Design and Evaluation of a Gamification-based Information System for Improving Student Attendance

Nearchos Paspallis, Panayiotis Andreou, Alberto Bullo

University of Central Lancashire (Cyprus) – UCLan Cyprus

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INSPIRE Research Center

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Outline

• Background and motivation
• Information System Architecture
  • Main concepts
• Evaluation
  • Procedure
  • Results
• Conclusions
Background and motivation

• Problem
  • Student attendance is declining
  • Poor performance is often associated with low attendance

• Tackling the issue
  • Ideally increase “Intrinsic motivation”
    • Better/more engaging teaching material/methods

• Our complementary approach
  • External motivation using “Gamification”
  • Compete at a personal and group level
Background and motivation

• Gamification
  • “the application of typical elements of game playing (e.g. point scoring, competition with others, rules of play) to other areas of activity, such as work, education, etc.”

Sebastian Deterding’s slide (slide 10 of 95-theses-on-the-power-and-efficacy)
Information System Architecture

• Student attendance is already monitored
  • NFC card readers at the entrance of lecture rooms

• Further motivation by means of Gamification
  • How the attendance records are presented
  • How the students perform personally in comparison with others
  • Implicit team formation and how students perform in groups – special interest in studying how they react when their choices affect their group by means of cohort comparisons
Information System Architecture

• Campaigns
  • A central concept which models a “Game” that has some objectives, some selected participants, some rules and some rewards.

• Specified in JSON
  • Defines valid period (starting and ending times)
  • A domain (does it include a specific module, a course, etc.)
  • A group-by (does it rank persons, modules, schools, etc.)
  • Badges (rewards for the top achievers)
Information System Architecture

• Architecture
  • Includes three main components: **Campaign editor** (web based), **Client access API** (enables mobile clients) and the **Campaign engine** (periodically processes the rules and updates the rankings).
Information System Architecture

• Mobile app
  • Android and iOS apps developed
  • Integrated in a more widely useful university app
Evaluation

• Procedure
  • Offline processing of attendance data for two periods
  • First period right before deploying the gamification system
  • Second period right when the gamification system was deployed and advertised to students and staff

• Participants
  • Some 948 students
  • From 71 courses
  • Organized under 3 individual schools
Evaluation results

- Impact measured over refined dimensions: School, Module, Student

<table>
<thead>
<tr>
<th>School</th>
<th>Impact</th>
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<tbody>
<tr>
<td>School of Sciences</td>
<td>6.09%</td>
</tr>
<tr>
<td>School of Business &amp; Management</td>
<td>3.75%</td>
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<tr>
<td>School of Law</td>
<td>26.60%</td>
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<table>
<thead>
<tr>
<th></th>
<th>Min</th>
<th>Max</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>3.75%</td>
<td>26.60%</td>
<td>12.15%</td>
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<table>
<thead>
<tr>
<th>Module</th>
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<tbody>
<tr>
<td>Count (total)</td>
<td>229</td>
</tr>
<tr>
<td>Count (positive)</td>
<td>138 (60%)</td>
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<tr>
<td>Average (positive)</td>
<td>19.25%</td>
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<table>
<thead>
<tr>
<th>Student</th>
<th>Impact</th>
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<tbody>
<tr>
<td>Count (total)</td>
<td>500</td>
</tr>
<tr>
<td>Count (positive)</td>
<td>249 (50%)</td>
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<tr>
<td>Average (positive)</td>
<td>15.80%</td>
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</table>
Evaluation results

- Impact on attendance at School, Programme, Module and Student dimensions, with summarizing notes

<table>
<thead>
<tr>
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<th>Programme</th>
<th>Impact %</th>
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<tr>
<td>ULACCO134</td>
<td>-1.84</td>
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<tr>
<td>ULBABA140</td>
<td>0.03</td>
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Median: 3.23%
Min: -4.59%
Max: 32.52%
Average: 7.86%
Average (positive): 11.03%
Average (negative): -2.26%
Conclusions

• Studied the effectiveness of a gamification-based attendance system
  • Presented the motivation
  • System architecture
  • Evaluation approach and results

• Future work
  • Further measurements (additional years)
  • Further analysis by segmenting over properties (e.g. age, gender, etc.)
Questions?

• Thank you!