Level 5: WebQuests

Welcome to L5- Gamifyopoly Quest

MICHELE M. KROLL, M.S. 2016
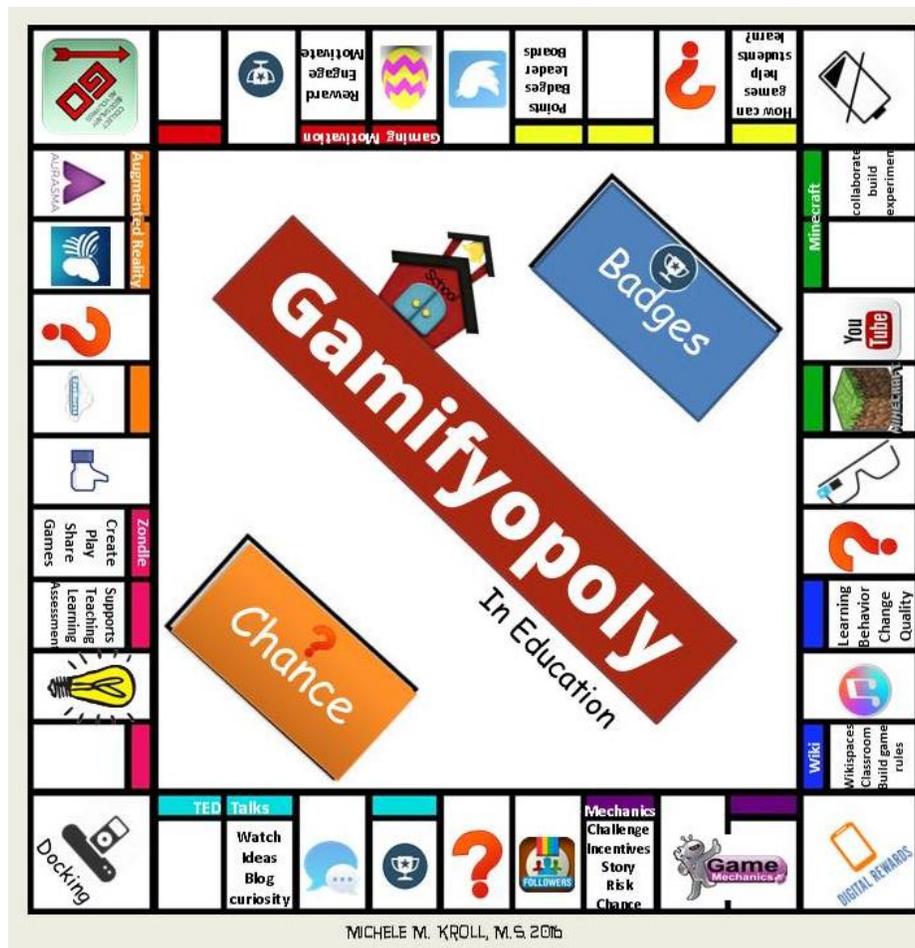
Level 5 Assignments:

1. Kapp Text: Chapters 7-8
   a. Kroll Research Articles: Does Gamification Work? -Hamari Juho. University of Tampere, 2013.
   b. Gamification: Designing for Motivation- Deterding, Sebastian. Hamburg University, 2012.
   c. Gamification: The Future of Education- Frith,Susan. University of Central Florida
2. Infograghics- Gamifyopoly- Michele M. Kroll
3. Classcraft exploration continues
4. WebQuest Project
5. Exploration Activity 5: Gamifyopoly Quest- Michele M. Kroll
6. Discussion forum question 5

After this level you should be able to:
- Identify components of a well-designed WebQuest.
- Locate resources and search tools that contribute to the development of WebQuests.
- Apply a game-based learning environment. Use design parameters to create a WebQuest to teach problem solving that motivates higher-order thinking skills.
- Use appropriate design methods to create a game that solves a problem.
- Apply gamification techniques to domains of learning (declarative, conceptual, rules-based and procedural knowledge).

Exploration Game:
After unlocking these week's exploration activity learners will go on an interactive quest to test their knowledge
- WebQuest Design
- Game Design Elements
- Making Games Engaging

WebQuest Project Directions:
The goals of gamification are to synchronize the goals of the game with those of learning. When you start putting together the game design and mechanics you should know the end game (what you want the player to learn as they play the game).

WebQuests gives an interactive and meaningful experience to the learner that is problem-based and leads to higher order thinking for meaningful learning experiences. Learning with the internet is a key component. Students have the ability to take charge of their own learning experience which can lead to higher levels of retention.

The WebQuest assignment is due Sunday. There is an example of a WebQuest I created with gamification elements to give you some ideas posted in the unit material.

The project must include:
1. Name of WebQuest
2. WebQuest Topic
3. Link to WebQuest
4. Overview of the WebQuest
5. Evaluations of the WebQuest- Report total score and summarize strengths and weaknesses based on the rubric (on page 3).
6. Describe gamification elements and mechanics that you will use to change this WebQuest. Be specific and detailed. Provide explanation as to why you chose certain elements. What are your goals? What do you want the students to learn?
   a. Player Types
   b. Player Motivation
   c. Rewards
   d. Game Elements
7. Evaluation- Create a student rubric including the gamification elements you added.
8. Document: Last Name-WebQuest. Post WebQuest name in subject line. Submit to assignments tab.

Rubric for Evaluating the WebQuest:
You will give your chosen WebQuest a score. Use the rubric to evaluate the WebQuest. This will help you determine gamification methods and strategies that you will want to add.

	Poor- 1 point	Satisfactory- 3 points	Excellent- 5 points	Score
Overall Visual Appeal	No variation in layout. Few graphic elements. Colors not used well.	Variation in type, size, color and layout. Some Graphic elements.	Appropriate and thematic graphic elements to make visual connections that contribute to the understanding of concepts, ideas and relationships. Layout is consistent.	
Navigation and Flow	Hard to find pages, links and confusing to follow.	A few places where the learner may get lost.	Navigation is easy and clear.	
Mechanical Aspects	More than 4 broken links, grammatical errors, missing images.	Very few broken links, grammatical errors and missing images.	No links broken or other mechanical problems.	
Introduction- Motivational Effectiveness	Introduction is factual and missing the compelling question or problem.	Introduction relates somewhat to a compelling question or problem.	Introduction engages learner with a compelling question or problem.	
Clear Expectations	Introduction doesn't tell the learner what is to come.	Introduction makes some reference but is not clear.	Introduction effectively prepares the learner for what will happen.	
Tasks-Cognitive Level	Standards are not included.	Standards are referenced but not connected.	Standards is clearly connected to WebQuest.	
Process	Steps are not clear and students don't know what to do.	Some directions given but missing information.	Each step is clearly stated.	
Scaffolding of Process	Activities are of little significance to one another.	Some activities do not relate specifically to the accomplishment of the task.	Activities are clearly related and designed to take the students from basic knowledge to higher level thinking.	
Student Roles	No tasks or roles assigned.	Some separate tasks or roles assigned.	Different roles are assigned to help students share responsibility.	
Resources- (All resources should be evaluated) Relevance and Quantity of Resources	Resources provided are not sufficient for students to accomplish the task. Too many resources for students to look at.	Some information between resources and information needed to accomplish task. Some resources don't add anything.	A clear and meaningful connection between resources and information needed to complete task. Each resource is needed.	
Quality of Resources	Information could be found in the classroom.	Some links not ordinarily found in a classroom.	Links are varied and provide use of Web tools.	
Evaluation-Criteria	Evaluation criteria not described.	Criteria partially described.	Criteria clearly stated.	
Total Score				/60

(Modified by Michele M. Kroll, 2016. Original Rubric by Bernie Dodge; This version 1.03 by Laura Bellofatto, 2001.)

WebQuest Project Grading Rubric:

WebQuest Project	Basic 1 point	Satisfactory 5 points	Outstanding 10 points
Organization/Mechanics	Project required extra time to complete. Spelling and grammatical errors.	Fnished the project in a timely manner, with a few things missing from the introduction. A few spelling and grammatical errors.	Used time efficiently and finished project in timely manner, demonstrating understanding of assignment. All introduction information included. No spelling or grammatical errors found.
WebQuest Summary	Explanation is missing	Description of WebQuest overview is not fully explained.	Clear and detailed description of WebQuest.
WebQuest Rubric Evaluation	Explanation is missing. Total score not reported.	Description is not fully explained. Strengths and weaknesses not clearly stated. Total score reported	Clear and detailed description of rubric evaluation. Strengths, weaknesses and insights clearly stated. Total score reported.
Student Rubric	Rubric does not clearly follow WebQuest objectives or include gamification elements added.	Rubric mostly follows WebQuest objectives. Gamification elements not clearly added.	Rubric clearly follows WebQuest objectives and includes all gamification elements added.
Gamification Elements	Gamification elements missing or lacking. No understanding of gamification mechanics.	Gamification elements not clearly stated and explained. Not a clear understanding of gamification mechanics.	Gamification elements clearly stated and explained. Clear understanding of gamification elements.

Michele M. Kroll, M.S., 2016

L5: Assignments

Discussion Forum- first post due Wednesday

Discussion Forum-responses due Sunday

Exploration Activity: Gamifyopoly Quest

Classcraft Continues

WebQuest Project due on Sunday

Discussion Forum Question 5:

Choose a Web 2.0 tool that could be used in gamification. Include the URL; describe the tool, how it can be used and the pros and cons of using the tool in gamification.