DOI: 10.17117/na.2016.01.02.054

<http://ucom.ru/doc/na.2016.01.02.054.pdf>

Поступила (Received): 25.01.2016

Байбурова О.Р., Степаненко К.А. Геймификация как вид дистанционного обучения (на примере реализации в зарубежных университетах и тренинг центрах)

**Bayburova O.R., Stepanenko K.A.
Gamification of e-learning in foreign
universities and training centers**

В статье описывается феномен использования геймификации как вида дистанционного обучения. Авторами показаны преимущества данного типа обучения в контексте развития современных образовательных концепций. Практическое применение технологии геймификации проиллюстрировано примерами из опыта зарубежных университетов и других образовательных учреждений

Ключевые слова: геймификация, управление проектами, педагогический процесс, дистанционное обучение

This article describes phenomena of e-learning with the help of gamification technologies. Advantages of these implementations are shown in relation with modern educational theories in a holistic pedagogical process. The practical realization of gamification technologies is described on the example of foreign universities and different educational establishments

Key words: gamification, project management, pedagogical process, e-learning process

Байбурова Ольга Рустэмовна

Старший преподаватель

Российская академия народного хозяйства и государственной службы при президенте РФ
г. Москва, проспект Вернадского, 82

Bayburova Olga Rustemovna

Senior teacher

Russian presidential academy of national economy and public administration
Moscow, Vernadskogo ave., 82

Степаненко Катерина Александровна

Кандидат филологических наук, доцент

Российский экономический университет им. Г.В. Плеханова
г. Москва, Стремянный переулок, 36

Stepanenko Katerina Alexandrovna

Candidate of Philological Science, Associate Professor

Russian university of economics named G.V. Plekhanov
Moscow, Stremyanny lane, 36

The accessibility of the Internet promotes the fact that many students are ready to choose it as the main source of the educational information obtaining. The learning materials can be stored in the Internet in such a way that the student can have an access to them any time he wants. The Internet has a great potential in the field of information exchange in comparison with all other available resources.

When using e-learning a student has a possibility to interchange electronic messages with his teacher and other students, gaining thus tips and guidelines on learning

discipline. Special rooms for discussions and lists of mail distribution help to connect groups of students for the process of subject and common ideas discussing. Operating feedback with the teacher on the basis of email considerably accelerates the process of education. Materials prepared by any student can be added to the web-site in order to give other students and teachers an opportunity to get acquainted with them. That is why e-learning is particularly useful in providing information resources to remote geographic areas. It has vast implications for educating large populations of people who have an adequate technology infrastructure.

The growth of new generation of projects, most of which are appearing in the economically developed countries, can be related to a number of factors:

- Wider access to new technology for students (e.g. lap-tops, iPhones, iPads, tablet computers) and for course developers and teachers (desk-top publishing, networking services, satellite broadcasting, clouds technologies, on-line consultations, video platforms).

- Growing industry demand for continuing education, re-training and updating of their staff.

- Increasing competition for part-time adult students which has encouraged many traditional universities to widen their target audiences often through the use of new technologies and/or through the establishment of consortia with industry and with training organizations.

Group projects can be referred as one of the most effective methods in e-learning in order to develop communicative competency. Drawing the concept of the project students create their own educative field, hold videoconferences and take part in forums to analyze different opinions concerning the issue of the task. Among positive aspects of abovementioned e-learning pedagogical methods we would mention the following:

- Communicative competency creation in a specific field;
- Presentation skills in a virtual reality;
- Forum topics can be regarded as substantial language material and can be used as a part of a future e-course book;

- Chats stipulate the development of communicative skills; autonomous atmosphere breaks psychological pressure and allows sharing different bright ideas;

- The project is implemented in the framework of a real situation not a simulative one, students receive access to existing databases and actual business information.

Universities, corporate organizations, professional schools and all types of training providers are doing their best to make the process of teaching professionally effective, resource-efficient, and entertaining. Both teenagers and adults nowadays are involved in the creation of Game World Era. We take part in different competitions, games, quests and tournament in social networks and with the help of different entertainment online providers. We have nicknames, roles and fantasy relationships with our friends and even with unknown users from all over the world. It is our reality. We can't imagine life without games. It is everywhere. You see people playing games in public transport, staying in a traffic jam, waiting to see your doctor, actually just everywhere. World of Warcraft, Farmville, Scrabble and countless other games, generate billions in sales each year. Taking part in quests has also become very popular among

young people. Will they be able to learn much theory not knowing how to use it immediately? We doubt much about it.

Our research of new tendencies in foreign education systems has shown that gamification has become part of educational technologies in many countries.

First of all we will analyze the phenomenon of gamification and give some facts from the history of this phenomenon in general.

Gamification is the use of game thinking and game mechanics in non-game contexts to engage users in solving problems and increase users' self contributions [1], [2].

It is interesting to mention that the origin of motivation at work place and educational environment goes back to well known concept of competition in Soviet organizations and schools. Mark J. Nelson [3] in his book "Soviet and American precursors to the gamification of work" argues for a connection to both the Soviet concept of socialist competition and the American management trend of "fun at work". He identifies two major precursors of the gamification-of-work movement, one in the Soviet Union of the early to mid 20th century, and another in American management of the late 20th and early 21st centuries. "The Soviet approach focused on games to increase productivity, via experiments ranging from purely competitive games directly tied to productivity, to attempts at morale-building via team games and work- place self-expression Borrowing a symbolic-motivation strategy used by armies, particularly productive factories or workers might be awarded a medal such as the Order of the Red Banner of Labor". Mark J. Nelson argues that no comprehensive study of the Soviet use of game-like elements in an industrial context has been done yet.

American management approach focused more strongly on a sense of childhood play, aiming to weaken the work/play split, but often with games and competition integrated into the framework. Neither approach is identical to the gamification-of-work movement, but there exist significant overlap.

We find the following description of – Socialist competition or socialist emulation (социалистическое соревнование, "sotsialisticheskoye sorevnovanie", or "соцсоревнование", "sotssorevnovanie") "It was a form of competition between state enterprises and between individuals practiced in the Soviet Union". We still remember that this kind of motivation was based on stimulating employees and students to win among the other members of the group. The winner got a flag, shiny badges, first place certificate or any other nonmonetary recognition. And it really worked [4].

The term "gamification" was first used by Nick Pelling. He is a British-born computer programmer and inventor, best known for a series of 1980s computer games. But it gained its popularity only in 2010-th. Several researchers consider gamification closely related to earlier work on adapting game-design elements and techniques to non-game contexts.

Kevin Werbach and Dan Hunter in their book "FOR THE WIN. How Game Thinking Can Revolutionize Your Business" give the following definition: Gamification is the application of game elements and digital game design techniques to non-game problems, such as business and social impact challenges. [5]. Werbach is an Associate Professor of Legal Studies and Business Ethics at The Wharton School, University of Penn-

sylvania. He is also the founder of the Supernova Group, a technology analysis and consulting firm. Werbach appears frequently in print and broadcast media including CNN, ABC News, USA Today, The New York Times, The Wall Street Journal, and The Washington Post. In his article "The Conversation on Gamification" he says: "Walk through any public area and you'll see people glued to their phones, playing mobile games like Game of War and Candy Crush Saga. They aren't alone. 59% of Americans play video games, and contrary to stereotypes, 48% of gamers are women. The US\$100 billion video game industry is among the least-appreciated business phenomena in the world today" [6]. The term Gamification which is so popular nowadays makes us first think about fun and entertainment. But it is not quite so. The phenomena that we describe is really the growing practice of applying structural elements, design patterns, and psychological insights from game design to business, education, health, marketing, crowdsourcing and other fields.

Gamification has been studied and applied in several domains. The main areas of gamification implementation are the following:

- Entertainment;
- Marketing and promotion in retailing;
- Education and training;
- Human resources procedures in work environment;
- Collecting statistics and feedbacks.

A review of research on gamification shows that a majority of studies on gamification find positive effects from gamification in all mentioned areas of media-human communication.

So why not implement competition spirit into educational process nowadays.

In our research we have studied the implementation of gamification in teaching process by different companies. One of them is a British platform Curatr. It has been used all over the world by universities and corporate organizations. It helps these educational establishments to transform into a more effective learning blend.

One of the universities that has chosen Curatr is Warwick Business School.

Warwick Business School

Warwick Business School selected Curatr as the right platform to deliver a new course as a ground-breaking social learning experience. It wasn't enough to learn theory; students would need to apply their thinking to the real-world, constructing their understanding in line with workplace experiences.

Integrated with Warwick Business School's own LMS, students use their Single Sign On to access Curatr. From here they are free to explore content within each module; earning points for viewing, commenting and contributing back to the virtual classroom. Assignments are orientated around workplace problems. By completing social discussion questions, learners are creating a portfolio of ideas to be implemented back in the workplace.

Students are challenged to mark each others' work and to upload new content they find whilst exploring the subject. Typically a class of just 30 students will contribute thousands of new thoughts in a module. On completion of the course, students achieve points and a Postgraduate Award in Service Operations Management from the

University of Warwick. The course has grown in popularity since launch, bucking the trend of falling investment in executive education [7].

Another example of a popular educational game producing content is a German company OVOS. Many German universities use its games in teaching process. OVOS creates digital worlds of experience imparting content in a funny and enthusiastic way. That is what the company thinks about gamification: "Ever since we started in 2004, we have been convinced that having fun is the best way for people to absorb content. In an entertaining and playful way, applications by OVOS help users to learn about the topics affecting us and our clients. These projects are often of experimental nature with the aim of exploring the possibilities of new media and its limits. It is while working on these projects that we often discover new methods, which are then beneficial to our clients" [8].

A polish company Super Memo which specializes on teaching foreign languages has worked out a unique teaching film. It has lots of interactive game pieces. You have to click every 2 minutes to make a decision how to act instead of the heroes, guess the answer in order to open the door choose, and so on. It keeps students active and attentive and they start thinking in a foreign language.

This progressive English language course is based on an interactive action film. The feature-length action film ensures James Bond-style entertainment. The language course based on the film will help students learn up to 25 thousand words effectively and agreeably, on levels from beginner (A1) to advanced (C1). What is more, in each scene you can decide what course the action will take, take part in interactive dialogues with the film characters, play games, and solve language puzzles.

Advantages of the course:

- It is a feature-length interactive film devised to teach English and entertain at the same time. It is the first such language course in the world!
- The course was nominated for E-Learning Awards 2014 by British e-learning experts.
- It features genuine everyday English, useful in many various life situations.
- You will learn authentic English words and phrases on all levels, and have great fun, too!

The students get:

- A downloadable file with the film and language course in the form of a computer program which will help you become familiar with colloquial spoken English.
- A chance of learning 25 thousand words, which you will never forget thanks to the SuperMemo method.
- A 6-month free access code to an identical course available online as well as on tablets and smartphones (Android and iOS).
- MP3 recordings that you can listen to e.g. while walking or driving.
- <http://www.supermemo.eu/olive-green>

Nowadays most educational establishments use all types of video in their teaching process. Company Kaltura offers video platform built in LMS which is called Kaltura MediaSpace -<http://corp.kaltura.com/>. With the help of this system it is easy for teachers and students to load, share and modify their videos. According to the research

of Kultura students remember material 2 times more if they watch video. Besides it stimulates their creative thinking [9].

Video is at the core of all emerging trends in education – blended learning, remote learning, on-demand personalized learning, MOOCs, flipped classrooms and social learning.

Students, teachers, instructional support personnel, alumni, and the communities in and around colleges and universities are increasingly technology savvy, and have growing expectations for technology-driven solutions in their educational experience. Consequently, colleges and universities need to provide an environment that enables the different groups to create, connect, share, and communicate.

Список используемых источников:

1. URL: <http://www.csu.edu.au/distance-education>
2. Sebastian Deterding, Dan Dixon, Rilla Khaled, and Lennart Nacke (2011). *From game design elements to gamefulness: Defining "gamification"*. *Proceedings of the 15th International Academic MindTrek Conference*. P. 9–15.
3. Mark J. Nelson. *Soviet and American precursors to the gamification of work* // *Proceedings of the 16th International Academic MindTrek Conference*, 2012.
4. URL: http://en.wikipedia.org/wiki/Socialist_emulation
5. URL: <https://www.coursera.org/learn/gamification>
6. URL: <http://werblog.com/2015/03/article-conversation-gamification/>
7. URL: <http://www.curatr3.com/overview/>
8. URL: <http://www.ovos.at/en/>
9. URL: <http://corp.kaltura.com/>
10. URL: http://site.kaltura.com/Education_Guide_2013.html

© 2016, Байбунова О.Р., Степаненко К.А.
Геймификация как вид дистанционного обучения
(на примере реализации в зарубежных
университетах и тренинг центрах)

© 2016, Bayburova O.R., Stepanenko K.A.
*Gamification of e-learning in foreign universities and
training centers*