

Chapter 1

Socialisation of Gamification

ABSTRACT

This chapter offers an introduction to using gaming technology as a learning tool to improve retention, engagement, and motivation for the learner. We will be exploring how social/community elements are having a direct impact on enhancing positive practices through motivation techniques to challenging the learner's competence through pushing their individual abilities without them getting frustrated all the time.

INTRODUCTION

In today's landscape, with respect to computers and modern technologies, users are faced with a paradox of choices. Technological advances, like that of smart phones, tablets, interactive televisions, online learning and social networking has led human beings to unprecedented changes in the way we behave, interact and socialise with one another. The introduction of the Internet and digitalisation of social media has provided exposure to individuals and influenced how other people see each other. Networks are formed and professionalism is supported through new tools and applications to excite the imagination. Gamification is one of those areas that harnesses this evolutionary path of growth, providing the individuals with excitement and enjoyment.

Gamification uses concepts of gaming, like problem solving, strategies and interaction to be applied to industry or education institutions for learning. The components of gamification allow growth to the learner/trainee through providing community support, peer review and feedback.

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Individuals can have their abilities developed and empowered to give them a sense of identity not just locally but globally through communities. New technologies and concepts are supporting this by providing interaction platforms to motivate the learners or employees to engage in conversations, share ideas, beliefs, and have the abilities to improve output through motivational techniques. This chapter will explore gamification through exploring concepts of team working, gaming mechanics, pursuing learning activities within a social/community environment.

BACKGROUND

This section provides a critical introduction to social gaming elements, team-work, gaming mechanics, non-gaming environments and pursuing learning activities. In practical terms, the background section focuses on providing an explanation of current approaches used to support gamification elements within a social/community context. Again, clearly there is a large amount of work currently taking place into this area but there is no single solution which provides one solution that is tailored to all.

Social Gaming Elements

Social gaming elements provide an asynchronously feel to them, meaning they do not require players to be in the same location at the same time. Learners or game players can be provided with an informal venue for social competition, to enable forms of personal and social comparisons to occur whilst stimulating their motivation. This social gaming aspect enables the learners to learn from their own performance and others within a virtual world. Players and learners will use aspects of gaming elements to see how they have performed within tasks to relate to each through the use of score, points, time, to help gamers make sense of their abilities. Love et al. (2016) and Seaborn et al. (2016) suggests that social gaming elements can enhance motivation by sharing positive practices by helping individuals who might be struggling or perhaps those with Special Educational Needs (SEN). Social gaming elements can bring a sense of freedom to individuals who have limited movement and abilities, allowing the game player/learner to engage in a virtual world not restricted by “attributes of the physical space (such as size, type, materiality), technical sophistication” (Seaborn et al., 2016, p.

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