

CLASS GAMIFICATION WORKSHEET: Getting started

Deborah Healey, dhealey@uoregon.edu; <https://sites.google.com/site/gamificationforelteachers/>

Here are some suggestions for ways to get started. Your path will probably be different from someone else's.

What	I'll do this	Process and timeline
Step 1: Decide – part of the course or the whole course? Be consistent and plan ahead. <div> <div>Part</div> <div>Whole</div> </div>		
Step 2: Use your syllabus to set challenges and quests Challenges: activities/assignments to give points for _____ Quests: large projects		
Step 3: Add gamification elements listed below Easiest elements to add and still feel gamified (listed in order of easiness)		
What	I'll do this	Process and timeline
Badges: These are special digital or physical markers that you give students when they achieve something important (helping a specific number of people, completing a stage of a project, achieving a certain number of points) Badges are flexible, but you usually can't take a badge away once someone has earned it.		
Levels: These show that a learner has completed a specific set of activities and/or a specific number of points. Completing the weekly work could count as a level achievement, especially if learners have to complete prior weeks' levels before they get the current week's level. Levels can match textbook units.		
Points; Here you add up from zero in one or two elements of your course. Choose one element of the course, such as vocabulary, grammar, spelling work. Count the total number of points possible in this part of the course. If there is a large culminating project, make sure it is worth a lot of points. You'll tell everyone that they're starting a zero and working up – they can only get better. This is an essential part of gamification.		
Renaming: Use game labels for activities in your course. Points are XPs (experience points). I also use CPs, Collaboration Points, in many of my courses. Worksheets and other smaller activities can be Tasks, larger activities or quizzes can be Challenges, projects can be Quests, groups can be Teams or Parties, and competitions can be Player vs. Player. If everyone does well on a specific task or everyone turns homework in on time, declare a Free Lunch and add some points to everyone's total. Renaming only really		

makes sense after you have added at least some other game elements.		
Progress display: Have a leaderboard without student names; you can use avatars or just the number of points. Including names can be de-motivating for low achievers. Provide an individual display, showing the increase in points per week. For example, you can have a list of spelling words correct on a quiz, where you only show the cumulative total in the progress display, not individual weeks. The idea is to show progress over time.		
Recovery: Think of extra credit activities that learners who are far behind can use to catch up. Give learners a sense that they can succeed if they keep trying.		
Ownership: (You probably do this already.) Let learners make choices about what to do. Let them create and share what they have created with others. Give learners a sense of ownership and control.		
Epic meaning: (You may do this already.) Have learners work on a large project that goes outside the classroom, either in gathering information or in impact. Let them share their work broadly, beyond the classroom and ideally outside the school. People want to be part of something good and meaningful. Let them know when they're doing it and celebrate when they've achieved it.		

Additional elements to add

Once you've added Badges, Levels, Points for one element, and a Progress display, then consider these additions.

Points for the whole course: Go through your current syllabus and count the number of points in the whole course. Think about adding at least 100 points just in case you miscounted. This is your total for calculating levels => grades. If you have a culminating project, make sure that it counts for a lot of points AND that it is required to achieve a passing level in the course.

You can separate different elements and count the points separately if you want to be sure that learners achieve a certain point level in each element. For example, your aim is 6000 points overall, with at least 1000 in vocabulary, 1000 in writing, 1000 in speaking, and 2000 on the final project. Learners can then get lots of points in any one of these, but have to do well enough in each area to achieve the passing level. The more categories you have, the more complicated record-keeping gets. Add up and never go down.

Story narrative: You can add a story narrative to a project within your course or to your whole course.

Assignments/activities are described and valued as achievements within the story. This is probably best if learners are working in groups, so that you can track the group's progress through the story without a lot of trouble. A map can be a progress display, depending on the story narrative you choose.

NEXT STEPS

Once you have decided on the gamification elements to add, think about/look at your syllabus to help you:

- Define badges and levels
- Count the points in each activity
- Decide what you will rename and mark it on your syllabus

- Figure out what kind of progress display you will use
- Note where you can use game language

Optional: Think about a story narrative that might make sense for your students and your course.