

Learning and teaching through games symposium.

2nd June 2015, NTU

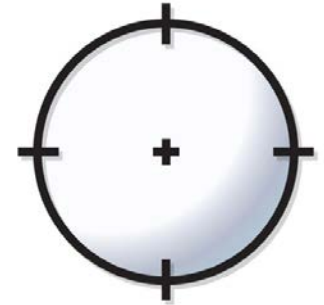
Gamification is more than badges and rewards, it's about changing behaviours too.

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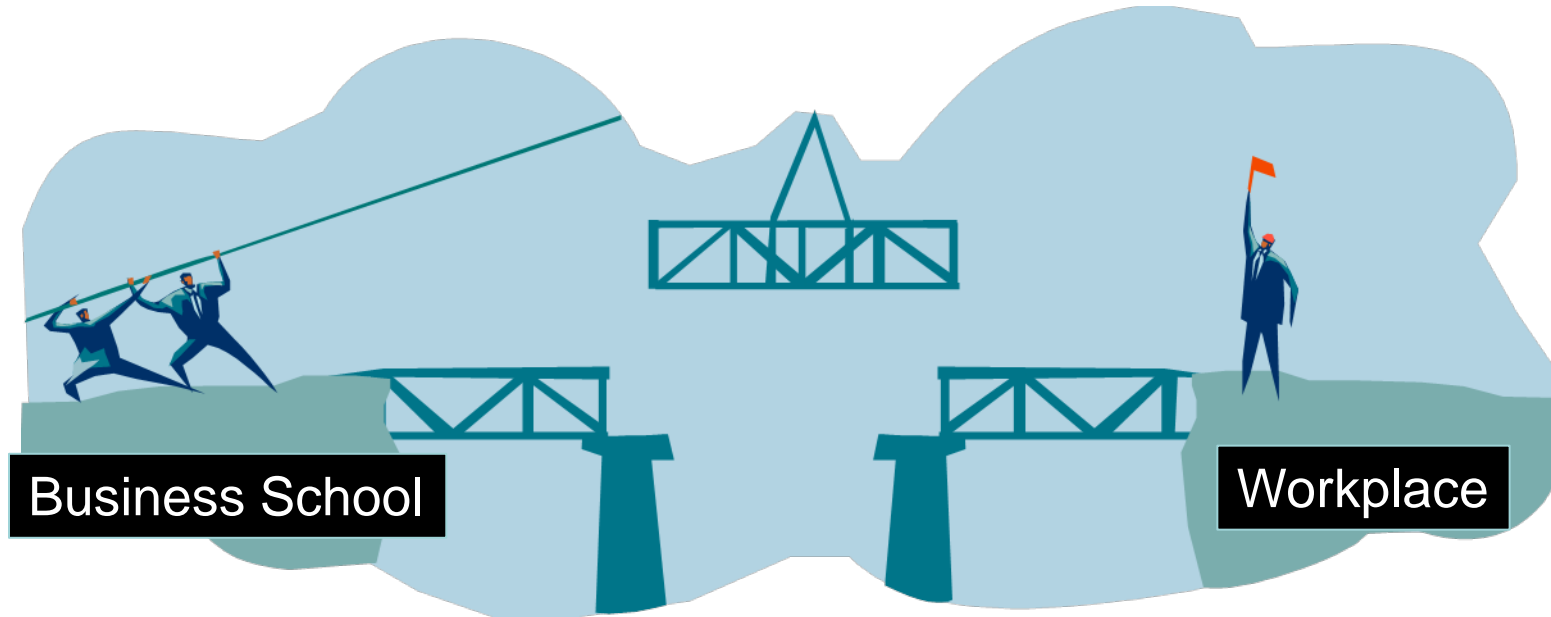
Aim of this presentation.



The aim of this short presentation is to share with colleagues how I use the concept of game mechanics in my teaching on HR courses.



Closing the gap from business school to the workplace.



Premise:
Helping our business graduates to be work ready.

Game mechanics defined?



From Desire2Learn the designers of NOW. Game mechanics are the elements of games that engage and inspire people to persist in a task to achieve a goal - and enjoy themselves doing it. Gamification applies key gaming concepts to non-game experiences to stimulate every person's desire to succeed and achieve. Gamification is a booming trend in education because many game mechanics fit well within current pedagogical practice.

Kapp, Blair and Mesch (2014:409) define game mechanics as: as a rule or set of rules that enable or restrict player action by creating a cause-and-effect relationship.

Gamification (According to Kapp, 2012:)

What gamification is.

- About changing behaviours.
- Learning in a safe environment.
- Gain experience through trial and error
- Allowing for elements of failure.
- Feedback, interaction, challenge, rules emotional reaction etc.

What gamification is not.

- Badges, Points and Rewards.
- Trivialization of learning.
- New.
- Foreign to Learning professionals.
- Perfect for ever situation.
- Easy to create.
- Only Game mechanics.

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What gamification is.

- About changing behaviours.
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Attitudes, Skills and knowledge

What gamification is not.

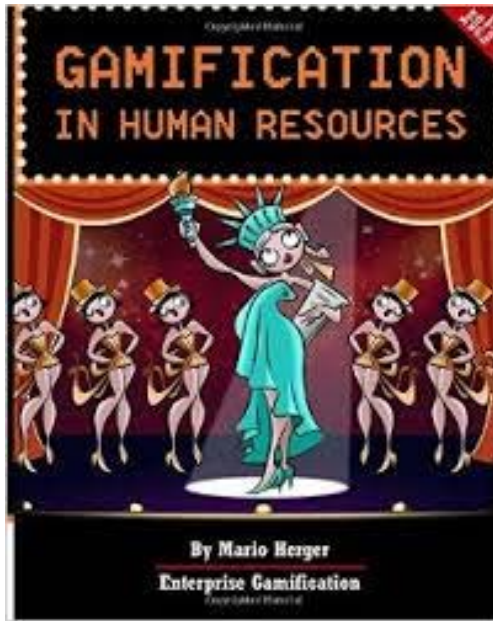
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According to Herger.



“Research shows when people are engaged they are more productive, that’s why gamification has caught on the corporate world. The clever combination of fields such as game design, psychology, motivation theory neurophysiology, and behaviourism has been shown to benefit stakeholders in surprisingly ways.”

(Herger, 2014)

The development stages of the Rollins Group case study.

- The aim of the project is to bring the learning experience to life.
- What were the outputs we wanted to achieve, in terms of knowledge, skills and attitudes?
- Who is the target audience Undergraduates, Postgraduates and Executive education?
- What should the case study look like and in what context?
- We applied the case study difficulty cube to enable us to achieve differentiation.
- It has taken over four years work to get to this point, and the case study has been tested in Moscow, Baku and Nottingham Business School at both undergraduate and postgraduate levels.

We've created a unique case study on a global organisation that reflects the strategic and practical nature of Human Resource Development and Human Resource Management.

A number of versions of the case study are used based around a global company. The case study is able to consider the following themes:

- HR Planning
- The Role of Human Resource Management
- The Global Workforce
- Talent Development
- LT&D Problem Solving
- Sustainability, CSR and HRD
- PM systems (International)
- Total Rewards
- Diversity & Equality
- Delivering a business 'pitch'
- Workforce Analytics

Our case study brings the student learning experience to life!

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ALIGNMENT OF HRD ACTIVITIES The Link to Business Results

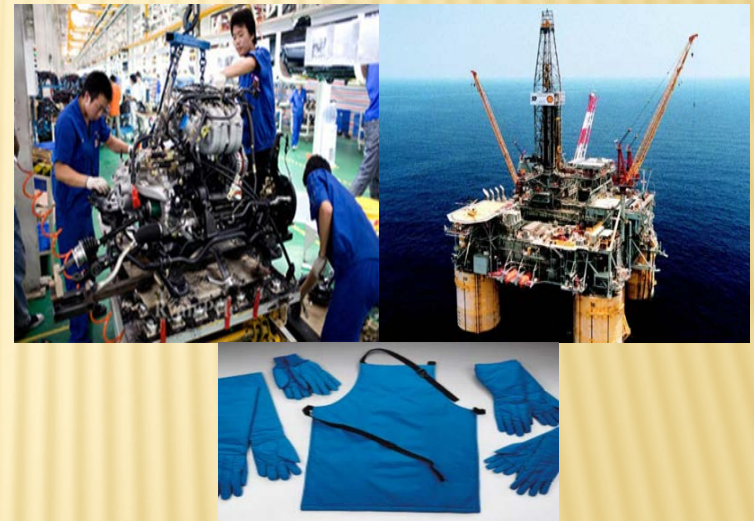
ALIGNMENT OF HRD and HRM ACTIVITIES

The Link to Business Results

Nottingham Business School

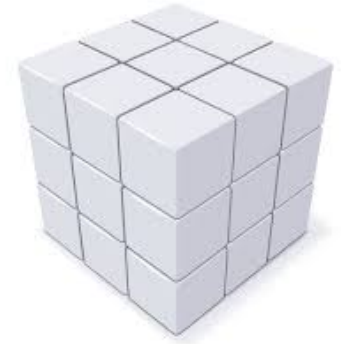
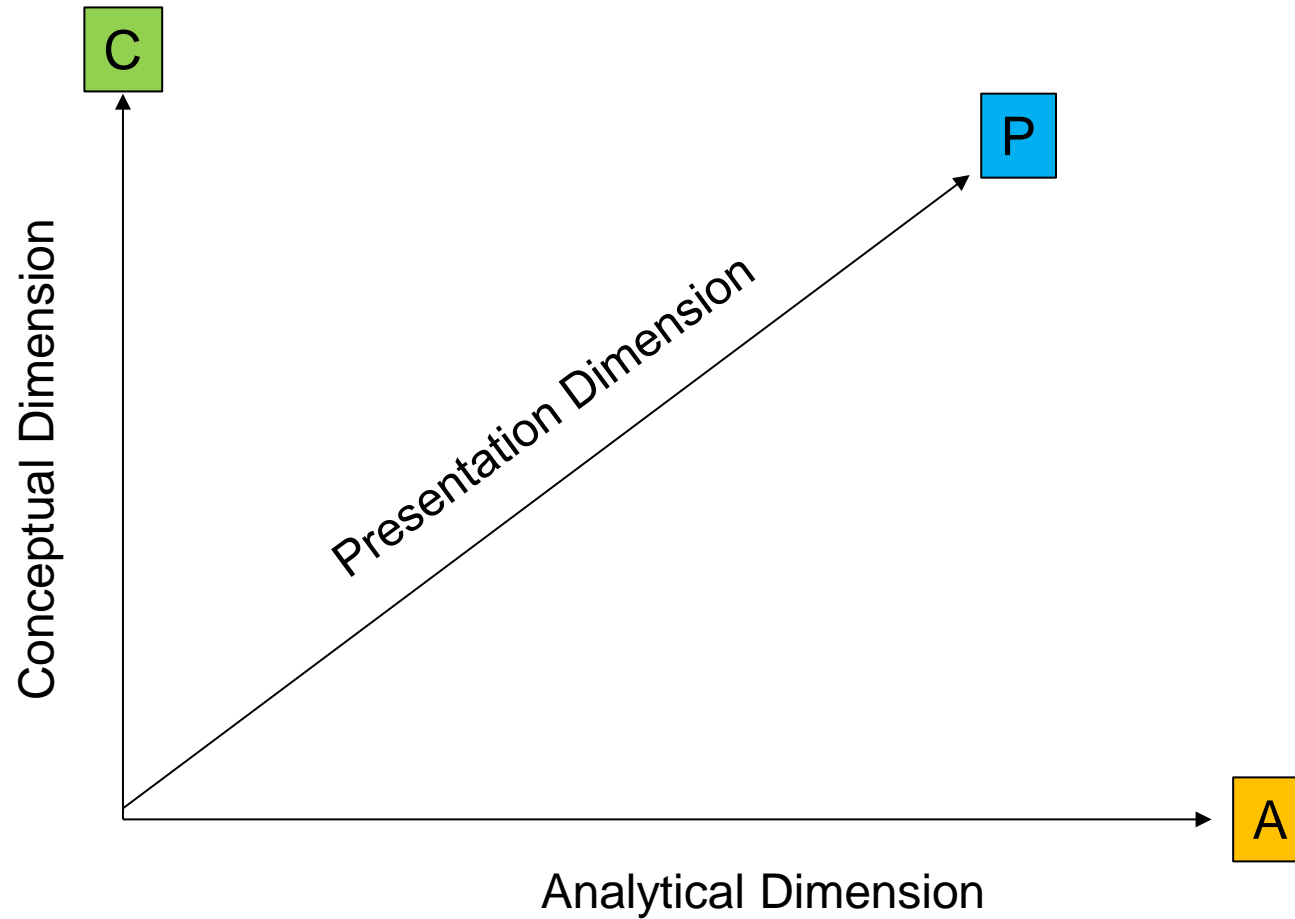


The Rollins Group



The Rollins Group has been successfully operating for over 40 years across the world and enjoys a well-earned reputation for quality and service delivery.

The Case Study Difficulty Cube



The Conceptual or theoretical dimension of the case is concerned with the question, “What theories, concepts or techniques might be useful in the understanding and/or resolution of this case situation?” In terms of information provided, was this: **Low** (Was it easy to understand), **Medium** (Just about right), **High** (Too many concepts to deal with)

The Presentation Dimension in a case study relates to the developing skills in sorting and structuring information. It raises the question, “What is really important and relevant information here and what is still missing?” In terms of information provided, was this: **Low** (easy to understand), **Medium** (relevant information is accessed easily), **High** (Took a while to full understand the information presented)

The Analytical dimension of a case study raises the question, “What is the reader’s task with respect to the key decisions or issues of the case?” In terms of information provided, was this: **Low**, **Medium** or **High** in terms of difficulty?

How we differentiate between courses mixing the case study difficulty cube and game mechanics.

Final Year Business and HR Undergraduate Students.

Rollins Group case study with global data set.

Desired output:

HRD intervention with details on how this intervention would be designed, delivered and evaluated.

Assessment:

Business 'Pitch' and report.
Plus personal reflection on learning.

Fulltime and Part-time Masters' Students.

Rollins Group case study with global data set, but with an additional level of regional data set.

Desired output:

Audit Report of region.
Regional HRD strategic plan..

Assessment:

Present strategic plan to regional board. Case study carries forward into examination.

We ask our students at both levels what skills and knowledge have they developed using the case study.

Hard skills identified	Soft skills identified
Data analysis	Group working
Evaluating data/information	Working in a multi-cultural team
Excel skills	Managing people
Report writing	Communication skills
Problem identification	Time management
Adapting	Problem solving (within a business)
Prioritising	Presentation skills
Planning	Leadership skills
Working to deadlines	Confidence building
Awareness of wider business issues	Developing thinking skills
Filtering information	Working collective
Real world application	Decision-making
Needs analysis	Stress management
Evaluation	
Producing solutions	
Pitching solutions	
Interpretation of data and getting agreement	

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