


**Scoring Points With Students:  
The Gamification of a  
First-Year Course**

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**Agenda**

1. The FYE as a Game
2. BUS 105-Business Skills Development
  - ✓ Goal
  - ✓ Rules
  - ✓ Feedback System
  - ✓ Voluntary Participation
3. Student Feedback
4. Discussion

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**FYE as a Game**

<p><b>The FYE Course</b></p> <ul style="list-style-type: none"> <li>• Experiential learning           <ul style="list-style-type: none"> <li>✓ Engagement in learning</li> <li>✓ Problem-solving</li> </ul> </li> <li>• Relationship-building           <ul style="list-style-type: none"> <li>✓ Social capital</li> <li>✓ Group assignments</li> </ul> </li> <li>• Skill development           <ul style="list-style-type: none"> <li>✓ Critical thinking</li> <li>✓ Research</li> <li>✓ Resilience</li> </ul> </li> </ul>	<p><b>The Game</b></p> <ul style="list-style-type: none"> <li>• Bringing meaning through play           <ul style="list-style-type: none"> <li>✓ Role-playing</li> <li>✓ Trial-and-error</li> </ul> </li> <li>• Multi-player           <ul style="list-style-type: none"> <li>✓ Virtual presence</li> <li>✓ Collaborative "missions"</li> </ul> </li> <li>• Practice of Skills           <ul style="list-style-type: none"> <li>✓ Imagination</li> <li>✓ Curiosity</li> <li>✓ "Grinding" (perseverance)</li> </ul> </li> </ul>
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**FYE as a Better Game!**

- Focus on FYE goals
- Instructors as GAME DESIGNERS
  - ✓ Award points and status for completing tasks
  - ✓ Incremental challenges to provide frequent feedback that promotes self-confidence and self-motivation
  - ✓ Incorporate both competition and collaboration incentives for voluntary participation


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**BUS 105-Rules**

- Align rules with goals
  - ✓ Skills – work ethic, time management, communicating (written & verbal), gathering information
  - ✓ Application of experience to present (and future)
  - ✓ Reward and reinforce
- Progression Transparent
  - ✓ Points tracking
  - ✓ Group decisions
- What is fun?


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**BUS 105-Feedback System**

<ul style="list-style-type: none"> <li>• Video Memos               <ul style="list-style-type: none"> <li>✓ Ted.com</li> <li>✓ Other video media</li> </ul> </li> <li>• Supplemental Reading Memos</li> <li>• Card games               <ul style="list-style-type: none"> <li>✓ Money Habitudes</li> <li>✓ Values Card Sort</li> </ul> </li> <li>• Simulations               <ul style="list-style-type: none"> <li>✓ Tallest Tower</li> <li>✓ Campus Puzzle</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Twitter Vocab</li> <li>• Reflection Assignments               <ul style="list-style-type: none"> <li>✓ Student-determined</li> <li>✓ Video-logs</li> <li>✓ Creative writing</li> </ul> </li> <li>• Campus Activity Reports</li> <li>• Student-determined lessons (e.g. Warren Buffet?)</li> </ul>
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**BUS 105-Voluntary Participation**

- A word about technology...
- More work??
- More work!!
- Service-learning and the “Game of Life”
  - ✓ Making connections between content and context
  - ✓ Making it real

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**Student Feedback**

Rules

“The grading procedure was a lot different for me. It took some getting used to.”


“Grading was a fair game; do the work and you get the points.”

Feedback

“The instructor made the atmosphere of the class fun because we all got along, and played games so we became more comfortable with each other.”

“The class was difficult in some areas such as the out of class projects we had to do, but overall they were able to be achieved and once the job was done you realize that it was a very helpful activity.”

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**Student Feedback**


Voluntary Participation

“I greatly enjoyed this course and found a lot about myself as a student.”

“I actually like the point system because it was simple. It also made me, as a student, realize college is about choices.”

“The one thing I did not like about the point system is that most of the assignments were ‘do at your own will’, and personally if I am not made to do an assignment it does not get done. Therefore, I do not collect many points mainly because I am very busy and I make time for what I feel is necessary at the time.”

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## Bibliography

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Although game design has been a field of study for decades the application of gaming to education is an emerging issue for practitioners. As a newly forming trend in education there is limited academic research but active innovators are sharing their expertise. Below is a sampling of sources used for this project:

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## Sample Rubrics for FYE Gaming Assignments

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### TED.COM VIDEO MEMO

A TED.com Video Memorandum is an internal communication between student and instructor that is intended for a public audience. The content is specific, concise, and relevant to the subject identified in the subject header. This assignment allows you the opportunity to practice written business communication.

To receive credit you must follow this format:

MEMO TO:

FROM:

DATE:

SUBJECT: [you must include a citation of the speaker, title, and source URL of the video you are summarizing in the SUBJECT of the memo]

You must briefly summarize (1-2 sentences) the main points of the supplemental reading and provide your interpretation of the value of the information provided in the reading material. To receive credit you must view and comment on a legitimate TED.com video and provide accurate citation of that video.

Criteria	Competency Points
Used complete and correct memo format	1 point
Provided correct APA citation in subject line of memo and material can be accessed by instructor	1 point
Used proper grammar and punctuation	2 points
Included	
Provided brief summary of the video's main point	3 points
Provided personal interpretation of the value of the video's content	3 points

### REFLECTIVE JOURNAL ASSIGNMENTS

Journals should be an individual expression of your mastery of the course content. One goal of this assignment is to find a creative way to communicate that is reflective of your own individual style and preference.

You have the opportunity to choose how you wish to express yourself. The method used could include but is not limited to: written statements, voice recordings, graphic representations with narrations or commentary (e.g. drawings, scrapbook, and digital images), video recordings, or web-based commentaries.

Each journal entry must be tangible in some way so that it can be retained, assessed and returned. Each entry will be a reflection on questions posed by the instructor.

Criteria	Competency Points
Included student name and restates the question(s) being addressed in the entry	1 point
Included academic integrity statement	1 point
Used proper grammar and punctuation	2 points
Answered the questions posed in the reflection prompt	3 points
Written journal entries conform to guidelines for written assignments, non-written entries provide commentary for understanding entry	3 points