



GAMIFICATION FOR FUN, ENGAGEMENT AND LEARNING!

Trainer's Handbook for Leading Gamification Training Sessions

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A Message and Request from the Authors

This handbook is a work in progress. We would kindly appreciate if you share any reflections or recommendations that you might have regarding the content, structure and format of the handbook. You can do so either by emailing us directly (see contact info below) or by submitting your comments in the anonymous form here:

<https://forms.office.com/e/JJYDjA30tH>

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Introduction

This handbook is designed for trainers who will lead gamification training sessions using the **Practical Handbook for Teachers**. The aim is to equip trainers with the tools and strategies necessary to effectively teach gamification methods, guide teachers through the worksheets, and support them as they integrate game elements into their lesson plans.

This handbook will cover:

1. Structuring the training session.
2. Introducing key gamification concepts.
3. Guiding teachers through the use of the worksheets.
4. Facilitating discussions, reflections, and hands-on activities.
5. Addressing common challenges and questions during the training.

1. Structuring the Training Session

Before the session, review the **Practical Handbook for Teachers** and become familiar with the worksheets and the gamification elements. You can split the training session into four key phases:

Phase 1: Introduction to Gamification

- **Objective:** Introduce the core concepts of gamification and its benefits in education.
- **Duration:** 20 minutes.

Phase 2: Step-by-Step Walkthrough of the Worksheets

- **Objective:** Guide teachers through the gamification worksheets, helping them understand how to break down their lessons into gamified activities.
- **Duration:** 45 minutes.

Phase 3: Hands-On Gamification Activity

- **Objective:** Allow teachers to practice gamifying their own lesson plans using the worksheets.
- **Duration:** 45 minutes.

Phase 4: Reflection and Q&A

- **Objective:** Facilitate discussion about the challenges and opportunities in gamifying lessons, and answer questions from participants.
- **Duration:** 30 minutes.

2. Introducing Key Gamification Concepts

Goal:

Help teachers understand what gamification is and how it can enhance student engagement and motivation in the classroom.

- **Explain Gamification:** Begin by defining gamification. Explain that it's the practice of integrating game-like elements (points, challenges, rewards, etc.) into non-game activities to increase engagement.
- **Clarify the Difference:** Make sure teachers understand that gamified learning is not the same as game-based learning (using actual games). In gamification, teachers use game elements to make learning more fun, while the primary goal is to meet educational objectives.

Key Points to Cover:

- **Engagement and Fun:** Gamification helps make learning interactive, motivating, and enjoyable.
- **Game Elements:** Introduce the five key game elements: **Storyline, Challenges & Progression, Rules, Strategy, and Payoff.**

Activity for Trainers:

Ask participants to share examples of games they've played and discuss the elements that make those games engaging. Use this as a segue to introduce how these same elements can be applied to learning.

3. Step-by-Step Walkthrough of the Worksheets

The worksheets are the backbone of the training. The goal of this phase is to walk participants through the worksheets step-by-step, explaining how they can use them to design gamified lessons.

Worksheet 1: Defining Learning Outcomes

- **Explain:** Begin by discussing how to clearly define learning objectives. Highlight that gamification should always be aligned with learning outcomes, not just focused on fun.
- **Trainer Tip:** Encourage teachers to think about what skills or knowledge students should gain from the lesson, and how gamified elements can enhance that process.

Activity:

- Have participants write down learning outcomes for a specific lesson they teach. They will use this outcome to build a gamified lesson throughout the training.

Worksheet 2: Building a Storyline

- **Explain:** Discuss the importance of using a **storyline** to frame the lesson. This can be a metaphor, a theme, or a narrative that makes the lesson more immersive.
- **Trainer Tip:** Explain that the storyline doesn't need to be complicated, but it should tie into the lesson's goals. Simple metaphors like "a detective solving a mystery" or "a team of scientists saving the planet" can make a huge difference in how students perceive the activity.

Activity:

- Ask participants to come up with a basic storyline that connects to their subject area and learning outcomes. Guide them with prompts if they're struggling (e.g., "What's an exciting real-world scenario related to your lesson?").

Worksheet 3: Designing Game Elements

1. **Challenges & Progression:**
 - **Explain:** Challenges are the tasks students must complete, and they should progress in difficulty. Progression keeps students motivated.
 - **Trainer Tip:** Show how breaking the lesson into smaller challenges can keep students engaged. Emphasize that progression should build on previously acquired knowledge.
2. **Rules:**
 - **Explain:** Rules define how the game will be played. This includes what students can and can't do.
 - **Trainer Tip:** Keep rules simple. If the rules are too complicated, the students may lose focus on the learning objectives.
3. **Strategy:**
 - **Explain:** Strategy involves giving students decision-making power. This increases engagement and gives them ownership of their learning process.
 - **Trainer Tip:** Encourage teachers to give students choices in how they approach tasks or challenges.
4. **Payoff:**
 - **Explain:** The payoff is what motivates students to keep going—whether it's points, badges, or praise. Make sure the payoff aligns with the learning goal.

- **Trainer Tip:** Highlight that while rewards are important, they should not overshadow the learning itself.

Activity:

- Have participants take the learning outcome and storyline they created and break it into challenges and rules. Ask them to outline the progression of the tasks and think of a simple payoff system.
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4. Facilitating a Hands-On Gamification Activity

Now that participants have learned the basics, it's time for them to apply this knowledge by gamifying a lesson plan of their own. This is the practical portion of the training, where participants use the worksheets to design a gamified lesson.

Steps:

1. Ask participants to choose a lesson plan they are familiar with.
2. Using the worksheets, they will:
 - Define learning outcomes.
 - Create a storyline.
 - Design the game elements (challenges, rules, strategy, and payoff).
3. Encourage participants to share their ideas with others for feedback.

Trainer Tip: Circulate the room (or virtual space) and provide guidance where needed. Help participants who may be struggling with specific game elements or finding connections between the lesson and the gamified activity.

5. Reflection and Q&A

This phase of the training session allows for discussion and reflection. Encourage participants to share their thoughts on gamification and how they think it could impact their teaching.

Key Discussion Prompts:

- What challenges did you face while designing your gamified lesson?
- How do you think gamified activities can impact student engagement?
- In what ways could you adjust your approach to gamification for different subject areas or student needs?

Trainer Tip:

Be prepared to answer common questions, such as:

- “What if my students don’t respond well to the game?”
 - **Answer:** Emphasize that gamification can be adapted. Start small, and use formative feedback from students to refine the activity.
 - “What if the game takes up too much class time?”
 - **Answer:** Highlight that the game elements can be streamlined. Sometimes even small gamified components, like using a point system or a quick challenge, can have a big impact without taking too much time.
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6. Addressing Common Challenges

During the training, teachers may express concerns or struggles in understanding how gamification fits into their current teaching methods. Here are some potential challenges and how to address them:

Challenge 1: Overcomplicating the Game

Some teachers may feel the need to make the game overly complex.

- **Solution:** Reinforce the idea that simplicity is key. Remind participants that the focus should remain on learning outcomes.

Challenge 2: Balancing Fun and Learning

Teachers may worry that students will focus too much on the game and not enough on the lesson.

- **Solution:** Remind them that the game mechanics are there to support the learning process. Ensure that challenges and rewards are tied directly to educational goals.

Challenge 3: Adapting Gamification for Different Subjects

Some teachers may feel that gamification doesn’t work as well for certain subjects (e.g., advanced mathematics or literature).

- **Solution:** Offer examples or brainstorm with them on how game elements can be adapted for any subject. For example, in math, problem-solving can be turned into challenges with points for each correct answer, while in literature, discussions can be structured as debates where teams earn points for strong arguments.

7. Wrapping Up the Training Session

Conclude the session by reviewing key takeaways and encouraging participants to try gamification in their own classrooms. Remind them that the worksheets are there to guide them step-by-step, and that gamification can be as simple or complex as they need it to be.

- **Provide Resources:** If possible, provide participants with electronic copies of the worksheets and additional reading material on gamification.
- **Offer Ongoing Support:** Let participants know that they can reach out for further support or advice as they begin to implement gamification in their lessons.

Conclusion

This trainer's handbook provides you with a structured approach to leading gamification training sessions. Your role as a trainer is to guide teachers through the concepts and process, helping them gain the confidence to integrate gamified elements into their lessons. By the end of the training, teachers should feel equipped to create engaging, game-like experiences that enhance learning in their classrooms.

Gamification Worksheets

The following worksheets accompany the training. Learners have these worksheets in their practical handbook. They should be provided with printed copies of the worksheets for use in training sessions. They can also work on electronic versions of the worksheets in Miro (<https://miro.com/>). The Miro template can be found here: <https://miro.com/miroverse/gamification-for-fun-and-learning/>. To use the template, instructors create new workspaces using the template as a model. Trainers who plan to use the Miro template should be familiar with the Miro collaborative workspace.

Worksheet 1: Framing the learning activity

Learning

Learning outcome/ competences

Assessment

Game design elements

Game design elements can include, but are not limited to:

- control & interaction (inc. rules)
- challenge(s) & progression
- strategy
- payoff / rewards

Worksheet 2: Developing game concepts

Conceptual metaphors

Use metaphors to spark new ideas that can inform game design. For example: tectonics may suggest concepts such as movement, shaking, friction, etc.

Worksheet 3: Defining the game

Storyline

Challenges

Payoff
(motivation)

Storyline, challenges and
objective must align with
anticipated learning
outcomes

Worksheet 4: Game design elements

Element 1

Element 2

Element 3

Element ...
(add as needed)

Be specific: what does each
game element look like from
the perspective of the player

Worksheet 5: Basic game concept and rules

Points that describe what is expected of learners

What are the basic rules governing gameplay?

Worksheet 6: What does the end of the game look like?

Is there a clear
winner?

What needs to be
accomplished for
the game to end?

How do new skills
and knowledge
transfer from the
game-related
context?

Other ...

What does it mean for the players to have completed the game? Include here how you will ensure that game-related learning will be transferable to non-game contexts.