



Play to Learn: Using Games to Drive Learner Engagement and Learning Outcomes.

Karl Kapp & Christopher Porfido

Professor: Bloomsburg University & Project Manager: PharmaDigital
Author: Gamification of Learning and Instruction
Twitter: @kkapp & @chrisporfido



Books

Getting in touch with Karl
Twitter: @kkapp
Web: www.karlkapp.com
Email: karlkapp@gmail.com
Facebook
<http://www.facebook.com/gamificationLI>



Web Site: www.karlkapp.com



YouTube Video



Lynda.com Course: Gamification of Learning



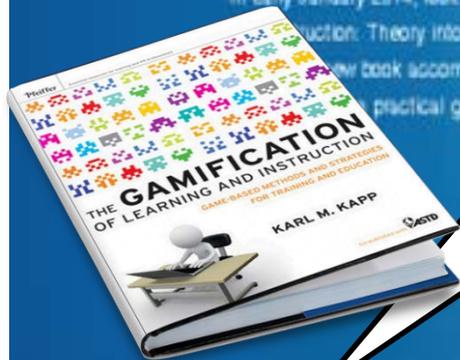
Karl M. Kapp

Intelligently Fusing Learning, Technology & Business

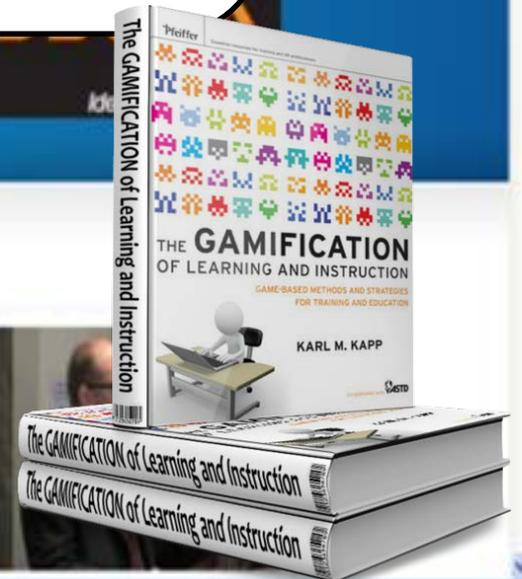
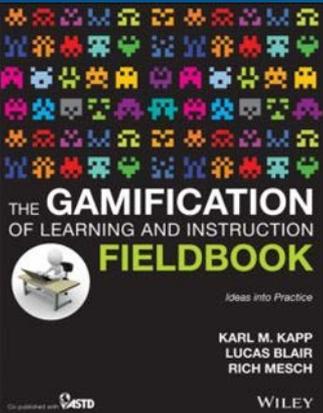
Insights ▾ Resources ▾ Learn Now ▾ Learn With Karl ▾ About Contact

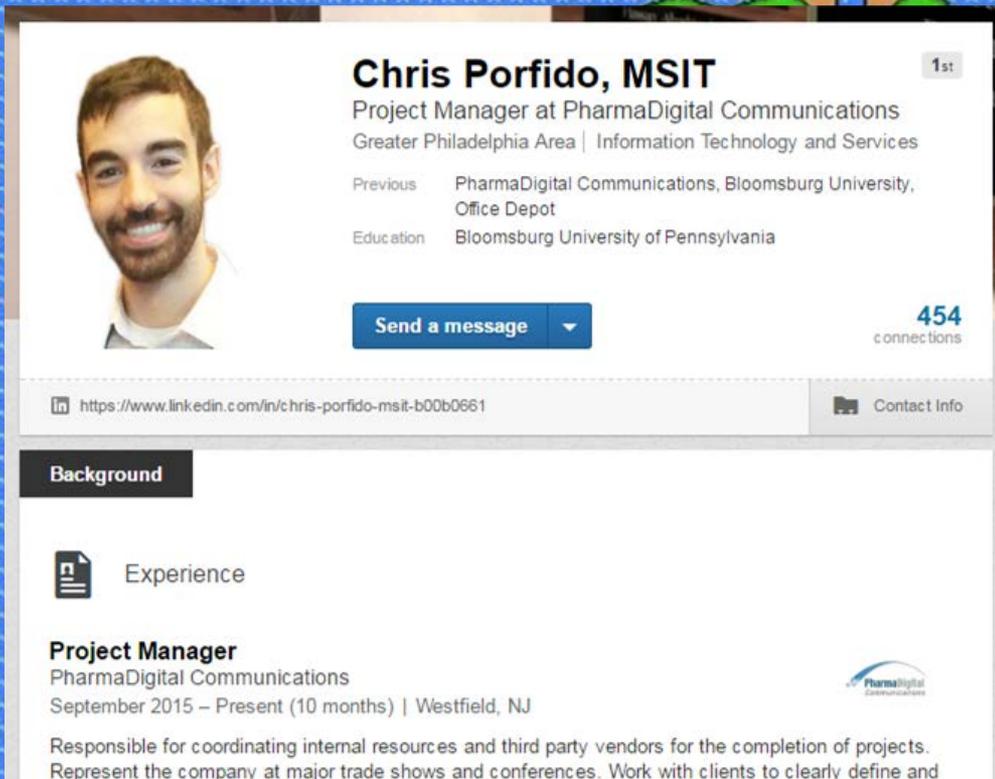
Fieldbook Coming Soon!

In early January 2014, look for my latest book, "The Gamification of Learning and Instruction: Theory into Practice" with co-authors Lucas Blair and Rich Mesch. This new book accompanies "The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education" as a practical guide for...



For:
Notes/Slides
Additional Ideas
www.karlkapp.com
www.karlkapp.com/kapp-notes





Chris Porfido, MSIT 1st
 Project Manager at PharmaDigital Communications
 Greater Philadelphia Area | Information Technology and Services

Previous PharmaDigital Communications, Bloomsburg University, Office Depot
 Education Bloomsburg University of Pennsylvania

[Send a message](#) 454 connections

<https://www.linkedin.com/in/chris-porfido-msit-b00b0661> [Contact Info](#)

Background

Experience

Project Manager
 PharmaDigital Communications
 September 2015 – Present (10 months) | Westfield, NJ

Responsible for coordinating internal resources and third party vendors for the completion of projects. Represent the company at major trade shows and conferences. Work with clients to clearly define and

Getting in touch with Chris
 LinkedIn: Chris Porfido, MSIT
 Twitter: @ChrisPorfido
 Email: porfidoc@outlook.com

Tweets Tweets & replies Media

Chris Porfido @ChrisPorfido · 5m
 Anyone interested in learning more about Gamification? I recommend this Lynda course with @kkapp



Gamification of Learning | Lynda.com
 I learned about #Education & #Elearning on @Lynda. Gamification of Learning
 lynda.com

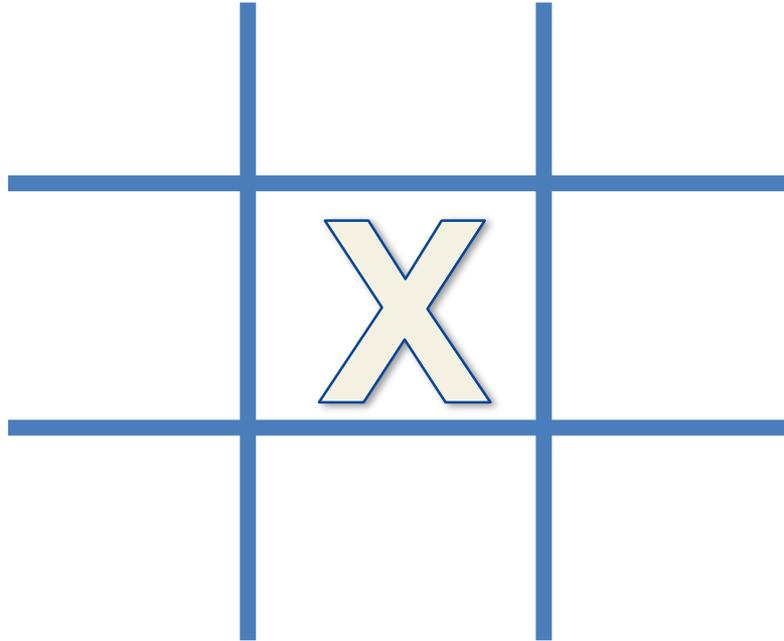
Chris Porfido @ChrisPorfido · 13m
 Excited to attend the LTEN conference next week! Find out more at ltenconference.com

Chris Porfido @ChrisPorfido · Jun 6
 Check out my interview with iSpring!



Christopher Porfido about iSpring
 Christopher Porfido is an e-Learning Developer at Pharma Digital. He was kind enough to say a few words about iSpring at the DevLearn conference in Las Ve...
 youtube.com

Please play tic-tac-toe



Game Results

- Did you like playing?
- Did it change mood of room?
- Was it fun?
- Did you score points?
- Who won?



What game elements lead to engaged learners & desired outcomes

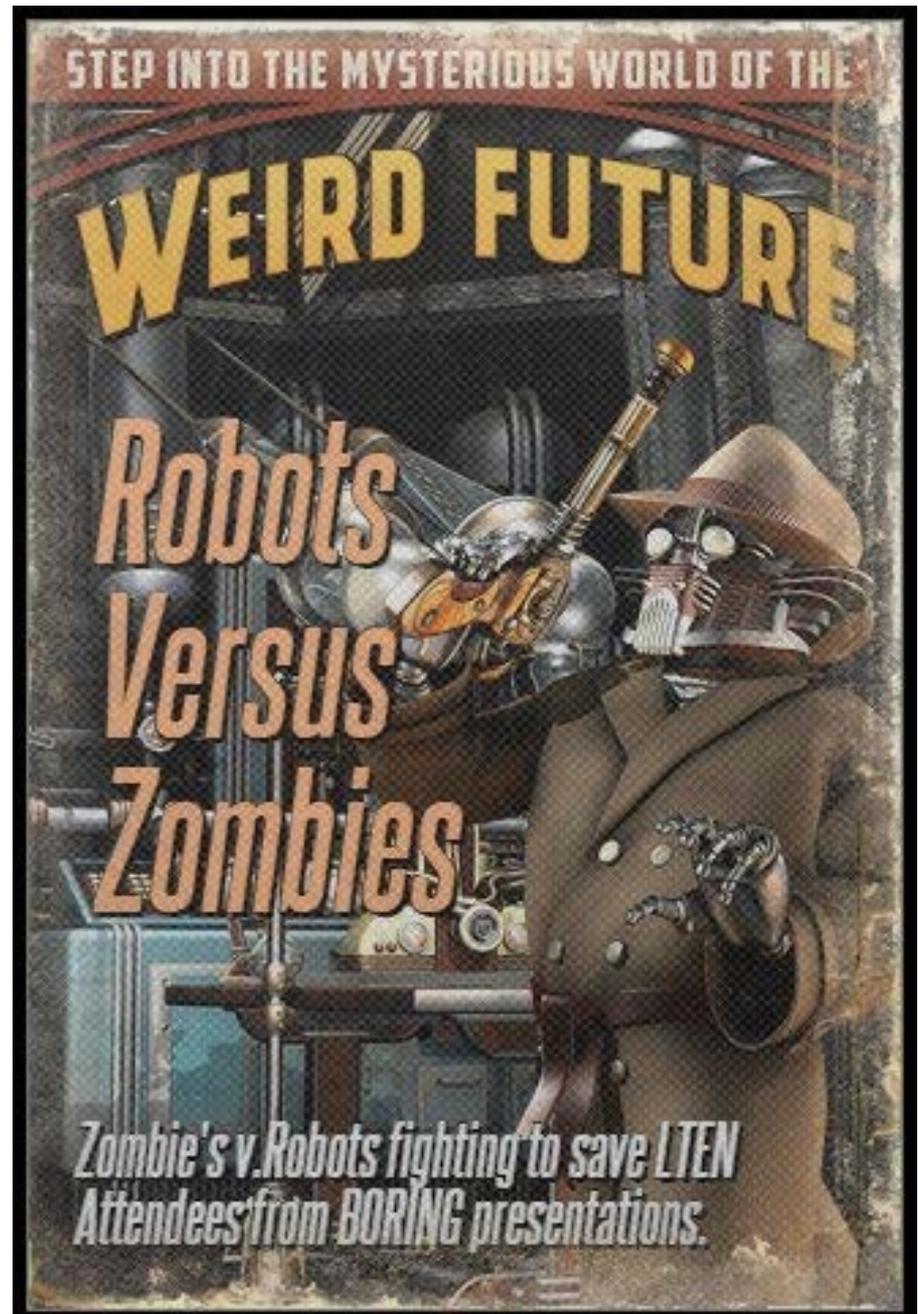
In game performance to real-life business objectives

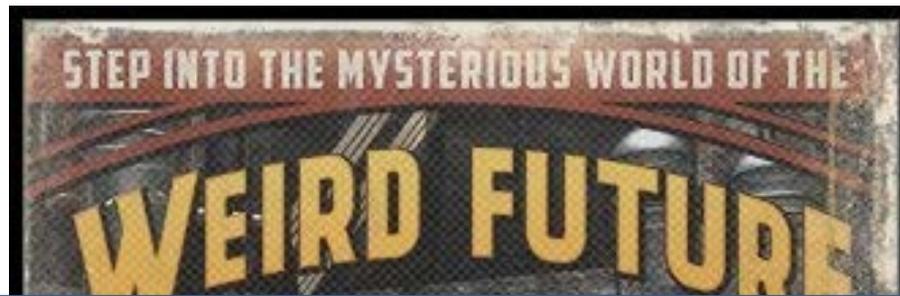
You will learn...

How gamification uses game elements to drive learning.

How to think like a game designer.

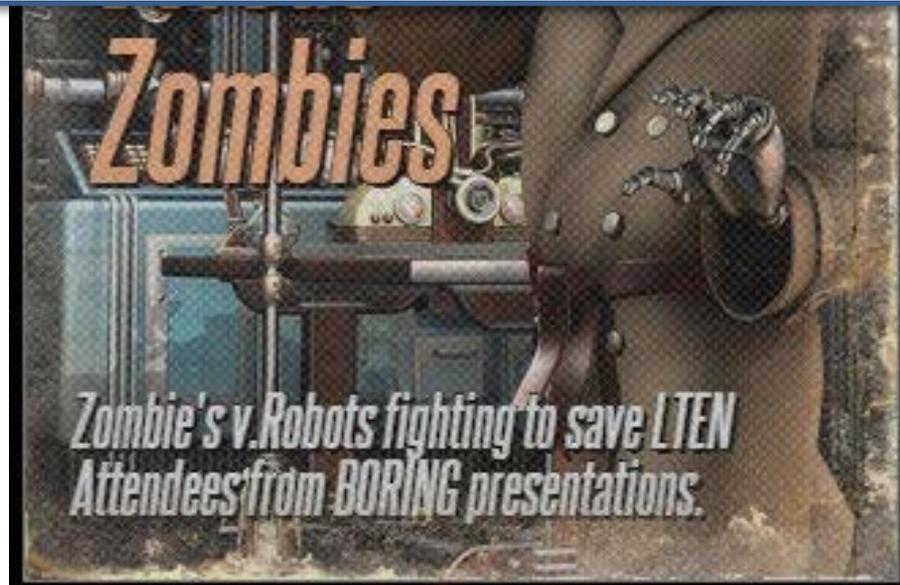
Let's Play...Robots vs
Zombies.





Take out your text device.

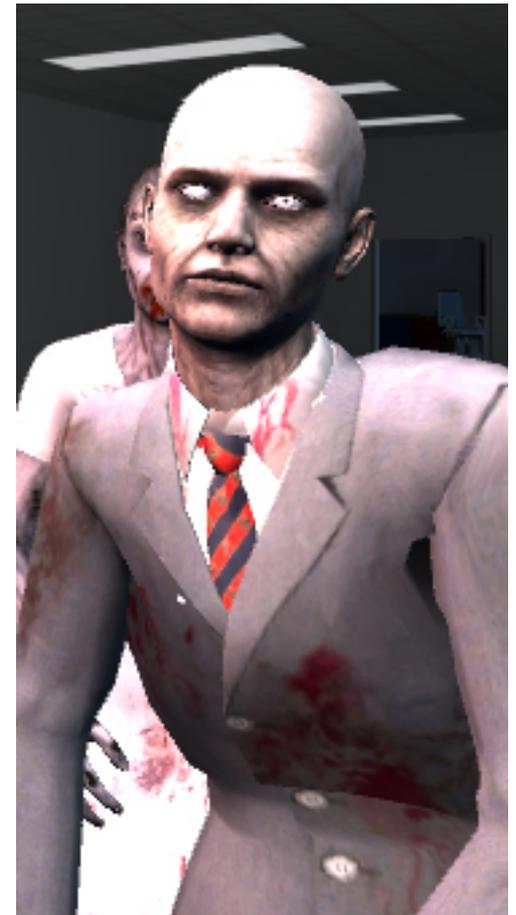
Text to the number 37607 the word
karlkapp
(one word, no spaces).



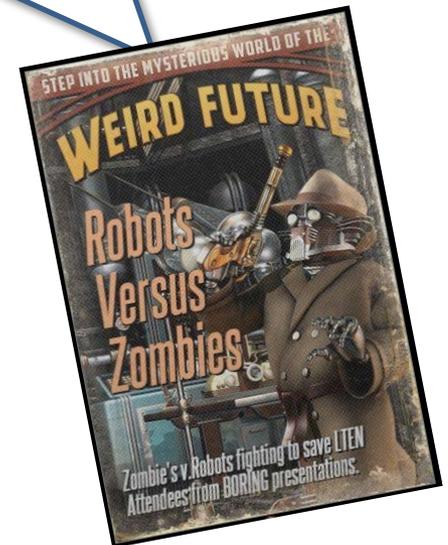
Team
Robot



Team
Zombie



What percentage of corporations use games for learning?





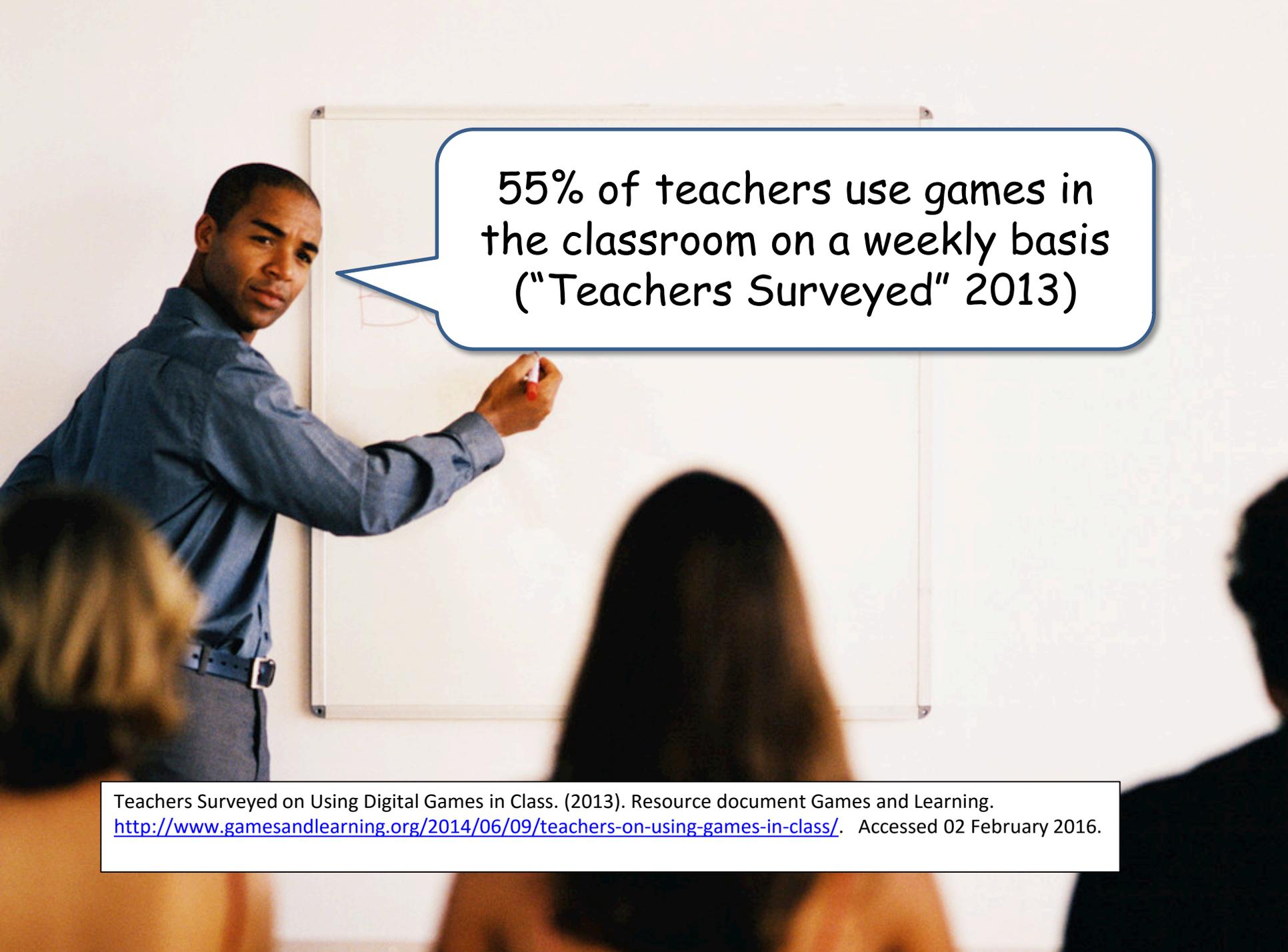
20% of corporations use games
for learning.
(Association for Talent
Development, 2014)

Association for Talent Development [ATD]. (2014). Playing to Win: Gamification and serious games in organizations.



Marketplace of learning games is predicted grow at a compound annual growth rate of 16% reaching a value of \$5.4 Billion by 2020 ("Serious game" 2015).

Serious game market size to grow at 16.38% CAGR to 2020 in terms of value say global serious games research reports focusing on state of play, challenges and industry prospects. (2015, September 18). Resource document PR Newswire. <http://www.prnewswire.com/news-releases/serious-game-market-size-to-grow-at-1638-cagr-to-2020-in-terms-of-value-say-global-serious-games-research-reports-focusing-on-state-of-play-challenges-and-industry-prospects-528208111.html>. Accessed 28 March 2016.

A male teacher in a blue shirt is pointing at a whiteboard. A speech bubble overlay contains the text: "55% of teachers use games in the classroom on a weekly basis ('Teachers Surveyed' 2013)".

55% of teachers use games in the classroom on a weekly basis ("Teachers Surveyed" 2013)

Teachers Surveyed on Using Digital Games in Class. (2013). Resource document Games and Learning.
<http://www.gamesandlearning.org/2014/06/09/teachers-on-using-games-in-class/>. Accessed 02 February 2016.

People inevitably play games at work

Solitaire Costs Man His City Job After Bloomberg Sees Computer

By [WINNIE HU](#)

Published: February 10, 2006

Playing computer solitaire on the job has become one of the more common, if stealthy, ways of passing time in the modern-day office. But people who work for Mayor [Michael R. Bloomberg](#) may want to think twice before playing the game.

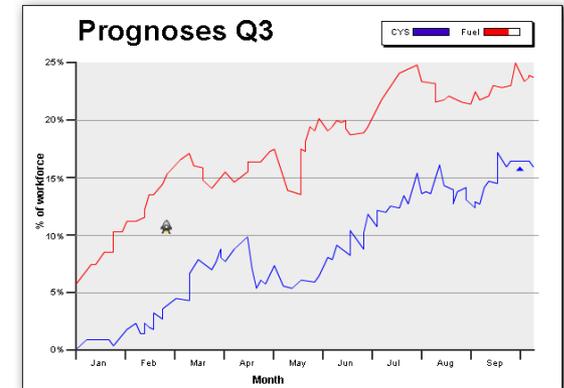
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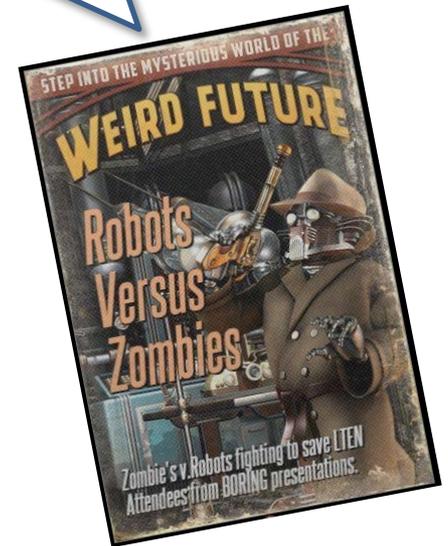
[Save Article](#)

	mon	tue	wed	thu	fr	sat
07:00	deadline	lunch	break	break	deadline	meeting
08:00	lunch	lunch	lunch	break	lunch	break
09:00	deadline	break	break	break	deadline	lunch
10:00	break	lunch	lunch	deadline	break	deadline
11:00	lunch	deadline	break	lunch	break	meeting
12:00	meeting	lunch	lunch	lunch	meeting	lunch
13:00	break	lunch	break	break	break	meeting
14:00	lunch	lunch	meeting	break	break	meeting
15:00	break	meeting	break	break	lunch	deadline
16:00	lunch	deadline	break	deadline	deadline	meeting
17:00	break	meeting	break	lunch	lunch	lunch
18:00	break	deadline	break	meeting	meeting	deadline
19:00	lunch	break	lunch	meeting	meeting	lunch
time over						



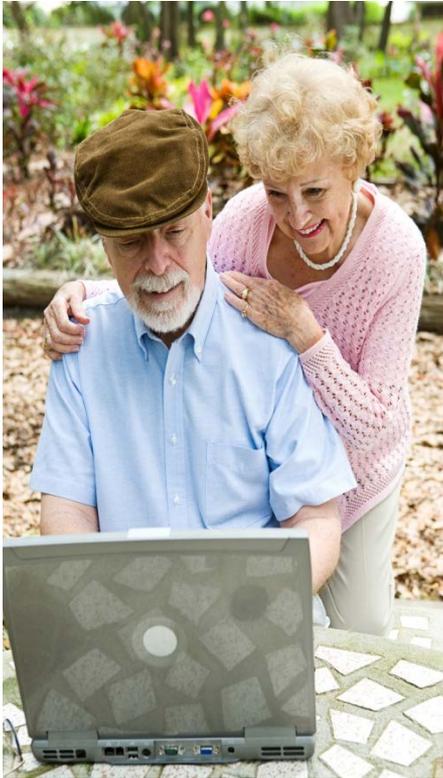
	2004	2005	2006	2007	2008	2009	2010
Revenue	1,488	1,841	1,668	1,750	1,538	1,678	1,468
Cost of sales	(927)	(1,075)	(966)	(1,048)	(841)	(986)	(886)
Gross profit	561	766	702	710	697	692	582
S&A expenses	(237)	(280)	(272)	(291)	(285)	(285)	(285)
Operating profit	324	486	430	425	412	407	297
Interest expense	(87)	(103)	(142)	(141)	(202)	(181)	(174)
Profit before tax	237	383	288	284	230	226	123
Income tax expense	(80)	(136)	(81)	(84)	(286)	(60)	(10)
Profit (on loss) for the month	157	247	207	200	(56)	166	113

What percentage of adults over 50 play video games?



48%

70%



Laptops

80% of gamers over 50 play on a weekly basis.

40%



Mobile Device

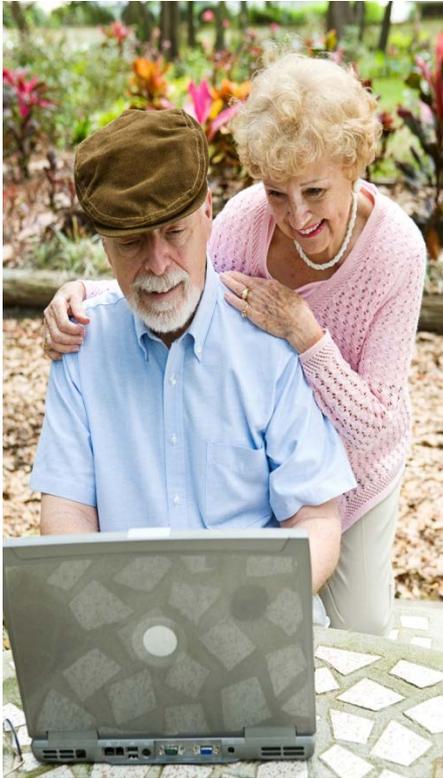
24%



Console

70%

45% play on a daily basis



Laptops

40%



Mobile Device

24%



Console

56%



Card/Tile

52%



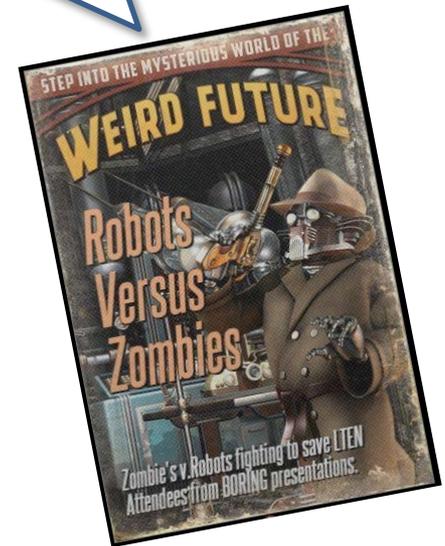
Puzzle/Logic

24%



Word/Trivia
Board Games

What percentage of
Americans play video games
for 3 hours or more a week?



42%

[The 2015 Essential Facts About the Computer and Video Game Industry](#) was released by the Entertainment Software Association (ESA) in April 2015. The annual research was conducted by Ipsos MediaCT for ESA. Data was gathered from more than 4,000 American households.

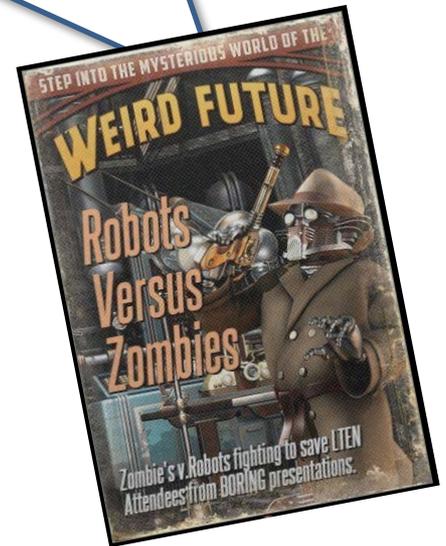
Translates into 155 million
Americans

44% of the gamers are female. The most frequent female game player is on average 43 years old.

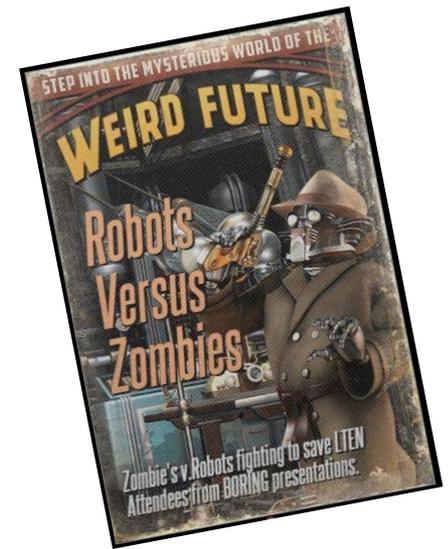


Women age 18 or older represent a significantly greater portion of the game-playing population (33%) than boys age 18 or younger (15%).

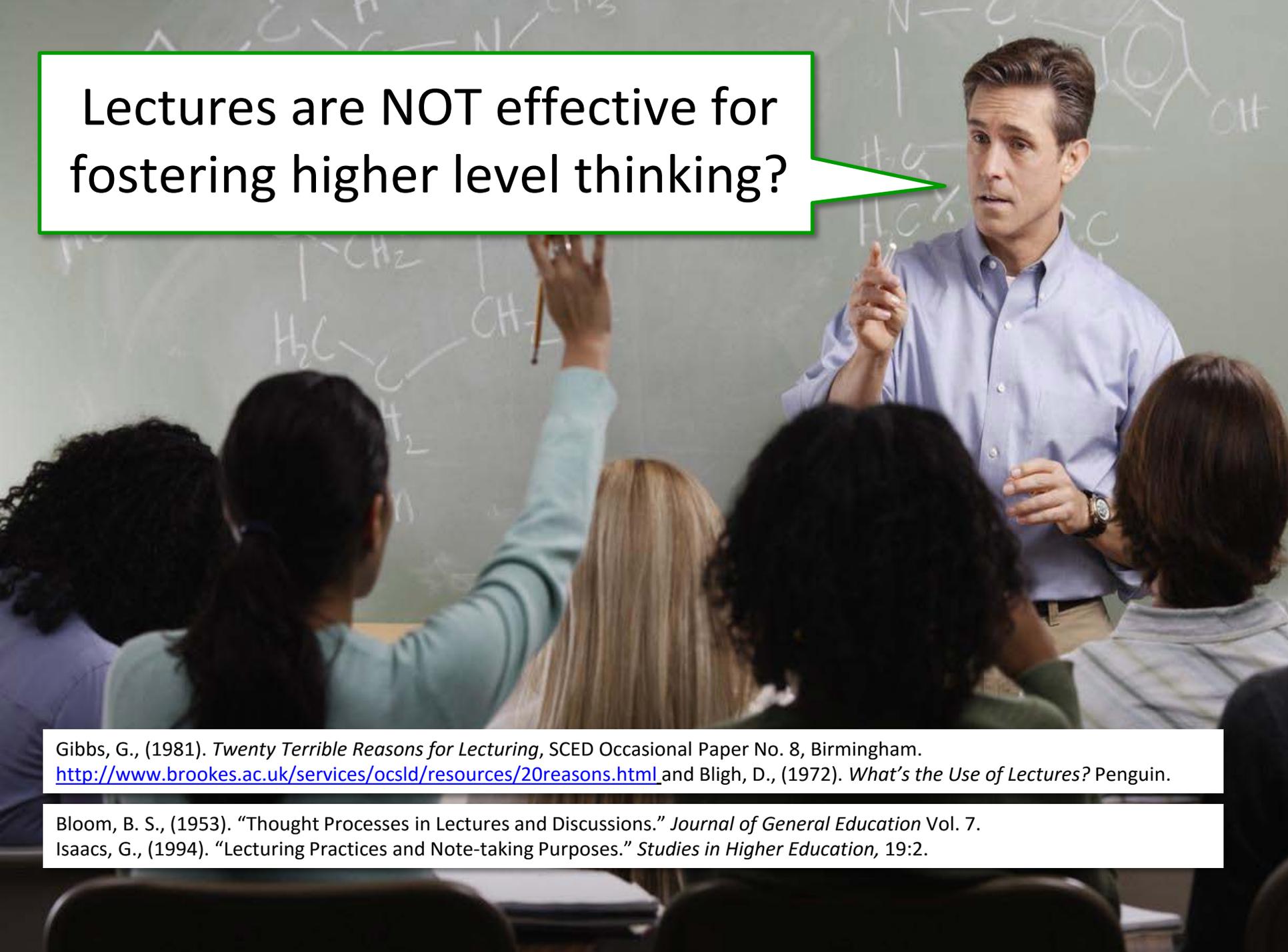
Why might an trainer use
games for learning?



Why might an instructor use
lectures for learning?

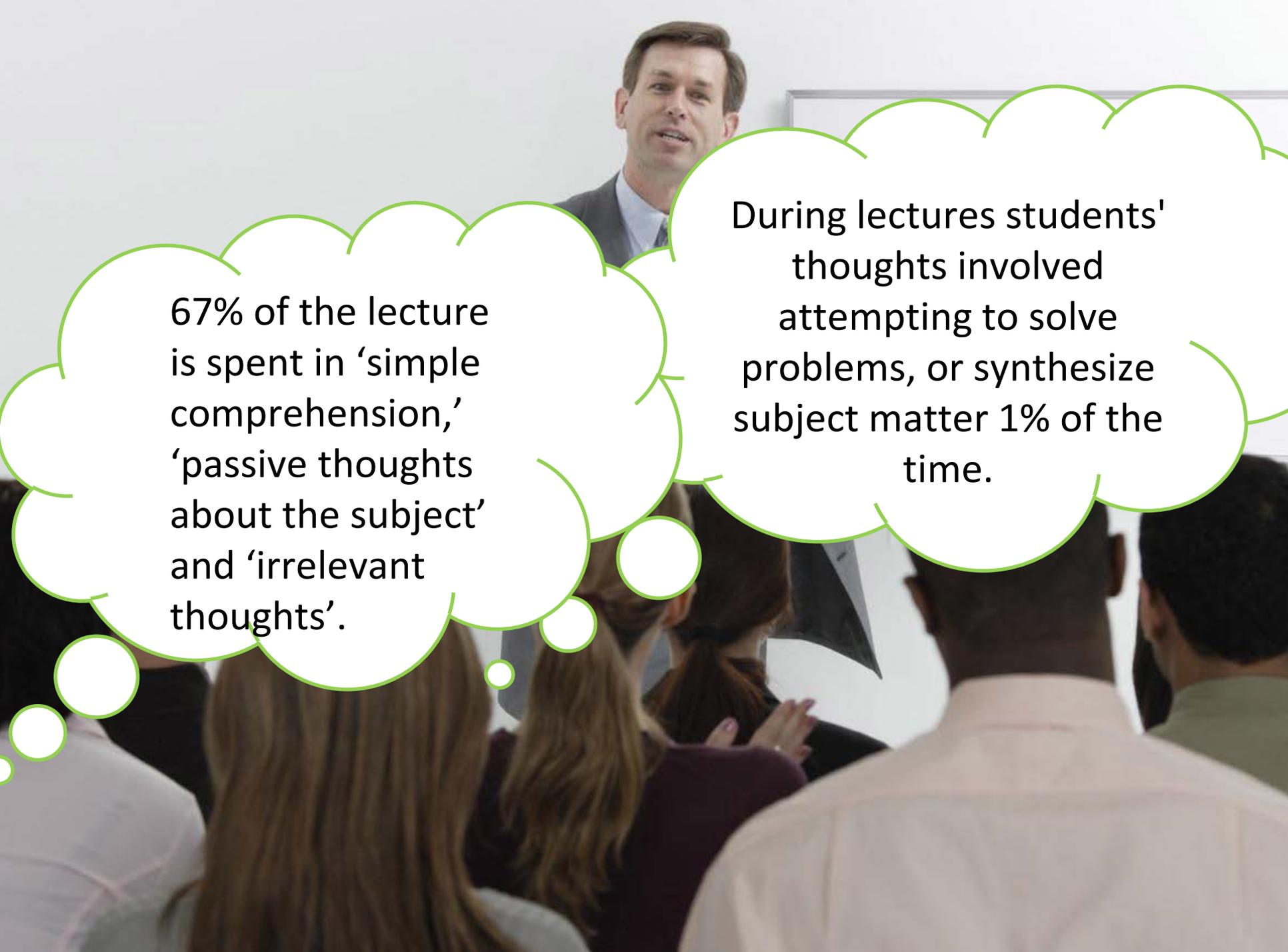


Lectures are NOT effective for fostering higher level thinking?



Gibbs, G., (1981). *Twenty Terrible Reasons for Lecturing*, SCED Occasional Paper No. 8, Birmingham.
<http://www.brookes.ac.uk/services/ocslid/resources/20reasons.html> and Bligh, D., (1972). *What's the Use of Lectures?* Penguin.

Bloom, B. S., (1953). "Thought Processes in Lectures and Discussions." *Journal of General Education* Vol. 7.
Isaacs, G., (1994). "Lecturing Practices and Note-taking Purposes." *Studies in Higher Education*, 19:2.

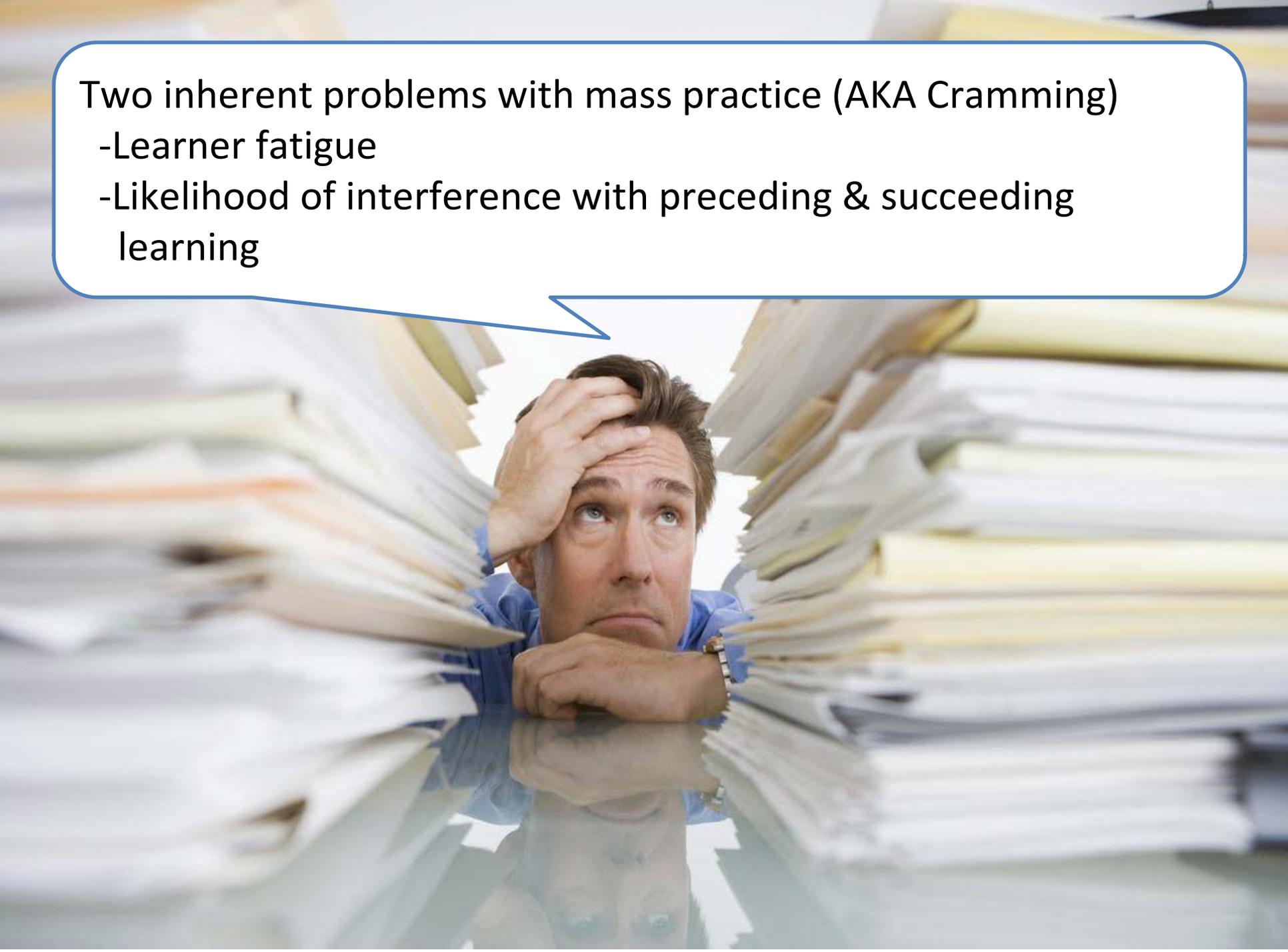


67% of the lecture is spent in 'simple comprehension,' 'passive thoughts about the subject' and 'irrelevant thoughts'.

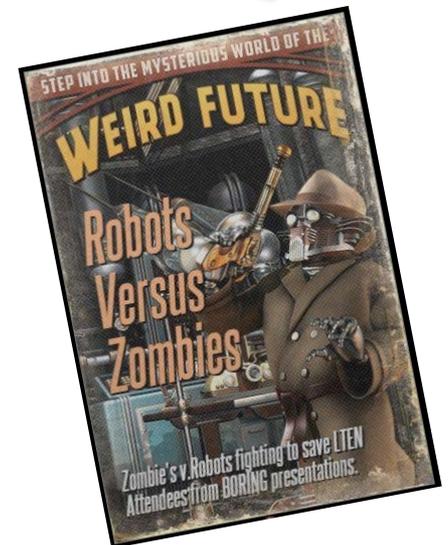
During lectures students' thoughts involved attempting to solve problems, or synthesize subject matter 1% of the time.

Two inherent problems with mass practice (AKA Cramming)

- Learner fatigue
- Likelihood of interference with preceding & succeeding learning



How much more effective are
games for learning than
lectures?



Simulation/games were 17% more effective than lecture and 5% more effective than discussion.

Retention/ Type of Knowledge	% Higher
Retention	9%
Declarative	11%
Procedural	14%

Sitzmann, T. (2011) **A meta-analytic examination of the instructional effectiveness of computer-based simulation games.** *Personnel Psychology* .Review of 65 studies. Chapter 4 “The Gamification of Learning and Instruction.”

A meta-analysis of 225 studies of (STEM) undergraduate courses showed that active learning increased the average examination scores by **6%**, and that students in classes with traditional lecturing were **1.5 times more likely to fail.**

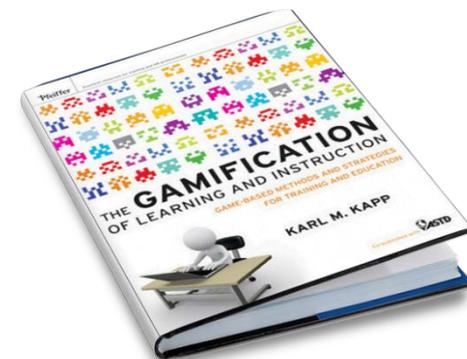
Active learning increases student performance in science, engineering, and mathematics
Scott Freemana,¹ Sarah L. Eddy, Miles McDonough, Michelle K. Smith^b, Nnadozie Okoroafora, Hannah Jordta, and Mary Pat Wenderoth. PNAS Early Edition ([Proceedings of the National Academy of Sciences](#))

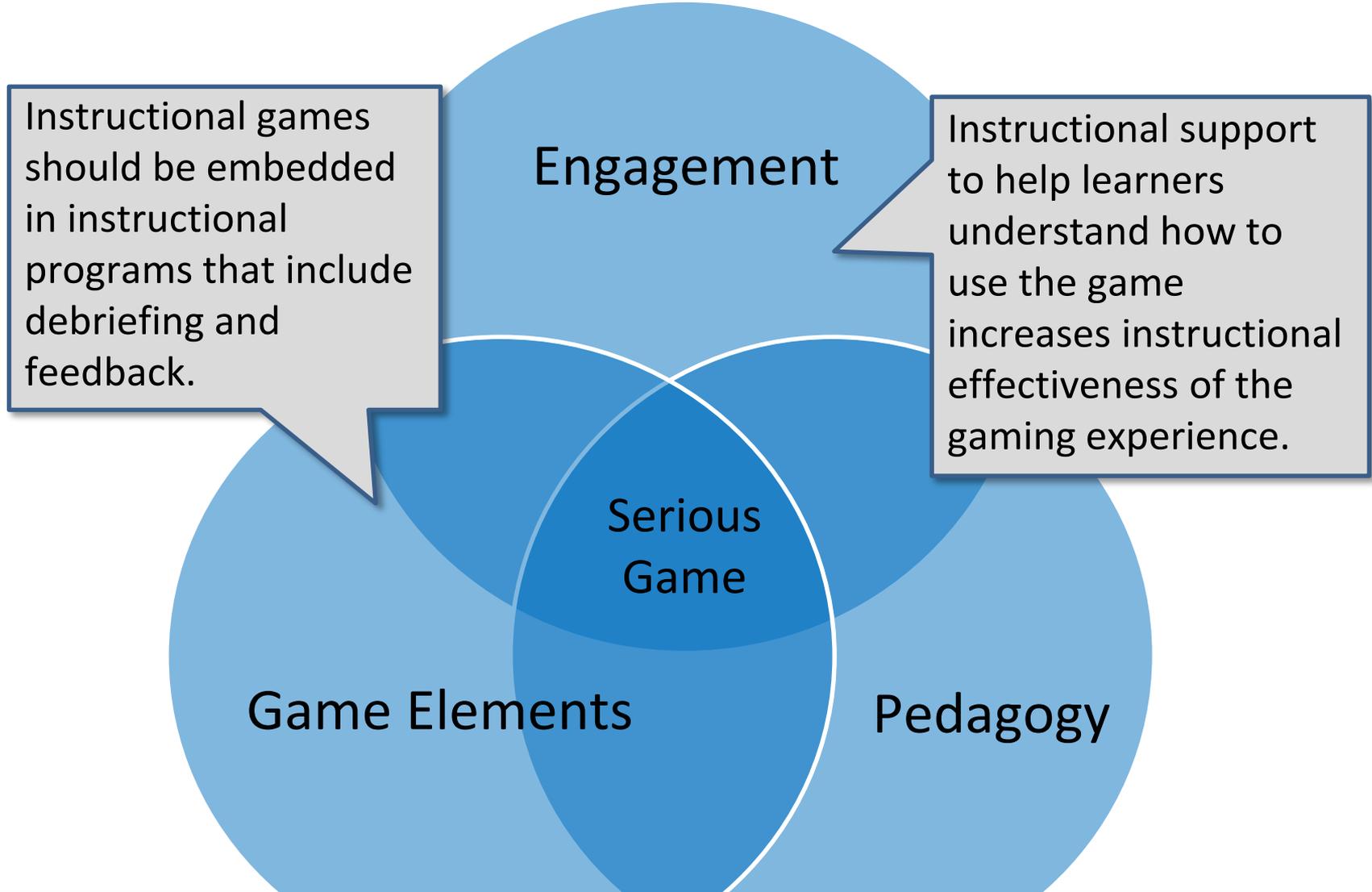
“The impression I get is that it’s almost unethical to be lecturing if you have this data,” says Eric Mazur, a physicist at Harvard University.

examination scores and
that students in classes with
traditional lecturing were **1.5**
times more likely to fail.

Active learning increases student performance in science, engineering, and mathematics
Scott Freemana,¹ Sarah L. Eddy, Miles McDonough, Michelle K. Smith, Nnadozie Okoroafora, Hannah Jordt,
and Mary Pat Wenderoth. PNAS Early Edition ([Proceedings of the National Academy of Sciences](#))

Games Must be Embedded
into the Curriculum to be
Effective for Learning.





Hays, R. T. (2005). *The effectiveness of instructional games: A literature review and discussion*. Naval Air Warfare Center Training Systems Division (No 2005-004). Chapter 4 "The Gamification of Learning and Instruction."

Sitzmann, T. (2011) **A meta-analytic examination of the instructional effectiveness of computer-based simulation games.** *Personnel Psychology* .Review of 65 studies

Example

Management Challenge Program

1 Real-world leadership case studies



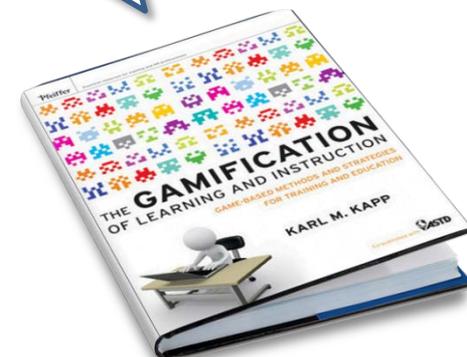
2 Simulation, scenarios, and role-plays

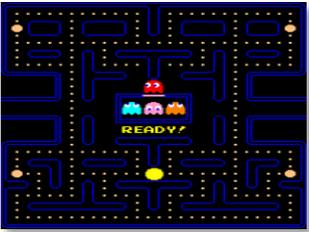


3 Reflection and application

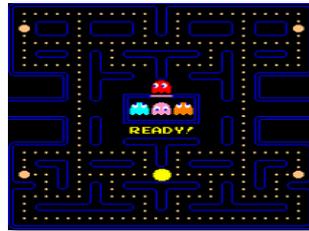
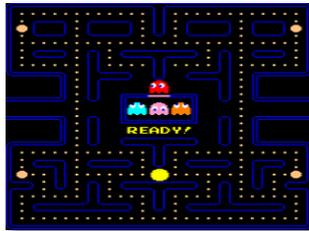
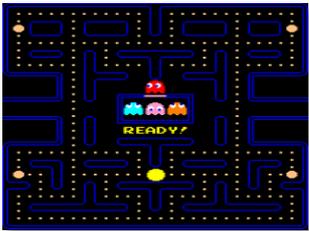


Games are more effective
than traditional instruction
when multiple sessions are
involved.





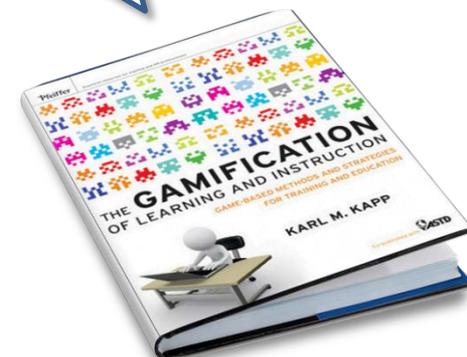
Conventional instruction for a one-off is better vs. one game session



Multiple game sessions better than multiple conventional sessions

Wouters, P., van Nimwegen, C., van Oostendorp, H., & van der Schoot, E.D. (2013), February 4).
A Meta-Analysis of the Cognitive and Motivational Effects of Serious Games. *Journal of Educational Psychology*.
Advanced online publication. Doi: 10.1037/a0031311 39 Studies.

Games are more effective
than traditional instruction
when players work in groups.



With serious games, both learners playing individually and those playing in a group learn more than the comparison group, but learners who play serious games in a group learn more



Wouters, P., van Nimwegen, C., van Oostendorp, H., & van der Sel, E.D. (2013), February 4). A Meta-Analysis of the Cognitive and Motivational Effects of Serious Games. *Journal of Educational Psychology*. Advanced online publication. Doi: 10.1037/a0031311 39 Studies.

Use game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems.

Gamification

Learning Over Time



Carpenter SK, DeLosh EL. Application of the testing and spacing effects to name learning. *Applied Cognitive Psychology* 19: 619–636, 2005. And Cull W. Untangling the benefits of multiple study opportunities and repeated testing for cued recall. *Applied Cognitive Psychology* 14: 215–235, 2000.

TWO POWERFUL INSTRUCTIONAL PHENOMENON



Retrieval Practice

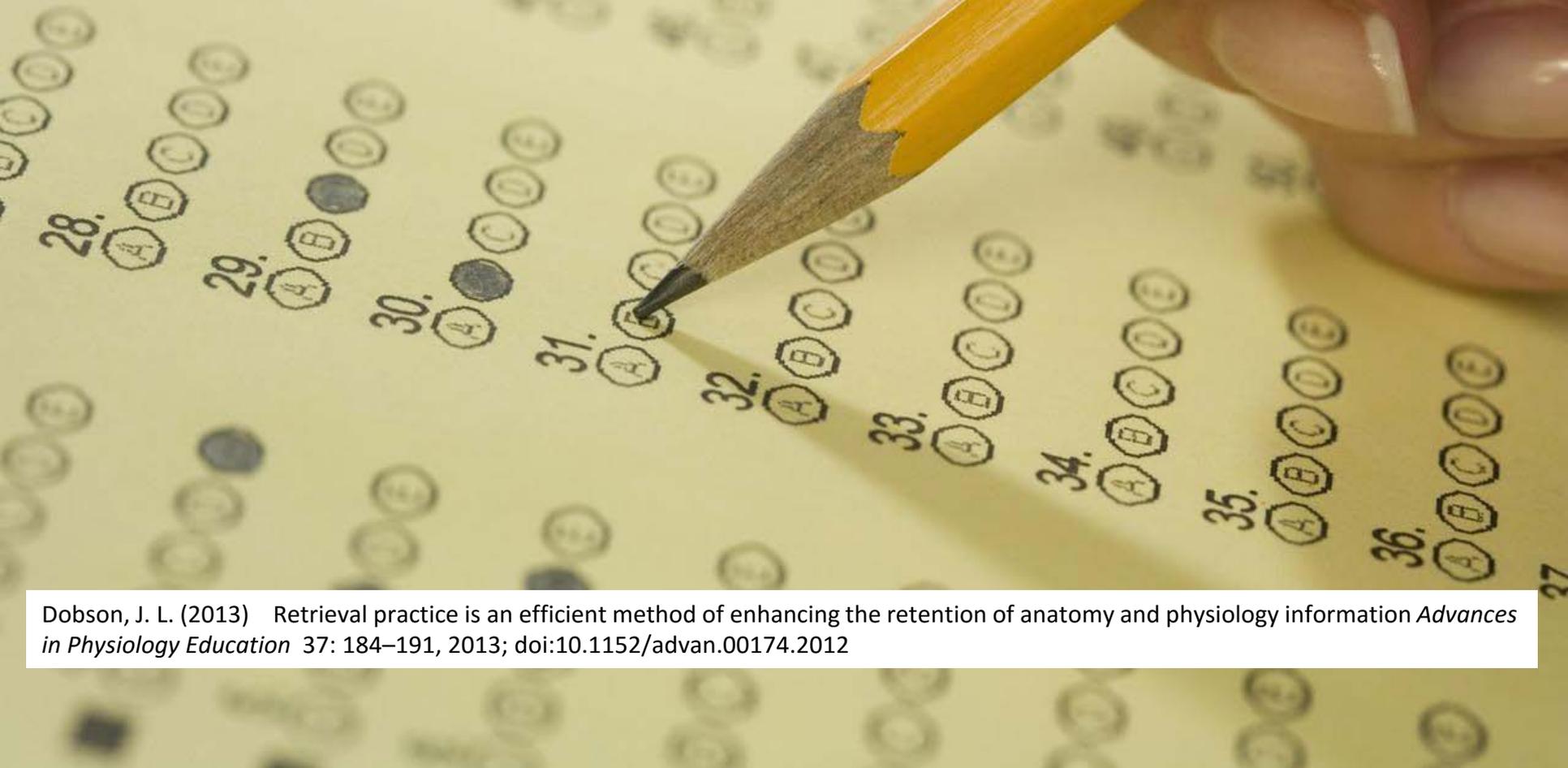


Spaced Practice

Larsen DP, Butler AC, Roediger HL 3rd. Repeated testing improves long-term retention relative to repeated study: a randomized controlled trial. *Med Educ* 43: 1174–1181, 2009.

Dobson, J. L. (2013) Retrieval practice is an efficient method of enhancing the retention of anatomy and physiology information *Advances in Physiology Education* 37: 184–191, 2013; doi:10.1152/advan.00174.2012

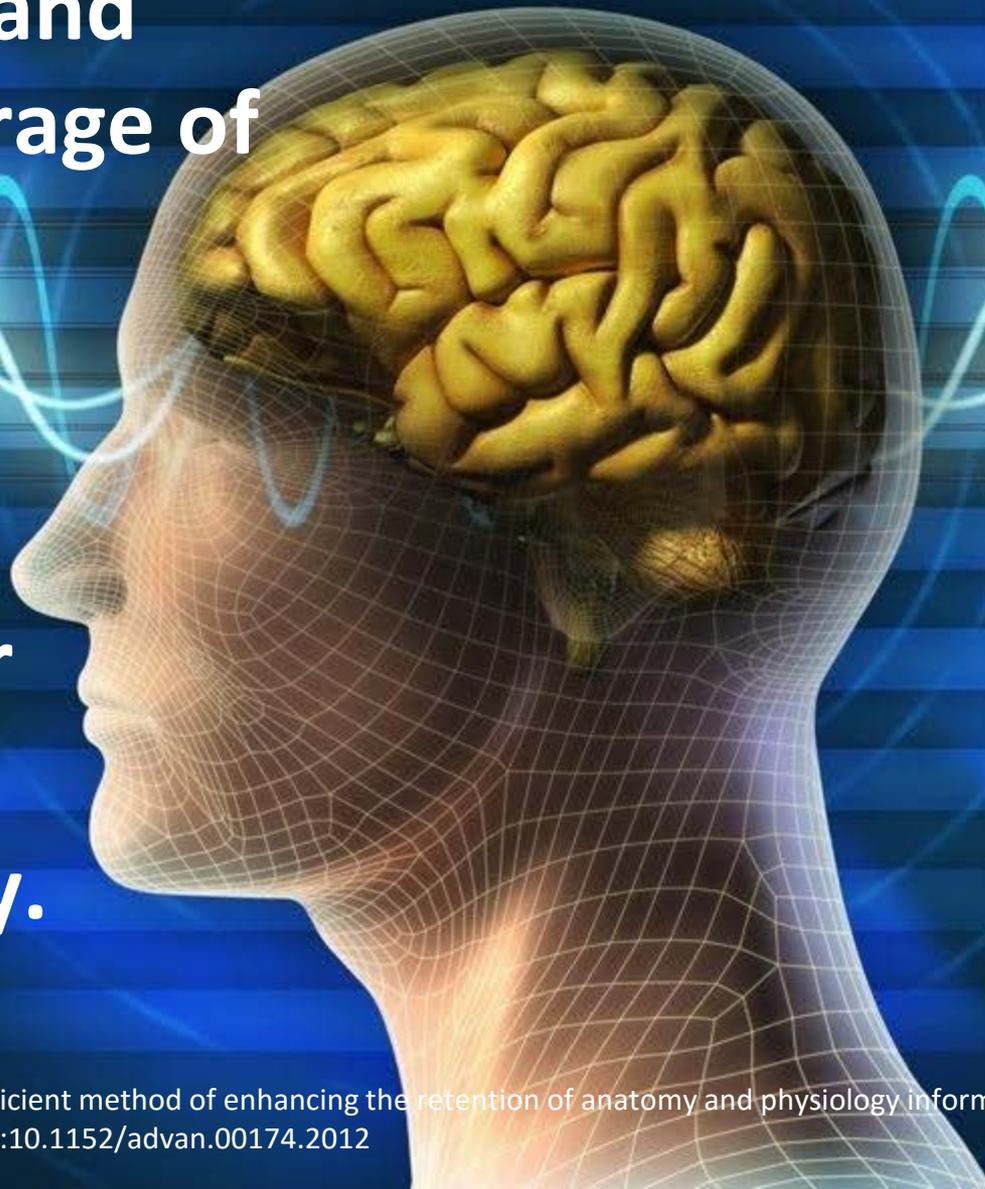
Retrieval Practice alone
can provide improved
recall performance by as
much as 10-20%.

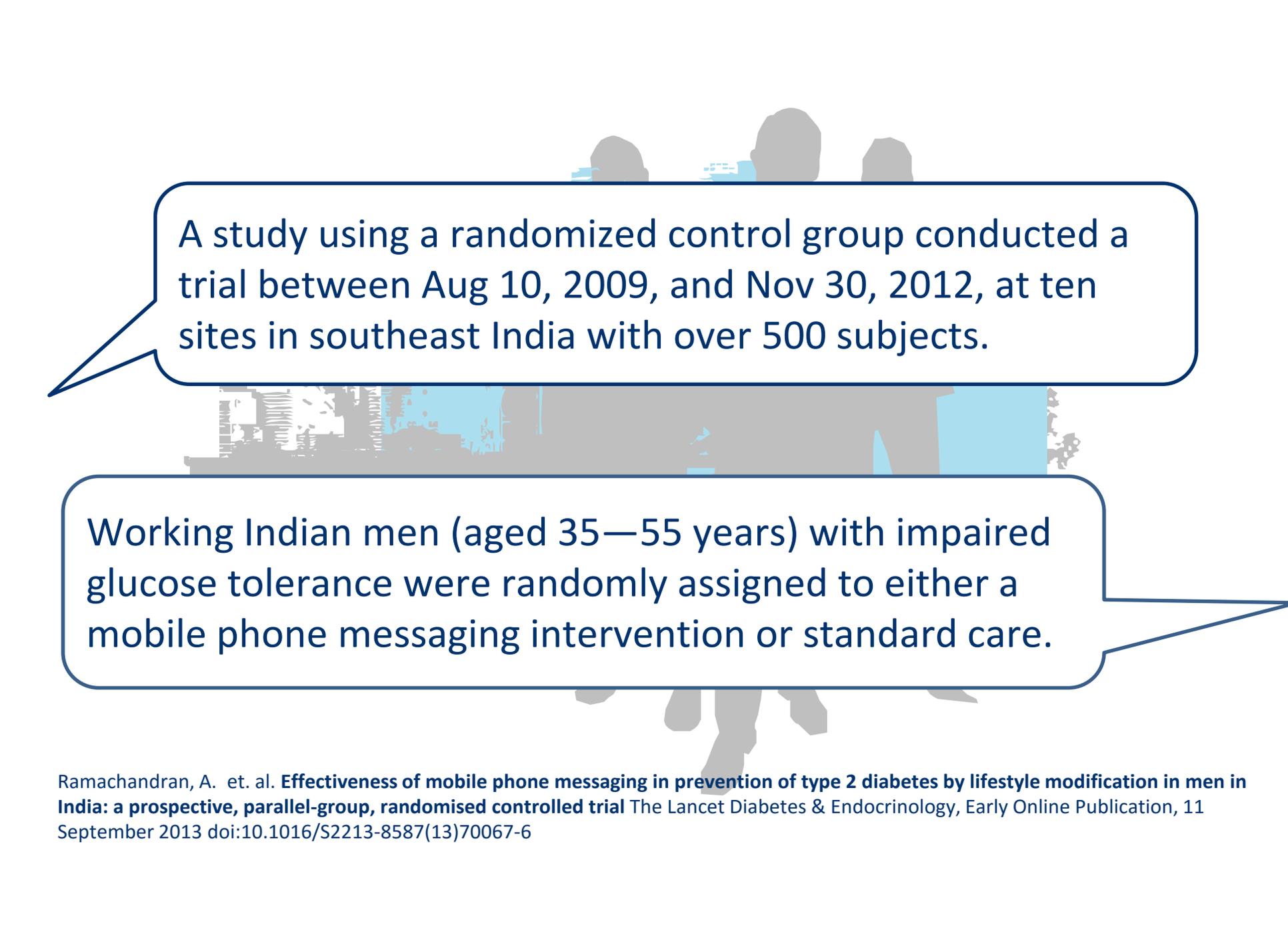


Dobson, J. L. (2013) Retrieval practice is an efficient method of enhancing the retention of anatomy and physiology information *Advances in Physiology Education* 37: 184–191, 2013; doi:10.1152/advan.00174.2012

**Retention benefits
between 35% and
61%, with average of
41%.**

**Subject matter
was Anatomy
and Physiology.**





A study using a randomized control group conducted a trial between Aug 10, 2009, and Nov 30, 2012, at ten sites in southeast India with over 500 subjects.

Working Indian men (aged 35—55 years) with impaired glucose tolerance were randomly assigned to either a mobile phone messaging intervention or standard care.

“Use stairs instead of an elevator”

“Avoid snacks while watching TV; you may overeat.”



Lowered risk of developing
Type 2 diabetes by 36%.



Ramachandran, A., et. al., **Effectiveness of mobile phone messaging in prevention of type 2 diabetes by lifestyle modification in men in India: a prospective, parallel-group, randomised controlled trial** *The Lancet Diabetes & Endocrinology*, Early Online Publication, 11 September 2013 doi:10.1016/S2213-8587(13)70067-6



Qstream:
 The Boehringer Ingelheim group is a large pharmaceutical company.

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- Products
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Boehringer Ingelheim

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[New resource for journalists](#)

Oncology Websites

ONCOLOGY
 WEBSITE
 FOR PATIENTS
LIFEWITHLUNG.CANCER.INFO

Latest Press Releases

- ▶ **21.05.2014** ATS 2014
 COPD: First Phase III data show lung function benefits of tiotropium + olodaterol fixed-dose combination go beyond tiotropium (Spiriva®) alone
 - For media outside UK, U.S. and Canada
- ▶ **19.05.2014** Additional results from post-hoc analysis underline effectiveness of SPIRIVA®
 - For ex-US and ex-UK Media Use Only
- ▶ **18.05.2014** IPF Phase III results published in *NEJM* show nintedanib* slows disease progression
 - For non-US health media only
- ▶ **15.05.2014** As the benefits and safety of Pradaxa® (dabigatran etexilate) are once again confirmed, Boehringer Ingelheim continues to look for new ways for Pradaxa® to help more patients
 - For media outside of the U.S., the UK & Canada only
- ▶ **15.05.2014** New analysis shows Boehringer Ingelheim's Giotrif® (afatinib) is the first treatment to demonstrate significant overall survival benefit for patients with a specific type of lung cancer

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Value through Innovation

21 May 2014

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Field reps are squeezed for time, yet have to understand multiple disease states, product attributes and competitive positioning and complex healthcare system issues of concern to their physicians. They wanted an effective way to pull through the information.

Boehringer Ingelheim

Lat

NewsHome

New resource for journalists

Oncology Websites

ONCOLOGY WEBSITE FOR PATIENTS LIFEWITHLUNG.CANCER.INFO

- 19.05.2014 ATS 2014
COPD: First Phase III data show lung function benefits of tiotropium + olodaterol fixed-dose combination go beyond tiotropium (Spiriva®) alone
- For media outside UK, U.S. and Canada
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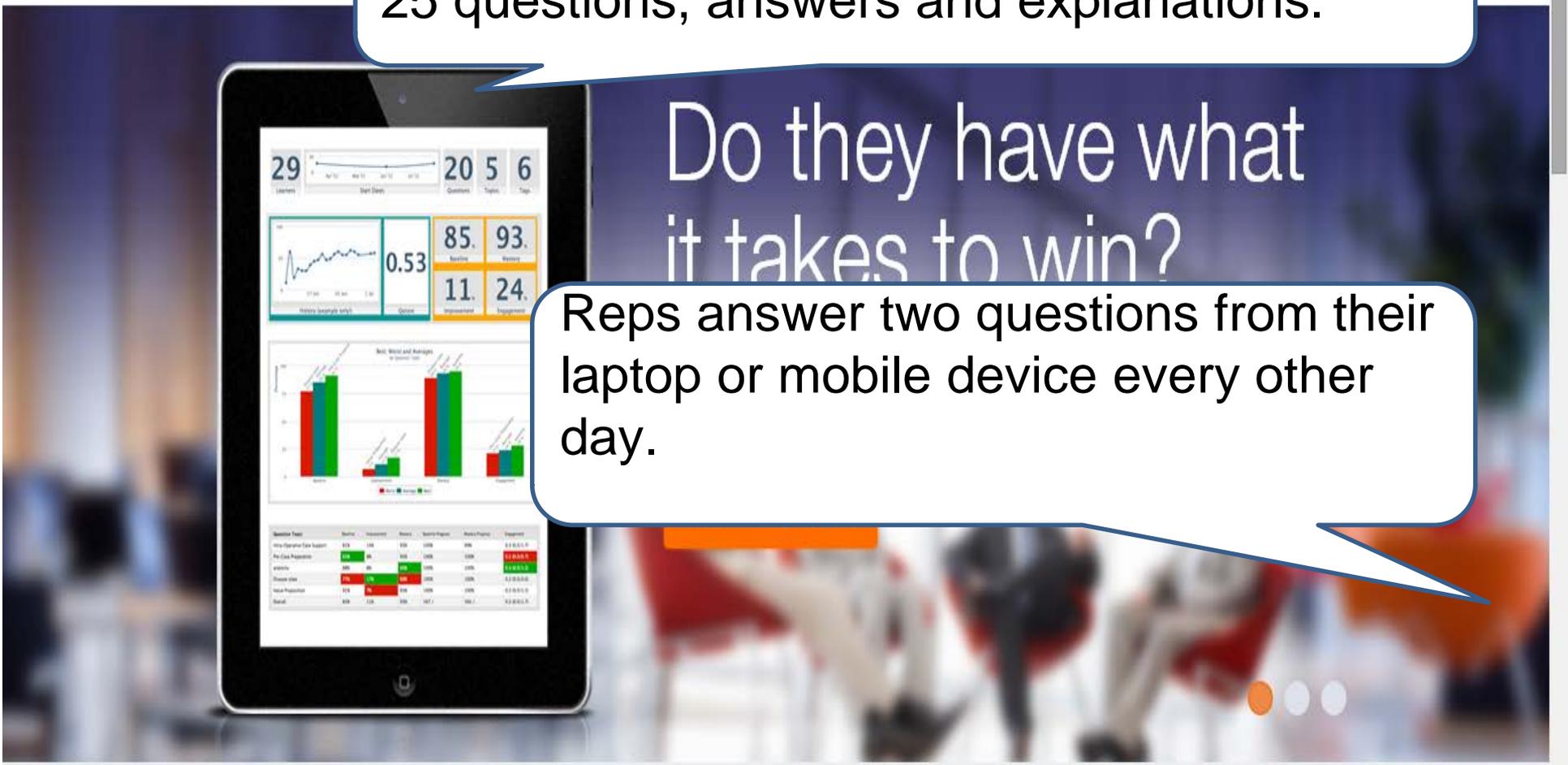


They rolled out Qstream which consisted of 25 questions, answers and explanations.



Do they have what it takes to win?

Reps answer two questions from their laptop or mobile device every other day.





They are immediately scored, can see how their peers answer the same question, are presented with a concise explanation and on their way in 3 to 5 minutes.



Measure and manage the strengths of your sales team.

Get Industry Report



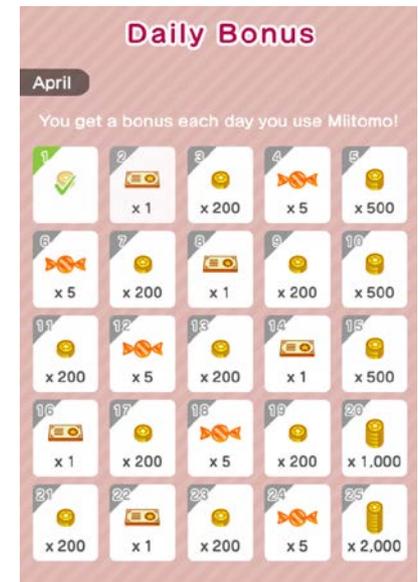
Qstream Results:

Reps said:

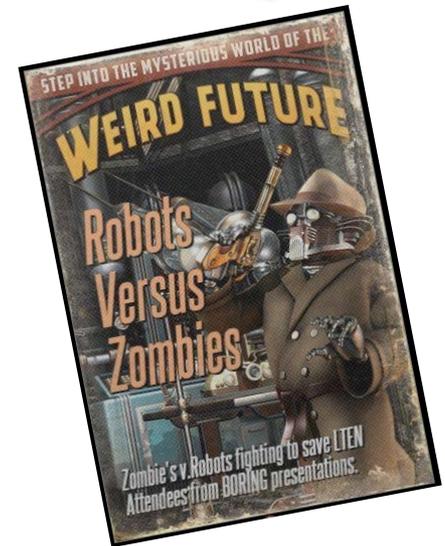
- “I feel this is an awesome way to review and continue to maintain our knowledge. 5 Star rating.”
- “Great reminders of important points to make for the supplemental calls.”
- “I enjoy the challenge.”
- “Love the concept. Keeps me up to date. Thanks!”
- “It gives us a chance to really think and confirm what we know, what we really need to know, and where to expand our knowledge.”



Motivating Players to space out play



Does Gamification work?

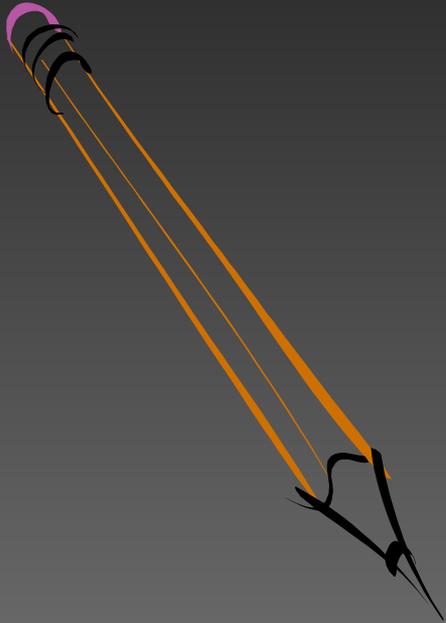


24 studies analyzed to answer the question:
Does Gamification Work?

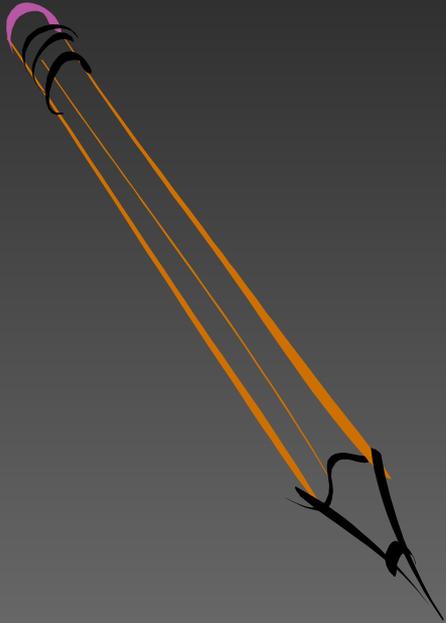
Yes, but.....

Depends on context and user qualities. In other words, who is participating, where they are participating, what is their motivation and how does the gamified system function?

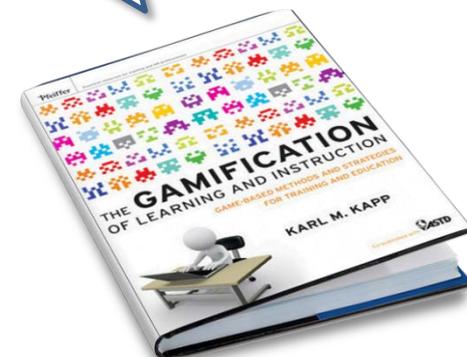
What makes games
engaging: Robots?



What makes games
engaging: Zombies?



What elements of games lead to learning and engagement?





Challenge

Jones, B., Valdez, G., Norakowski, J., & Rasmussen, C. (1994). Designing learning and technology for educational reform. North Central Regional Educational Laboratory. [Online]. Available: <http://www.ncrtec.org/capacity/profile/profwww.htm> and Schlechty, P. C. (1997). Inventing better schools: An action plan for educational reform. San Francisco, CA: Jossey-Bass. Chapter 2 "The Gamification of Learning and Instruction."

A conceptual image featuring a large magnifying glass in the upper left corner. The lens is focused on two tiny figures in business attire who are shaking hands. A bright, circular light emanates from the point of contact between the figures, casting a soft glow on the surface below. A speech bubble tail points from the text box to this light. The background is a light, neutral color with a subtle gradient.

Re-design the Instruction to
Start with a Challenge

Use a Simple Card Game(s) Drive Challenges and Disguise Role Plays

You walk into the
Physicians office
and the physician
is not available,
what do you say
to receptionist?

I Can Do Better

Let me explain
how I would do
better...

AGAIN

Not a good answer,
try again.

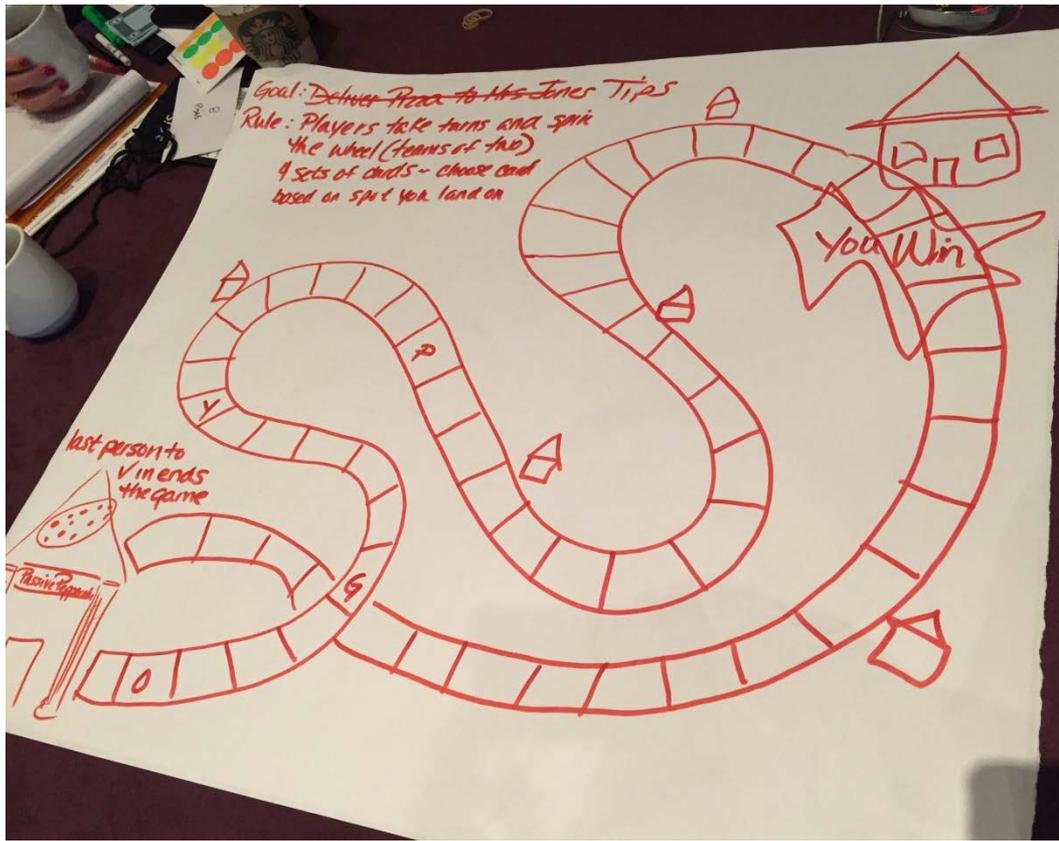
WRONG

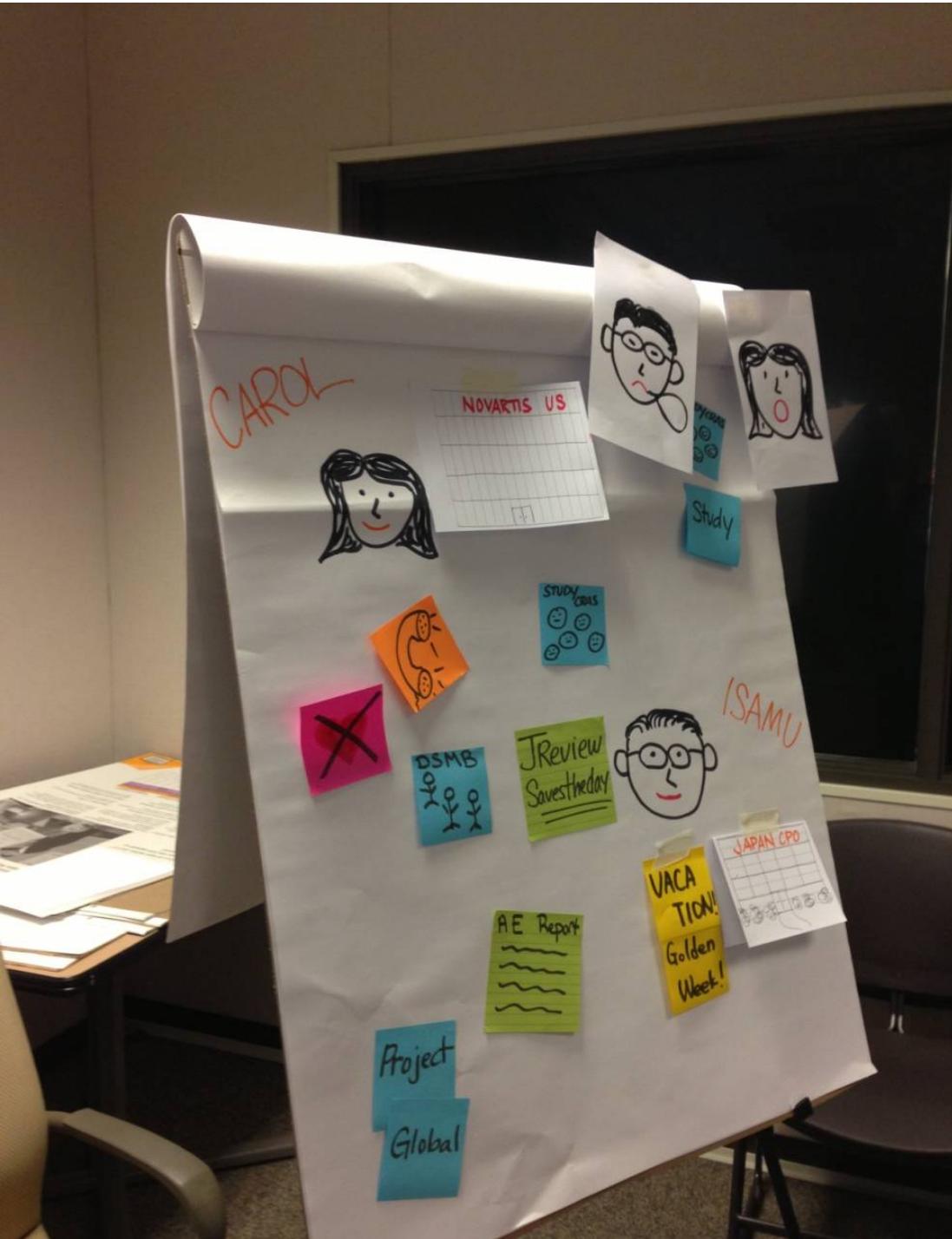
Here is why I
think you are
wrong.

Reverse

No, you tell me...

Navigate a Whole Office Call





PI Pictionary

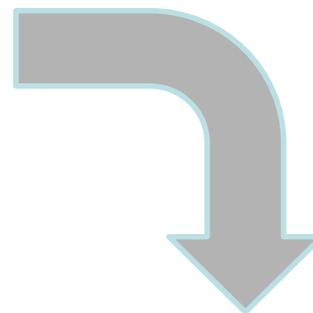
Reinforcement

Partial--Behavior that is reinforced intermittently is more resistant to extinction than behavior that is continuously reinforced.

Expect vs unexpected achievements (learning and engagements)



Alternate reinforcement methods in games



Characters

Flying around a virtual world as a superhero made subjects nicer in the real world.



LEARNING WOMEN

Rosenberg, R.S. Baughman, S.L., Bailenson, J.N. (2013) Virtual Superheroes: Using Superpowers in Virtual Reality to Encourage Prosocial Behavior. PLOS One., 8(1), 1-9.

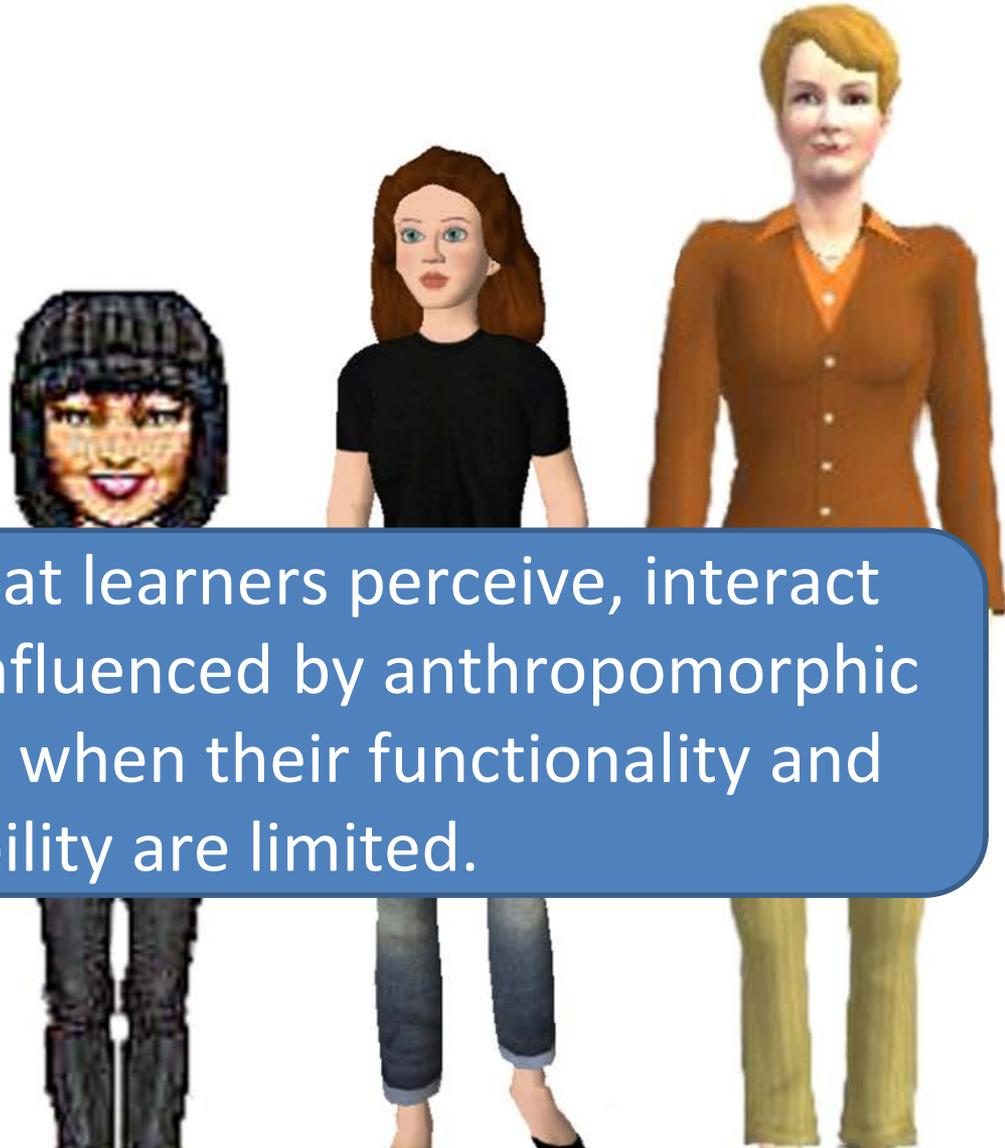
Why be a Character at All?



Research indicates that human social models influence behavior, beliefs and attitudes.

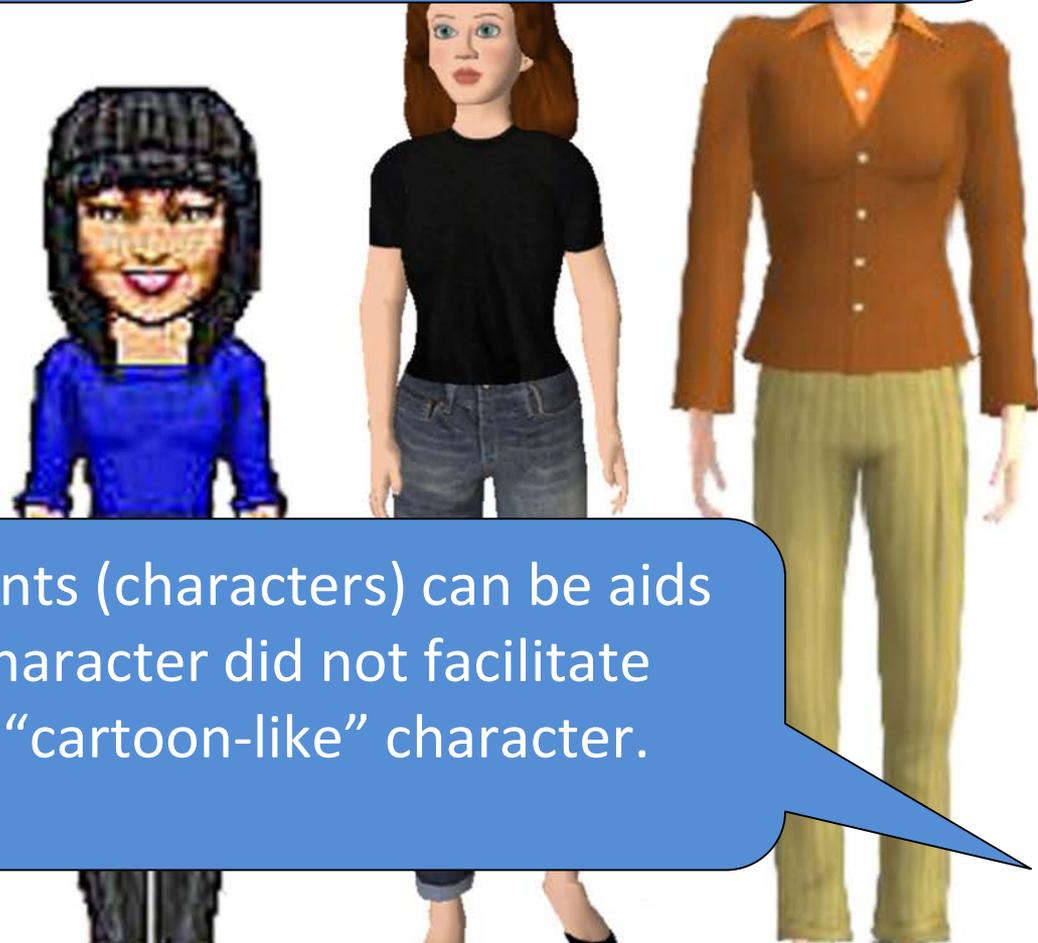


Avatar as Teacher

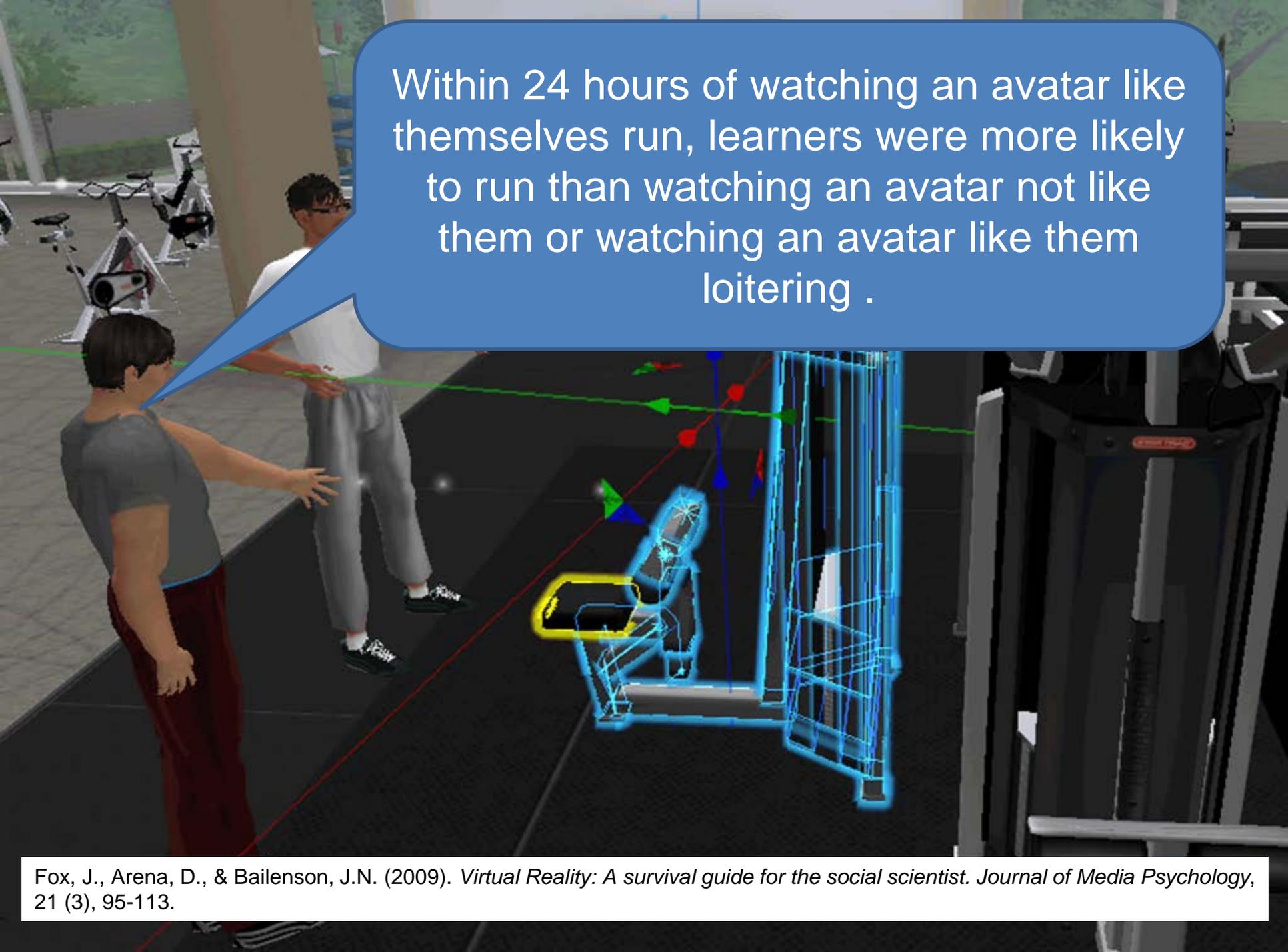


Research indicates that learners perceive, interact socially with and are influenced by anthropomorphic agents (avatars) even when their functionality and adaptability are limited.

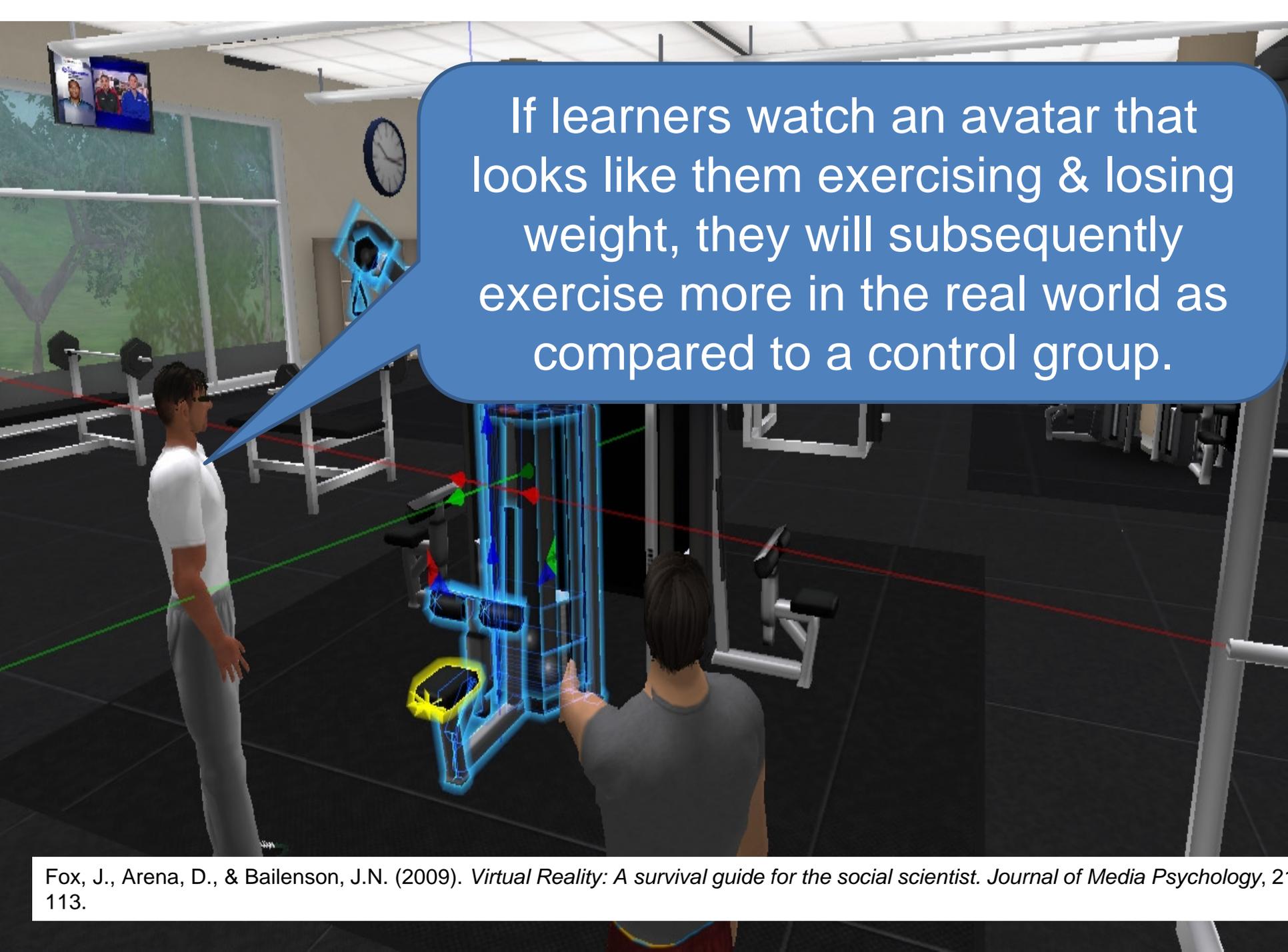
On tests involving different word problems, the group who had a character explain the problems generated 30% more correct answers than the group with just on-screen text.



Animated pedagogical agents (characters) can be aids to learning. A “realistic” character did not facilitate learning any better than a “cartoon-like” character.

A virtual reality simulation of a gym. Two avatars are visible: one in the foreground wearing a grey t-shirt and maroon pants, and another in the background wearing a white t-shirt and grey pants. In the center, there is a wireframe chair with a yellow seat. The floor is dark with a red line. To the right, there is a treadmill. The background shows exercise bikes and a window with a view of a green landscape.

Within 24 hours of watching an avatar like themselves run, learners were more likely to run than watching an avatar not like them or watching an avatar like them loitering .

A virtual reality simulation of a gym. In the foreground, a person's back is visible as they interact with a glowing blue, wireframe 3D model of a person's body. To the left, a male avatar in a white shirt and grey pants stands looking towards the model. The gym background includes treadmills, a clock on the wall, and a television showing a news program. A large blue speech bubble is overlaid on the scene, containing white text.

If learners watch an avatar that looks like them exercising & losing weight, they will subsequently exercise more in the real world as compared to a control group.

Character Individuality



People are motivated by Customization

Analyst Pegs *Team Fortress 2* Hat Economy at \$50 Million

Owen Good
12/17/11 3:00pm · Filed to: TEAM FORTRESS 2

54.8K 120

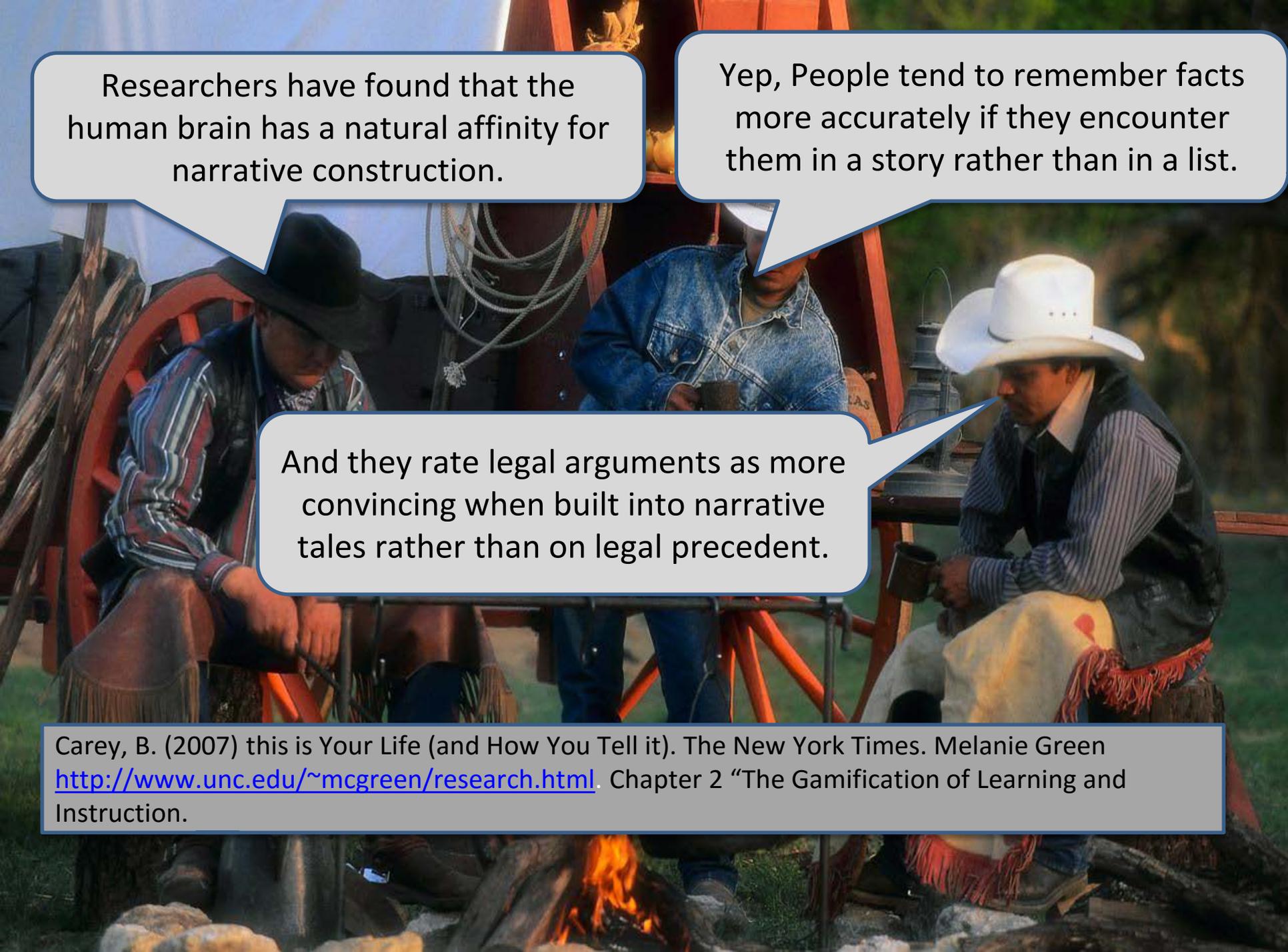


The rarest hat was once purchased for \$6,000 cash and \$10,000 worth of in-game items.



A photograph of three cowboys in a campsite. They are gathered around a campfire with a metal tripod over it. The cowboy on the left is wearing a dark hat and a striped shirt. The cowboy in the middle is wearing a white hat and a denim jacket. The cowboy on the right is wearing a white hat and a striped shirt. In the background, there is a wooden structure with a rope and a bag of onions. A white banner with the word "Story" is overlaid on the image.

Story

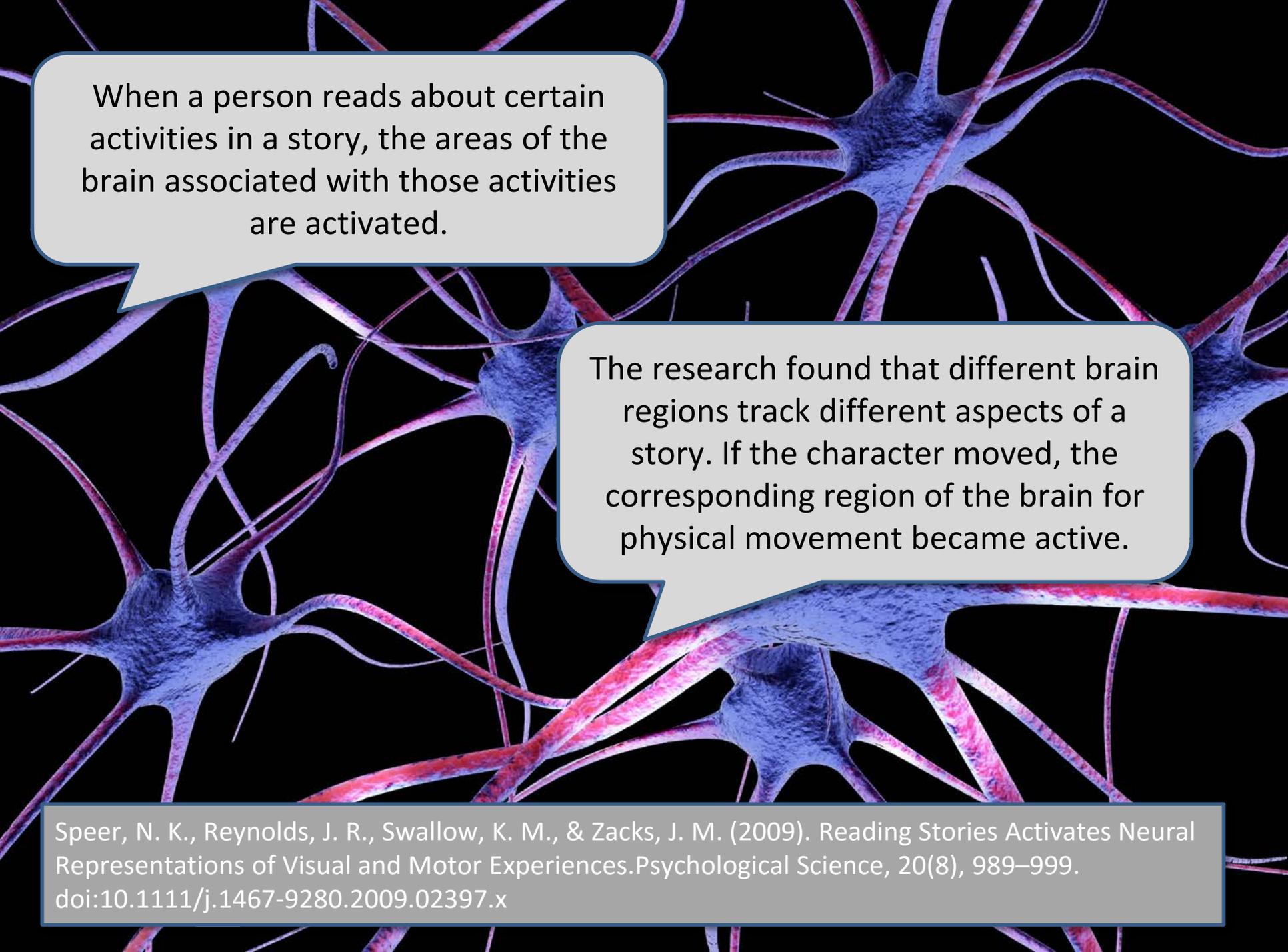
A photograph of three men in cowboy attire sitting around a campfire. The man on the left is wearing a dark cowboy hat and a striped shirt. The man in the middle is wearing a blue denim jacket. The man on the right is wearing a white cowboy hat and a striped shirt. They are sitting on a wooden wagon or bench. A fire is burning in the foreground. The background is a blurred outdoor setting.

Researchers have found that the human brain has a natural affinity for narrative construction.

Yep, People tend to remember facts more accurately if they encounter them in a story rather than in a list.

And they rate legal arguments as more convincing when built into narrative tales rather than on legal precedent.

Carey, B. (2007) this is Your Life (and How You Tell it). The New York Times. Melanie Green <http://www.unc.edu/~mcgreen/research.html>. Chapter 2 "The Gamification of Learning and Instruction.

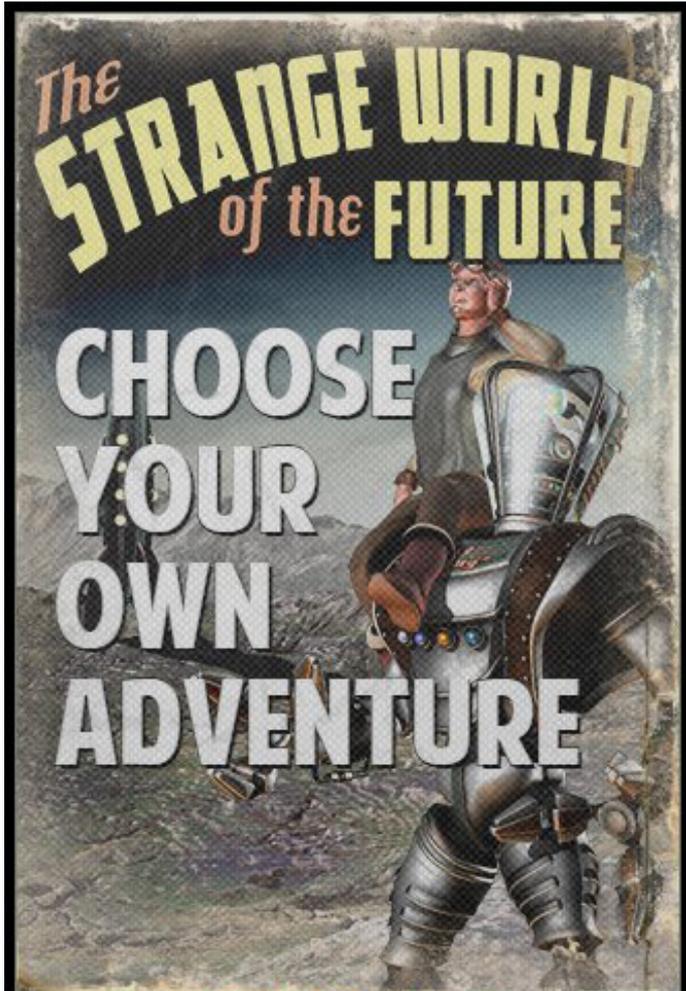


When a person reads about certain activities in a story, the areas of the brain associated with those activities are activated.

The research found that different brain regions track different aspects of a story. If the character moved, the corresponding region of the brain for physical movement became active.

Speer, N. K., Reynolds, J. R., Swallow, K. M., & Zacks, J. M. (2009). Reading Stories Activates Neural Representations of Visual and Motor Experiences. *Psychological Science*, 20(8), 989–999. doi:10.1111/j.1467-9280.2009.02397.x

Branching Dialogue



TONY THE THIEF

INVENTORY

Adventurers' Lounge
You can see Maximus the Cleric, Harry the Barbarian, Paula the Mage, Ryan the Bard, Chris the Paladin and a map here.

>say hello
You'd rather not fill the air with idle chatter. A silent thief is an effective thief. Though if you really need to get something done, you can ASK someone ABOUT something.

>ask paula about game
Your access on the BBS only allows you to EXAMINE, LOOK, WAIT, SHOW something TO someone, or TAKE something.

Maximus sees your attempt and smiles smugly, casually turning invisible -- something only a 8th level Guild member could do.

"hey tony" says Ryan.

"voltron would kill optimus" says Harry.

"he's like 5 robots in one" says Harry.

"Optimus would have his whole team backing him up," says Chris.

Maximus floats in on a cloud of glory.

>

HARRY THE BARBARIAN

PAULA THE MAGE

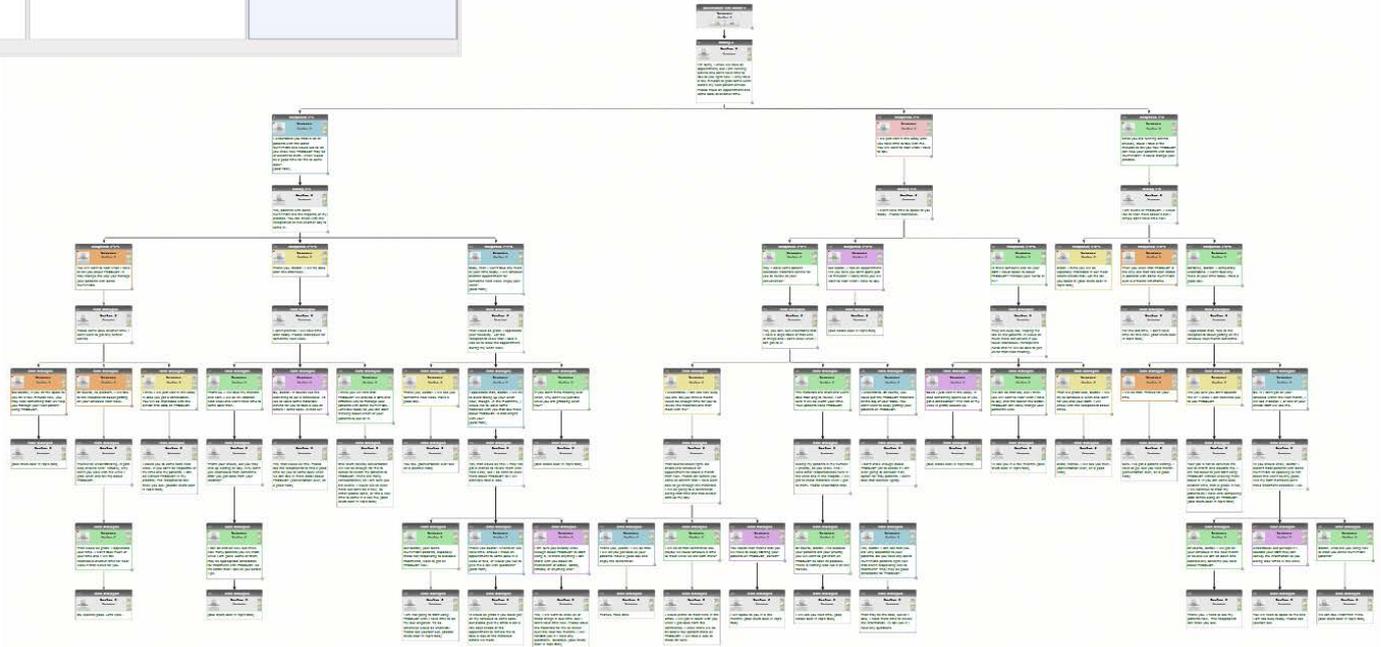
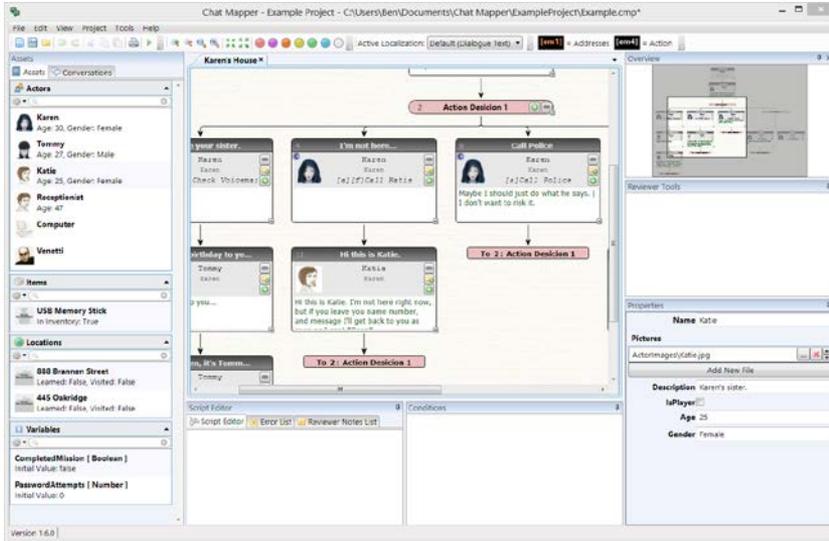
RYAN THE BARD

CHRIS THE PALADIN

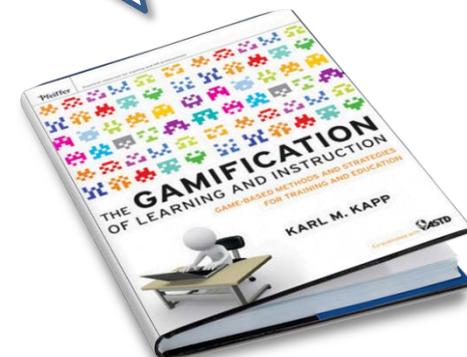
MAXIMUS THE CLERIC



Chat Mapper

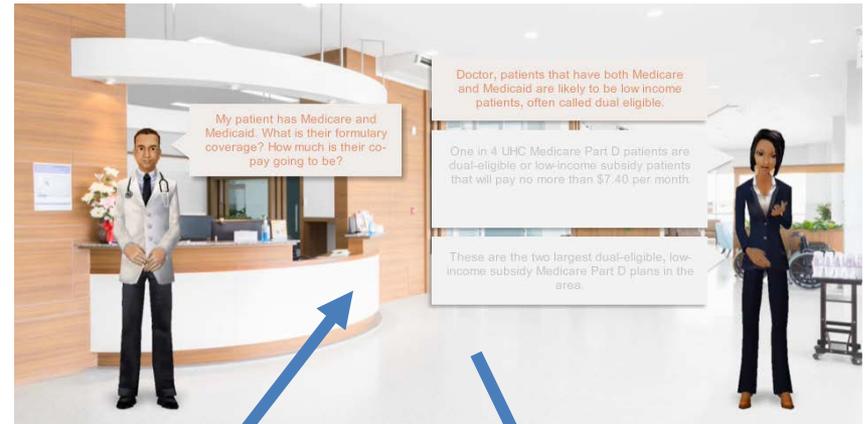


Putting it Together!



Putting it Together!

Choose your character



 Hall Of Fame

 Filter By

1	 Karl M. Kapp	790	
2	 Chris Porfido	780	

Zombie Sales Apocalypse!®

[Click to Begin](#)

a sales training game

from

Wisdom Learning Guild

Zombie Salesapocalypse

Sales Scenario One Introduction

Your objective in this sales scenario is to speak with the doctors in order to sell them the vaccine for the zombie virus. This scenario begins in the lobby of the clinic.

Left click on staff members and doctors in the clinic to engage them in conversations. Good dialogue choices earn points and the cooperation of the staff and doctors. Poor dialogue choices accelerate the degeneration of the staff and doctors into zombies.

Avoid zombies. You suffer damage if they attack you, too much zombie damage and the scenario ends (unsuccessfully).

Collect boosts (colored icons) to earn points for components in the sales model. When you have boosts they can be expended to use the 'stealth mode' button (appears in the top center of the screen) - to temporarily freezes all zombies.

Use the Keyboard Arrow or WASD keys to move your character.

Use the Map button in the lower right to toggle the map on and off to assist in locating boosts and zombies (red dots).

Before the scenario starts, you will plan your selling strategy and setup your character for the scenario.

When the scenario ends, you will be interviewed by a news reporter and view your results on a visualization map (VizMap).



Continue

Zombie Salesapocalypse

Activities and Objectives for Problem Identification

The Objective for this call is to identify the top three issues the physician is having with administering the clinical trial of our product.

Weight

- 5
- 4
- 3
- 2
- 1

Activities and Objectives for Personal Knowledge of the Client

Weight

- 5
- 4
- 3
- 2
- 1

Activities and Objectives for Persistence

Weight

- 5
- 4
- 3
- 2
- 1

Activities and Objectives for Product Knowledge

Weight

- 5
- 4
- 3
- 2
- 1

Activities and Objectives for Professionalism

Weight

- 5
- 4
- 3
- 2
- 1

Print Materials

- Brochure Set 1
- Products Binder 1
- Brochure Set 2
- Products Binder 2
- Brochure Set 3
- Products Binder 3

Data and Detailing Materials

- Tear Sheets - Set 1
- Wall Poster
- Tear Sheets - Set 2
- Easel and Charts
- Tear Sheets - Set 3
- Sample Set 1
- Research Reports
- Sample Set 2
- White Papers
- Sample Set 3
- PowerPoint Notes
- Sample Set 4

Zombie Salesapocalypse

Setup Menu

Nickname



Avatar

Difficulty

*Click on a character to select it as your avatar.
A green highlight circle will appear when a selection is made.*



- Problem Identification
- Personal Knowledge of the Client
- Persistence
- Product Knowledge
- Professionalism

Score: 0
 Boosts: 0
 Time: 57
 Energy

Damage



Doctor (R. Kimbal MD)

*Hello. It's nice to meet you.
 I apologize but I only have a few minutes to talk.*

It's nice to meet you too, Doctor. Thank you for taking the time to speak with me about how PRODUCT might help your patients with DISEASE.

Yes, I can see that you have a very busy clinic. I will only take a few minutes of your time.

The time will be well spent. PRODUCT will completely change your practice.

- Meters
- Cams
- Map
- Help
- Save
- Quit

Problem Identification



Personal Knowledge of the Client



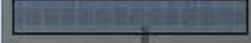
Persistence



Product Knowledge



Professionalism

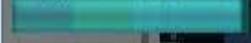


Score: 100

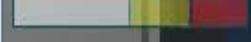
Boosts: 0

Time: 46

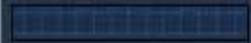
Energy



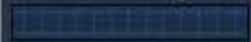
Damage



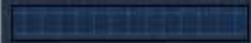
Problem Identification



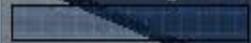
Personal Knowledge of the Client



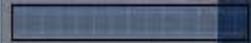
Persistence



Product Knowledge



Professionalism



Score: 0

Boosts: 0

Time: 80

Energy

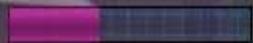


Damage



- Meters
- Cams
- Map
- Help
- Save
- Quit

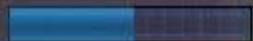
Problem Identification



Personal Knowledge of the Client



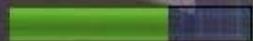
Persistence



Product Knowledge



Professionalism

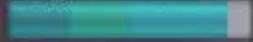


Score: 2450

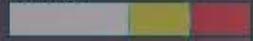
Boosts: 0

Time: 274

Energy



Damage



- Meters
- Cams
- Map
- Help
- Save
- Quit



From what we've been told, it sounds like things are pretty bad in there!

Tell us about what happened during your first attempt to reach the doctor.

Given the experience that you've just had, what would you say now would be the most effective focus of the sales call?

Yes, it was quite a challenge. I would have to say now that the best focus for the sales call is:

- Demonstrate
- Validate
- Negotiate
- Close

Next Question

Zombie Salesapocalypse

MAIN MENU

Game Levels

Tutorial

Leaderboard

Achievements

Analytics

Save Game

Leaderboard

Name	Score	Energy	Time
	4350	78	197 seconds
kkapp	2800	58	656 seconds
	2300	81	110 seconds
	2150	94	105 seconds
kkapp	2150	95	248 seconds
jkiggens	2150	91	146 seconds
	2100	90	85 seconds
	1650	82	6 seconds
	1650	82	178 seconds
kkapp	1500	96	217 seconds

Zombie Salesapocalypse

MAIN MENU

Game Levels

Tutorial

Leaderboard

Achievements

Analytics

Save Game

Achievements

**Perfecto**

All conversations are successful for scenario one, with maximum levels for all model components.

**Quick Draw**

Completed scenario three in less than 10 minutes.

**Not Exactly Slow**

Earned Perfecto and completed scenario one in less than 10 minutes.

**Practice Makes Perfect**

Completed scenario one three different ways with maximum levels for all model components.

**Right on the Mark**

Collected all boosts for scenario one, with no damage from foes.

**Uber Sales Hero**

Complete scenario one with Uber difficulty with maximum levels for all model components.

**Take Me to Your Leader**

Completed scenario one in less than 5 minutes, scoring in top 5 on leaderboard.

**A Stitch in Time**

Completed all scenarios in less than 20 minutes, with maximum levels for all model components.

**Super Duper Chooser**

Completed scenario one against both zombies and robots in the lab and clinic.

**Did It All!!!**

Earned all the other achievements, scoring in top 5 on the leaderboard.

Zombie Salesapocalypse

Use right mouse button to orbit

Use mouse scroll button to zoom

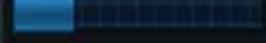
Problem Identification



Personal Knowledge of the Client



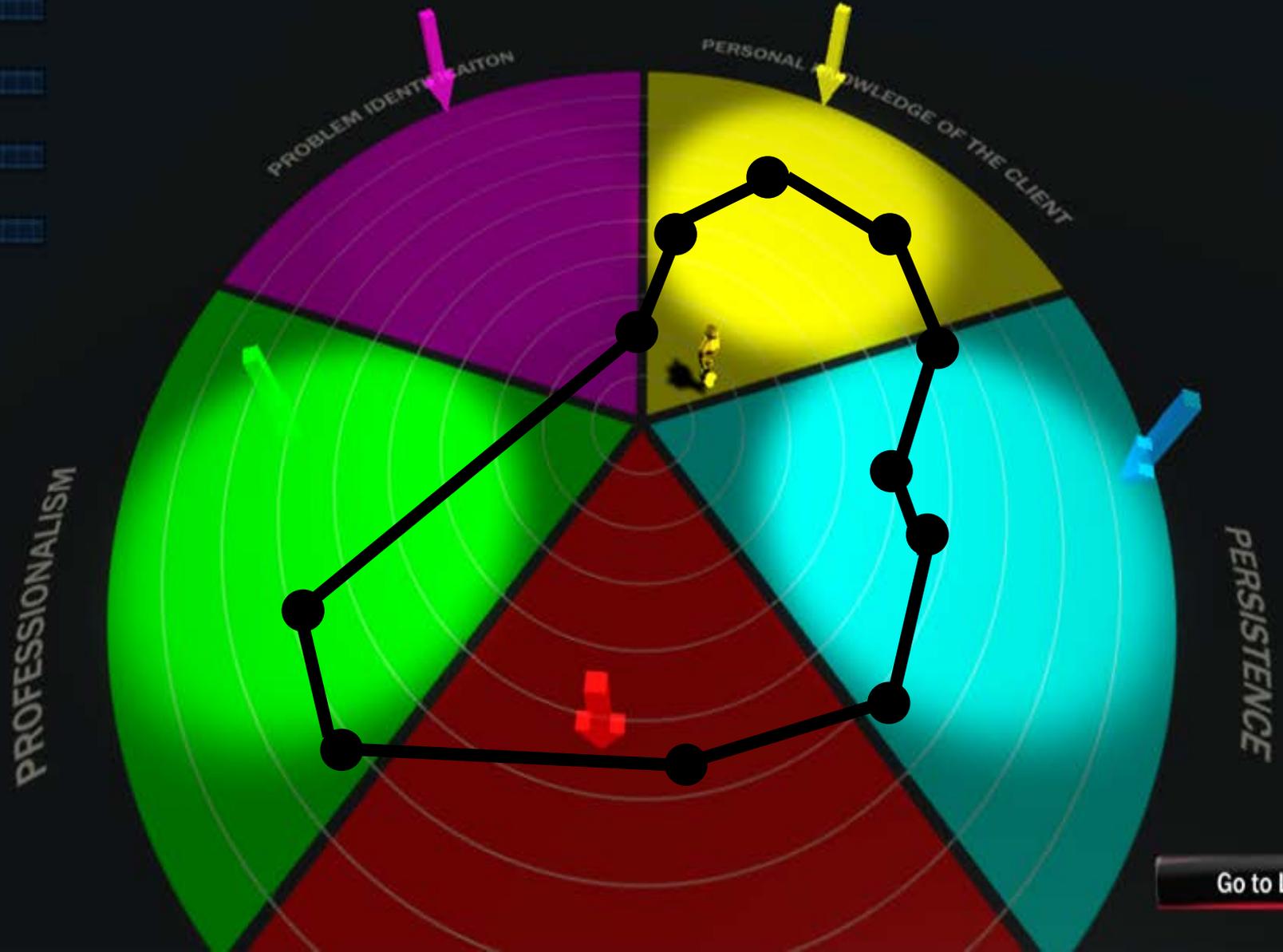
Persistence



Product Knowledge



Professionalism



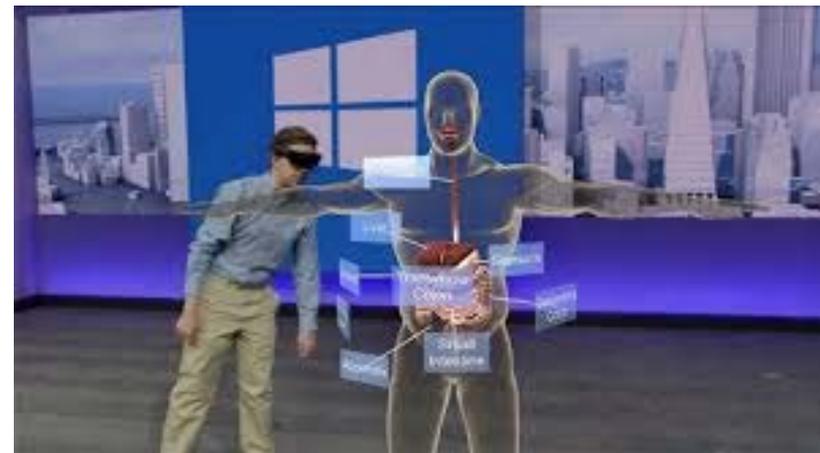
Go to Lobby

What's Next....

Bringing learning to an alternate reality



Augmented Reality



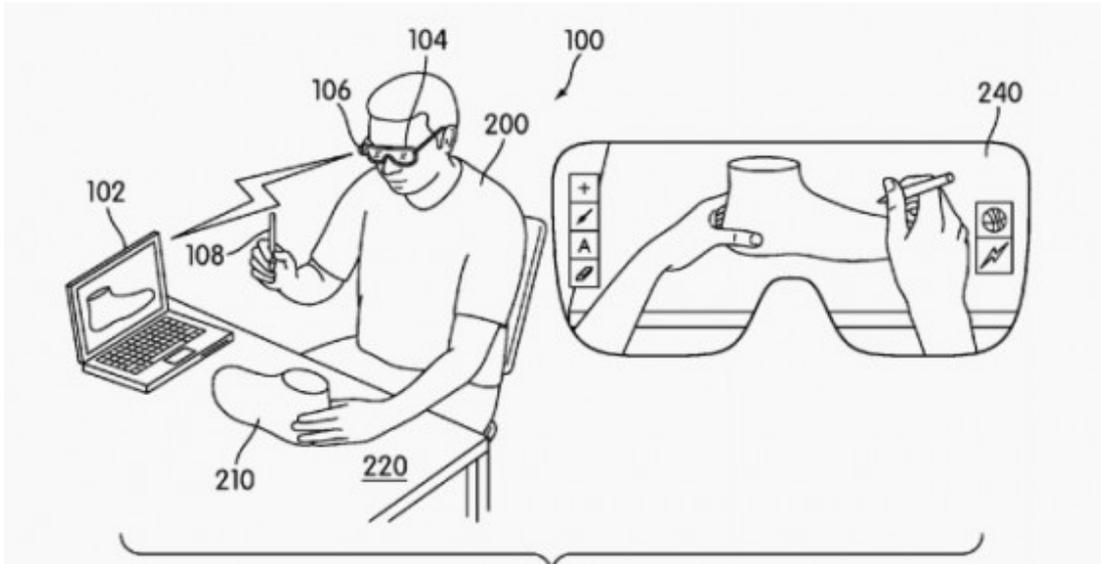
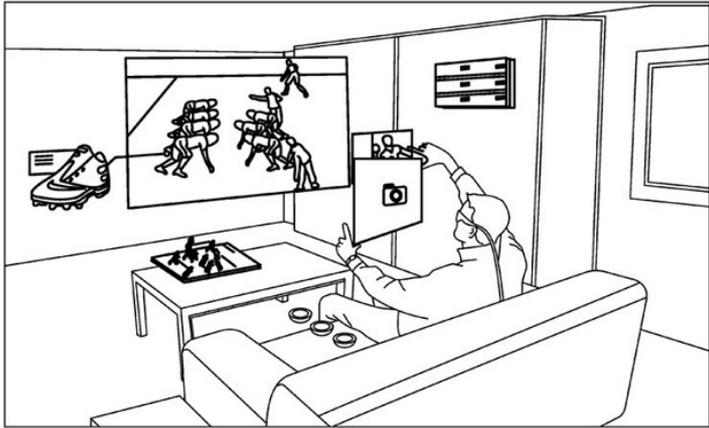
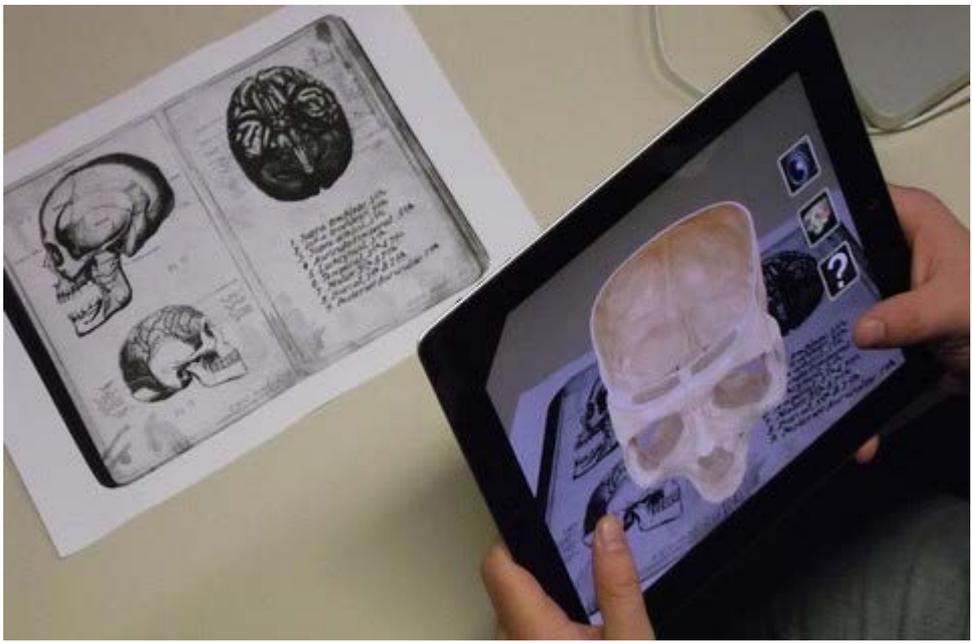
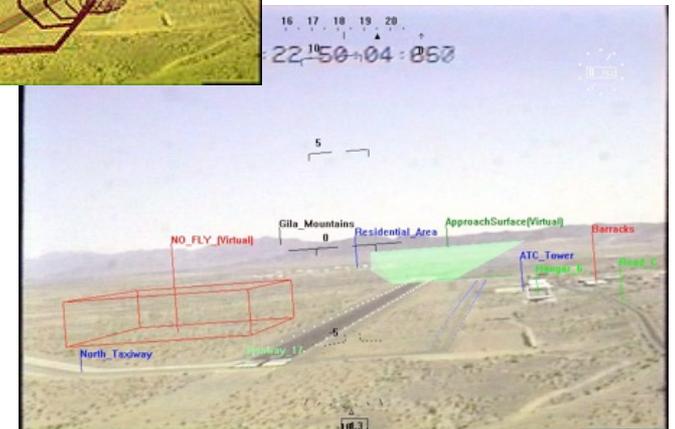
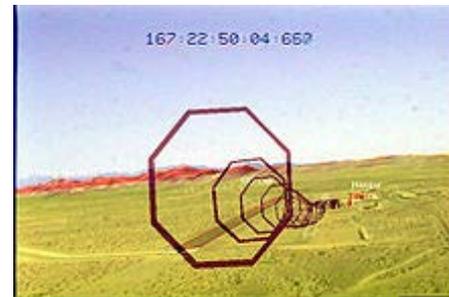
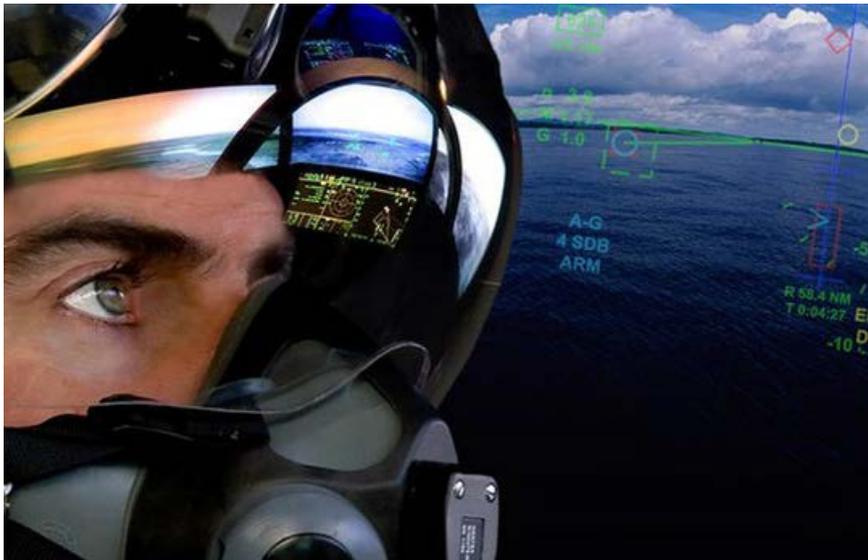


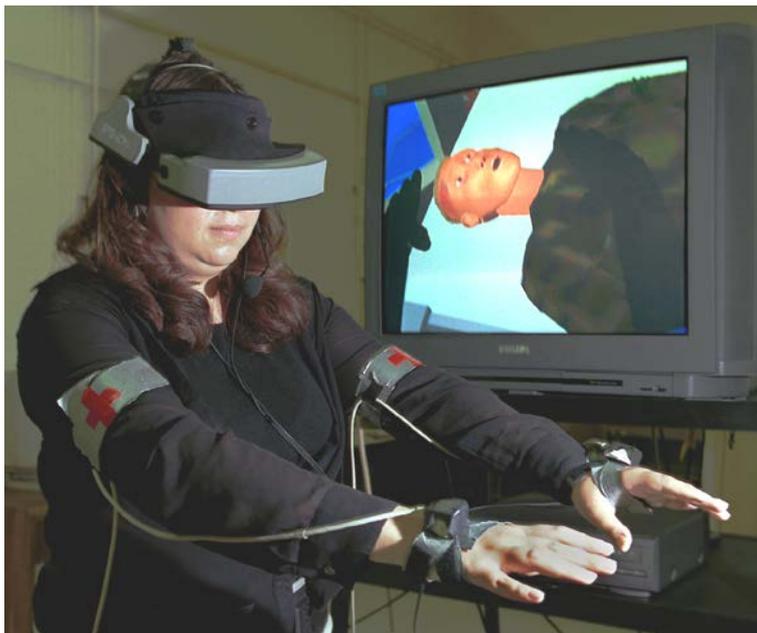
FIG. 2



Augmented Reality in action



Virtual Reality





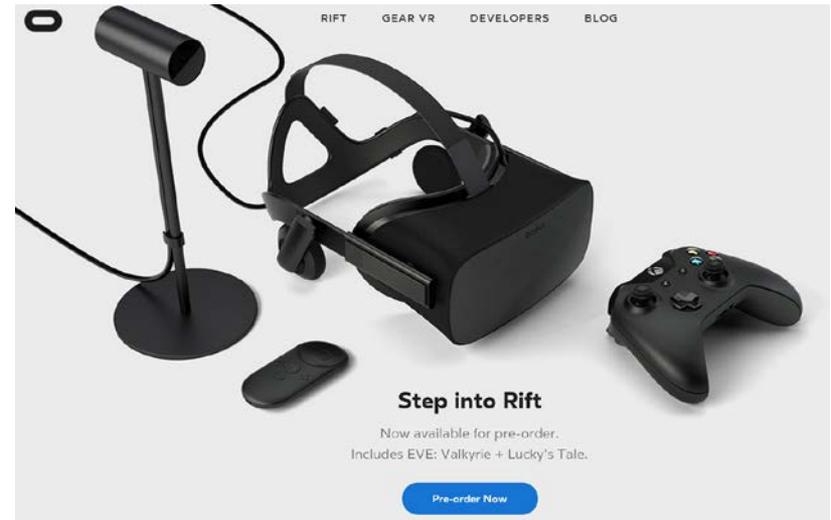
Virtual Reality is not new



Sensorama 1950s



View-Master 1939

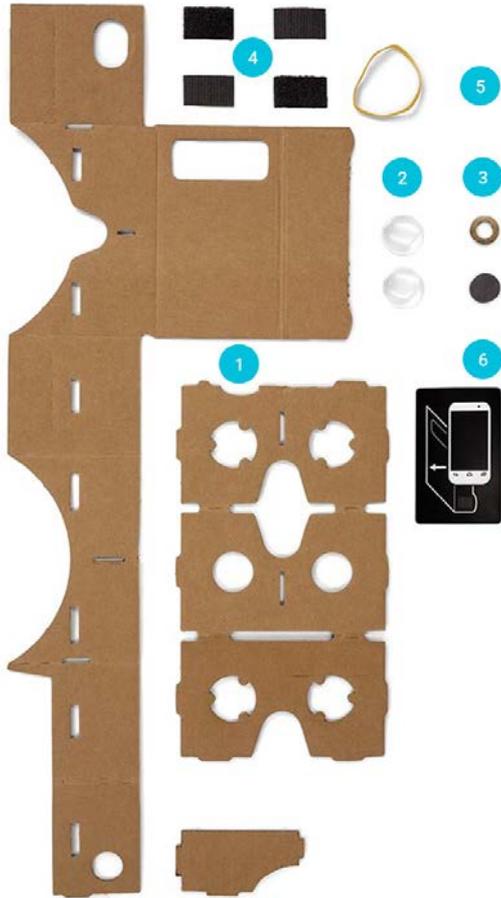


Oculus Rift 2016



Simpsons 1993

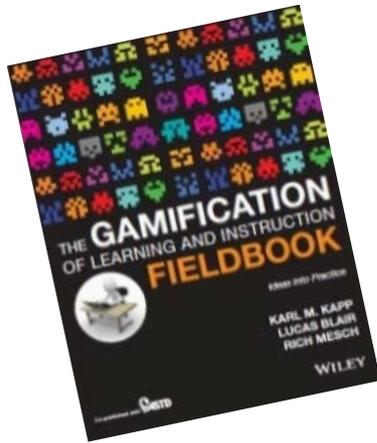
Virtual Reality doesn't have to be expensive



Take-Away

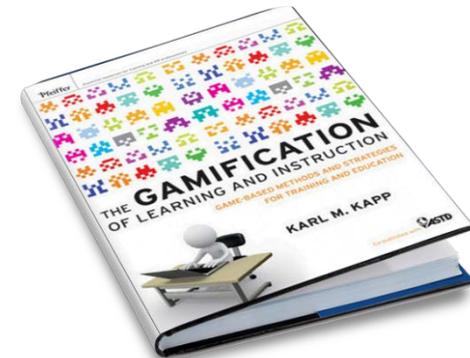
- 1) Gamification is the use of game elements in a non-game situation.
 - 2) An instructional game will only be effective if it is designed to meet specific instructional objectives and was designed as it was intended.
 - 3) Instruction with serious games yields higher learning gains than conventional instruction.
 - 4) Games are more effective than traditional instruction when players work in groups.
 - 5) Games are more effective than traditional instruction when multiple sessions are involved.
 - 6) Games must be embedded into the curriculum to be effective for learning.
 - 7) Games don't need to be high-tech to be effective.
- 

Questions And Resources



www.karlkapp.com/kapp-notes

Content torn from the pages.



Lynda.com Course: Gamification of Learning

Karl M. Kapp

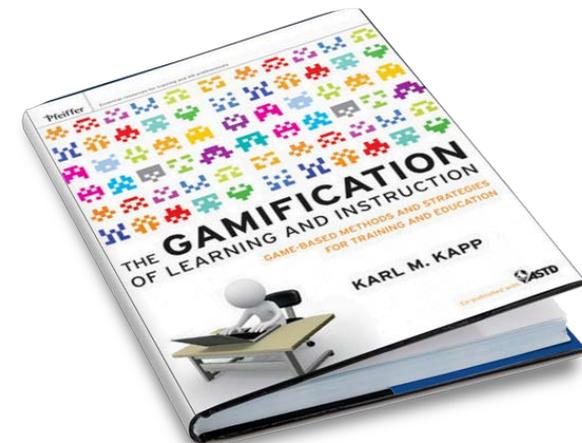
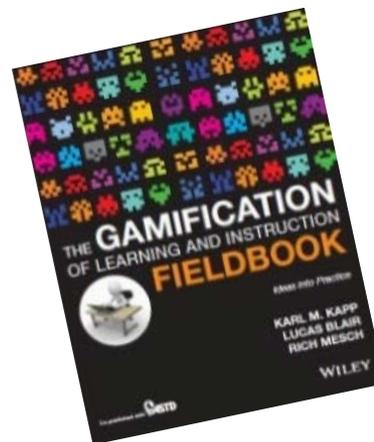
Twitter: @kkapp

Email: kkapp@bloomu.edu

BLOG: <http://karlkapp.com/kapp-notes/>

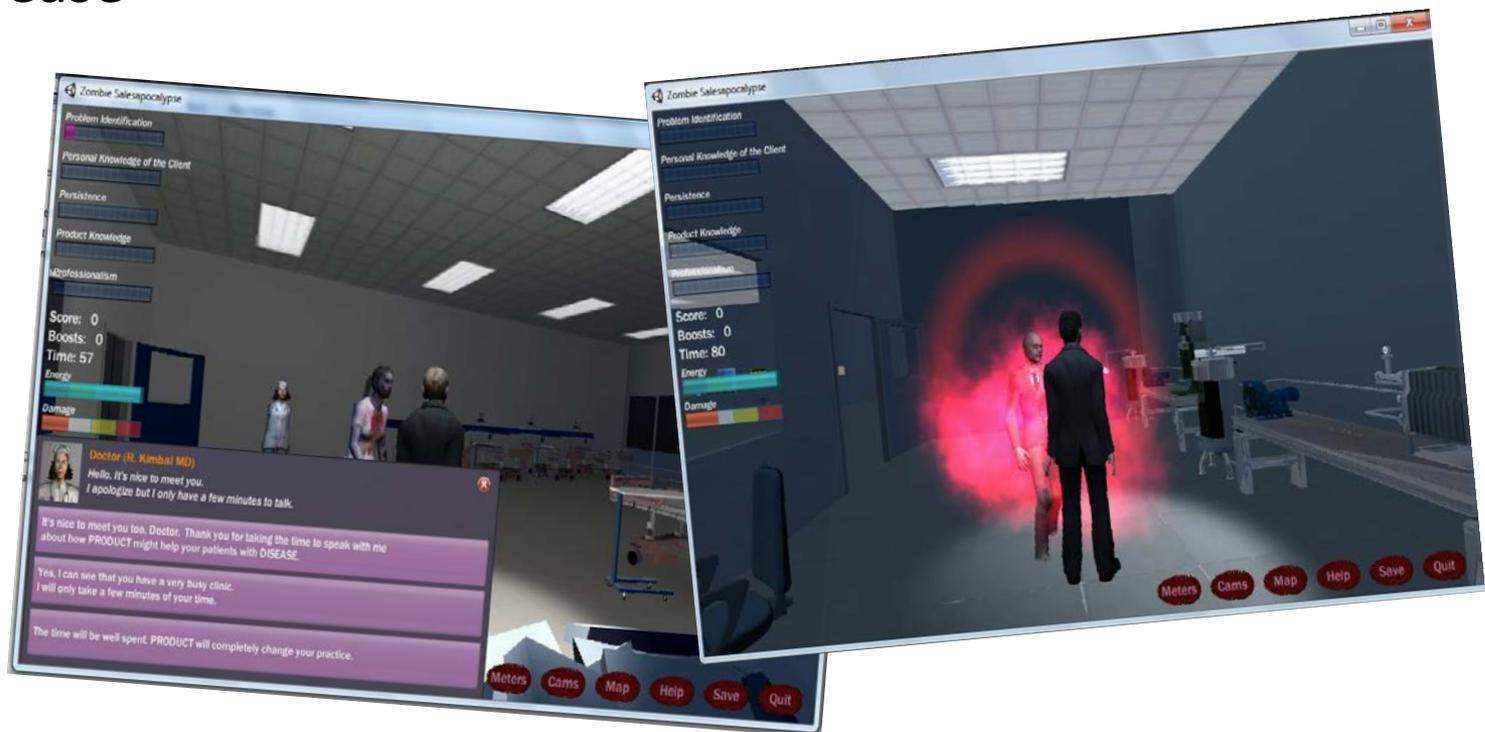
Questions/More Information

- Email: karlkapp@gmail.com
- Twitter: @kkapp
- Pinterest: Gamification Happenings
- BLOG: <http://karlkapp.com/kapp-notes/>
- Facebook: <http://www.facebook.com/gamificationLI>



To learn more about Zombie Sales Apocalypse!

- Contact: karlkapp@gmail.com
- Demo's
- Whitepaper
- Use Case



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THRILLING TALES

ILLUSTRATED, INTERACTIVE & SERIAL STORIES ON THE WEB AND ON PAPER

DOWNRIGHT UNUSUAL



Cornelius Zappencackler's **DERANGE-O-LAB**
STEP RIGHT UP TO THE VIVISECTORIUM

Search for Pulp-o-Mizer

MAGAZINE COVER GENERATOR
COFFEE MUGS, AND SUNDRY MERCHANDISE

- Table of Contents
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- Downloads
- Derange-O-Lab
- Support the Tales

CORNELIUS ZAPPENCACKLER'S
DERANGE-O-LAB

WRITE YOUR TEXT

Text Area #1 ON OFF

NIGHT of the MEMES

TEXT COLUMN POSITION

20 156

JUSTIFY

LEFT RIGHT

GET RANDOM TITLES

