

Meaningful Framing of IS Education Gamification

TREO Talk Paper

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Abstract

Meaningful framing involves engaging in an activity that satisfies an individual's personal objective while supporting the goals of others (Mekler et al., 2013). People generally want to participate in altruistic endeavors that benefit other people (McGonigal, 2011). There is empirical evidence suggesting that the integration of meaningful framing into a gamified learning environment is a useful mechanism for encouraging a more focused participation among learners. An experiment to investigate the influence of meaningful framing revealed that people focused on completing assigned tasks effectively as opposed to competing to complete tasks in order to earn points and rewards (McGonigal, 2011). This result indicates that meaningful framing has a positive effect on learning.

Researchers have shown the effectiveness of using gamification to promote learners' engagement, participation and performance (Zichermann et al., 2011). These researchers also highlight mixed findings documented in prior studies, indicating that the design and implementation of gamification (Cheong et al., 2014) may be instrumental to the extent that it is successful in effecting the desired change in target learners. Following this line of reasoning, we explore the meaningful framing of game elements to promote learning and engagement in IS education.

Meaningful framing is often presented and studied in terms of long-term objectives. For instance, majority of the studies in this area focus on long-term goals such as becoming an outstanding system analyst. However, there is little attention to short-term goals that are mostly within the immediate control of the learner. With the increasing low retention rates in IS programs across the nation, it is imperative to explore how meaningful framing may be useful for helping students connect their learning to short-term goals that are sustainable. This study seeks to explore what short term goals are relevant to the IS field from the learners' perspective. We look to attendees for feedback, advice and insights on how to develop IS curriculum to consider ways to implement meaningful framing in the gamification of course modules.

References

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