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About CollegeQorps

(pronounced “kol-ij” “kohr”)
The World’s First Student-Focused Professional Development Community for Higher Education

For today’s colleges and universities, success is defined by two criteria:

**Degree completion**
and
**Gainful employment after graduation**

We believe that both are determined by a student’s ability to tell a story about their college experience that answers three questions:

1. *How did I grow?*
2. *What skills did I develop along the way?*
3. *How did I use those skills to deliver value to someone else?*

CollegeQorps (CQ) offers a seamless way to help students better assemble the elements of that story and then gives them a place to tell it.

**Features (available and in development)**

<table>
<thead>
<tr>
<th>Unlimited communication channels</th>
<th>Unlimited groups (intra and intercollegiate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events calendar</td>
<td>News feed</td>
</tr>
<tr>
<td>Scalable mentoring infrastructure</td>
<td>Virtual advising/mentoring</td>
</tr>
<tr>
<td>Searchable knowledge base</td>
<td>Analytics dashboard</td>
</tr>
<tr>
<td>Automated attendance tracking*</td>
<td>Sentiment monitoring*</td>
</tr>
<tr>
<td>Mobile App (iOS and Android)</td>
<td>Push notifications</td>
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<tr>
<td>Multi-layered gamification</td>
<td>Virtual currency (Qoins)</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Done-for-you beacon deployment,</td>
</tr>
<tr>
<td>Training Library</td>
<td>monitoring and maintenance*</td>
</tr>
</tbody>
</table>

*Requires campus-wide beacon deployment and mandatory app download. Beacons bring GPS functionality indoors. When used with the CQ app it permits automated class and event attendance, student orientation wayfinding and other functionality GDSS demonstration project partners have access to test.
Workshop Agenda

- What Is A Game?
- Four Types of Fun
- Student Success Campus Inventory

BREAK

- The Fundamentals of Game Design
  - Six Simple Machines
  - Machine Parts
- Game Design in Action: University Fundraising Case Study
- Mapping the Student Journey
- The Game Design for Student Success (GDSS Model)
  - Learn Nurturing Funnel
- GDSS Progression Arc
- GDSS Loops
- Anatomy of a Loop
  - Dunbar Clusters
- Building Community Through Game Design
- Discovery
- First Contact
  - Singleton Strategies

BREAK

- Onboarding
- Habit Building
- The Seven Rules of Coop Design
- Mastery
  - Roles, Ladders and Hierarchies
- Morning Session Summary
WORKING LUNCH

- Working Lunch Report Outs
- GDSS Model In Action: CollegeQorps
- GDSS for Non-Believers
- Game Design in Action: Motivational Incentives
- Inventory Mapping
- Overcoming Initiative Fatigue with Design Experiments
- Logistics for Follow Up Coaching
- GDSS Consortium/Demonstration Project
What Is A Game?

List as many words as you can think of that come to mind when you hear the word “game”.

________________________________________  ___________________________________
________________________________________  ___________________________________
________________________________________  ___________________________________
________________________________________  ___________________________________
________________________________________  ___________________________________
________________________________________  ___________________________________
________________________________________  ___________________________________
________________________________________  ___________________________________

A Game Defined

A __________________________ experience with ___________ and ___________
that’s ______________________!
Four Types of Fun

Easy Fun
Novelty; Attracts ____________________________
Inherently ____________________________
Easy __________________ / Low _____________ to _______________________
Creativity, Exploration, ____________________

Hard Fun
Intentionally ___________________________ and ___________________________ players to
develop __________________ that lead to _____________________________.
Purpose: __________________________
Challenge: __________________________
Mihály Csíkszentmihályi’s model of flow as related to challenge and ability.
Hallmarks of Hard Fun

Maintaining Flow

Strategy

Obstacles

People Fun

Non-cognitive barriers = __________________________ barriers

(grit, fixed mindset, social belonging, imposter syndrome)

More emotion when people play games ____________________________ .

More emotion in ____________ fun, than _______________, _______________ and ________________ fund COMBINED.

_______________ ________________ from group play last lifetimes.
Hallmarks of People Fun

Proximity
Commonality

(Collaboration + Reciprocity)

Trust

Hallmarks of Serious Fun

Accomplishment

Changes the _________________
Changes their _________________

Games take real work and:

_______________________________ the world
Clarify the _________________________
Amplify the _________________________
Suspend the _________________________
Taking Inventory

What are your campus’ priorities for student success?

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

What student success initiatives are currently underway at your campus?

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
Which programs on campus have responsibility for student success initiatives?

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

What kinds of campus resources are currently dedicated to student success?

______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

Consensus Categories

______________________________________________________________________________________________
______________________________________________________________________________________________
The Fundamentals of Game Design

The two goals of game design:

____________________ players playing
_____________________ players playing

The Six Simple Machines of a Rube Goldberg Project

Wheel & Axle      Pulley      Screw
Inclined plane    Wedge      Lever

The Six Simple Machines of Game Design

___________ (Wheel & Axle) ___________ (Pulley) ___________ (Inclined Plane)

___________ (Screw) ___________ (Wedge) ___________ (Lever)
Loops

A ____________________ sequence of activity that is __________________ until it is _____________________.

Enables or magnifies the ___________ ___________ in the ________________.

Different types for different purposes:

**Difficulty** - actual or perceived changes in the difficulty of the game over time

**Complexity** - unlocking or enabling new game mechanics or features

**Power** - progression in the power and/privileges of an avatar role

**Display** - reveals something of value about or to the player upon completion (e.g. increase in status)

**Relationship** - designed to facilitate connection between players

**Engagement** - incorporates activity that compels a player to return

Arcs

Reflect ____________________ progress toward ___________________ of a segment of the game experience.

Two basic types: ____________________ and ____________________

Uses loops as ____________________ markers.
Progression

The ________________ of ________________ that organizes the ________________ of the game.

Requires ________________ and ________________.

Consists of ________________ and major ________________.

The purpose of progression is always the same:

________________________________________________________________________________

Emotions

Makes the game ________________.

Links to ________________

When ________________, a ________________ and ________________ feature.

When ________________, a ________________ to be addressed.

Constraints

Source of ________________ to progress

Generates ________________ when properly managed

Increases ________________ and ________________ when not managed

A ________________ becomes a ________________ ________________ when repositioned
Narrative

Contains the ____________________________ _________.

Context for _____________________ and _____________________.

_________________________ movement.

Machine Parts

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Avatar roles</th>
<th>Curiosity</th>
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</thead>
<tbody>
<tr>
<td>Badges</td>
<td>Boss Fights</td>
<td>Satisfaction</td>
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<tr>
<td>Collections/Showcases</td>
<td>Combat</td>
<td>Trust</td>
</tr>
<tr>
<td>Progressive unlocks</td>
<td>Gifting</td>
<td>Surprise</td>
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<tr>
<td>Leaderboards</td>
<td>Levels</td>
<td>Frustration</td>
</tr>
<tr>
<td>Points</td>
<td>Quests/Missions</td>
<td>Pride</td>
</tr>
<tr>
<td>Social Graph</td>
<td>Teams</td>
<td>Excitement</td>
</tr>
<tr>
<td>Virtual Goods</td>
<td>Virtual Currency</td>
<td>Interest</td>
</tr>
<tr>
<td>Pacing</td>
<td>Reward schedules</td>
<td>Joy</td>
</tr>
<tr>
<td>Guilds</td>
<td>Influences</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Spotlights</td>
<td>User-generated content</td>
<td>Anticipation</td>
</tr>
<tr>
<td>Loops</td>
<td>Arcs</td>
<td>Progression</td>
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<tr>
<td>--------------------</td>
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</tr>
<tr>
<td>Points</td>
<td>Collections</td>
<td>Pacing</td>
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<tr>
<td>Reward schedules</td>
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<tr>
<td>User-generated</td>
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<td>Content</td>
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<td>Badges</td>
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<td>Pacing</td>
<td>Boss fights</td>
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<td></td>
<td>Levels</td>
<td>Avator roles</td>
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<tr>
<td></td>
<td>Gifting</td>
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<td></td>
<td>Boss fights</td>
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</tbody>
</table>
Game Design In Action - Case Study
Villanova University Fundraising Campaign

What “machine parts” do you see?
Mapping the Student Journey

- Emotion
- Experience
  - Expectations
  - Constraints
- Opportunity

Freshman | Sophomore | Junior | Senior
The Game Design for Student Success Model

The Narrative: Journey as Story (Define Your Audience)

Marketing and Sales Funnels define their audience so that they can have the

Right Conversations
with the

Right People
at the

Right Time

It’s called Lead Nurturing

Source: Fusion Creative
Learn Nurturing

Right Conversations with the
Right Students
at the
Right Time
The GDSS Model

GDSS MODEL PROGRESSION ARC

Discovery → First Contact → Onboarding → Habit-building → Mastery

Freshman Sophomore Junior Senior

GDSS MODEL Loops

Easy Fun → People Fun → Serious Fun → Hard Fun → Easy Fun

Freshman Sophomore Junior Senior
Anatomy of a Loop

Different types for different purposes but all have **the same anatomy**.

- **Difficulty** - actual or perceived changes in the difficulty of the game over time
- **Complexity** - unlocking or enabling new game mechanics or features
- **Power** - progression in the power and/privileges of an avatar role
- **Display** - reveals something of value about or to the player upon completion (e.g. increase in status)
- **Relationship** - designed to facilitate connection between players
- **Engagement** - incorporates activity that compels a player to return
### Dunbar Number

150 - The suggested cognitive limit to the number of people with whom we can maintain stable social relationships.

- Anthropologist, Robin Dunbar

### Dunbar Clusters for Education

<table>
<thead>
<tr>
<th>Number</th>
<th>Identifier</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1500+</td>
<td>Affiliates</td>
<td>Have school affiliation in common</td>
</tr>
<tr>
<td>500</td>
<td>Associates</td>
<td>Have large group characteristics in common <em>(dorm, major, class standing)</em></td>
</tr>
<tr>
<td>150</td>
<td>Connections</td>
<td>Have smaller group characteristics in common <em>(program, club, athletics)</em></td>
</tr>
<tr>
<td>50</td>
<td>Peers</td>
<td>Have intimate group characteristics in common <em>(shared friends, small program/major, athletic team)</em></td>
</tr>
<tr>
<td>15</td>
<td>Friends</td>
<td>Social circle, low-risk personal disclosures, part of secondary support system</td>
</tr>
<tr>
<td>5</td>
<td>Confidantes</td>
<td>Spends significant time together, meaningful personal disclosures, part of primary support system</td>
</tr>
</tbody>
</table>
Preparing For Your Plan

What Dunbar cluster are you targeting?

What learn nurturing stage are students at when they come to you?

Building Community Through Game Design
(Your People Fun Loop)

Proximity: ________________________ and ________________________

Commonality: Shared ____________, contexts, _______________ and outcomes

Social Investment: _________________ exchanges and mutual _______________

Trust: ________________________ and ________________________
Discovery

Goal: Move from obliviousness to awareness

**Proximity factor:** How “dense” is student programming on campus?

Notes:

**Commonality factor:** How will students know if “this” is for “them”?

Notes:
Social Investment factor: High risk. Where can you offer “easy fun”?

Trust: What early interactions can you provide that confirm they “made the right decision” and “they do belong”?

Notes:
First Contact

Goal: Move from awareness to interest

Proximity factor: How easy is it for students to connect?

Notes:

Commonality factor: What structures can you create to facility connections based on what students have in common? (i.e.: Seed triads; Use peer advisers and docents)

Notes:
**Social Investment factor:** What opportunities exist to have more experienced students model meaningful interactions?

<table>
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<tr>
<th>Notes:</th>
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</table>

**Trust:** What opportunities exist for later stage students (associates, connections, peers) to build bonds with earlier stage students (explorers/wanderers, affiliates)?

<table>
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<tr>
<th>Notes:</th>
</tr>
</thead>
</table>
Singleton Strategies

**Definition:** Events and activities designed for the sole purpose of making students feel ___________ so that they feel ________________.

**Types:** ________________, ________________, and ________________

**Social:** Program sponsored event, self-contained

**Blitz:** Campus events, targeted attendance

**Fishing:** One-one-one recruitment and engagement

**Purpose:** Open ________________ _____________
Other questions to consider

- Who is likely to be the first point of contact?
- Who *should* be the first point of contact?
- What is the first emotion you want first contact to elicit?
- What do you want the student(s) to feel *after* first contact?
- What’s the ONE next action you want them to take?
- When is the FIRST opportunity the student has to connect (or be connected) with someone they have something in common with?
- How is that connection going to be facilitated?
- How will the connection convey the value of participating?

Notes:
Onboarding

Goal: Move from interest to consideration

How do you onboard students right now?

**Proximity factor:** How might you create “connection” or “peer” cohorts?

Notes:

**Commonality factor:** How might you use cohort-based commonalities to construct a “conversion formula” for your program? [Know+Like+Trust=Conversion]

Notes:
Social Investment factor: What opportunities exist for students to make small investments of time, communication or interaction?

Trust: How can low-risk disclosures be modeled and facilitated?

Notes:
Peer Service Roles, Ladders and Hierarchies

More __________________ equal more __________________________

Service ladders are constructed by arranging peer service roles into a hierarchy with increasing responsibilities and privileges.

This allows peer service to function as a progression arc.

Service __________________ build __________________ and confidence.

Well designed peer service programs are self-sustaining.
Other questions to consider

● What are the most common barriers students encounter in their
  ○ First 7 days on campus?
  ○ Next 3 weeks?

● What are your program’s touch points with students over the
  ○ First 7 days on campus?
  ○ 2nd week on campus?
  ○ 3rd week on campus?
  ○ 4th week on campus?
  ○ 2nd month on campus?
  ○ Final two weeks of the term?

● Who is responsible for these touch points over the
  ○ First 7 days on campus?
  ○ 2nd week on campus?
  ○ 3rd week on campus?
  ○ 4th week on campus?
  ○ 2nd month on campus?
  ○ Final two weeks of the term?

● How do you monitor cross-curricular (e.g. academic, extra-curricular, co-curricular) engagement for students over the
  ○ First 7 days on campus?
  ○ 2nd week on campus?
  ○ 3rd week on campus?
  ○ 4th week on campus?
  ○ 2nd month on campus?
  ○ Final two weeks of the term?

● How do you manage gradually declining engagement?

● How do you manage sudden drop-offs in engagement?

● How do you know if engagement is declining and for whom?

● How might you create interdependencies across all stages of the learn nurturing funnel?
Habit Building

Goal: Move from consideration to conversion

Proximity factor: What natural hubs and choke points exist that you can use as a transition point for introducing “hard fun”?

Notes:

Commonality factor: What rituals can you create to provide social reinforcement?

Notes:
Social Investment factor: What opportunities exist to scaffold autonomy and competence?

Notes:

Trust: How can you recognize and reward progress or “play catch” in response to setback?

Notes:
Co-op Design and Zero-sum games

Zero-sum games are “win-lose”; Non-zero-sum games don’t require a loser (“win-win:)

Co-op design focuses on creating non-zero-sum experiences

The GDSS model is based on Co-op design principles.

The Seven Rules of Co-op Design

1. Compete with the ____________________________

2. Shared _______________ and __________________________

3. ___________________________ roles

4. Co-op ________________ gestures ("ask for help", reactions, "likes", gifting, testimonials)

5. Shared ______________________

6. Non-zero sum stats and ______________________

7. User-_________________________ content
Loops Within Arcs

The Habit-Building phase of the GDSS model relies on loops within arcs (as do all engaging games). Here are some key questions to ask as you begin constructing loops and arcs for your program.

● What is the narrative for this arc?
● What kind(s) of loop(s) does it need to contain?
● What do you want players to feel?
● What are the constraints (wedges) we need to work with or around?
● How they these constraints be repositioned for use as “inclined planes”? 
Other questions to consider

- What behaviors contribute to success for the cohort(s) you’ve chosen to focus on?
  (e.g. keeping tutoring appointments, class attendance, adviser check ins)
- What student investments are expected/required?
- How might these investments incentivized?
- What kinds of incentives would they value?
- What kinds of progress are reported back to students?
- How are students informed of their progress?
- How frequently and consistently are they informed of their progress?
- How might students share resources to encourage collaboration and cooperation?
Mastery

Goal: Move from conversion to commitment

Proximity factor: What major milestones can you turn into achievement rituals to inspire students higher in the funnel?

Commonality factor: What opportunities exist for students to display mastery?

Notes:
Social Investment factor: How might current participation be linked to future goals?

Notes:

Trust: How can you recognize and reward mastery that is reinvested?

Notes:
Key questions to consider

- What opportunities are provided to “reinvest” gains?
- How are opportunities communicated?
- How is meaning conveyed regarding these opportunities?
- How is meaning measured?
- How is growth acknowledged?
- How is achievement acknowledged?

Notes:
# Morning Session Takeaways

Write down at least one takeaway for each of the following highlights from this morning’s session:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Takeaway(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Types of Fun</td>
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</tr>
<tr>
<td>Easy Fun</td>
<td></td>
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<tr>
<td>People Fun</td>
<td></td>
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<tr>
<td>Hard Fun</td>
<td></td>
</tr>
<tr>
<td>Serious Fun</td>
<td></td>
</tr>
<tr>
<td>Major Structures of Game Design</td>
<td></td>
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<tr>
<td>Loops</td>
<td></td>
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<td>Arcs</td>
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<td>Progression</td>
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<tr>
<td>Emotions</td>
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<tr>
<td>Constraints</td>
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<td>Narrative</td>
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<table>
<thead>
<tr>
<th>Game Design for Student Success Model</th>
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<tbody>
<tr>
<td>Discovery</td>
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<tr>
<td>First Contact</td>
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<tr>
<td>Onboarding</td>
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<td>Habit Building</td>
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<td>Mastery</td>
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<td>Learn Nurturing Funnel</td>
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<td>Dunbar Clusters</td>
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<tr>
<td>Creating Flow</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>
Working Lunch Assignment

Instructions: Create an activity loop for your program by following the steps outlined below.

Step 1: Pick a subgroup

__________________________________________________________________

What is the Dunbar cluster you would like to move this group to?

_____ Affiliates   _____ Associates   _____ Connections   _____ Peers   _____ Friends

Step 2: Pick a loop in the GDSS progression arc

Discovery   First Contact   Onboarding   Habit Building   Mastery

Step 3: Identify an objective
What do you want to accomplish with this loop?

__________________________________________________________________

Step 4: Identify a key result for this objective
What measurable outcome will you use to determine that the objective has been met?

__________________________________________________________________
Scratch Pad

Use the blank space below to jot down ideas for your loop
Scratch Pad

Use the blank space below to jot down ideas for your loop
The GDSS MODEL IN ACTION: CollegeQorps

Notes/Thoughts/Questions:
GDSS for Non Believers

Neuro-aligned Learning

The Limbic System - *Thalamus, Hypothalamus, Hippocampus and Amygdala*

Emotional area of the brain regulates aggression, pleasure, pain response, satisfaction, attention, processing of sensory information and memory.

Hebbian Law -

“Cells that fire together, wire together”. Supports the role of repetition in learning.

Goal Gradient Effect -

The appearance of progress is motivating.
Reward schedules

**Fixed interval** - *reward given at predictable time intervals*

**Fixed ratio** - *reward given after predictable number of occurrences*

**Variable interval** - *reward given after unpredictable length of time*

**Variable ratio** - *reward given after unpredictable number of occurrences*

Variable reward schedules are the most addictive.
Social Cognition/Efficacy Building

Social Cognition - Thought process influenced by social interaction

Efficacy - a mental state characterized by confidence related to goal attainment

GDSS promotes:

- Self efficacy - confidence in one’s ability to accomplish a goal
- Collective efficacy - confidence in a group’s ability to accomplish a goal
- Leader efficacy - A leader’s confidence in the follower’s ability to accomplish a goal

High levels of efficacy are highly predictive of success and mastery

Self Determination/Adult Development Theories

Self-Determination theory - Three psychological needs:

- Autonomy
- Competence
- Relatedness

Adult Development Theory - Adults seek purpose and meaningfulness for long term satisfaction.
Self Determination Theory also distinguishes intrinsic motivation from extrinsic motivation. GDSS engages both.
Game Design In Action - Case Study

Motivational Incentives

Seven Principles of Motivational Incentives

1. What is the target behavior?
2. What is the target group (or subgroup?)
3. What is the type of reinforcement?
4. What is the magnitude of the reinforcement?
5. What is the frequency of the reinforcement?
6. What is the timing of the incentive?
7. What is the duration of the incentive program?
Inventory Mapping

Which campus priority can you attach a GDSS arc to?

Which campus initiative would most readily benefit from a GDSS approach?

Which program would made a good ally for your GDSS idea?

What existing resources could you draw upon as part of a GDSS loop?
Overcoming Initiative Fatigue with Design Experiments

Step 1: Collect preliminary data

Step 2: Find Allies

Step 3: Observe Your Target Audience

Step 4: Map Out Your Experiment

Rules for design experiments

1. Low risk - *Doesn’t require a policy change or departmental approval*
2. Low resource - *No new staff or money*
3. Quick and easy - *No more than 1 week to complete*
4. Test the smallest point of vulnerability - *Which assumption would "break" your loop?*

Step 5: Regroup and Recap
Logistics for Follow Up Coaching

Email address to:

[collegeqorps@learningatway.com](mailto:collegeqorps@learningatway.com)

Subject line: GDSS Consortium invite

Follow up coaching will take place:

- Via weekly conference calls
- CollegeQorps platform
- Email
Game Design for Student Success Demonstration Project

Background

In 2014, Ball State University\(^1\) launched a gaming app designed for students receiving Pell grant support. The app sought to “gamify” the college experience based on research that suggests students have better academic outcomes when they are actively engaged in campus-related experiences. In the three years since the app launched, Ball State has brought outcomes for students who use their Ball State Achievements app up to parity with the general student body. Inspired in part by their success, Learningateway spent two years developing a Game Design for Student Success model and designed CollegeQorps (CQ) to support it. The ultimate goal is to offer higher ed institutions access to a low cost student success tool that is easy to deploy and maintain. To deliver on that promise, we’re launching the GDSS demonstration project and we’re currently recruiting academic partners to collaborate on the project goals listed below.

Project Goals

1. Test integration with school IT infrastructure to establish best practices for implementation across different SIS and LMS systems.
2. Co-create and test challenge pathways based on a variety of student success criteria (e.g. credential, major, class standing, gateway courses, demographic profile, etc.)
3. Validate the impact of the CollegeQorps GDSS model on student outcomes.

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\(^1\) Ball State University is not affiliated with Learningateway, LLC., CollegeQorps or the GDSS Demonstration Project
Requirements

- Campus wide deployment (on-site beacons, SIS and LMS integration, LDAP single sign on)
- 1 year commitment for 2018/19 academic year (incl. complimentary access during Spring 2018 term)

Cost and Consideration

The CQ licensing fee is $5/student/per year. Faculty and administrative users are always complimentary. As consideration for participation, campuses will receive a Learningateway Innovation Grant for the 2018/19 academic year\(^2\) based on the following schedule:

<table>
<thead>
<tr>
<th>Percentage of license fee</th>
<th>Contract deadline</th>
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<tbody>
<tr>
<td>90%</td>
<td>December 31, 2017</td>
</tr>
<tr>
<td>75%</td>
<td>February 28, 2018</td>
</tr>
<tr>
<td>50%</td>
<td>May 31, 2018</td>
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For more information contact: collegeqorps@learningateway.com

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\(^2\) Limited availability. First come, first served. Renewing partners receive a 50% grant for the 2019/20 academic year.
Glossary of Terms

**Achievements** - Term applied to any accomplishment recognized within the gaming system

**Avatar roles** - An identity within the game that carries special privileges

**Badges** - Icons used to recognize achievements

**Boss Fights** - Major challenge that must be conquered to move to the next level

**Choke points** - A constricted area (or requirement) that students must through (e.g. gateway course)

**Collections** - A place to display collected achievements

**Docent** - A supportive and more experienced “near peer” who serves as a guide

**Gifting** - Transfer of accumulated resources to another player with reciprocation

**Guilds** - Persistent social groups with a visible identity

**Hub** - Central areas that students must pass through

**Influence** - An increase in followers, shares, likes, friends list or similar status. Also known as “reach”

**Leaderboards** - A table that displays players ranked based on specified category of achievement

**Missions** - A set of challenges to be accomplished, usually as part of a progression arc

**Progressive unlocks** - The release of additional resources, privileges or access upon reaching the required level of play.

**Quests** - Same as mission but with a narrative focused on exploration

**Service Hierarchy** - Roles within a peer service system that have progressive levels of responsibility, privileges and authority.

**Service Ladder** - A representation of the progression of peer service roles within a service hierarchy
Social graph - A representation of the connections between players or participants in a network

Spotlights - Public recognition of the achievements of an individual player

Virtual currency - Units of value earned within a gaming system that can be exchanged for virtual goods within that system.

Virtual goods - Items of value within a gaming system that can be purchased with this system's virtual currency.

User-generated content - Post, stories, pictures or any communication or information that is created by users of the system and viewed or consumed by other users in the system.
References and Resources


Zadina, Janet - Six Weeks to A Brain Compatible Classroom