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## GAMIFICATION CASE STUDIES AS A NEW AND EFFECTIVE TECHNIQUE IN EDUCATIONAL MANAGEMENT

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Abstract – this article deals with the analysis of gamification case studies as an effective technique of the modern educational management and one of the language competence formation methods.

Key words: educational challenge, environment, gamification, communication, motivation, cultural landscape

Nowadays a lot of young men are surfing the Internet. Most of them are playing games. Games become a bigger part of culture. With the advent of video games, games have returned in full force as a cultural product, with more people consuming video games than movies and music. 58% of Americans play video games, 45% of gamers are women, and 58% of parents play video games with their kids as a way to socialize with them. Games are part of the cultural landscape, and they aren't going anywhere. By the time kids are 21, they've played 10,000 hours of video games, the same amount of time they've spent in school. But they are ready to use games in other settings. Applying game principles to non-game situations is called gamification [2].

The subject of this article is to study methodological principles of gamification, its developing and implementation. The object of this article is to provide educators and students with guidance on how gamification has been used for learning purposes in order to illustrate its potential.

Educational challenge involves tasks of engaging students, stimulating their interests, retaining their attention, and maintaining a positive attitude in a nurturing environment. Key to these goals is the effort to maintain a rich communications environment that

encourages feedback and reinforcement, not only between the instructor/teacher and students, but also between the students themselves. These socially interactive mechanisms, with the proper level of control for encouragement and discipline, can be designed in effective ways to create «fun» learning situations. And also produce more effective educational environments.

Students could learn everything in the curriculum by staying at home in the Internet. Schools need to offer them experiences that they can't get at home. Games can be used to motivate students. Students are more willing to be active participants of games implementation. They immediately understand and respect their mechanics and rules.

Educators have tested this theory and seen positive results. There are a variety of ways to introduce gamification of education. Educators can discuss these ways more thoroughly to make learning more engaging [4].

It is interesting to explore what makes video games so addictive. Video games fulfill three basic needs: the ability to make choices, the need for competency and the need for relationships. Studies in education show that the same three factors have to be taken into account while using video games to stimulate motivation in learning. It is necessary to implement a class-wide rewards system; encourage a spirit of familiarity and trust between students by setting up a rewards system where students achieve something as a team. For example, 80% of the class passing an exam are given a reward in the form of the entire class bonus points or even a party. That way, students are working to master the material together instead of competing, and the

highest-achieving students will help those around them.

Gamifying homework may encourage learning educators hope that games translate learning into informal environment. There aren't enough hours a day for an educator. Games allow the curiosity and the learning to continue after classes.

The most widely spread question is how to gamify education in classroom? There are four ways of doing it. The first way is to award students with badges or sometimes alternative grading systems. For each assignment completed, students are awarded with badges. Students' letter grades are determined by the amount of points they accumulated at the end of the course, in other words, by how much they have accomplished. As students watch instructional videos and complete problem sets they are awarded with points and badges or grades to track progress and encourage perseverance [3].

The second way is to integrate educational video games into classroom curriculum. The use of games allows students to fail, overcome, and persevere. Students are given a sense of action in games, they control the choices they make, and the more actions students have, the better students do. Immediate feedback and small rewards are external motivators.

The third way is to stir up a little competition. Everyone wants to see his or her name on the leader board. It made students demonstrate their understanding of a problem and demonstrate their knowledge of the material and participate without having to raise their hands.

The fourth way to gamify education in classroom may be described under the subtitle "other ideas". Here are such ideas as leveling up, getting and spending currency, fighting the bosses, beating the game and running out of lives.

In classroom leveling up students slowly build their intellectual strength. In a game, they level up. It's a clear promotion, and the recognition they receive for achieving the next level which is extremely rewarding. In most games, higher levels are reached by

accomplishing tasks that reward a player with experience points [3].

In a game "getting and spending currency", players will spend fictional currency to purchase items that help them complete difficult quests, such higher-grade equipment. They've earned their game currency, and it feels good to be able to spend it on things to make the game a little easier. Students think about awarding extra credit for going above and beyond, but providing that extra credit in a new way. The classroom currency is accumulated, and students spend it on extending a deadline by an extra day, or getting a free pass on an easy task.

"Fighting the bosses" idea means that in order to move onto the next part of a quest, a boss must be defeated. In a classroom context, the boss's role is given to an exam of some kind. Defeating the boss in a game is satisfying for gamers because the victory is immediate and very clear. Before students move onto the next quest that will lead to the next boss and some celebration is followed. In games, players are generally rewarded with a rare item or a new ability for beating this boss. An educator sets up a classroom perk for students who successfully meet the challenge of a hard test.

The whole point of playing a game or "beating the game" is to win. At the end of the school year the students should walk away feeling like they've won. They know throughout the school year that they're working towards something great. Even if it's just a few lazy days after final exams and a few pizzas to share in the classroom, they'll know their efforts will prove to be worthwhile. It is the motivation they need to devote themselves to their studies.

When gamers play "runs out of lives", they'll be immediately sent back to a previous checkpoint. From there, they'll have to work their way back to where they were before if they want to continue their progress. Major mistakes, such as failing to complete assignments or absence from classes, can count against their progress. When students run out of a certain amount of chances, the perks they've accumulated will be lost. Nobody wants to see all the things they've worked for to be taken away [3].

There are also examples which reveal a number of creative approaches for not only improving the learning process, but also producing more effective educational environments. One of the most interesting is DuoLingo: learn a language while translating the Web [1].

DuoLingo is a massive online teamwork which combines a free language-learning website with a paid text translation platform. The service is designed so that students can learn a given language online, while helping to translate websites and documents. Beginners start out with basic, simple sentences from the web, while advanced users receive more complex sentences. When one progresses, the sentences to translate become more complex[1].

In each case Duolingo provides the learning and translation tools to help the student to properly understand and memorize the words that they encounter. Each student can also vote on the quality of the other students' translations, providing valuable feedback for comprehension and learning. The top rated translations for each sentence are made available for public viewing and collection.

The students earn skill points when lessons are completed or web content is translated. Since web content is more interesting than "made up" sentences, the translation assignments are more engaging. The site also includes time-based elements, such as skill points and time bonuses when questions are answered correctly within a given time limit. Incorrect answers result in a loss of points and "lives", as well as the delay of leveling up. Since the system is adaptive, it tracks each completed lesson, translation, test, and practice session to provide feedback to the student and plan future lessons and translation assignments to better address their needs [1].

However, gamification has received its fair share of criticism. Many have described it as a tool for implementing carrot-and-stick behaviorism, saying that the game is just a reward and punishment system with icing. Others emphasize the idea that students should be motivated by the desire to learn, not by some external tool. It is also mentioned that games

breed competition or that they lead to students learning about the game rather than the course matter [5].

These criticisms have merit. There are a lot of gamification efforts leading to those outcomes. However, those games are believed to be badly designed, not because gamification or using games in education is inherently a bad practice. Thus well-designed games are one of the most effective approaches in education [5].

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