

eBook



GAMIFICATION

From a global perspective

START



INTRODUCTION

Gamification is more than just a buzzword in today's learning organizations; it can be an effective tool to engage learners, impart information, improve memorability, provide metrics and make learning fun. But, depending on whom you talk to and where you are in the world, everyone seems to have a bit different take on how to define 'gamification', as well as how to implement games, overcome challenges and leverage the benefits of this potentially powerful learning modality.

To offer a global perspective, GP Strategies™ polled our experts around the world, asking each to give their take on the trend. The result is an insightful snapshot of attitudes and thoughts surrounding gamification and its practice across North America, the UK and the Middle East.

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MAIN MENU

CHARACTER
PROFILES

LEVEL 1

define

LEVEL 2

badging

LEVEL 3

challenges

LEVEL 4

benefits

LEVEL 5

play



GP STRATEGIES CHARACTER PROFILES

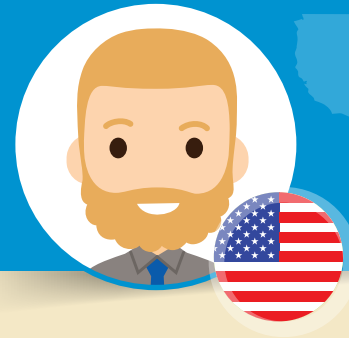


TIMOTHY
united kingdom

POINTS
2,849

RANK
the de-jargoner

MY BADGES
 

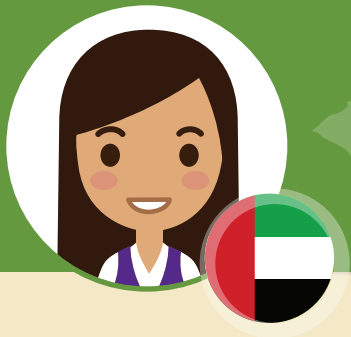


RICHARD
united states

POINTS
4,230

RANK
systemic brain

MY BADGES
  

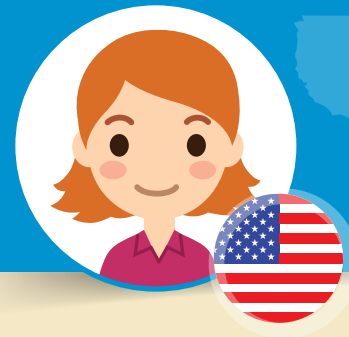


KIRAN
dubai

POINTS
1,784

RANK
performancator

MY BADGES
  



SHERI
united states

POINTS
3,114

RANK
learning alchemist

MY BADGES
 

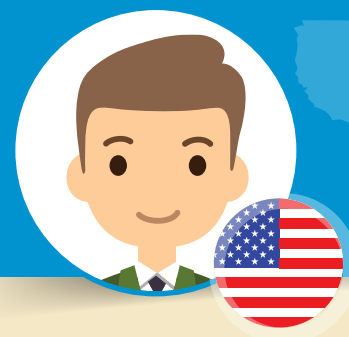


NANCY
canada

POINTS
2,018

RANK
educational empath

MY BADGES
  



MICAH
united states

POINTS
1,076

RANK
diversifier

MY BADGES
  



LEVEL 1 *define*

Depending on whom you talk to, gamification might be considered as simple as issuing badges and points at certain milestones to as complex as an e-learning game with all the bells and whistles of Minecraft or Grand Theft Auto. Most agree, however, that gamification means bringing game design, logistics and thinking into the way you present the learning you want to impart. When we consider game development, we need to consider the outcomes of the game first and foremost. While it's tempting to create a high-end game, it's critical to remember that we don't want our learners spending hours and hours playing these games in the evening and struggling to get to the next level. Rather we want to harness the excitement that comes with the first time playing a game, the motivation of following the storyline of a game and the satisfaction one gets when successfully completing the mission.

But while learning is almost always part of the equation, it's not always the primary goal of gamification. Read on to see how it's being used in other countries, as well as to gain insights from our experts who each brings a different perspective to the mix.

[CONTINUE](#)

MAIN MENU

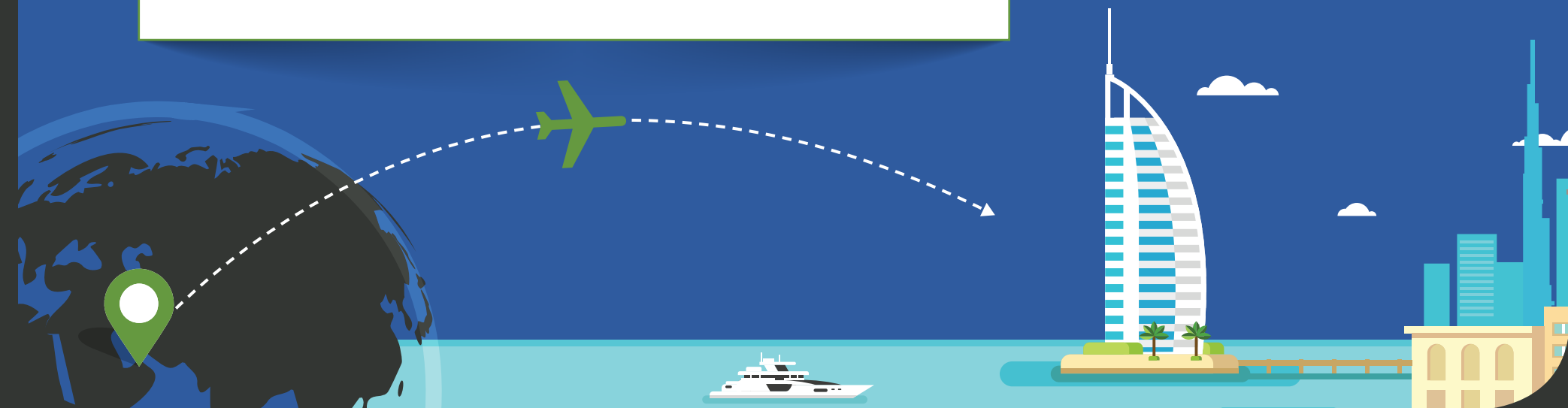
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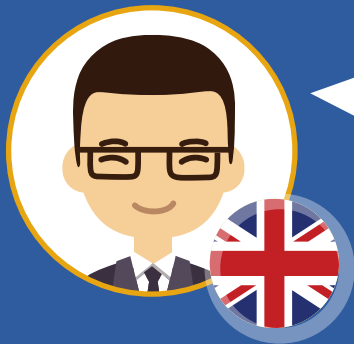
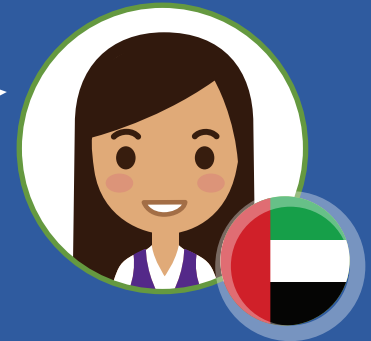




What does **GAMIFICATION** mean to you?

The education sector is picking up this concept in the UAE market and some organisations are banking on it to improve the employee engagement aspects. However, having said that, not much research is conducted across the education/learning industry here, nor do we have any implemented solutions designed to speak of the results. The current trend in the region is of 360-degree gamification services that offer consultancy, platform sourcing, integration support, gamification artwork production and post-engagement management. The end programme is an integral part of the user experience, be it on a mobile app or company intranet or learning module, etc. Regional experts share that 40% of Global 1000 companies will be implementing gamification in learning and training by the end of this year as per Gartner. The key focus of the subject matter experts (SMEs) is the 'customer engagement' and 'employee engagement'. It's harder than ever to keep your customers' attention. With the explosion of websites, social networking apps and mobile connectivity options, customers can now jump from product to product and business to business without much thought. More than 62% of customers take their business to competitors upon completing a business relationship with a brand.

KIRAN *dubai*



If you go back to early games, I'm talking way back to the Pac-Man era, then games were indeed set up to ensure you never completed them. After all, they were designed to guarantee you wanted to slip another coin in to keep playing. Modern variations, like Resogun on the PlayStation 4 network, retain this same spirit, forcing you to fail so you try again. Today, large multiplayer games pit player against player, again to ensure everyone wins some of the time, but never all of the time. Linear single-player games, such as The Last of Us or Infamous, won't let you fully complete the game during a single play-through because choices make you give up certain parts of the game—you can't complete it all. Enjoying the story is the reward in itself. So a successful game has to have a built-in element of failure for players. Would you be happy with a percentage of your learners failing? If everyone 'wins', is it still a game?

TIMOTHY *united kingdom*





What does **GAMIFICATION** mean to you?

According to Lambda Solutions, a Vancouver-based company, there is a difference between gamification and learning-based games. Gamification brings game design, game mechanics and game thinking into non-game activities to motivate learners. Lambda suggests this is different from learning-based games as it turns the entire learning process into a game.

Design elements:

- Fixed rules
- Negative consequences
- Ranks
- Player effort
- Reputation
- Variable outcomes

Game mechanics:

- Rules and feedback loops that include tactics like point systems, leaderboards, levels, rewards and time constraints

Game thinking:

- Aims to create immersive experiences like storytelling, challenges and requests

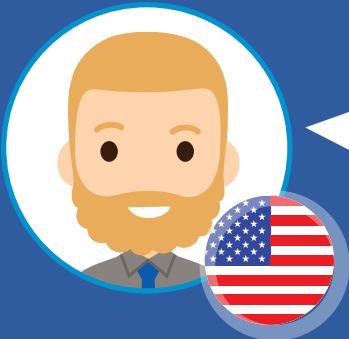
NANCY *canada*



Gamification has many definitions, but the easiest is that it involves using characteristics typically associated with games and game environments and embedding those elements into non-game experiences such as learning/training.

We've employed characteristics including badging, scores, levels and even hidden elements into learning experiences with mixed results. Too often, the eventual outcome is slightly more engaging to those learners who are unfamiliar with games (it serves as variety) and is slightly dis-engaging to those who are familiar with games (it's artificial and not as polished as a real game). In either case, the outcome is hardly desired—a small uptick for half the audience is not worth the downtick for the other half. This simply becomes a zero-sum trade-off. Of course, there are examples of more meaningful outcomes, but they are inconsistent.

RICHARD *united states*





What does **GAMIFICATION** mean to you?

Gamification is applying the concepts behind gaming to a learning solution. These concepts include a story, score, support and strategy. It's really what takes us from a very boring linear e-learning module into something that gets the learner truly engaged in the content. Gamification is not simply adding a badging app overtop of a learning management system (LMS) or making a fun game for learners to play. It's looking at the content and crafting a story to tell. Then it is developing a strategy for the learner to employ or an adventure to be on to travel through that story. The motivation includes a score along the way to help keep learners engaged and ample support to ultimately make them successful. Because in the end, we need them to gain the desired skill or knowledge ... but we do want them to enjoy the journey.



☒ story



☒ strategy

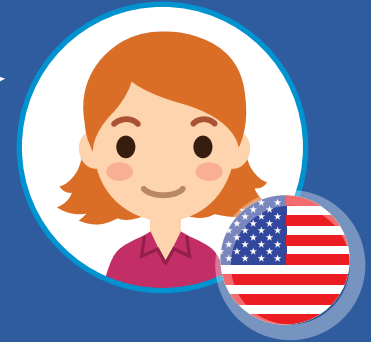


☒ score



☒ support

SHERI *united states*



LEVEL UP



LEVEL 2 *badging*

Badging is a process of rewarding learners for milestones they've reached within a program or for completing a program. Traditionally, you might issue certificates that learners could hang on their walls. Badging is the electronic equivalent of that—a sort of status symbol to be displayed alongside your name.

It would seem so simple to layer a badging element atop your established learning programs and watch engagement rise. But there are many considerations to take into account before you go that route, as our experts indicate.

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MAIN MENU

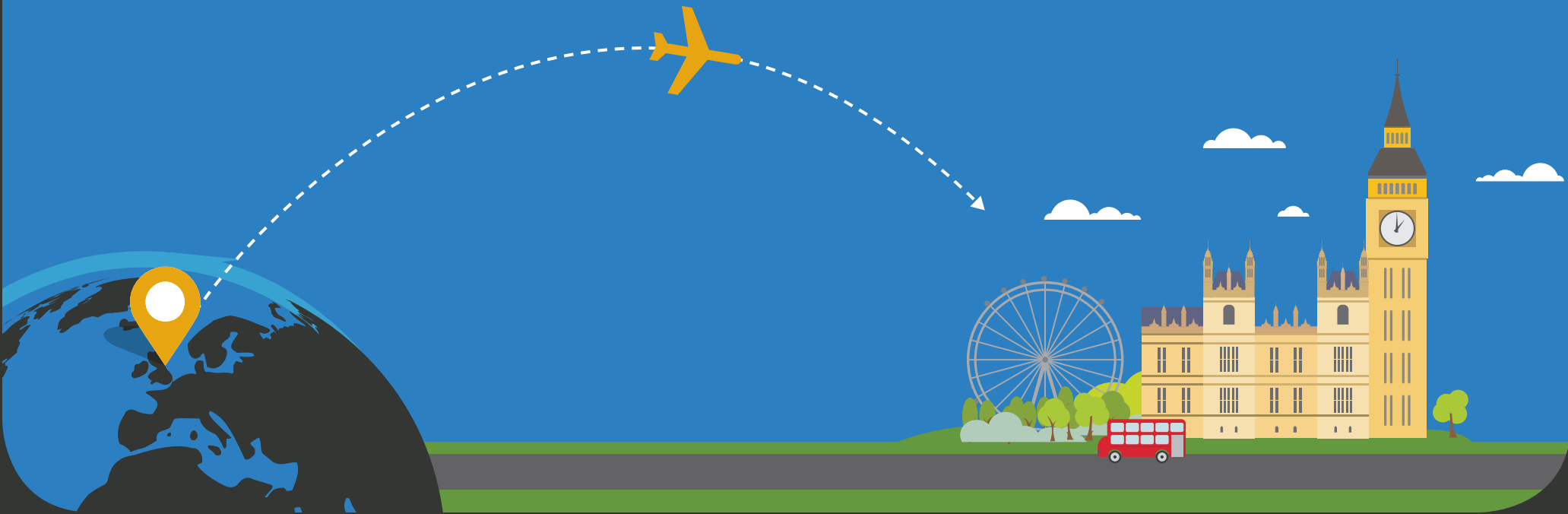
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How do you feel about **BADGING**?

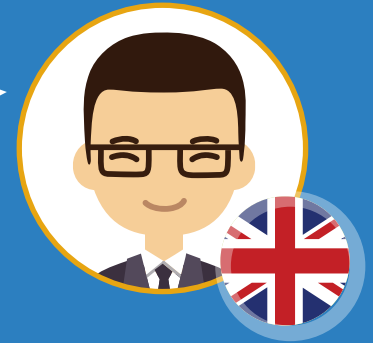
I'm looking at the cub badges that I've got to sew on Son 2's jumper for tonight's session. He's particularly proud of his 10 nights away camping and his two-year badge. Son 1's school jumper is covered in yesterday's lunch and needs washing. His jumper proudly displays the six badges that he earned in Year 6 of school, and he ultimately gained the Head Teachers Award—only 1 of 6 children to do so out of 90. Collecting the whole set became an obsession for him and totally underlined his attitude and behaviour to learning that year.

Interestingly, though, Son 2, who loves getting his cub badges, is not at all engaged in the Year 6 school badge system or the Head Teachers Award. 'So what?' he says. 'I get a badge. What does that mean? It doesn't mean anything. Not bothered!'

But ask Son 2 if he'll do a reading for the Mother's Day church parade for cubs and he jumped at the chance. How sweet, I thought, until he said, 'I'm only doing it for the points!' Certain activities like attending the church parade and volunteering for a reading earn him extra points. And those points could ultimately get him some cash or a toy or a voucher for a new Pokémon game. Now, he's motivated! But he still doesn't show the slightest interest in the school badge system.

So from what I've learned about open badges and gamification and what I've learned about my kids is that you cannot motivate and engage everyone with the same system of reward. There has to be a range of ways to do this. And never make assumptions about who and why people will want to take part. I think the real work isn't about creating the badge system but in finding out about and talking to your participants—involving them in the process—making it their system and not having something introduced that they don't connect with. Or find a way of connecting with them. The hard work for learning and development isn't launching the system; it's all in the research, analysis, investigation and time spent really connecting to your audience before you even start to draw up an outline of how you'll introduce gamification or open badges. But that's also what will ultimately make it succeed (hopefully).

TIMOTHY *united kingdom*



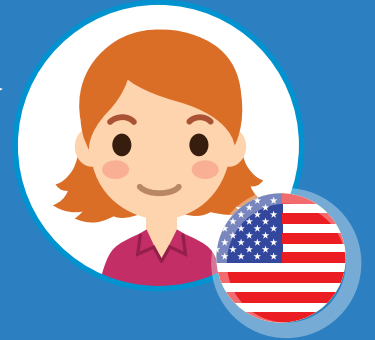


How do you feel about **BADGING**?

Badging is a topic that typically is discussed within gamification discussions, with a focus on achievement of learning paths. Much like in the past, a learner could receive a certificate for completion of a program; that certificate has been replaced by an electronic badge. These badges, much like the certificates that once hung on a wall, now grace LinkedIn pages and résumés instead. One of the challenges with more frequent badging is the satiation of the reward. Eventually the badges become mundane, or the distance between receiving badges makes them appear unachievable, thus decreasing their motivational value. Or do the badges matter at all? How many people have certificates that grace the bottom of a desk drawer instead of being proudly displayed?



SHERI *united states*



LEVEL UP



LEVEL 3 *challenges*

Gamifying a learning program presents a number of challenges primarily focused around the often opposing goals of play and learning. When looking at gamification from a global perspective, culture also creates a challenge. Canada has two national languages, for example, used in varying degrees across 10 provinces and 3 territories, each of which represents different cultural norms. Expand that further to create a game-based learning solution for a global organization representing multiple cultures in multiple countries and you've got challenges that reach far beyond linguistics.

Because of this, not everyone sees gamification as a magic bullet solution. Like every modality, it has its strengths and drawbacks. While considering your own gamification efforts, taking some of the challenges into account could not only help you set realistic expectations for your outcomes, but could also help you in brainstorming and troubleshooting ideas in the planning stages.

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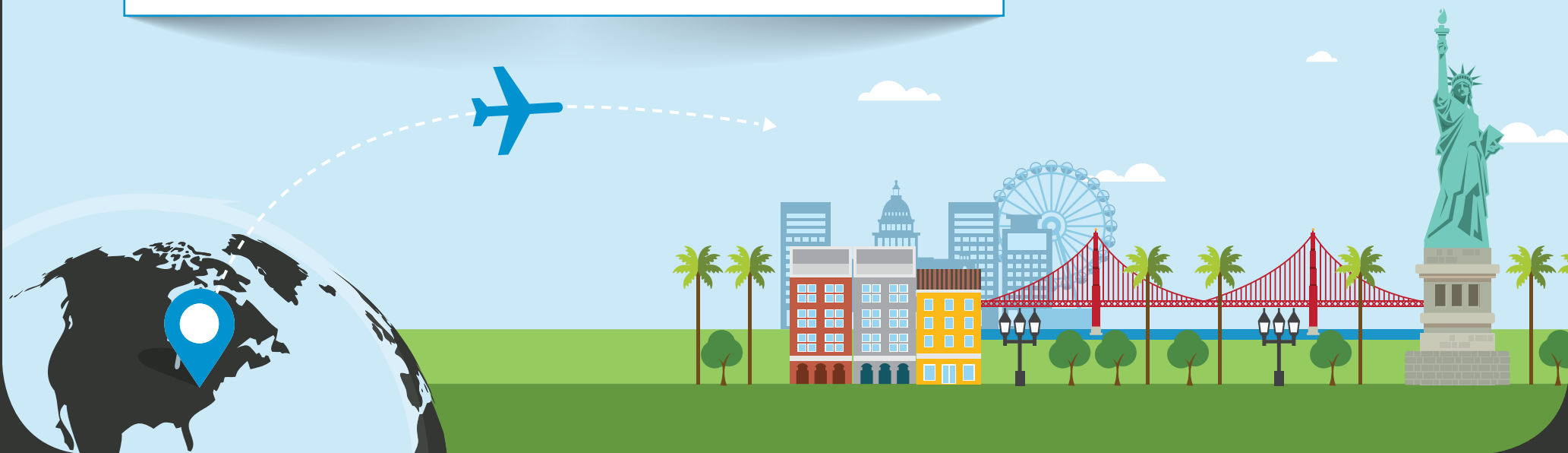
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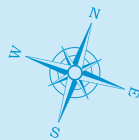
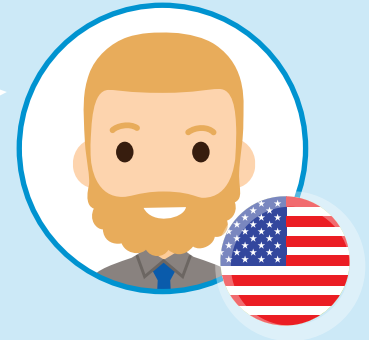
What are some of the **BIGGEST CHALLENGES**?

While games are often considered engaging, this engagement is not embedded in the characteristics themselves. Instead, the engagement is really at the core of what a game represents—play.

- Play is not talked about as a gamification concept. Why? Because play is counter-intuitive to the seriousness and importance of the work that each and every employee does. Companies do not really want their employees to be thinking about 'play' when they should be at 'work'.
- People play games as a way to distract and engage for fun. In learning, our outcomes are based on performance in the workplace. These two perspectives are almost always going to be at odds with one another.
- When we do incorporate a 'play' element into a learning experience, the learners are often engaged; however, they are engaged with the game, not with the learning. So, I might accumulate plenty of artifacts and badges and scores and levels, but do I learn anything? Well, I learn how to play the game—but often not the purpose of the game.
- Learners want to understand the What's In It For Me (WIIFM) of any learning experience. When we use gamification techniques sporadically, we set apart a particular experience as being 'special' without a clear and compelling reason. Learners often learn that one topic is more important than another because it looks like more effort went into the design and development. This is not always meant to imply importance.

It's important to consider these challenges if you are looking to effectively deploy game-based learning. Simply putting content into a game format will not guarantee success. Success will require gamification being a part of your overall learning strategy and implemented carefully and thoughtfully when applicable to ensure the desired outcomes.

RICHARD *united states*





What are some of the **BIGGEST CHALLENGES**?

Few players finish a game. There are a few select gamers out there called trophy hunters. They try and totally 100% finish a game—doing it several times, over and over. They want to get every unlockable area, every bonus and every award. But these people are in the minority. Despite this, many gamification elements assume that this kind of behaviour is the standard, that people are badge collectors, as addressed in the previous Level. Most players are happy to play for a while, get the idea behind a game, have some fun with it and then move on. This is fine. It's a game. To add a pressure from outside of the game world to finish it kind of breaks it. And of course, those who do conclude a game may have done so in a patchy and zigzag manner, which means they didn't complete all of it but bumbled through a central portion. But would you be happy for learners to not complete all of your course, to get the idea and move on?

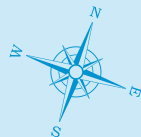
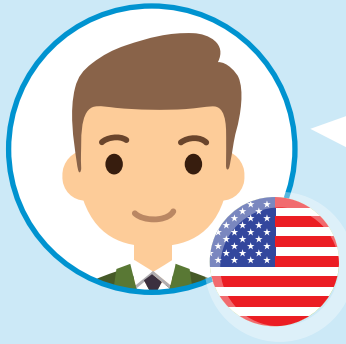
TIMOTHY *united kingdom*



We, as training designers and developers, would love to tap into the tremendous potential for motivation and engagement in gamification. Part of the draw of a good game is the challenge of mastering a unique set of game mechanics and then applying them to new situations—all crucial factors for success in training. These are laudable goals, but one must take care when attempting to apply the lessons of entertainment game design to the training industry: The objective of entertainment games is diametrically opposed with those of gamification for the purpose of learning.

The goal of entertainment gaming is occupation of the mind. Gaming advertisements highlight such features as high numbers of hours of gameplay and replayability. On the other hand, in the training realm, we are constantly driving to reduce overall training time because the end goal is performance and productivity, and learning to produce may be a necessary precursor to production, but it is not production in itself. Marc Prensky (2001) touched upon this when he explained that the success of The Monkey Wrench Conspiracy, a game designed as a fun tutorial for working with a new 3D design tool, led to requests for the release of new levels. Positive effects on performance cannot be expected if the learner never graduates to application on the job.

MICAH *united states*



LEVEL UP

LEVEL 4 *benefits*

While there is no perfect approach to learning, gamification does provide some compelling advantages worthy of consideration. Engagement is one of them. Focus is another. Like any other element of a learning program, it is essential to consider your audience and objectives before deciding to incorporate gaming elements into the mix. By seeing how gamification is being implemented around the world and the benefits those efforts net, you should get a better idea of whether it will work for your initiatives.

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MAIN MENU

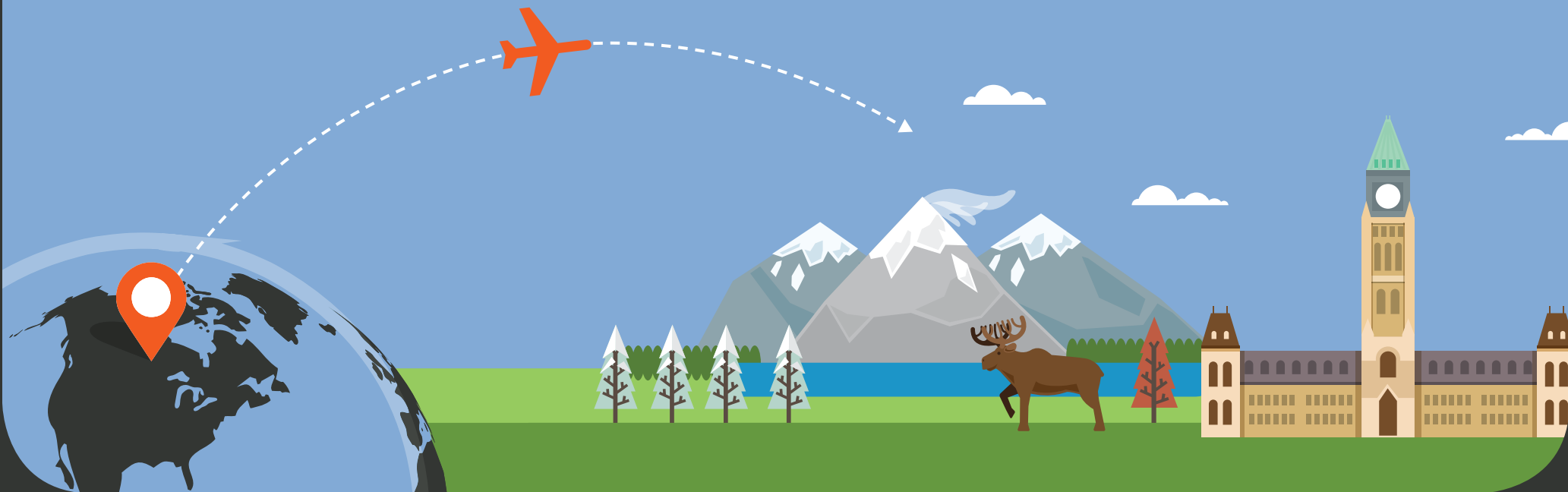
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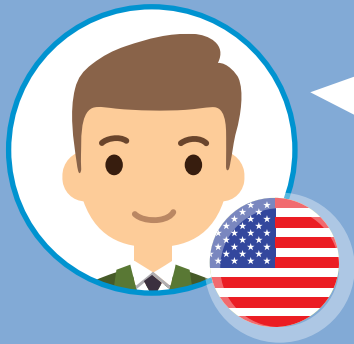




What are some of the biggest **BENEFITS** of gamification?

What makes this type of learning successful? It is the mystery, the provoking of emotions, the uncertainty of when a reward will be granted as well as the collaboration and competitiveness between and amongst learners. It is the combination of these elements that cause individuals to move in to a state of complete focus. Focus leads to greatest learning when the outcome is 50% certain. Why? The brain becomes active and brain connections are being made.

NANCY *canada*



As one that focuses on the improvement of human performance, I see value in gamification of the training experience, and elements can be found in every training session I design—be it a scavenger hunt, a role-play or a simple quiz game. However, when I think about the value of gamification, I set my sights on productivity games instead. I look to the work of folks like Luis von Ahn who tapped the wisdom of the crowds with the Google Image Labeler (now defunct, but living on in ARTigo). This addictive game paired players up randomly and anonymously to agree upon sets of keywords for a shared image to facilitate searching—awarding points for matches and publishing a leaderboard to support bragging rights. This application added layers of both engagement and reliability to what would otherwise be a tedious task.

While they certainly are not appropriate everywhere, productivity games represent the next best step for gamification in the realm of performance improvement. We can leverage skills in bridging performance gaps and game design, without subsequently trying to short-circuit one or the other.

MICAH *united states*





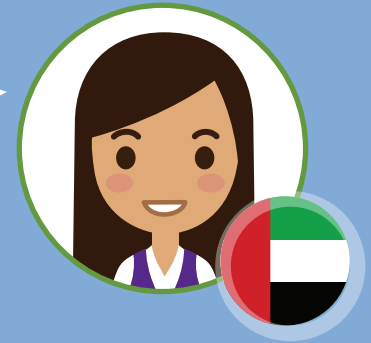
What are some of the biggest **BENEFITS** of gamification?

Increasingly, organisations here are using serious games to attract new employees, engage and motivate their workforce, improve training outcomes and influence the behaviour of their existing and potential customers. Gartner estimates that by 2015, 50% of large organisations across the Middle East will have 'gamified' at least one business process.

From the discussions I have had with a few market players, it appears that serious games are being used for training, recruitment and marketing in many sectors, including healthcare, pharmaceutical and public. These games provide an engaging opportunity for active learning in which employees are challenged and rewarded throughout the employee lifecycle through to onboarding and leadership training. They respond to much more difficult cognitive and effective challenges than is afforded by more traditional forms of training. A few global multinational companies that have acquired this practice in the region are IBM, Cisco and Deloitte. These organisations recognise that, due to exposure to new and exciting technologies in their everyday lives, new employees are not engaged and motivated by traditional forms of training (including page-turning, linear e-learning), resulting in a poorly trained workforce. Organisations are finding that the application of a game-based learning approach to corporate training is helping them increase employee engagement and drive performance over and above that previously delivered by traditional training approaches. Some of the common practices in the Middle East are as follows:

- Onboarding is an important stage in the employee lifecycle. For many organisations, high attrition rates are a significant problem. Making new-hire orientation as engaging and 'sticky' as possible is turning out to be a practice across a number of industry sectors here.
- Organisations are increasingly turning to Facebook as a recruitment tool. As the Marriott International hotel chain grows in countries such as China and India, it uses a Facebook game called My Marriott Hotel to attract the next generation of hospitality employees. Having prospective employees experience the hotel working environment for themselves in the game ensures that Marriott is more likely to get applicants who understand the nature of the job for which they are applying, thereby improving the efficiency of the recruitment process. The game can be reused as part of the onboarding training process. Being able to deploy the same game for recruitment, onboarding and general training purposes justifies the development costs for Marriott—develop once; deploy many times.

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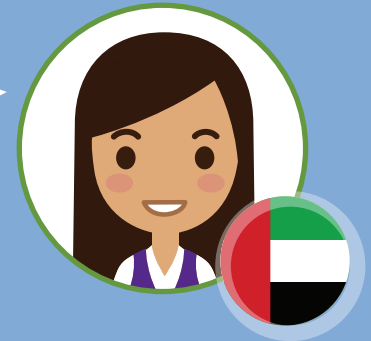


What are some of the biggest **BENEFITS** of gamification?

continued....

- Facebook games are so popular that organisations are using them as mainstream marketing tools. An example of this is IBM's CityOne, a serious game that aims to influence the behaviour of their own employees, business partners, clients and future clients. As a marketing tool, the game enables companies like IBM to market its products and services in a way that engages existing and potential customers more deeply, making the company's value proposition clearer and more compelling. CityOne demonstrates how municipal systems connect; how industries evolve; and how IT investment impacts people, profit and the planet.
- E-learning providers have identified the following contexts for deployment based on customer requests for game-based learning solutions:
 - To influence/change attitudes
 - For process improvement
 - To improve knowledge/skills transfer
 - For induction training
 - For assessment purposes

KIRAN *dubai*

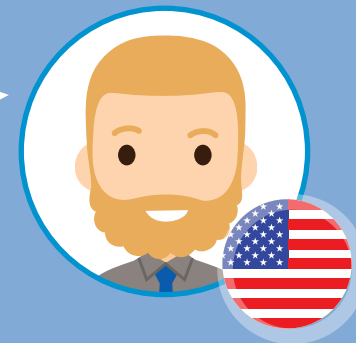




What are some of the biggest **BENEFITS** of gamification?

So far, I've painted a fairly bleak picture of gamification and its benefits (or lack thereof). But, gamification is not without value. We need to consider some of the other characteristics of games that are often overlooked. The first of these is storytelling. Storytelling is often missed as a gamification strategy primarily because it is not universally available in all games. Storytelling, or narrative, is not thought of as a technical characteristic of a game; however, it is often the binding force that elevates a mediocre game to become a great experience.

- We've used storytelling in learning for years, often through the use of scenarios and case studies. We should be refocusing our energies in this direction. A story provides an opportunity for us to include context to the learner. And a story will often let the learner empathize with its main characters so that learners begin to 'see themselves' in the situations presented. Now, while what I'm suggesting is called a simulation by many, we do need to keep in mind that a good story often has exaggerated elements to emphasize key points. A little exaggeration, a little whimsy—these are acceptable for even the most serious of topics. The reality is that our end goal in learning and training is to have the learner retain the knowledge and to apply it on the job. If learners don't retain, then there is nothing to transfer. If they don't pay attention, then there is nothing to retain. Sometimes we need to make trade-offs to get the learners most of the way towards our (and their) eventual goal.
- The other place where we can really gain value from gamification is in learning systems. Gamification characteristics like levels, scores and badges can be employed effectively when they are embedded in the overall learning system, not just in a course here or there. Learners can use these to track their progression and to begin to understand how disparate pieces of learning relate to one another. In other words, we encourage the learners to build and populate a map of their learning opportunities and knowledge. This map of knowledge then becomes the blueprint for not only the job they are doing today, but also for direction on how to consider evolving to the job of tomorrow.

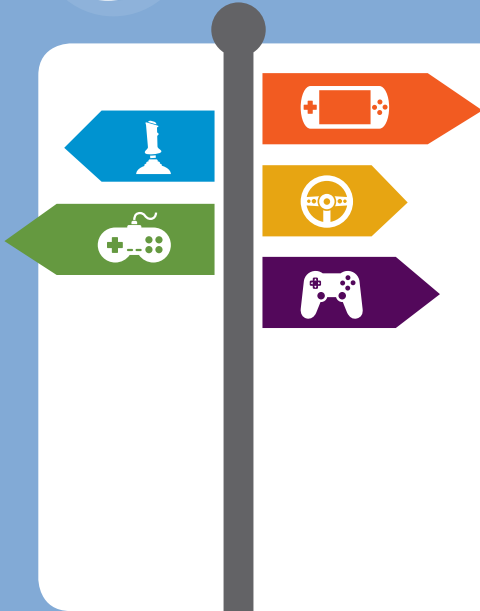


RICHARD *united states*



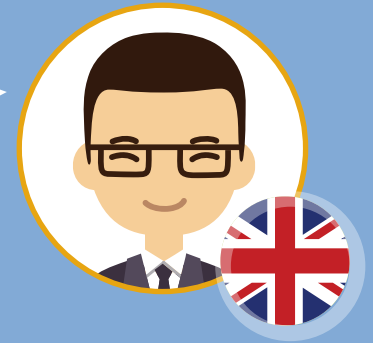


What are some of the biggest **BENEFITS** of gamification?



What I love about games like Skyrim or Fallout is the chance to explore and find your own stories, your own way of solving a problem and failing in your own way, too. Experimenting, trying totally different methods, refining the same method—all tactics players use—are all good learning methods also. But you can see in that simple statement why gamification won't work for every situation. If you need the staff in your company to do things exactly the same way, across the whole business, every time, then fully embracing game techniques may not be the best way to go. If you want to let people find their own solutions, it will be great.

TIMOTHY *united kingdom*



LEVEL UP



LEVEL 5 *play*

So you've read through this eBook, weighed the challenges against the benefits of gamification and have decided that it's a viable option for your next program. Now what? Our team of global experts has provided additional thoughts to consider to help make your gamification efforts as engaging and memorable as possible.

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MAIN MENU

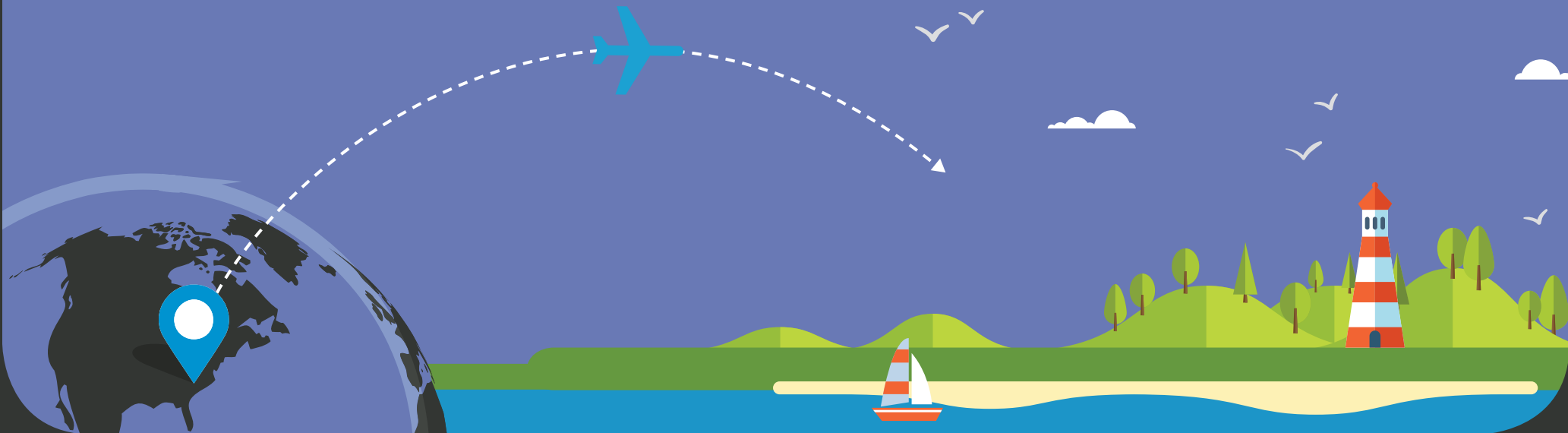
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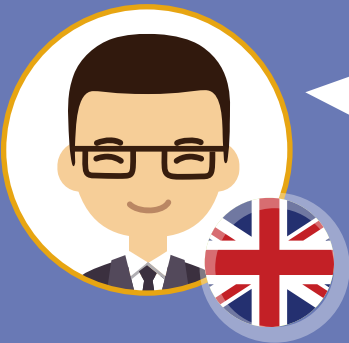
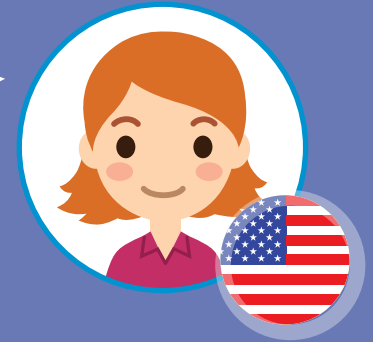




How can you do **GAMING** 'right'?

The biggest area of gaming in the US is as a component of a blended learning solution. This could be as simple as replacing a daily recap of an instructor-led session with a review game to increase engagement. Additionally, games are found as an alternate to an e-learning assessment (either pre or post) to add some variety to the standard multiple-choice questions. Gaming is also used as a design element in learning modules, incorporating a story, strategy, score and support to guide the learner through the content. Using these methods, an entire curriculum could be grounded in a game story and strategy, with modules and modalities employed as a part of the game.

SHERI *united states*



Games are enjoyable because they offer the brain an escape. They give it a virtual 'third place' to breath. Not work. Not home. A third thing to occupy it. Or another way to look at it is that games give escapism. That's why the rules of the world must be self-contained and fair and make sense. They are the rules of this third place and are different from what occurs at home or in our working environment. A game that takes place within the environment of work, with work-style rules, isn't a game at all. A game takes place in its own unique world with its own rules. Or does your learning take place in the normal world?

TIMOTHY *united kingdom*

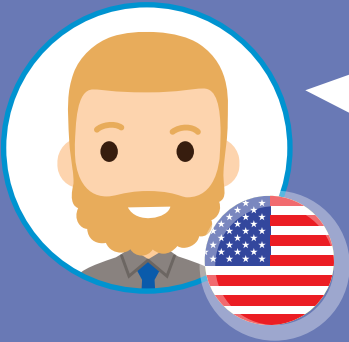




How can you do **GAMING** 'right'?

While I spent some time outlining the differences between gamification and learning-based games earlier in this eBook, I'm not so certain the difference between them is all that important. Where I believe learning professionals should be focusing their attention, instead, is on ensuring their learning creates brain activity and connections. Turning a complete learning program into a game is not essential; what is of greater importance is building learning that allows learners to make choices during their learning through discovery, investigation, exploration and collaboration and with short-, mid-, and long-term reward. This will lead to increased likelihood of learners transferring their new skills and knowledge to the job.

NANCY *canada*



Instead of talking about gamification and all the associated baggage that the term implies in the global learning landscape, we need to talk about pervasive experiences and meaningful applications of storytelling. And when we evolve the learning system with key game-type characteristics, learners will be better equipped to visualize the knowledge that permeates their jobs and roles. Completion is not nearly as meaningful to a learner as saying that they've 'achieved level 2 of the competency'. And, when we employ storytelling effectively, the learners leave the learning experience with a narrative that they can remember and that will resonate with them once they are back at the job.

RICHARD *united states*

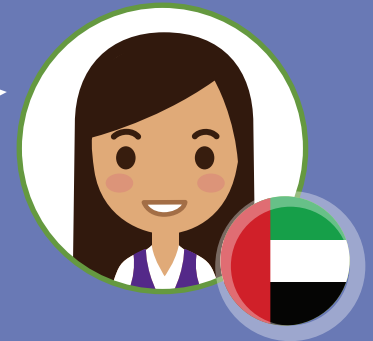




How can you do **GAMING** 'right'?

Just like the European markets, traditional forms of training, including e-learning, are no longer engaging corporate workforces in the Middle East, and the organisations are recognising this need. New models of training, more relevant to the workforce of today and tomorrow, need to be explored. Game-based learning is one such model. There is empirical evidence to support its learning effectiveness across all three domains of learning, but more research is required. Early adopters of serious games, mainly large organisations, are using them for training, marketing and recruitment purposes. Improved efficiencies have been noted across these three processes in terms of employee engagement, motivation and transfer of learning. However, the cost of developing games is an issue for smaller organisations and is a barrier to uptake. Game engines, which enable organisations to apply game mechanics or 'gamify' their business processes, may go some way to addressing the issue of cost for these organisations. E-learning providers are also looking to game engines as a means of improving the engagement value and learning effectiveness of their existing e-learning content and also for creating new, more engaging content in response to customer requests. Another barrier to corporate adoption of serious games is the perception that games are exotic modes of training delivery. This is in part due to confusing casual games with serious games. Whatever the barriers to adoption, the effectiveness of serious games for learning cannot be overlooked. They can impact learning engagement and motivation in a way that no other mode of training delivery can and effectively address the current challenges in corporate training where employees are no longer engaging with traditional forms of training including e-learning. Because a well-trained workforce impacts key business drivers, there is a need to make corporate learning more engaging, motivating and relevant for 21st century workforces. Serious games have a valuable role to play in this regard and should be considered as an integral part of corporate learning strategies.

KIRAN *dubai*



LEVELS COMPLETED!



TIME
00:23:15



RANK
advanced learner

RESOURCES



Recorded Webinar

Gamification: A Practical Approach to Increase Engagement and Problem-Solving Skills

<http://www.gpstrategies.com/archiveWebinars/view.aspx?web=a26>

Blog

The Challenges and Opportunities of Gamification

<http://www.trainingzone.co.uk/feature/technology/challenges-opportunities-gamification/188332>

Industry News

Is Gamification Best Used As Part of Blended Learning?

<http://www.gpstrategies.com/industryNews/default.aspx?artID=40071402>

How to Make Your Gamified Learning Strategy A Success

<http://www.gpstrategies.com/industryNews/default.aspx?artID=40072188>

LEADERBOARD

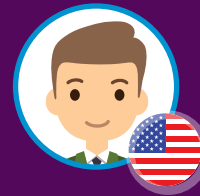


NANCY
canada

POINTS
6,320

BADGES
🏆 ✓ ⚙️

RANK educational empath



MICAH
united states

POINTS
6,289

BADGES
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RANK diversifier



TIMOTHY
united kingdom

POINTS
5,995

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RANK the de-jargoner

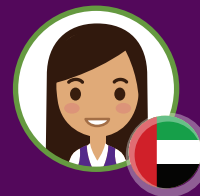


SHERI
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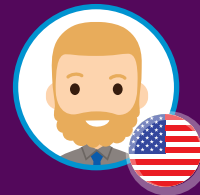


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RANK performancator



RICHARD
united states

POINTS
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🏆 💡 🏆

RANK systemic brain



CONCLUSION

From conferences to the water cooler, it seems like everywhere you go these days, people are talking about gamification and its application in learning environments. After all, it's a great way to engage learners, transfer knowledge and provide rewards for a job well done. But like any other learning modality, it has its challenges and drawbacks. As the trend continues to mature and as techniques are leveraged from gaming traditions around the world, many of those challenges may be turned around or addressed by a blended approach.

For now, gamification shows a lot of potential for addressing the challenges of other modalities in the areas of engagement; simulation; active learning; retention; reward; and, while we have barely touched on it here, measurement. If you're itching to gamify one of your programs, take a close look at the program first, considering your objectives and the people you're trying to reach. Many gamification efforts fail simply by not being the most appropriate tool for the job, regardless of how well they're executed.

Since 1966, GP Strategies has focused solely on helping our clients improve performance so they can make a greater impact in their industries. With offices throughout North and South America, Europe, Africa, Asia-Pacific and the Middle East, we specialize in serving our clients with local perspectives and global consistency. To learn more about gamification and how you can use it to make learning more engaging and memorable, contact us at:



1.888.843.4784 | gpstrategies.com
info@gpstrategies.com



GP Strategies World Headquarters
70 Corporate Center
11000 Broken Land Parkway, Suite 200
Columbia, MD 21044 USA