3-5 benefits of gamification**
  - Explore the benefits of gamification.
  - Participate in class discussion of 3-5 benefits of gamification via padlet

### Module 1: Principles of gamification

- **Objective 2.1: Explain the psychological aspects of motivation and Rewards**
  - Complete a webquest activity on classical vs. operant conditioning
  - Read an article about the relationship between gamification and behaviorism
  - Select a real-world example of gamification and participate in a class discussion via padlet on the impact of behaviorism on user behavior and motivation.
- **Objective 2.2: Differentiate between game components, elements, and mechanics**
  - Read an article about game components, mechanics, and elements
  - Watch 3 videos that cover
    - Game Components
    - Game Mechanics
    - Game Elements
  - Complete a drag and drop activity to identify game elements, components, and mechanics.

INSTRUCTIONAL  
STRATEGIES

## Module 3: Game Design

- **Objective 3.1: Describe the steps in the game design framework**
  - Review a marker interactive that describes each step of the game design framework
  - Complete a sequencing activity on the game design framework
- **Objective 3.2: Apply the design framework to create a gamified learning module**
  - Design a gamified learning module by using the game design framework

ASSESSMENT  
STRATEGIES

Two assessment strategies will be utilized in this course; **formative** and **summative** assessment.

**Formative assessments** are low-stakes assessments that monitor student learning and provide ongoing feedback to students and educators. Students can use data from formative assessments to identify their strengths and weaknesses. On the other hand, educators can use formative assessment data to drive their instruction. The following formative assessments will be used in this course

- **Learning Objective 1.1: Define gamification**
  - Written response for the definition of gamification
- **Learning Objective 1.2: List 3-5 benefits of gamification**
  - Participate in class discussion about the benefits of gamification.
- **Learning Objective 2.1: Explain the psychological aspects of motivation and Rewards**
  - Select a real-world example of gamification and participate in a class discussion via padlet on the impact of behaviorism on user behavior and motivation.
- **Learning Objective 2.2: Differentiate between game components, elements, and mechanics**

- Complete a drag-and-drop activity to identify game elements, components, and mechanics.

- **Learning Objective 3.1: Describe the steps in the game design framework**

- Complete a sequencing activity on the game design framework

**Summative assessments** are high-stakes assessments that are used to evaluate students' learning at the end of an instructional unit. It compares students' learning against course standards and objectives. Both students and instructors can use data from summative assessments to guide their efforts and activities in subsequent courses. The following summative assessment will be used in this lesson

- **Objective 3.2: Apply the design framework to create a gamified learning module**

- Design a gamified learning module by using the game design framework
  - Create a video presentation of their gamified learning module.

This course will be in the form of an escape room activity. It will consist of 5 different challenges/Lesson that aligns with the learning objectives.

1. **Introduction: The storyline**

- a. Learners will be introduced to the game's storyline

2. **Lesson 1: What is Gamification?**

**Challenge: Points and Rewards?**

As you look around the room, you notice the leaderboard on the wall with the names and missing scores of those who have attempted this challenge before you. To unlock this first door you must:

- a. First complete Challenge: What is gamification?
- b. Answer the five-question quiz to reveal the scores.

## COURSE SEQUENCING

- c. Use the alphanumeric cipher to decode the numbers and unscramble the words.

**3. Lesson 2: Benefits of Gamification****Challenge 2: Storytelling**

There's a bookshelf with different storybooks. To unlock this second door you must

- a. Find the book that contains the lesson about the benefits of gamification and complete the lesson.
- b. Participate in the class discussion on the benefits of gamification.
- c. Once all activities are complete, the riddle icon will be enabled. Click on the icon to solve the riddle and unlock your next room.

**4. Lesson 3: Game Psychology****Challenge: Badges and Achievements**

Inspect the computers on the desk. You need to earn three virtual badges by completing gamification-related tasks.

- a. Complete a WebQuest on classical and operant conditioning
- b. Read an article about behaviorism and gamification
- c. Participate in class discussions
- d. Once you have earned all three badges the transport button will be enabled to take you to the reward chamber.

**5. Lesson 4: Game Elements****Challenge: Elements Showdown**

This is where the magic unveils: The Game Room. You have been selected to compete in the "boss battle of the elements". To win this battle and unlock your next door you must

- A. Complete the three lessons on game elements, compounds, and mechanics.
- B. Once you have completed all three lessons, the boss battle arena will be enabled for you to prove your skills. May the **Elements** be with you!

**6. Lesson 5: Game Design Framework****Challenge: Timed-Blitz Enigma**

You have been chosen to design a gamified learning experience. But first, you must follow the Game Design roadmap to reach the Design puzzle. Don't stray from your path or else it will be a horrible faith. May **Elements** be with you.

## LEARNING MODEL

The learning model used to develop this course is the **ADDIE** instructional model. The acronym "ADDIE" stands for the 5 different phases in the model.

1. **Analysis:** In the analysis phase, the learning goals and objectives are defined along with the learning environment.
2. **Design:** In the design phase, assessments are developed, the course format is chosen, and the instructional strategy is created.
3. **Development:** The development phase involves the actual development of the course along with the course material. When the course has fully developed a run-through is conducted.
4. **Implementation:** In the implementation phase the course is published to the public. Trainers are trained, learners are prepared and the learning space is arranged.
5. **Evaluation:** In the evaluation phase, data is collected to measure learners' success.

I chose this model because it gives me the greatest flexibility. The model may seem linear, however, it is a continuous circle of improvements and iterations.

## LEARNING THEORIES

This course focuses on three main learning theories



1. **Behaviorism:** Behaviorism is a psychological approach to learning that focuses on observable behaviors and the environment's influence on those behaviors. Behavioristic principles are applicable in gamification. In gamification, game design elements are used to present learning material in an entertaining way that motivates and engages learners. Reinforcement of desired behavior occurs through rewards such as points, grades, and badges, or by removing benefits to discourage undesired consequences.
2. **Constructivism:** This learning theory focuses on learning as an active process. The activities in this course align well with this theory. Through inquiry and active participation, the learners will construct their own definitions and benefits of gamification. Learners will also create their own gamified activity.
3. **Andragogy:** Andragogy is the theory of adult learning. Andragogy dictates that instruction for adults needs to focus more on the process and less on the content being




	<p>taught. This course is self-directed, task-oriented, and takes into account learner experiences. The aforementioned aspects of this course align perfectly with the principles of andragogy.</p>
COURSE STANDARDS	<p>Gamifying Learning is an asynchronous, student-centered course designed to help educators integrate game elements into their lessons.</p> <p><b>Course Completion:</b> This course is intended to be completed within 7 days of the start date. However, it can be completed within one setting (2-3hrs)</p> <p><b>Assignment Policy:</b> Learners are expected to successfully complete each level of the escape room in order to earn a certificate of completion</p> <p><b>Technology Requirements:</b> Learners are expected to have internet access and a Google account. If you don't have a Google account, you need to create one in order to access the lesson.</p>
RESOURCES	<ul style="list-style-type: none"> <li>• <a href="#">Gamification in Education</a>-Research paper</li> <li>• <a href="#">Analysis of Gamification in Education</a> - Research paper</li> <li>• <a href="#">True Education Partnerships</a> - website</li> <li>• <a href="#">Mambo.io</a> - A blog post</li> </ul>

## PART 2 -DIGITAL MEDIA APPLICATION

EPORTFOLIO LINK	<a href="https://sites.google.com/view/jeseciamiller">https://sites.google.com/view/jeseciamiller</a>
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LEARNING GAP	<p>professionals in the training field truly understand how to gamify educational content. Some educators may think that applying points, badges, and leaderboards is gamifying content. However, gamification is more than points, badges, and leaderboards. Gamifying content should be based on creativity, fun, and socializing. The storyline is the main element of gamification. This storyline should be based on what motivates us.</p>
INSTRUCTIONAL STRATEGY	<p><b>Gamification</b></p> <p>Gamification involves incorporating game elements to motivate learners to compete or cooperate towards a particular goal. The aim of this course is to create an entire learning experience by implementing various game mechanics to create an engaging and exciting learning environment. This approach can be particularly effective in boosting learners' motivation and encouraging active participation. For example, digital badges are used as a means to recognize achievements and provide learners with internal motivation to complete tasks and learning experiences.</p>
DIGITAL CONTENT DEVELOPMENT	<p><b>Week 2: Digital Document</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Elements of Gamification infographic</a></li> <li>•  Alt-Elements of Gamification</li> </ul> <p><b>Week 3: Logo</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Logo-Gamify Learning</a> <ul style="list-style-type: none"> <li>◦ <a href="#">BW version</a></li> </ul> </li> <li>• <a href="#">Flyer-Gamify learning</a> <ul style="list-style-type: none"> <li>◦  Flyer Alt Version</li> </ul> </li> </ul> <p><b>Week 4: Educational Video</b></p> <ul style="list-style-type: none"> <li>• <a href="#">How to effectively gamify learning</a></li> </ul> <p><b>Week 5: Screencast</b></p> <ul style="list-style-type: none"> <li>• <a href="#">How to use google forms to create an escape room activity</a></li> </ul> <p><b>Week 6: Audio</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Elements of Gamification</a></li> </ul> <p><b>Week 7: Interactive Lesson</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Escape Room Activity</a></li> </ul> <p><b>Week 8: Signature Assignment</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Signature Assignment</a></li> </ul>

Instructional Design Document		Gamifying Learning	
OER, CREATIVE COMMONS CHECKLIST	 DMC Checklist		