

Gamifying the international student experience

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**“You can lead a horse to water, but
you can’t make it drink”**



**There are two important dimensions to
successful second language learning:
what goes on inside the classroom and
what goes on outside of the
classroom.**

(Richards, 2015)

How engaged are your students outside of the classroom?

Not engaged

Totally Engaged



How can we measure student engagement outside of the classroom?

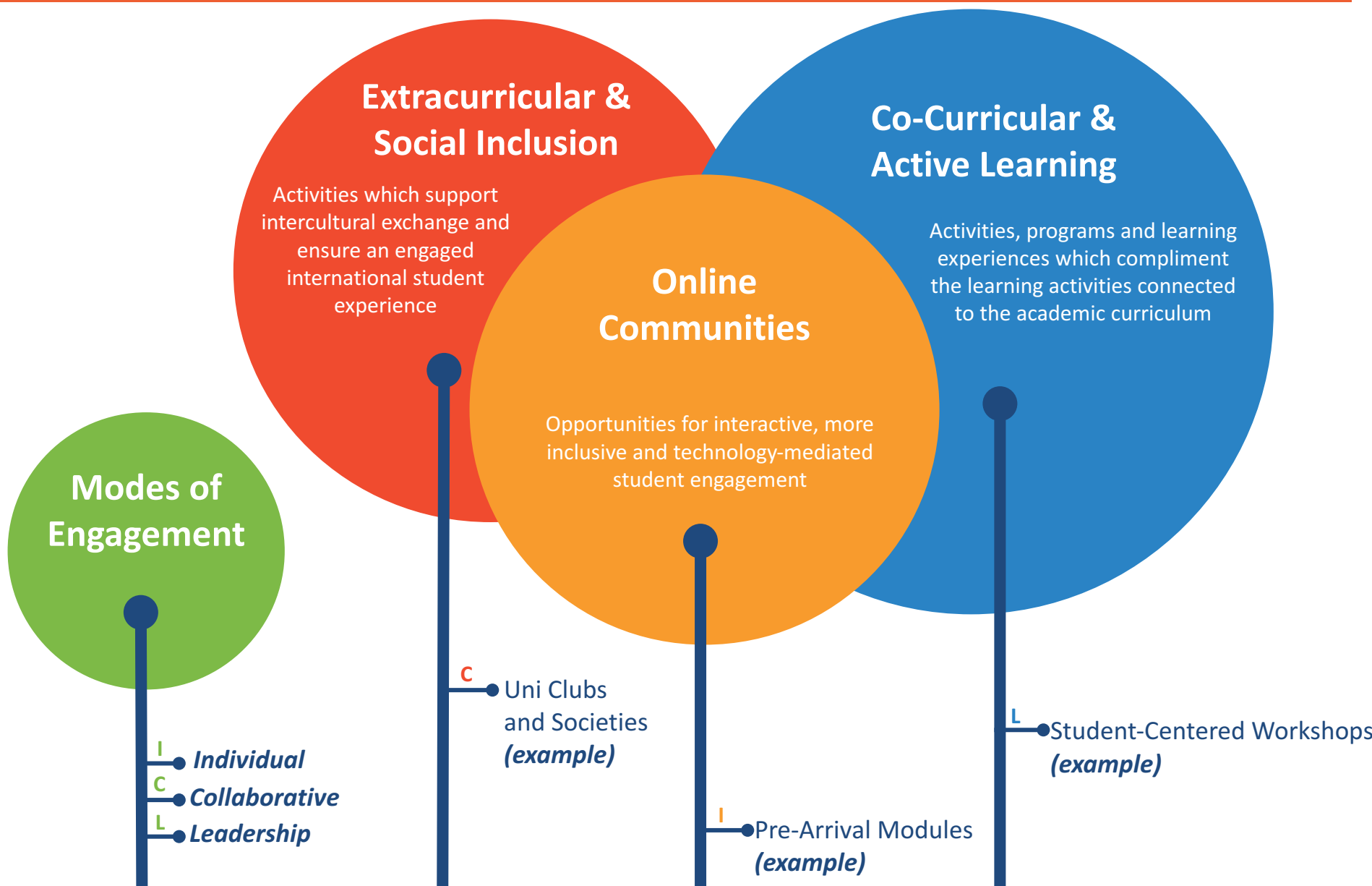
Who is responsible for ensuring students are engaged beyond the classroom?

- Developed an engagement framework through three interventions
- Impact of the framework and correlations with academic performance
- Future developments and spin-offs
- Final thoughts



Developing a program of activities







Developing an engagement tracking system











Gamifying the engagement program

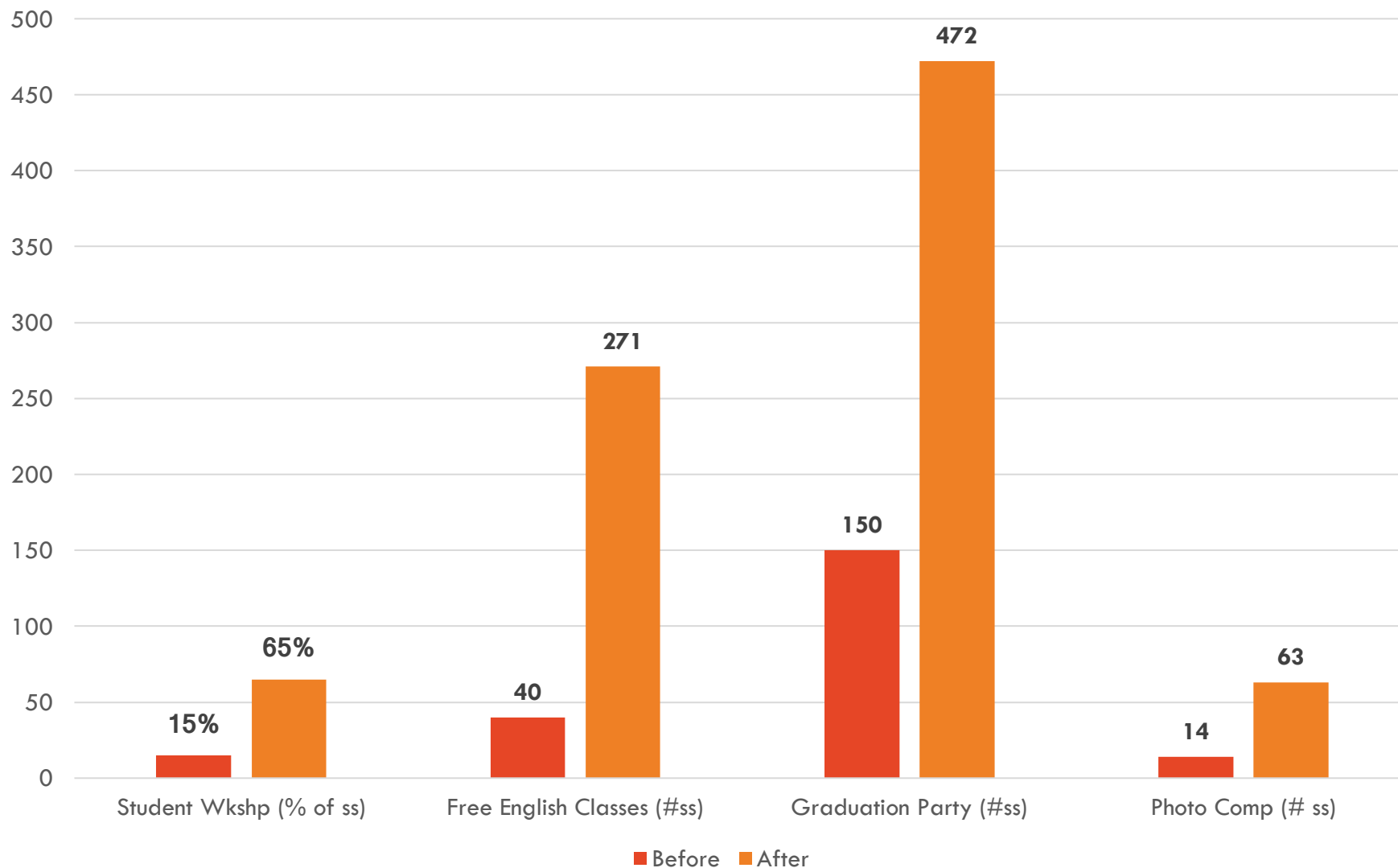




Level and rewards scheme

<u>Bronze Level</u>	<u>Silver Level</u>	<u>Gold Level</u>	<u>Titanium Level</u>
<i>Reward</i> \$5 Gift	<i>Reward</i> \$10 Gift	<i>Reward</i> \$15 Gift	<i>Reward</i> \$20 Gift
			
To unlock and collect Bronze rewards...	To unlock and collect Silver rewards...	To unlock and collect Gold rewards...	To unlock and collect Titanium rewards...
DEC 36 = 180 points	DEC 36 = 243 points	DEC 36 = 306 points	DEC 36 = 369 points
DEC 25 = 125 points	DEC 25 = 181 points	DEC 25 = 237 points	DEC 25 = 293 points
DEC 15 = 75 points	DEC 15 = 117 points	DEC 15 = 158 points	DEC 15 = 200 points
DEC 10 = 50 points	DEC 10 = 90 points	DEC 10 = 130 points	DEC 10 = 170 points
DEC 5 / GAS = 25 points	DEC 5 / GAS = 54 points	DEC 5 / GAS = 83 points	DEC 5 / GAS = 112 points

Impact of the CET Engagement Framework



“To learn more about our school and this city. During the last term I gain more confidence which inspire to speak loudly and bravely.”

“It provied a chance for me to practice English outside the classroom with my friends.”

“I could learn more skills of the exam such as note-taking skills and presentation skills. And it is a good chance for me to make new friends.”

“The opportunity to practice my communication skills in a supportive environment during the activity.”

“I want to learn as much as I can.”



“To enhance my study ability, especially for my writing skills. I learned “how to deal with DEC-5” one month ago which help me handle stress now successfully.”

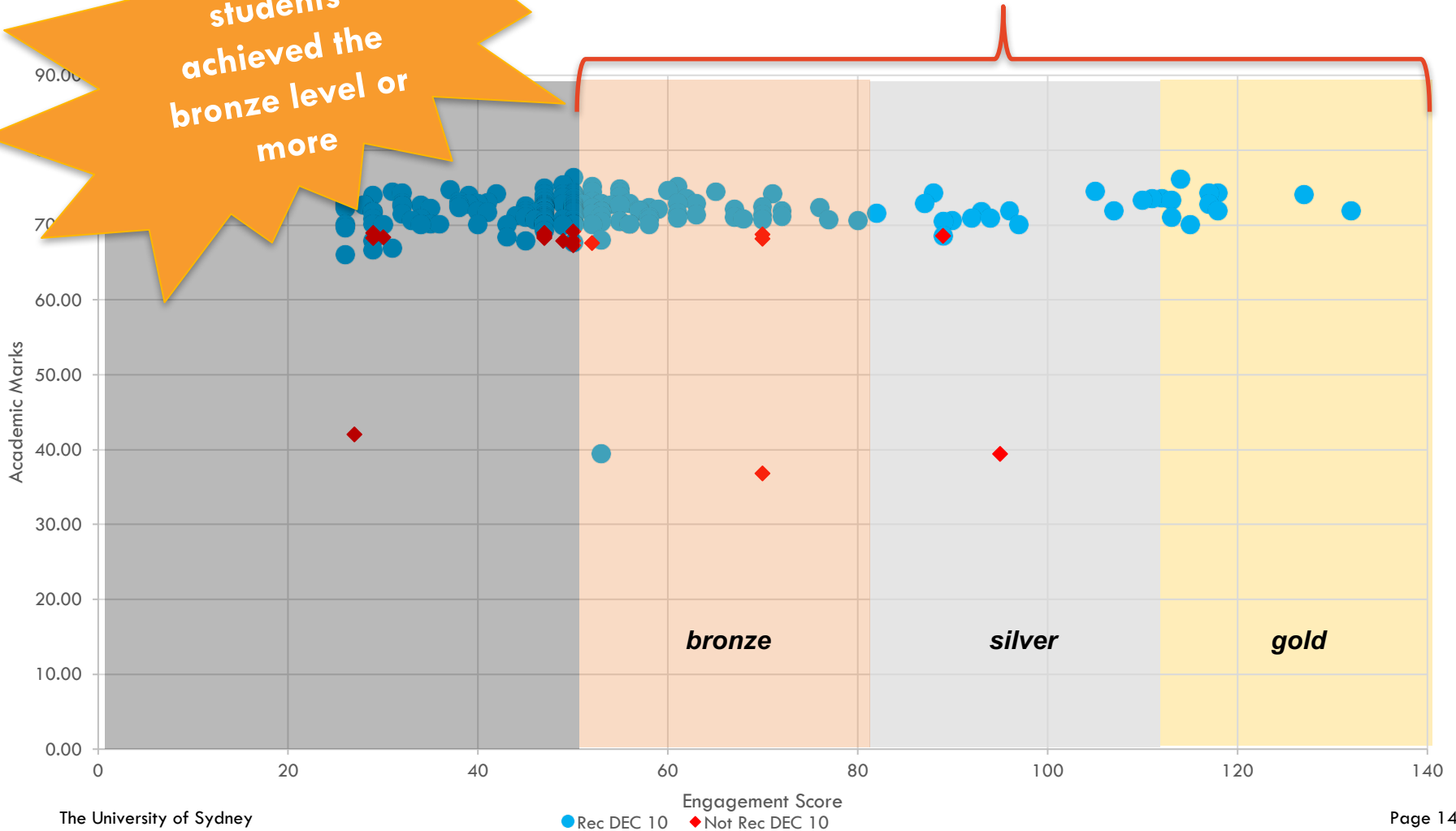
“some academic knowledge, and many tips about how to study or live well in Australia. Also, give me more chance to practise spoken English.”



Correlations between engagement and academic performance

53% of DEC 10
students
achieved the
bronze level or
more

54% of DEC 10 students who passed achieved
the bronze level or more



Overall...

The majority of our students are engaging in the program!

Significance:

- A. The majority of DEC 10 students voluntarily and actively participated in the program.
- B. Of the students who were recommended for university, the majority participated at our recommended engagement target (1 hour per day) or more.
- C. Students have the capacity to engage outside of the classroom and achieve their primary academic objective. It does not negatively interfere with their course or their objectives.

- Develop and introduce a student-facing App, which sits at the core of the CET student experience, by providing an accessible online forum for the community of learners to connect in English.
- Identify the needs and opportunities of other student cohorts at CET.
- Deep dive into the data for further research.
- Capitalize on the spin-offs.

1. Define the need and purpose
2. Design “goal posts” for the program
3. Identify the scheduling constraints
4. Classify the type of activities
5. Balance the learning communities
6. Estimate the operational costs
7. Understand your organizational structure and resources



**We can lead our students to
water and watch them drink.**





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