

08.10.2019

## BINGO - Introduction to game-based concepts

NOTES and important remarks

### (1) What is a game?

*„Work consists of whatever a body is obliged to do , and ... Play consists of whatever a body is not obliged to do” M. Twain*

Depending on author certain elements of game are more or less important. Nevertheless two of them are considered essential: Playing and pretending. Pretending is understood as the mental ability to establish an imaginary reality that the pretender knows is different from the real world and that the pretender can create, abandon or change at will. Play is described as a wide category of nonessential, and usually recreational, human activities that are often socially significant as well.

Other elements are as follow: Game rules, Goal, The course of the game is never the same - chance and Competition. Nevertheless only two first are widely recognised.

Convenient description which covers majority of causes is provided by the E.Adams:

*„Games are a type of play activity, conducted in the context of a pretended reality in which the participant(s) try to achieve at least one arbitrary, non-trivial goal by acting in accordance to rules”.*

### References:

E.Adams (2013), Fundamentals of Game Design, Third edition, New Riders.

E.M.Avedon, B. Sutton-Smith (1971) The Study of Games. New York: John Wiley & Sons. Juul, J., 2003. The Game, the Player, the World: Looking for a Heart of Gameness. In: M.Copier, and J. Raessens (Eds.) Level Up: Digital Games Research Conference Proceedings, Utrecht: Utrecht University, pp. 30-45.

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## (2) Why do we play?

This question focuses mostly on motivation. To attract our players / target group we should understand why they are so attracted to games. We „assume” that we know why they play, what are they looking for, but much of this knowledge is intuitive.

In the context of players motivation many authors refer to the Jason VandenBerghe Five Domains of Play. Jason VandenBerghe is a Creative Director at Ubisoft, and he has been studying issues of player motivation for several years. In his lecture “The 5 Domains of Play: Applying Psychology’s Big 5 Motivation Domains to Games,” delivered at the 2012 Game Developers’ Conference, VandenBerghe proposed a way of understanding different kinds of players and why they choose the games that they do.

His concept is based on Five-factor Model, also known as as “The Big Five”, which explains personality traits in terms of five nonoverlapping domains: Openness to new experience, conscientiousness, extraversion, agreeableness and neuroticism.

VandenBerghe correlated the five traits of the Five Factor Model with five domains of play that might fulfill them—which can also be thought of as aspects of a game that players might be motivated to seek out, for example, people open to new experience may look for novelty. They like games that include a lot of variety and unexpected elements. Contrary, people who don’t like novelty seek familiarity, they are not so keen on experiencing new things.

Five Factor Model	Five Domains of Play
O - openness to new experiences	Novelty
C – conscientiousness	Challenge
E – extraversion	Stimulation
A – agreeableness	Harmony
N – neuroticism *	Threat

*\*Neuroticism in this case is defined as a tendency to experience negative emotions*

### References:

[J.Vandenbergh, Applying the 5 Domains of Play: Acting Like Players"](#)

D.H.Pink (2009) [Drive, the Surprising Truth about What Motivates Us](#), Riverhead Books.

### (3) How many types of players can we distinguish?

Both game and gamification should focus on player / user.

One of the most popular player-type segmentation was developed by the Richard Bartle. This segmentation was basically developed to describe World of Warcraft players, yet has proven to be generally useful in game design. Should be underlined that it is not the unique classification we may find in literature. Another, worth mentioning division was presented by the Andrzej Marczewski.

Bartle breaks up the way people play games into four simple categories. These categories are the Achiever, the Explorer, the Socializer, and the Killer.

- ❖ Achievers: Achievers are all about points and status. They want show their friends how they are progressing. They like to collect badges and put them on display.
- ❖ Explorers: Explorers want to see new things and discover new secrets. They're not as bothered about points or prizes. For them, discovery is the prize.
- ❖ Socializers: Socializers experience fun in their games through their interaction with other players. Socializers are happy to collaborate in order to achieve bigger and better things than they could on their own.
- ❖ Killers: Killers are similar to Achievers in the way that they get a thrill from gaining points and winning status too. What sets them apart from Achievers is that the Killers want to see other people lose. They're highly competitive, and winning is what motivates them.

Marczewski on the other hand distinguishes:

- ✓ Socialisers: motivated by Relatedness. They want to interact with others and create social connections.
- ✓ Free Spirits: motivated by Autonomy and self-expression. They want to create and explore.
- ✓ Achievers: motivated by Mastery. They are looking to learn new things and improve themselves. They want challenges to overcome.
- ✓ Philanthropists: motivated by Purpose and Meaning. This group are altruistic, wanting to give to other people and enrich the lives of others in some way with no expectation of reward.
- ✓ Players: motivated by Rewards. They will do what is needed of them to collect rewards from a system. They are in it for themselves.
- ✓ Disruptors: motivated by Change. In general, they want to disrupt your system, either directly or through other users to force positive or negative change.

Game / Gamification system to be effective should take into account players type to be able to respond to the needs of as many players as possible.

*References:*

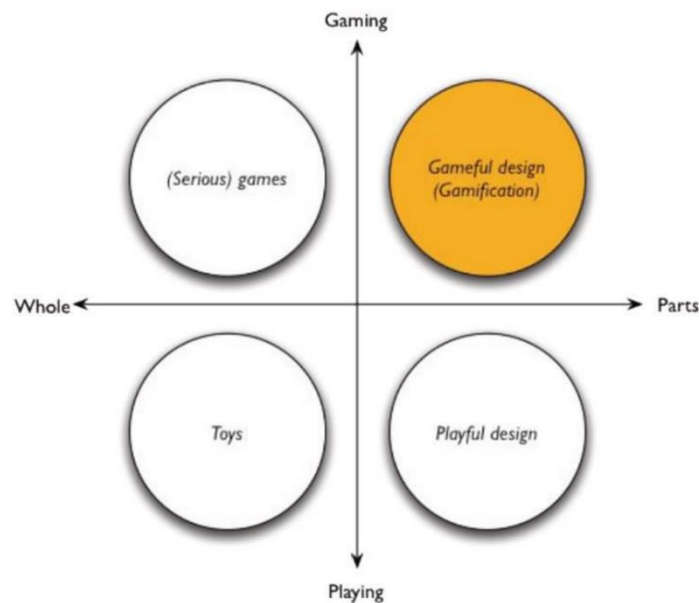
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R. A. Bartle (2003) *Designing Virtual Worlds*. Indianapolis, New Riders.

J. Berman, A. S. Bruckman (2001) [The Turing Game. Exploring Identity in an Online Environment](#), *Convergence*, 7(3), 83-102.

M. Cardell (1994) [Computers, Storytelling and World Creation --- The Reader as Writer in Multi-Participant Interactive Fiction](#), Department of Language and Literature.

**(4) Playing or Gaming, where is the difference?**



*Source: S. Deterding, D. Dixon, R. Khaled, L. Nacke (2011), From Game Design Elements to Gamefulness: Defining „Gamification”*

What really distinguishes those categories, according to the practitioners, is the level of abstraction from the real world.

In case of:

1. In *Serious games* we have rules, restrictions, meaningful choices and working towards a goal. Serious games are a sub-category of games, for which the most important goal is outside of the game itself. This can be the training of pilots with a flight simulator game, or the training of doctors and surgeons with the medical simulator. In above mentioned case play is an

additional element as a main goal is related to the skills development / verification – „real life” objective.

2. Toys offer a whole game experience, nevertheless there are no specific goals, rules or meaningful choices which make it a game. If the competition element is added, a toy will most likely become a game.
3. Playful design is not a whole gaming experience, only parts of games (game elements) are used. There are no specific goals, rules or meaningful choices that make it a game or Gamification. Fun is the most important element.
4. *Gamification* doesn't offer a whole gaming experience, but some game elements are used and game thinking is applied. There is a clear difference between Gamification and Playful design: Gamification offers a clear and specific goal to its users and has rules and restrictions that make it game-like.

#### References:

S. Deterding, D. Dixon, R. Khaled, L. Nacke (2011), From Game Design Elements to Gamefulness: Defining „Gamification”

S. Sousa Borges, V. H. S. Durelli , H. M. Reis, S. Isotani (2014) A Systematic Mapping on Gamification Applied to Education, Conference Paper.

Ferrara, J. (2012) Playful Design. Rosenfeld Media.

#### (5) What gamification is not about?

Some golden rules are:

#1 – **Gamification is not about ‘making a game’**: to gamify is about using game mechanics to engage or motivate. It is distinct from the development of a game.

#2 – **Understand the point**: it is easy to think that throwing some game mechanics at a situation will automatically engage and motivate your user. It won't. The gamification needs to be coherent with the wider objectives you are trying to achieve.

#3 – **Establish what constitutes a ‘win’**: a central element to any gamified experience is knowing what the gamification elements are leading you towards. If your purpose is to motivate, then you must be clear about the rewards<sup>1</sup>

„Gamification” as a term was coined in 2012 by Nick Pelling, nevertheless it doesn't mean that what we called „gamification” today hasn't existed before.

Most popular definition you may find is as follows:

*Gamification is the use of game elements and game thinking in non-game environments*

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<sup>1</sup> Selected rules by [Fractal Mind](#) .

### References:

S. Deterding, D. Dixon, R. Khaled, L. Nacke (2011) From Game Design Elements to Gamefulness: Defining „Gamification”.

Fractal Mind (2019) Gamification Bootcamp ([www.fractalmind.pt](http://www.fractalmind.pt))

K.Werbach, D.Hunter (2015) The Gamification toolkit, Dynamics, Mechanics, and Components for the Win, Wharton Digital Press.

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### (6) How can we engage players?

Once again ...it is all about motivation. Get people play a game or try to explore gamified system is one think but keep them interested over a long period of time is something else.

How can we engage players / users? There is no golden rule which would guarantee their involvement but there are few techniques to explore (everything depends on the quality of implementation). Engagement Loops are basic instruments to use in this case. Including them you will motivate players / users to continue their player journey. It is valid for both games and gamified systems.

It is also important to know when we should design engagement loop. Professor Kevin Werbach from Pennsylvania University has created the Gamification Design Framework which helps especially marketers and other professionals to step by step design a Gamified system, that encourages certain behaviour and stimulates engagement.

It includes 6 basic steps:

- 1) Definition of objectives
- 2) Describing Players
- 3) Delineate Target Behavior
- 4) Devise activity loops
- 5) Don't forget the fun!
- 6) Deploy appropriate tools

Engagement loop is one of the activity loops to include in our game / gamified system.

Engagemnt loop is nothing less than simple mechanism based on three components: Motivation , Action and Feedback. Is an experience that a user enters, that offers incentives, dynamic and positive reinforcement mechanisms. The engagement loop pulls the user in, incentivizes an action, and rewards the user for completion of the action by offering another incentive to take an additional action.

The action should be as easy as possible, and feedback should be instant and specific. This results in a higher motivation to show the target behaviour again and again. An example of an engagement loop is for example LinkedIn’s progress bar, which encourages people to keep updating their profile.

*References:*

Podcast: [GC01: 6 Steps to Effective Gamification](#) | with Kevin Werbach

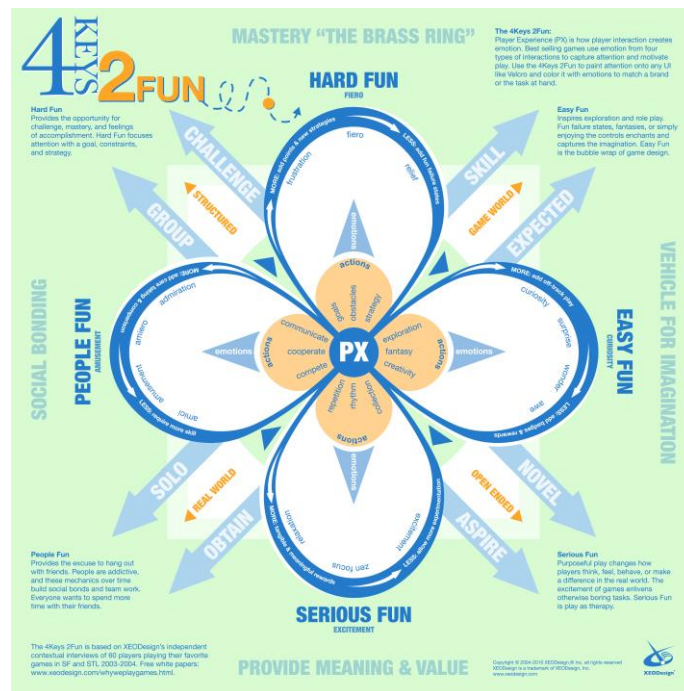
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Salen, K. and Zimmerman, E. (2012) Rules of play: Game design fundamentals. MIT Press, Cambridge.

R. Koster (2014) A Theory of fun for Game Design, O'Reilly Media, Inc, USA.

**(7) Where is the fun?**



Source: <https://www.nicolelazzaro.com/the4-keys-to-fun/>

To reflect: *Would people play the gamified system is all of the extrinsic rewards were removed?*

The only reason they may play voluntary is ... fun. Fun is an abstract and subjective concept. We may find many definition of fun. It is not very hard to decide whether something is fun, yet the reason why, is a lot harder to determine.

Nicole Lazzarro has researched the reasons why people have fun playing games, besides the storyline. In her paper 'Why we play games: Four keys to more emotion without story' she distinguishes 4 kinds of fun. These 4 'Keys to emotion' are ways in which players can be emotionally involved with games or gamified systems. The most successful games or / and gamified systems provide in at least 3 of these Keys.

The 4 Fun Keys create games four most important emotions:

1. Hard Fun: creates emotion by focussing the game experience on reaching a goal. *Fiero* – in the moment personal triumph over adversity.
2. Easy Fun: caused by discovering the game world, responds to the players *Curiosity*. The attention is held by feelings of wonder, awe and mystery.
3. Serious Fun: When one of the major reasons to play a game is the way the game makes a player feel inside, we're talking about serious fun. This is accomplished by all of the game elements that influence the player' in-game character. Serious fun stimulates *Relaxation and excitement*.
4. People Fun: Its all about playing with others. Game in this context is used primarily as tools for social interaction, *Amusement*.

*References:*

- N.Lazarro (2004) [Why we play games: Four Keys to More Emotion in Player Experiences](#).
- N. Lazzaro, [Games and the Four Keys to Fun: Using Emotions to Create Engaging Design](#), AIGA Design
- R. Koster (2014) A Theory of fun for Game Design, O'Reilly Media, Inc, USA.

## **(8) Which kind of challenges we face using games in education?**

Discussion ...

*References:*

[Gabe Zichermann – Changing the game in education](#)

J.McGonigal (2011) Reality is Broken, The Penguin Press.

Kapp, K. M.(2012) The gamification of learning and instruction: Game-based methods and strategies for training and education. San Francisco, CA: Pfeiffer.

T.W. Malone & M.R. Lepper (1987). Making learning fun: A Taxonomy of intrinsic motivations for learning. Aptitude, Learning, and Instruction: Vol. 3.



J.P. Gee (2003) What video games have to teach about learning and literacy. New York: Palgrave Macmillan

Other sources online – look for: Kevin Werbach ,Gabe Zichermann , Yu kai Chou or Victor Manrique!

**(9) Draw the picture of gamer**

To discuss stereotypes, train imagination and your drawing skills. Don't be afraid of use it!:)