Glossary

DEFINITIONS

**Accumulative grading** is a gamification element that occurs when course grades start at 0 and build as students gain experience points.

**Active learning** encourages students to participate in the process of learning or the activities involved in learning.

“**Assessment** describes the process of using data to demonstrate that stated learning goals and objectives are actually being met” (Bellotti et al., 2013, p. 3).

**Authentic assessment** is “meant to better prepare students for future occupations than traditional assessment can do and to develop not only knowledge but higher level skills and competencies” (Vos, 2015, p. 59).

**Authentic learning** creates learning opportunities that mimic as closely as feasible the situations learners will encounter when practicing in the field.

**Avatars** are digital representations of students that allow for a degree of anonymity.

**Badges** are rewards offered to students within a gamification platform for accomplishing certain goals or achievements.

“**Choose Your Own Adventure**” course design is a gamification approach where students are provided with options for which assignments they complete and/or how they progress through the course material.

**Cognition theories and methods** explore learning through individual internal cognitive abilities, including expertise, informational processing, computational thinking, perception, metacognition and reflection, informal learning, and procedural knowledge.
**Computer simulations** are digital representations of reality that users interact with in order to practice or learn essential concepts or skills in a low-risk environment.

**Concept maps** are representative and self-determined useful paradigms of how one makes sense of the relationships between concepts and objects.

**Curriculum** is the planned sequence of activities, goals, course materials, and learning objectives.

**Delivery-oriented games** are serious digital games that are designed to impart specific information or develop skills.

**Experience points** (XP) are points that students receive for successfully completing quests in a gamified course.

**Formative assessment** “is specifically intended to provide feedback on performance to improve and accelerate learning” (Sadler, 1998, p. 77).

**Functional simulations** “concentrate on a single subunit of the firm” (Keys & Wolfe, 1990, p. 309).

**Games** are fun and engaging activities that generally include competition, strategies, player choice, rules, and winners (Crookall et al., 1987).

**Gamification** is “the use of game attributes...outside the context of a game with the purpose of affecting learning-related behaviors or attitudes” (Landers, 2014, p. 752).

**Gamification elements** are mechanisms such as leaderboards or badges that are used to implement gamification.

**Gamification platforms** are software programs that support gamification elements.

**Inquiry** is a systematic approach to learning through asking or surmising questions in the learning process (Goldman et al., 2010).

**Learning management system** (or LMS) is a software program, often deployed at the university or college level, designed to support learning and usually including features such as a grade book, assignment drop box, announcement function, and discussion forums.
Learning objectives are brief statements of what students will be able to do as a result of moving through a curriculum, taking a course, completing an activity, or engaging in a learning experience.

Pedagogy is the method and/or practice of teaching. Often pedagogy involves the interactions between learners, teachers, the classroom environment and curriculum.

Peer learning occurs in activities situated in a way for peers to learn from each other, support each other, collaborate, provide feedback, and evaluate each other’s works and decisions.

Polling software are digital applications that allow educators to quickly ask questions and students to easily respond.

Problem-based learning is a pedagogy where learners work to solve authentic, ill-structured problems for outside clients (e.g., non-profits, businesses, NGOs).

Process-driven theories and methods focus on the sequencing of activities, levels of order, goals, accomplishments, and procedural artifacts that serve as the basis for learning.

Quests are tasks or assignments within a gamification platform or gamified course that usually culminate in a deliverable and allow for the achievement of learning objectives. Learners earn experience points for completing quests.

Review-oriented games are serious digital games where the objective is to review previously-learned content.

Role-play simulations are “dynamic artificial environment[s] in which human ‘agents’ interact by playing roles with semi-defined characteristics, objectives and relations (social rules) to one another and within a specified scenario (set of conditions)” (Linser et al., 2007, p. 1).

Scaffolding is the process of guiding learners to a larger learning objectives, assignment, project, or other outcome through the utilization of smaller, incremental assignments or outcomes that are designed as steps towards the larger goal.

Serious digital games are games that are computer- or device-based that have a primary aim of education or learning (Landers, 2014).
Social-cultural theories and methods define learning in the context of social motivation and interactions, situational context, interaction with the learning environment, scaffolding, peer relationships, and team learning.

Summative assessment is used “to describe learning achieved at a certain time for the purposes of reporting to...[students]...and to other interested parties” (Harlen & James, 1997, p. 370).

Total enterprise simulations “deal with the entire organization, provide a balanced number of decision variables in marketing, production and finance, and this require the strategic integration of several subunits” (Keys & Wolfe, 1990, p. 308).

REFERENCES


