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Skills Team Quest – a gamebased learning concept

Gamification describes the use of game design elements in non-game contexts (Deterding, Dixon, Khaled, & Nacke, 2011). Originally mainly used in entertainment and advertising, gamification has now reached the classroom, where it is employed to achieve increased commitment – as behavioral change – and motivation in learners (Kim, Song, Lockee, & Burton, 2017).

The *Skills Team Quest* is a game-based concept aimed at students as a means for them to engage with the learning content and, as they work in groups, to strengthen team cohesion. Gamification elements used were points, levels, and regular formative feedback. The concept was implemented in one class (n=52) out of four classes (n=196) following a semester course on scientific working methods and project management. Participation was voluntary. Students' interest in this particular course is, in general, modest, which is important in this context as gamification can have a negative effect on the reception of courses with high intrinsic learning motivation (Hanus & Fox, 2015).

To assess the effectiveness of the *Skills Team Quest*, the course was evaluated three times (online-questionnaire with open and closed questions). The first evaluation (after four weeks) did not show significant differences between the gamified and non-gamified classes. However, 20 of 29 respondents mentioned the *Skills Team Quest* as a positive aspect of the course and all groups (n=13) participated in the *Skills Team Quest*.

The workshop starts with a game. In order to participate and gain points make sure to be there on time and have a web-enabled mobile device with you. Thereafter the *Skills Team Quest* learning concept will be outlined, evaluation data presented and questions for discussion raised.

Deterding S., Dixon D., Khaled R., Nacke L. (2011). "From Game Design Elements to Gamefulness: Defining 'Gamification'". In *MindTreck* (pp. 9–14). Tampere, Finland.

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Hanus M. D., Fox J. (2015). "Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance" *Computers & Education* 80: 152–161.

Kim S., Song K., Lockee B., Burton J. (2017). *Gamification in Learning and Education: Enjoy Learning Like Gaming*. Cham: Springer.