

# Chapter 6

## Forming the Depth– Annex–Motion– Placement (DAMP) Conceptual Model for Gamified Learning

**Darren Lim Yie**

 <https://orcid.org/0000-0002-3708-4784>

*University of Science Malaysia, Malaysia*

**Mageswaran Sanmugam**

 <https://orcid.org/0000-0003-3313-4462>

*Universiti Sains Malaysia, Malaysia*

**Wan Ahmad Jaafar Wan Yahaya**

 <https://orcid.org/0000-0002-8605-0062>

*Universiti Sains Malaysia, Malaysia*

**Syahrini Shawalludin**

 <https://orcid.org/0000-0001-9087-3566>

*Universiti Sains Malaysia, Malaysia*

**Jingru Zhang**

 <https://orcid.org/0009-0002-6537-2334>

*Universiti Sains Malaysia, Malaysia*

### ABSTRACT

*Gamification is known as the use of game-like elements within a non-game context.*

DOI: 10.4018/979-8-3693-6745-2.ch006

*The use of gamification in a classroom setting, also known as gamified learning aims to improve the learning process by constructing a low-risk and well-structured learning environment for students. The use of gamification in the educational context has proven to be able to increase motivation, engagement, retention of knowledge and performance. In this paper, the authors inquired into previous relevant research and wish to contribute to the field by proposing the DAMP model which dealt with the depth (shallow, deep and total), annex (plugged or unplugged, online or offline), motion (static and dynamic), and placement (intra and extra) of gamification with the consideration of 8Ts namely task, target, technology, time, technique, tariff, tensity and terrain. The proposed model hopes to serve as a guideline and provide new insights for future educators and instructional designers when constructing a gamified learning classroom.*

## **INTRODUCTION**

Gamification is the use of game elements which is a collection of tools to create a sense of a game in a non-game context (Deterding et al., 2011). In modern days, the development of the gamification concept can be discerned by the research in video game-based learning and the “serious games” movement (Khaltova, 2021). It is one of the most well-known contemporary technologies which is based on an abundance of educational theories that help to provide a stimulation-based educational system (Al-Hafdi & Alhalafawy, 2024). In essence, games have a very strong ability to motivate individuals. They do this by using a variety of strategies, frequently for no payoff, but only for the enjoyment of playing and the chance to win (Dicheva et al., 2015). Whether we play them for entertainment, relaxation, or to satisfy our competitive spirit, games are an integral part of our daily life. Nowadays, there is a growing trend of applying game principles outside of the traditional playing environment (Cavus et al., 2023). As mentioned, the enjoyment of players is essential for the success of any gamification effort (Cunico et al., 2022). Along with the integration of gamification, mundane and dull tasks can be transformed into fun and enjoyable activities.

In the context of the educational field, the success of students’ learning is generally dependent on the extent of how motivated and how involved they are in the learning process which presumably originates from the need for greater independence, time management, self-regulation and intrinsic motivation (Dicheva & Dichev, 2016). Gameful learning which offers new opportunities to develop skills and advance knowledge is seemingly to be ideal and has drawn more interest from the education sector, as well as from academia and industry (Putz et al., 2020). Within the past two decades, research on gamified learning has stretched to different learning

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/forming-the-depth-annex-motion-placement-damp-conceptual-model-for-gamified-learning/361102](http://www.igi-global.com/chapter/forming-the-depth-annex-motion-placement-damp-conceptual-model-for-gamified-learning/361102)

## Related Content

---

### Ethical and Sustainable Co-Branding in the Luxury Industry: Strategies for a New Era of Symbolic Value and Corporate Responsibility

Noelia Araújo Vilaand Lucía Rubio-Escuderos (2026). *Co-Branding Strategies for Smart Luxury Products* (pp. 167-202).

[www.irma-international.org/chapter/ethical-and-sustainable-co-branding-in-the-luxury-industry/386938](http://www.irma-international.org/chapter/ethical-and-sustainable-co-branding-in-the-luxury-industry/386938)

### Software Quality Initiatives: An Empirical Study of Indian SMEs in the IT Sector

D. P. Goyaland Adarsh Garg (2011). *International Journal of Technology Diffusion* (pp. 1-11).

[www.irma-international.org/article/software-quality-initiatives/66852](http://www.irma-international.org/article/software-quality-initiatives/66852)

### Implementation of Anti-Crisis Management Technologies

Nelu Mocanu (2018). *International Journal of Innovation in the Digital Economy* (pp. 11-23).

[www.irma-international.org/article/implementation-of-anti-crisis-management-technologies/210614](http://www.irma-international.org/article/implementation-of-anti-crisis-management-technologies/210614)

### Impact of ICTs for Sustainable Development of Youth Employability

Abiodun Alaoand Roelien Brink (2020). *Promoting Inclusive Growth in the Fourth Industrial Revolution* (pp. 148-180).

[www.irma-international.org/chapter/impact-of-icts-for-sustainable-development-of-youth-employability/258037](http://www.irma-international.org/chapter/impact-of-icts-for-sustainable-development-of-youth-employability/258037)

### Future Perspectives of Business in the Context of Digitalization

K. Poornima (2025). *Future-Proofing Emerging Technologies for Business Transformation* (pp. 407-438).

[www.irma-international.org/chapter/future-perspectives-of-business-in-the-context-of-digitalization/378211](http://www.irma-international.org/chapter/future-perspectives-of-business-in-the-context-of-digitalization/378211)