

Lessons Learned From Gamification of T&L to Enhance Students' Engagement

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What Is Gamification in T&L?

- Integration of game elements into learning contexts
- Sometimes called serious games, educational games or simulation games (Jääskä and Aaltonen, 2022)
- **Potential** positive impact on student engagement, cognitive and affective effects, and academic performance (Subhash and Cudney, 2018)

Gamification in Project Management Discipline

- Include both familiarity with advanced tools and interpersonal skills
 - Calls for better equipping students with interpersonal skills
 - Gamification has been suggested as a potential solution! (Farooq et al, 2022; Jääskä and Aaltonen, 2022)
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- What is the context? What games?

Cohort Context

- Large PGT cohorts (250+)
- Students with no significant job experience (Morgan, 2023)
- Heterogeneous in terms of students' undergraduate degrees (Smith, 2022)

Course Unit Context

- Organisational behaviour within project-oriented context
- Fitting people to the jobs and designing better jobs
- Micro learning objectives: equity at work, workforce motivation

Game Description



Debrief questions:

- How did you feel once you realised resources and challenges in the LEGO building projects were not the same? Why did you feel like this?
- Using the lecture material about equity theory, use your game experience and discuss how lack of fairness in performance criteria can impact workforce motivation?
- How can a manager navigate the staff's feeling about the distribution of resources?
- Can you give examples showing imperfect information and plans in project works?

Lessons Learned: role of debrief

- Brief, game, and debrief structure
- Space for reflection and analysis
- Bridging question

Lessons Learned: role of integration

- Is it going to be engaging?
- What engages them? Prizes?
- What engages them in the debrief? Role of integration with ILO

Lessons Learned: Final points

- Impact on sense of community
- Problem of resources: How to leverage one game further?

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