

MODULE DETAILS										
Module title	Gamification for Business									
Module code	MLM13									
Credit value	20									
Level	Level 4		Level 5		Level 6		Level 7	X	Level 8	
Mark the box to the right of the appropriate level with an 'X'	Level 0 (for modules at foundation level)									
Entry criteria for registration on this module										
Pre-requisites Specify in terms of module codes or equivalent	None									
Co-requisite modules Specify in terms of module codes or equivalent	Not applicable									
Module delivery										
Mode of delivery	Taught	X	Distance		Placement		Online		X	
	Other									
Pattern of delivery	Weekly	X	Block		Other					
When module is delivered	Semester 1		Semester 2		Throughout year	X				
	Other									
Brief description of module content and/ or aims Overview (max 80 words)	This module is about the theory and practice of Gamification solutions for business. Gamification is the use of game elements, mechanics and techniques in non-game situations. This module will require students to understand the theory of Gamification and apply gamification techniques to a business issue (e.g. HR, Marketing, Administration).									
Module team/ author/ coordinator(s)	Dr Penny Simpson & Pete Jenkins									
School	Business School									
Site/ campus where delivered	Moulsecoomb									
Course(s) for which module is appropriate and status on that course										
Course								Status (mandatory/ compulsory/ optional)		
MSc Management (all routes)								Optional		
MBA (p/t, f/t, PSM)								Optional		
and any other PG course for which module is relevant								Optional		

MODULE AIMS, ASSESSMENT AND SUPPORT	
Aims	The aim of this module is to critically understand and apply Gamification solutions to a business context.
Learning outcomes	On completion of this module students should be able to demonstrate: Subject specific:

	<ul style="list-style-type: none"> • a critical understanding of Gamification and evaluation of its impact • a critical understanding of fun, motivation and engagement and their importance to Gamification • knowledge of existing models of game design and gamification design • critical insight into how Gamification can be strategically and effectively applied in a range of business contexts • critical understanding of the costs-benefits of Gamification • critical appreciation of the risks and issues (including ethical) of Gamification • the ability to design realistic Gamification solutions for business issues <p>Cognitive:</p> <ul style="list-style-type: none"> • critical analysis, synthesis and evaluation of information (including literature) from a wide range of sources • critical application of theory to organisational practice
Content	<p>GAMES & GAMIFICATION Definitions of games and gamification Strategic importance of games and gamification Game theory and literature</p> <p>GAMIFICATION FOR BUSINESS: STRATEGY Gamification as a business strategy The engagement crisis Strategic use of gamification in the business context Business applications including Human Resources, Marketing and Administration Impact of gamification</p> <p>GAME TECHNIQUES Analysing Games Game mechanics – the building blocks Game elements in a business context Points, badges, and leaderboards (PBLs) Storytelling</p> <p>FUN, MOTIVATION & BEHAVIOUR Individual differences</p>

	<p>Types of fun (including serious fun) Understanding motivation Intrinsic and extrinsic motivation Self-determination theory Flow Changing behaviours Motivation concerns</p> <p>GAMIFICATION DESIGN Design approaches Demographics of players Gamification design frameworks Effective choices Epic themes</p> <p>REAL WORLD FUN Case study examples Epic winners and learning from losers</p> <p>BUSINESS CASE FOR GAMIFICATION Analysing the business context Discipline specific gamification Business case for gamification Costs-benefits of gamification Risks and issues (including ethical issues) Designing realistic solutions</p>
<p>Learning support</p>	<p>Indicative reading: The latest editions of:</p> <p>Ariely, D. <i>The Upside of Irrationality: The Unexpected Benefits of Defying Logic at Work and at Home</i>. New York: HarperCollins Publishers.</p> <p>Cottrell, S. <i>Critical Thinking Skills: Developing Effective Analysis and Argument</i>, Palgrave Study Skills. Basingstoke: Palgrave Macmillan.</p> <p>Kapp, K.M. <i>The Gamification of Learning and Instruction: Game-Based Methods and Strategies for Training and Education</i>. San Francisco: John Wiley & Sons.</p> <p>McGonigal, J. <i>Reality is broken: why games make us better and how they can change the world</i>. London: Penguin.</p> <p>Pink, D.H. <i>Drive: The Surprising Truth about What Motivates Us</i>. New York: Riverhead Books.</p> <p>Radoff, J. <i>Game on: energize your business with social media games</i>. Indianapolis: Wiley Publishing.</p> <p>Schell, J. <i>The art of game design: a book of lenses</i>. Burlington, MA: Morgan Kaufmann.</p> <p>Werbach, K., and Hunter, D. <i>For the Win: How Game Thinking Can Revolutionize Your Business</i>. Philadelphia: Wharton Digital Press.</p> <p>Journals</p>

	<p>Games and Culture Journal of Applied Behavioral Science CyberPsychology, Behavior & Social Networking. Simulation & Gaming Computers and Education Computers in Human Behavior</p> <p>Websites</p> <p>http://gamified.co.uk http://www.nicolelazzaro.com http://www.yukaichou.com</p>
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<i>Teaching and learning activities</i>		
Details of teaching and learning activities	Learners' understanding of the theory and practice of Gamification for Business will be developed through the use of a variety of learning methods including gamification techniques, lectures, class-room and on-line activity, quizzes, videos, podcasts, case studies learner-led presentations and role plays. Formative feedback will be provided.	
Allocation of study hours (indicative) Where 10 credits = 100 learning hours		Study hours
SCHEDULED	This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, and external visits.	40
GUIDED INDEPENDENT STUDY	All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions.	160
PLACEMENT	The placement is a specific type of learning away from the University. It includes work-based learning and study that occurs overseas.	
TOTAL STUDY HOURS		200

<i>Assessment tasks</i>	
Details of assessment on this module	<p>Summative assessment</p> <p>Individual written assignment (business case), 1000 words 25% Individual written assignment (final gamification solution), 2000 words 50% Individual presentation 25%</p>

Types of assessment task1 Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.		% weighting (or indicate if component is pass/fail)
WRITTEN	Written exam	
COURSEWORK	Written assignment/ essay, report, dissertation, portfolio, project output, <i>set exercise</i>	75
PRACTICAL	Oral assessment and presentation, practical skills assessment, <i>set exercise</i>	25

EXAMINATION INFORMATION			
Area examination board	Business Systems Management		
Refer to Faculty Office for guidance in completing the following sections			
<i>External examiners</i>			
Name	Position and institution	Date appointed	Date tenure ends
Refer to Studentcentral			

QUALITY ASSURANCE			
Date of first approval Only complete where this is <u>not</u> the first version	July 2014		
Date of last revision Only complete where this is <u>not</u> the first version			
Date of approval for this version			
Version number	1		
Modules replaced Specify codes of modules for which this is a replacement			
Available as free-standing module?	Yes	No	X

¹ Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.

