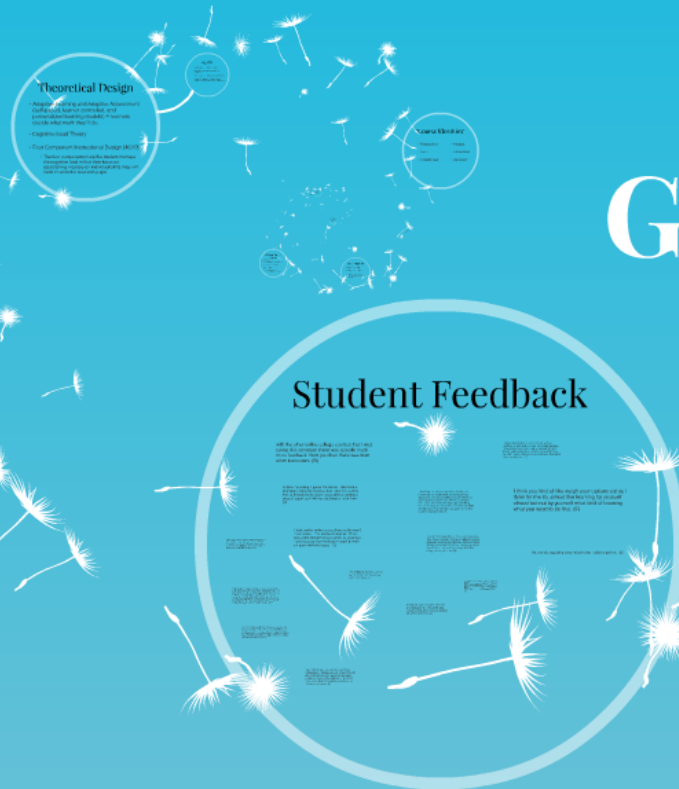


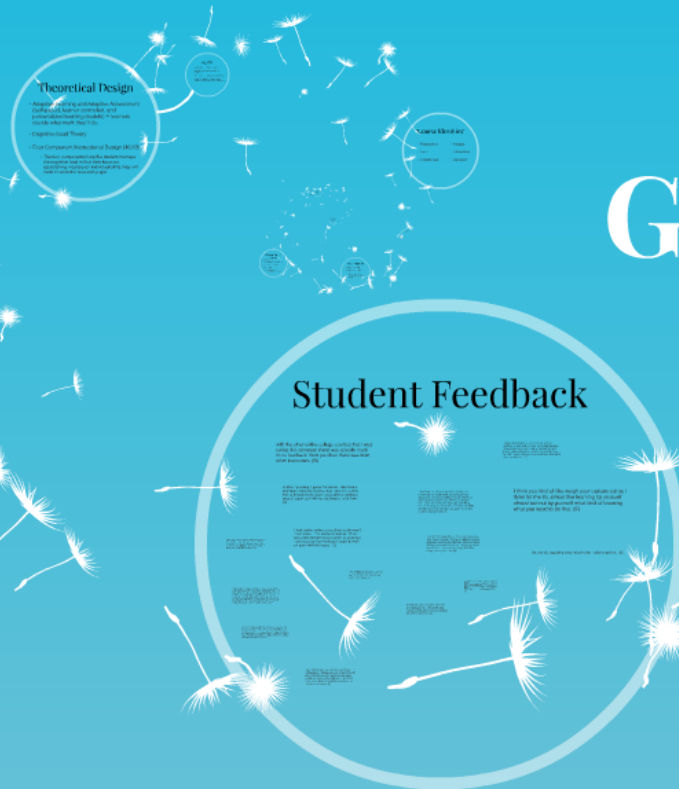
Gamification of a First Year Composition Course

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Gamification

Gamification is taking an ordinary activity and incorporating some game like elements into it (Kapp, 2012, Deterding et al. 2011, Kim, 2015). The elements referred to are usually some sort of a reward or achievements based system. A “gamified” environment can provide a self-paced, interactive, adaptive learning experience. The user or participant earns points and badges as they complete activities that are mutually beneficial to the system and to the user .

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Gamified FYC

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missions

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FYC gamified

- students attempt missions instead of assignments
- students earn experience points instead of grades
- students select what missions they do, what kind of missions they do, and when they do them
- As students earn experience points, they progress through levels and earn badges along the way.

FLC gamified

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"Course Identities"

- Researcher
- Analyst
- Tech
- Adventurer
- Collaborator
- Socializer

Theoretical Design

- Adaptive Learning and Adaptive Assessment (self-paced, learner controlled, and personalized learning models) = learners decide what work they'll do.
- Cognitive Load Theory
- Four Component Instructional Design (4C/ID)
 - The four components help the student manage the cognitive load in that they focus on establishing mastery on individual skills they will need to write the research paper.

4C/ID

- Learning task = final research paper
- Supportive information = feedback and conferences
- Part task practice = missions in ascending levels
- Just in time instruction = tutorials, weekly announcements, and other course information

Levels and Course Set-Up

Beginner Level Beginner tasks and beginner level writing missions

Level 1 missions are low stakes introductions to course concepts.

Level 2 introduction to analysis and research

Level 3 advanced rhetorical analysis and research

Level 4 optional opportunity to earn several hundred points working on a rhetorical analysis essay and missions that reflect on their work on the essay.

Level 5 journaling the research for the research paper

Level 6 weekly reflection mission on research

Additional Course Content

Collaborator Missions

Documentation and Research Missions

Course Specific Tech Support

Library Support Page

Collaboration Forums

Weekly Announcements

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Grade Eligibility

1500 pts = C eligible

1700 pts = A eligible

grade eligibility can also be
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Flexibility and Guidance

- Students are encouraged to earn a minimum of 100 pts/wk
- The syllabus includes a recommended schedule and a level chart that associates the point totals with the levels
- The course has way points—required minimum point totals—for the ends of certain weeks
 - Week 2—150
 - Week 3—200
 - Week 5—450
 - Week 10—700

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Appendix

Level and Point relationship*

Beginner	0
1	175
2	300
3	450
4	675
5	875
6	1175
7	1400
C eligible	1500
A/B eligible	1700

*The amount of points you've earned can roughly determine when you are ready to complete missions on that level. This can vary from student to student.

Recommended Schedule

Week 1—Course Foundations Beginner tutorials Review course identities document	Week 9—Research and Writing Level 4 and/or 5 work
Week 2—Writing Basics/Course Foundations Complete beginner work Participate in collaboration forum	Week 10—Research and Writing Level 4 and/or 5 work Participate in collaboration forum
Week 3—Writing Basics/Critical thinking Begin Level 1 work	Week 11—Research and Writing Level 4 and/or 5 & 6 work
Week 4—Critical Reading and Critical Thinking Level 2 work Participate in collaboration forum	Week 12—Research and Writing Level 5 & 6 work Research Paper Participate in collaboration forum
Week 5—Critical Reading and Critical Thinking Level 2 & 3 work	Week 13—Research and Writing Level 5 & 6 work
Week 6—Critical Reading and Critical Thinking Level 3 work Participate in collaboration forum	Week 14—Research and Writing Research Paper Participate in collaboration forum
Week 7—Critical Reading and Critical Thinking Level 3 & 4 work	Week 15—Research and Writing Research Paper
Week 8—Critical Reading and Critical Thinking Level 5 work Participate in collaboration forum	Week 16—Research and Writing Research Paper due

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I always hear that communication with online teachers is really hard so I was like scared because I'm a people who likes to talk to my teachers and likes to ask questions so I was like scared that you wouldn't respond but you responded more than my in class teachers did. (P)

I also hear that a lot of the work is like they put more work and harder work on you but for your class since you had a flexible schedule I feel like it was easier to get stuff done when I could get it done and I wasn't like rushing to get something done every day or every week you were kind of like flexible about it so that was also good that not a lot of online courses have :P

I was kind of overwhelmed, because I was given all of these reasons I had to complete [invaluable domestic] and I was feeling pretty overwhelmed at first but once I got started and I worked hard by week it was very easy to manage and I loved doing it on my own time. (A)

Your emails regarding every mission, too, really helped me. (D)

There just a lot of installed a lot of building data just from the feedback on that topic. Because you'll have a good understanding of building skills I'm sure that you'll have a lot of you'll be a lot of information just through that alone. (2)

with everything else that was going on (as when the didn't have an audience for a lot of things it was easier to put it off than the other classes. (3)

it really did open my eyes like how I was managing my time and hitting deadlines and still trying to do a good job at the same time (G)

I just think it was nice to kind of get those achievements before you and turned in for big projects that kind of let you know you were doing good and on the right track. So I think they are really helpful and I would like to see that in more classes. (F)

with the other online college courses that I was taking this semester there was actually much more feedback from you than there was from other instructors. (B)

he likes my writing. I guess I'm decent. I don't know. Definitely a different response than what I'm used to. And so it made it a lot easier especially not getting a

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Definitely a different response than what I'm used to.
And so it made it a lot easier especially not getting a
piece of paper back with red slathered all over them.
(C)

I had another online course there really wasn't much there . The teacher to learner. There was a little bit but not as in depth as what you have because you would go in depth to work on each individual piece. (C)



There was a lot of instruction a lot of teaching done just from the feedback on those pieces. Because you'd have a good paragraph or two along with the rubric that you highlighted. Yeah, you did a lot of instruction just through that alone. (C)

I always hear that communication with online teachers is really bad so I was like scared because I'm a person who likes to talk to my teachers and likes to ask questions so I was like scared that you wouldn't respond but you responded more than my in class teachers did. (F)

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I think you kind of like weigh your options out so I think for me it's almost like learning by yourself almost but not by yourself what kind of learning what you need to do first. (F)



I also hear that a lot of the work is like they put more work and harder work on you but for your class since you had a flexible schedule I felt like it was easier to get stuff done when I could get it done and I wasn't like rushing to get something done every day or every week you were kind of like flexible about it so that was also good that not a lot of online courses have .(F)

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it really did open my eyes like how I was managing my time and hitting deadlines and still trying to do a good job at the same time (G)

Having the flexible due dates I would say worked in my favor but at the same time no. I mean it was nice it was only nice because there were weeks where I just didn't have any free time I was too tired, had too much stuff going on, where I don't have to get it turned in and stay up to whatever time of the night to get it turned in or finish it the next day. I would say that it would helped to have more cutoff dates for point.
(C)

I feel that they were a great point booster. It helps you feel good about getting stuff done and getting stuff turned in. It's like alright I know if I get certain things done I'll get an achievement, I'll get a point boost not just the points for the writing piece. I honestly liked the achievements. I never really went after them specifically. I knew they would come with the writing. I knew if I got writing done the more often they would come. I think they were a great benefit. I think they helped in more than one way. Not just points but also as a feel good [confidence booster]. All right I'm getting work done and it's getting recognized and whatever. But I definitely think they are a good implement in the course. (C)

it's funny that you say like how the achievements and level ups are more like a game. I just now really put that together. I really liked them. I liked any chance you know that you can get extra points and it always boost your confidence like "hey, I get that many extra points for doing my work!" so it makes you want to do even more. (G)

I just think it was nice to kind of get those achievements before you and turned in like big projects that kind of let you know you were doing good and on the right track. So I think they are really helpful and I would like to see that in more classes.(F)

