ICoME Abstract Submission

ID # 17099s

Author:
Francisco V. Jumawan

Additional author(s):

Session Type:
Round Table Session (Students / Graduate students)

Title:
The Use of Gamification Elements in An Online Course to Increase Learner Engagement and Motivation

Abstract:
In the past ten years, online learning in postsecondary intuitions have increased as a result of the institutions' desire to increase their revenue and provide students more flexibility to their course offerings (Allen & Seaman, 2015; Bell & Federman, 2013; Lee, Pate & Cozart, 2015). However, with the increase in enrollment, the 50% drop out rate for distance education courses has been a problem for postsecondary institutions (Lee, Pate, College & Cozart, 2015). In addition, numerous studies have pointed out that learner motivation and engagement may be significant factors related to drop out rates and online learning effectiveness (Abrami et al., 2011; Artino, 2009; Artino & Jones, 2012; Sancho-Vinuesa, Escudero-Viladoms, & Masià, 2013). Numerous approaches try to address learning motivation engagement through instructional strategies. Moreover, games have been used successfully in elementary, secondary and postsecondary education. More recently, gamification has been used successfully in education to increase learning and engagement. In this round table session, I will share and discuss my dissertation prospectus for my dissertation study on the use of gamification elements in an online course to increase learner engagement and motivation.

References:
Abrami, P. C., Bernard, R. M., Bures, E. M., Borokhovski, E., & Tamim, R. M. (2011). Interaction in distance education and online learning: Using evidence and theory to improve practice. Journal of Computing in Higher Education, 23(2–3), 82–103. https://doi.org/10.1007/s12528-011-9043-x
Allen, I. E., & Seaman, J. (2015). Tracking Online Education in the United States. Retrieved from http://onlinelearningconsortium.org/read/survey-reports-2014/
Artino, A. R. (2009). Think, feel, act: Motivational and emotional influences on military students' online academic success. Journal of Computing in Higher Education, 21(2), 146–166. https://doi.org/10.1007/s12528-009-9020-9

Artino, A. R., & Jones, K. D. (2012). Exploring the complex relations between achievement emotions and self-regulated learning behaviors in online learning. Internet and Higher Education, 15(3), 170–175. https://doi.org/10.1016/j.iheduc.2012.01.006

Bell, B. S., & Federman, J. E. (2013). E-learning in postsecondary education. The Future of Children, 23(1), 165–185.

Lee, E., Pate, J. A., College, Y. H., & Cozart, D. (2015). Autonomy support for online students. TechTrend, 2013(August), 54–61.

Sancho-Vinuesa, T., Escudero-Viladoms, N., & Masià, R. (2013). Continuous activity with immediate feedback: a good strategy to guarantee student engagement with the course. Open Learning: The Journal of Open, Distance and E-Learning, 28(1), 51–66. https://doi.org/10.1080/02680513.2013.776479