

A woman with dark hair, wearing a blue blazer over a white collared shirt, is looking down at a document she is holding. The background is slightly out of focus, showing a room with a bulletin board covered in papers and a person standing in the distance.

**GAMIFY**  
EVERYTHING

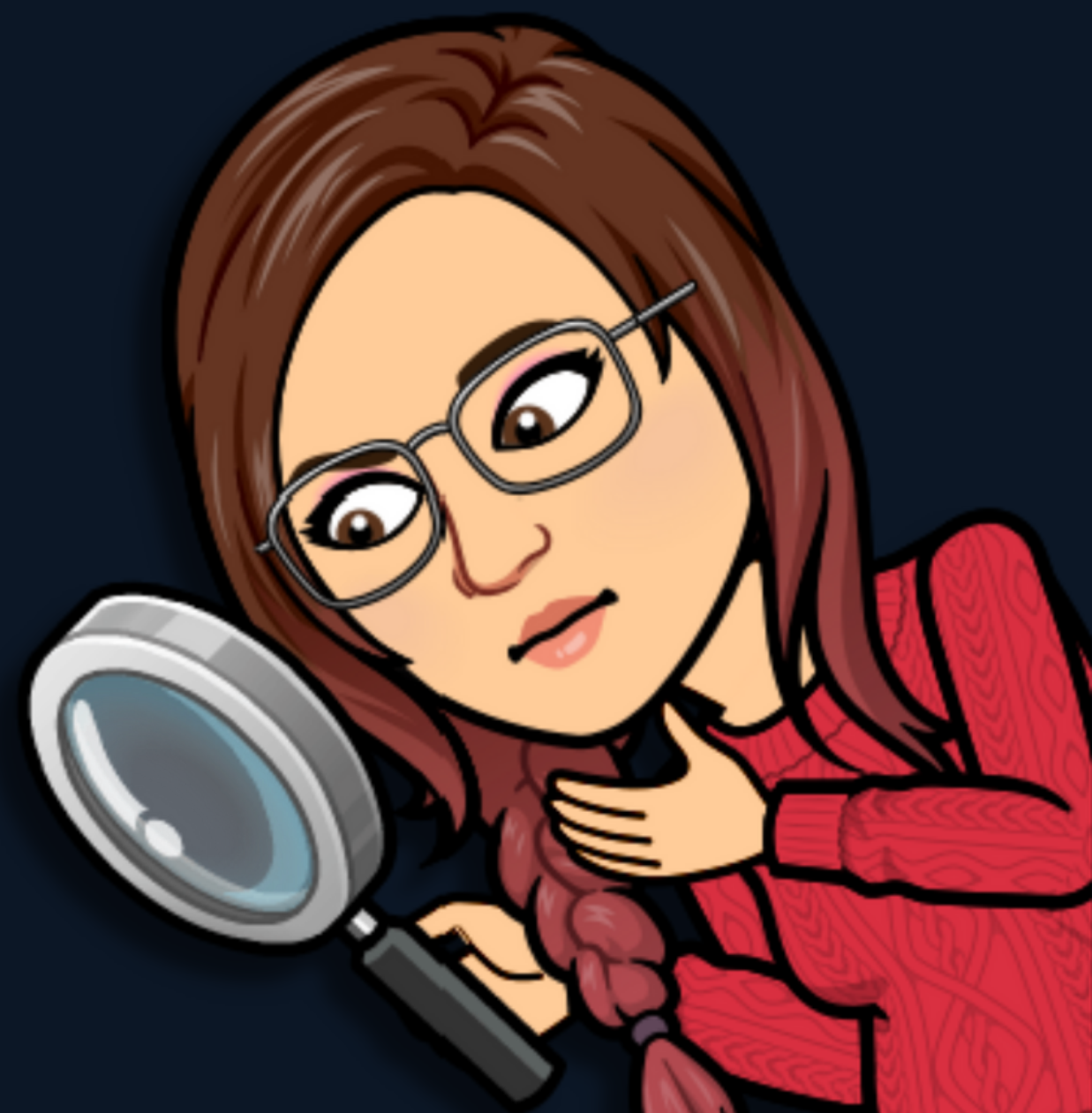




DR. CRIS WILDERMUTH

DRAKE UNIVERSITY

CRIS.WILDERMUTH@DRAKE.EDU



MAGGIE WILDERMUTH

DRAKE UNIVERSITY

MARGUERITE.WILDERMUTH@DRAKE.EDU

# ROAD MAP

- 🔍 EXPLAIN THE IMPORTANCE OF GAMES AND THEMES
- 🔍 LIST THE BASIC COMPONENTS OF A GAME
- 🔍 USING "THEMES" TO FACILITATE GAMIFICATION
- 🔍 ADAPT EXISTING GAMES TO LEARNING PURPOSES
- 🔍 USE A SIMPLE FORMULA TO CREATE SIMULATIONS
- 🔍 MOVE GAMES AND SIMULATIONS ONLINE





# MISSION 1

## SECRET AGENTS





# SECRET AGENTS

- 🔍 SHARE YOUR SECRET AGENT NAME
- 🔍 SHARE YOUR SECRET POWER
- 🔍 WHAT ARE THE MOST BORING TRAINING SESSIONS YOU'VE HAD?





SHARE YOUR  
THOUGHTS!





# WHY GAMES AND THEMES?





**WHAT**

**ARE WE TALKING ABOUT?**







**WHY** ARE WE TALKING ABOUT IT?

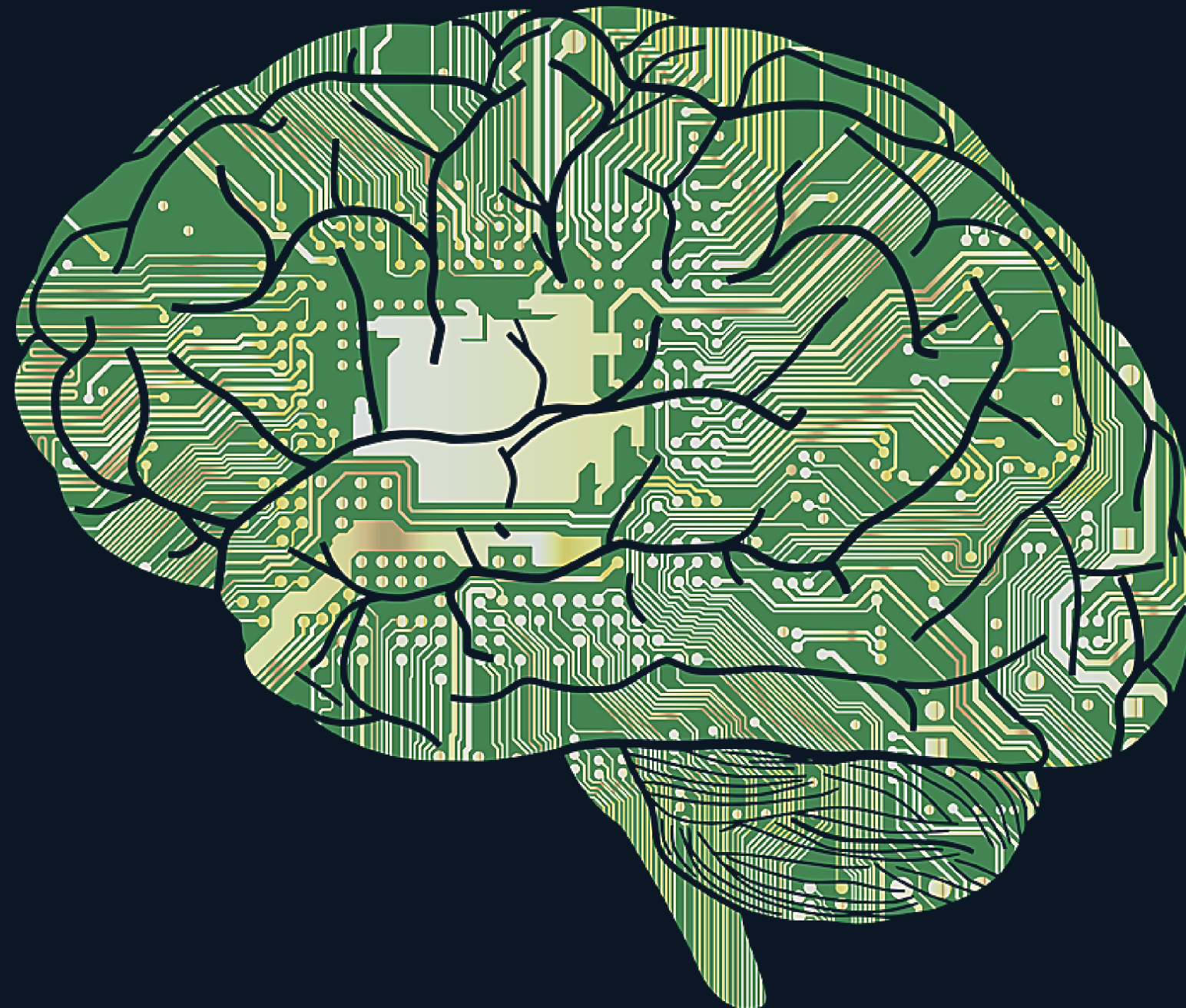


# GAMIFICATION INCREASES ENGAGEMENT

KIM, SONG, LOCKEE, & BURTON, 2018



# GAMIFICATION ASSOCIATES WITH LOWER ACTIVATION OF THE DEFAULT MODE NETWORK



GAMIFIED MATERIAL IS  
BETTER RETAINED



RANDEL, MORRIS, WETZEL, & WHITEHILL, 1992



# FIERO



THE EXCITEMENT ONE GETS AFTER  
OVERCOMING A DIFFICULT CHALLENGE IN  
THE GAME WORLD



RELATED TO THE STATE OF "FLOW"

ENGH, D. (2020). FIRED UP FIERO (NO. 20). RETRIEVED APRIL 21, 2021, FROM  
[HTTPS://WWW.UNIVERSITYXP.COM/PODCAST/20](https://www.universityxp.com/podcast/20)

CSIKSZENTMIHALYI, M. (2008). FLOW: THE PSYCHOLOGY OF OPTIMAL EXPERIENCE. HARPER





# CLUE HUNT





# MISSION 2

## THE CASE





ENTER IN  
THE CHAT!

# THE CASE

WHAT TOPIC WOULD  
YOU LIKE TO GAMIFY?





# BASIC ELEMENTS OF A GAME





# MISSION 3

## SAVE THE WORLD!







# SAVE THE WORLD

IN SMALL GROUPS, SOLVE THE PUZZLES AND UNCOVER THE  
FIVE COMPONENTS OF A GAME BEFORE THE BOMB EXPLODES!



**CLICK HERE**





**CLUE # 1**





# ELEMENTS OF A GAME

-  A GOAL
-  RULES
-  IMMEDIATE FEEDBACK
-  VOLUNTARY PARTICIPATION
-  A DEFINITION OF SUCCESS

From: Serious Gaming, J. Jansz



# DUAL GOAL



THE GAME GOAL



THE LEARNING OBJECTIVE





**WHAT WAS OUR**  
**GOAL?**





**WHAT WAS OUR**  
**LEARNING OBJECTIVE?**





# WHAT WERE OUR

# RULES?





# HOW DID YOU GET IMMEDIATE FEEDBACK?





**VOLUNTARY**

**PARTICIPATION?**





**UH-OH**





# VOLUNTARY PARTICIPATION

- 🔍 HAVE YOU DISCUSSED THE IDEA OF A GAME WITH YOUR STAKEHOLDERS?
- 🔍 DOES THE GAME MATCH THE CULTURE OF THE ORGANIZATION?
- 🔍 ARE THERE OPTIONS?





# THE MEANING OF SUCCESS







# ACHIEVING

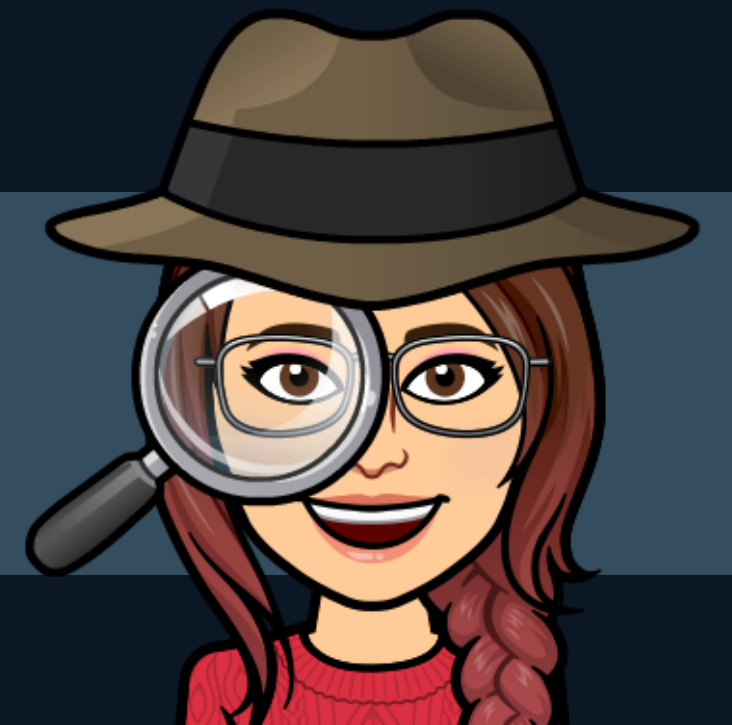
## THE GOAL?







**WHAT'S IN A THEME?**





# MISSION 4

## THE PARTY





# THE PARTY

IF YOU WERE PLANNING A PARTY,  
WHAT THEMES COULD YOU USE?





# A THEME

"TO GIVE A PARTICULAR SETTING OR AMBIANCE"

From: Oxford Languages







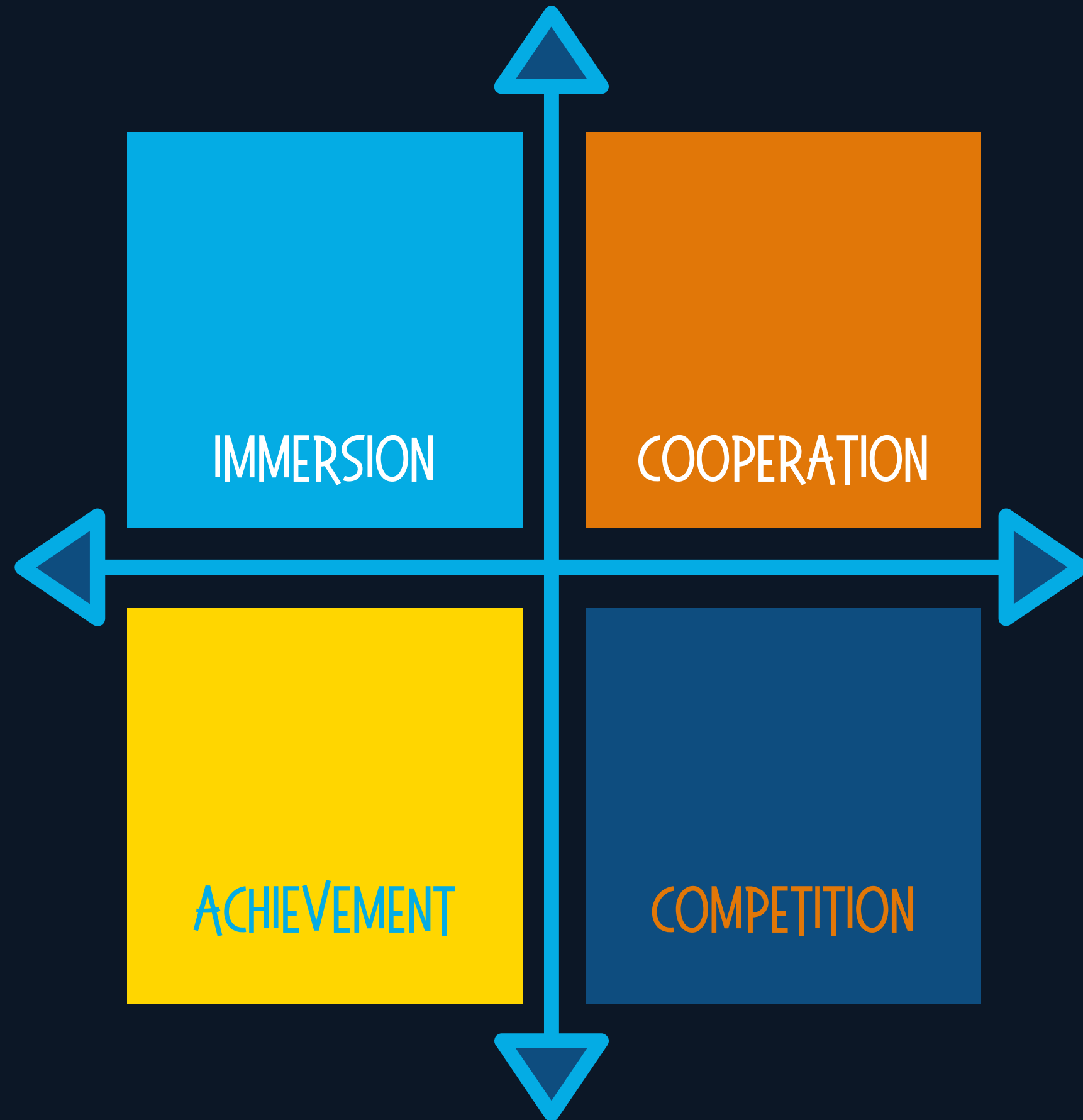


# WHY THEMES?

JON RADOFF



Adapted from Jon Radoff - "Designing  
for User Motivation: Understanding the  
Four Quadrants & How They Affect  
Your Product Design"





# THEME

- 🔍 ANYTHING THAT UNIFIES YOUR TRAINING PROGRAM
- 🔍 MAKES DEVELOPING GAMES FASTER
- 🔍 HELPS PARTICIPANTS LEARN MATERIAL MORE DEEPLY





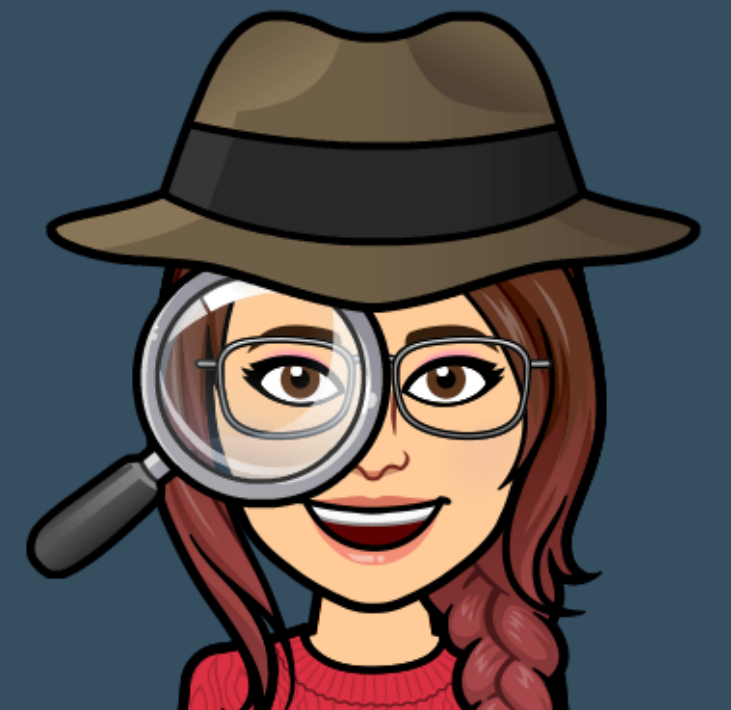
# AUDIENCE



EDUCATIONAL INSTITUTION OR ORGANIZATION?



WHAT IS THE CULTURE LIKE?







**WHAT IF YOU NEED**

**A TRADITIONAL THEME?**





# REAL WORLD

- 🔍 COMPANY VALUES
- 🔍 CUSTOMER SERVICE CAMPAIGN
- 🔍 MAIN PRODUCT OR SERVICE

ANYTHING CAN BE A THEME AS LONG AS  
EMPHASIZES THE ENVIRONMENT!





# MISSION 5

## COLD CASE





# COLD CASE

## USE A RANDOM GENERATOR!



[HTTP://WWW.BOARDGAMIZER.COM/THEMES](http://www.boardgamizer.com/themes)

[HTTPS://WWW.KAWAIIHANNAH.COM/PIXELART/TUTORIALS/THEME-GENERATOR/](https://www.kawaiiannah.com/pixelart/tutorials/theme-generator/)










**WHAT  
IS OUR  
THEME?**





# WHAT TO THEME

-  INVITATION LETTERS
-  ICEBREAKER
-  OUTFITS
-  FACILITATOR'S GUIDE
-  PARTICIPANTS' MATERIALS / SLIDES
-  CELEBRATION / GRADUATION
-  FOLLOW UP











Rytsas Tolvys!

Today (Wednesday, April 14) I'm at Bramble Castle  
(<https://bit.ly/DrWildermuthBramble>) between about 2 and 7. If you  
need me and I don't hear you I may have stepped out - just call me (I can  
usually hear you) or direct your Raven to 419 236 0378.

If you have questions about anything going on this weekend, contacting  
me today is a good idea. I am visiting the Grand Maester's Abode for my  
second dose against the Gray Scale Disease tomorrow, and since I had a  
reaction already in the first, am expecting some reaction the second time  
round. But wow - the relief will be sooooo worth it!

Remember to use a computer and Chrome if you visit me on my Bramble  
Castle. Unfortunately, Ravens sent from these odd rectangular thingies  
modern Westerosi take around do not seem to reach Bramble.

Cheers,

Lady Cris, House Wildermuth





**CLUE # 2**












# MISSION 6

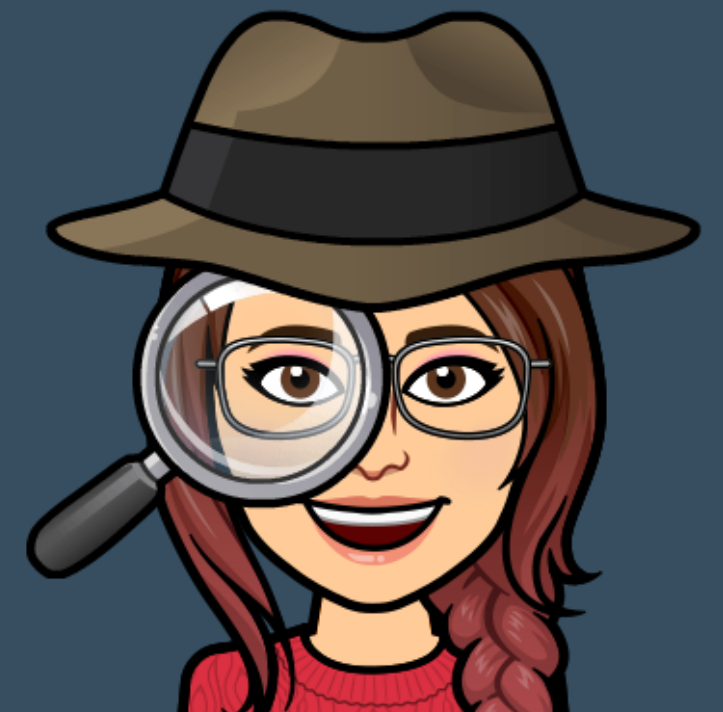
## GAME OF THEMES





# PICK THREE!

-  INVITATION LETTERS
-  ICEBREAKER
-  OUTFITS
-  FACILITATOR'S GUIDE
-  PARTICIPANTS' MATERIALS / SLIDES
-  CELEBRATION / GRADUATION
-  FOLLOW UP







# ADAPTING GAMES









# INTEL

- 🔍 FACE TO FACE OR ONLINE
- 🔍 SYNCHRONOUS OR ASYNCHRONOUS?
- 🔍 HOW MANY PLAYERS AT A TIME?
- 🔍 HOW MUCH TIME DO YOU HAVE TO PUT IT TOGETHER?
- 🔍 HOW MUCH TIME DO YOU HAVE TO RUN IT?





# THE EVIDENCE

-  TRAITS TO APPLES
-  GAME OF MORALS
-  TABOO
-  TELEPHONE GAME





# MISSION 7

## THE EVIDENCE





# THE EVIDENCE



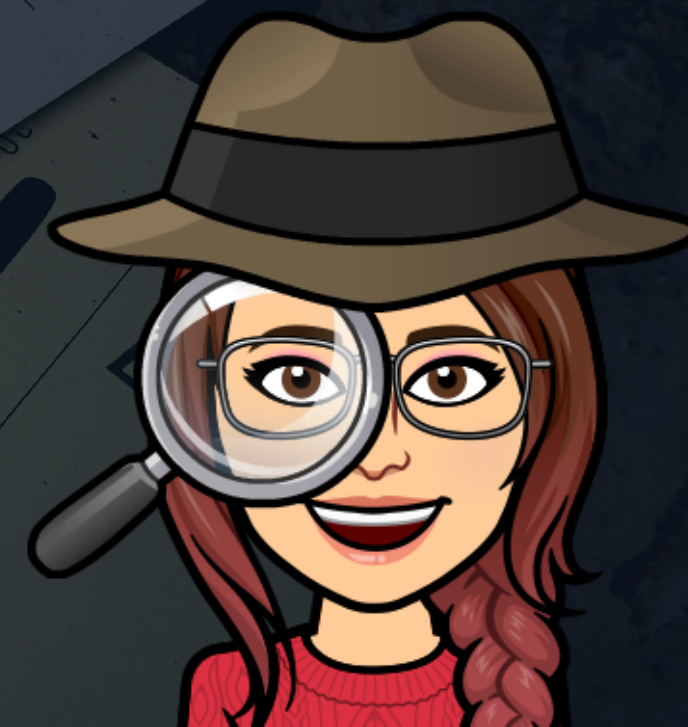
DISCUSS OR SHARE ANY GAME YOU'D  
LIKE TO ADAPT





# THE SCENE OF THE CRIME

FIND A GAME STORE AND EXPLORE AWAY!





# MISSION 8

## IMPROVISE





# IMPROVISE



HOW CAN YOU ADAPT YOUR GAME?







# THE SECRET FORMULA





# SECRET FORMULA

- 🔍 THERE IS A DISASTER OR PROBLEM – BUILD A SENSE OF URGENCY!
- 🔍 PEOPLE WILL DIE OR LOSE SOMETHING IMPORTANT IF...





# SECRET FORMULA

- 🔍 TO "WIN" PARTICIPANTS MUST ... (RELATE TO THE LEARNING OBJECTIVES)
- 🔍 WHAT ARE THE RULES? HOW DO PEOPLE SURVIVE OR SOLVE THE PROBLEM?





# SECRET FORMULA

- 🔍 BEGINNING OF THE TRAINING? FAILURE IS FINE
- 🔍 END OF THE TRAINING? HELP THEM SUCCEED





# EXAMPLES

- 🔍 VIRTUAL TEAMS: THE DINOSAUR IS ATTACKING THE VILLAGE, BUILD A DINOSAUR!
- 🔍 APA ADVENTURE: YOUR FINDINGS WILL GO INTO OBSCURITY, LEARN APA!
- 🔍 A METEOR WILL DESTROY THE EARTH, FIND A WAY OUT WITH A SPACESHIP!
- 🔍 TRAVEL SAVVY: USE YOUR TRAVEL BUDGET OR YOU'LL LOSE IT!





# MISSION 9

PICK A CASE





# PICK A CASE



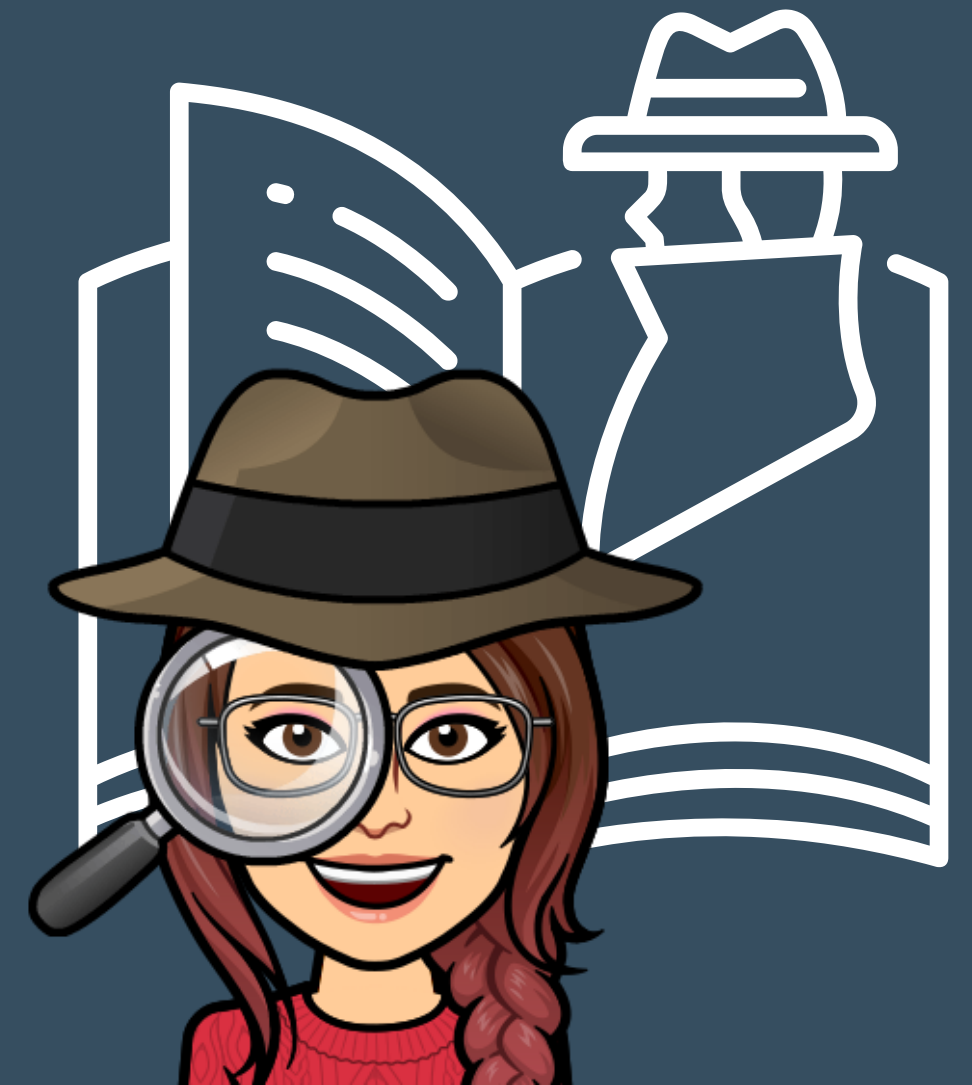
WHAT SIMULATION WILL YOU BUILD?

WHAT IS THE DISASTER?

WHAT HAPPENS IF...

HOW DO PEOPLE WIN?

ARE PEOPLE LIKELY TO WIN OR LOSE?





**CLUE # 3**







# THE ONLINE DETECTIVE





# TOOLS



WHAT TOOLS HAVE YOU USED?





# FLIPPITY.NET

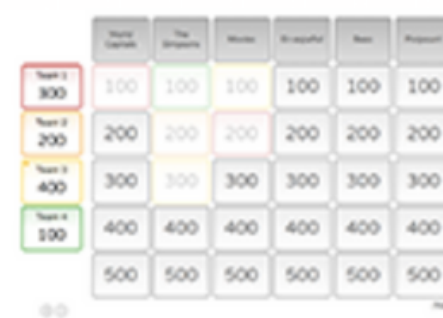
## Flippity Flashcards



Easily turn a Google spreadsheet into a set of online flashcards.

[Demo](#) [Instructions](#) [Template](#)

## Flippity Quiz Show



	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
Round 1	100	100	100	100	100	100
Round 2	200	200	200	200	200	200
Round 3	300	300	300	300	300	300
Round 4	400	400	400	400	400	400
Round 5	500	500	500	500	500	500

Easily turn a Google spreadsheet into a trivia game show.

[Demo](#) [Instructions](#) [Template](#)

## Flippity Random NamePicker



Easily turn a Google spreadsheet into a random name picker.

[Demo](#) [Instructions](#) [Template](#)

## Flippity Randomizer



Easily turn a Google spreadsheet into a set of randomizer wheels.

[Demo](#) [Instructions](#) [Template](#)

## Flippity Scavenger Hunt



Easily turn a Google spreadsheet into an interactive scavenger hunt activity.

[Demo](#) [Instructions](#) [Template](#)





# GOOGLE SLIDES





# TOPIA



Topia

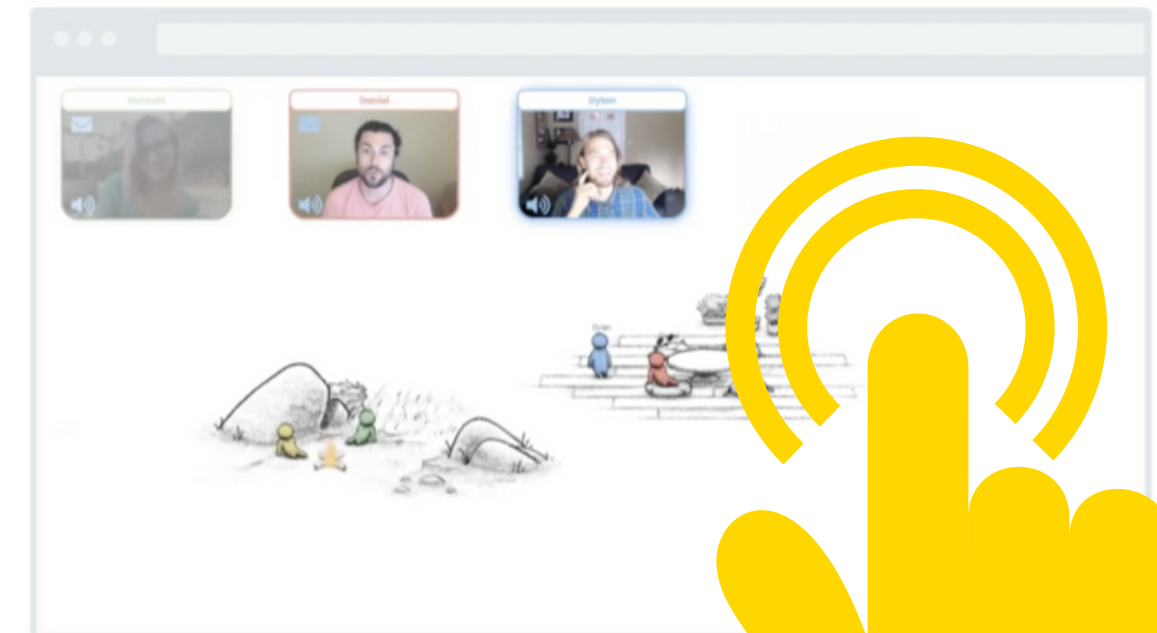
[Discover](#) [Tips](#) [Pricing](#)

[Create your world](#)

## Bring people together.

Topia is a more human video chat in a customized virtual world.

[Create your world](#)





# DO YOU NEED

## A FANCY TOOL?





**NO!**

WHAT ONLINE TOOL BEST MATCH YOUR  
OBJECTIVES, AUDIENCE, AND RULES?







**CLUE # 4**



# MISSION 10

## THE GADGETS





# THE GADGETS



WHAT WILL YOU USE FROM TODAY?





# CLUE HUNT









# CRACK THE CASE!

1. BE PRECISE, COPY, REUSE THE SAME, SPECIALIZE
2. COOPERATE, COPY/ADAPT, RECYCLE, USE YOUR TOOLS
3. AVOID MISTAKES, RELAX, KEEP MOVING, DIY IT
4. WORK AS A TEAM, MAKE IT PRETTY, ALWAYS REVIEW,  
SIMPLIFY









DR. CRIS WILDERMUTH

DRAKE UNIVERSITY

CRIS.WILDERMUTH@DRAKE.EDU

MAGGIE WILDERMUTH

DRAKE UNIVERSITY

MARGUERITE.WILDERMUTH@DRAKE.EDU



**THANK YOU!**  
**HAPPY SLEUTHING!**





# WORKS CITED

- CSIKSZENTMIHALYI, M. (2008). FLOW: THE PSYCHOLOGY OF OPTIMAL EXPERIENCE. HARPER
- ENGH, D. (N.D.). FIRED UP FIERO (NO. 20). RETRIEVED APRIL 21, 2021, FROM [HTTPS://WWW.UNIVERSITYXP.COM/PODCAST/20](https://www.universityxp.com/podcast/20)
- HOWARD-JONES, P. A., JAY, T., MASON, A., & JONES, H. (2016). GAMIFICATION OF LEARNING DEACTIVATES THE DEFAULT MODE NETWORK. FRONTIERS IN PSYCHOLOGY, 6. [HTTPS://DOI.ORG/10.3389/FPSYG.2015.01891](https://doi.org/10.3389/fpsyg.2015.01891)
- KIM, S., BURTON, J., LOCKEE, B., & SONG, K. (2018). GAMIFICATION IN LEARNING AND EDUCATION: ENJOY LEARNING LIKE GAMING (1ST ED. 2018). SPRINGER INTERNATIONAL PUBLISHING: IMPRINT: SPRINGER.
- RADOFF, J. (2011, SEPTEMBER 16). DESIGNING FOR USER MOTIVATION: UNDERSTANDING THE FOUR QUADRANTS & HOW THEY AFFECT YOUR PRODUCT DESIGN. GAMIFICATION SUMMIT, NEW YORK CITY. [HTTPS://WWW.SLIDESHARE.NET/GZICHERM/JON-RADOFF-DESIGNING-FOR-USER-MOTIVATION-UNDERSTANDING-THE-FOUR-QUADRANTS-HOW-THEY-AFFECT-YOUR-PRODUCT-DESIGN](https://www.slideshare.net/GZICHERM/JON-RADOFF-DESIGNING-FOR-USER-MOTIVATION-UNDERSTANDING-THE-FOUR-QUADRANTS-HOW-THEY-AFFECT-YOUR-PRODUCT-DESIGN)
- RANDEL, J. M., MORRIS, B. A., WETZEL, C. D., & WHITEHILL, B. V. (1992). THE EFFECTIVENESS OF GAMES FOR EDUCATIONAL PURPOSES: A REVIEW OF RECENT RESEARCH. SIMULATION AND GAMING, 23(3), 261–276.