GAMICON

Judging – Analysis and Insights

With Jean Marrapodi

Gamicon Gamification Project Throwdown Awards

GAMICON IS THE WORLD'S PREMIERE GAMIFICATION CONFERENCE EXPERIENCE. EVERY YEAR IT FEATURES THE GAMIFICATION PROJECT THROWDOWN WHICH SHOWCASES EXCELLENCE IN DESIGN AND IMPLEMENTATION OF GAMIFICATION INITIATIVES.

THE GAMICON GAMIFICATION PROJECT THROWDOWN AWARDS

Projects are judged on creativity, innovation and overall effective use of gamification in L&D, HR, or Adult Education. Winners are selected by a panel of Gamification Master Craftsman and recognized L&D experts

Projects are awarded for:

- Excellence in No-Tech or Low-Tech Gamification Design
- Excellence in eLearning or Web-Based Gamification Design
- Best Use of Surprise and Delight in Gamification Design
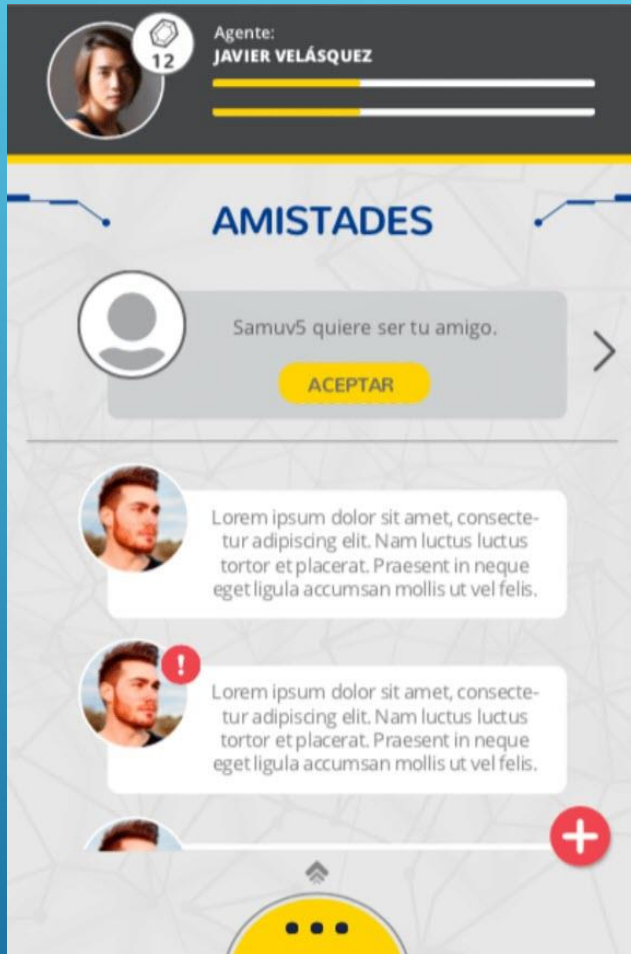- Overall Outstanding Use of Gamifcation

GamiCon
2019 Winner
OVERALL OUTSTANDING
USE OF GAMIFICATION
FOR LEARNING
training

THE NEED FOR A RUBRIC

"It's easy to judge something on a gut feel level, but that really isn't fair to the contestants. A lot of work goes into the design, presentation and preparation of a game, and we want to evaluate the merits of the game on a level playing field, considering the different elements that have gone into it."

- Jean Marrapodi
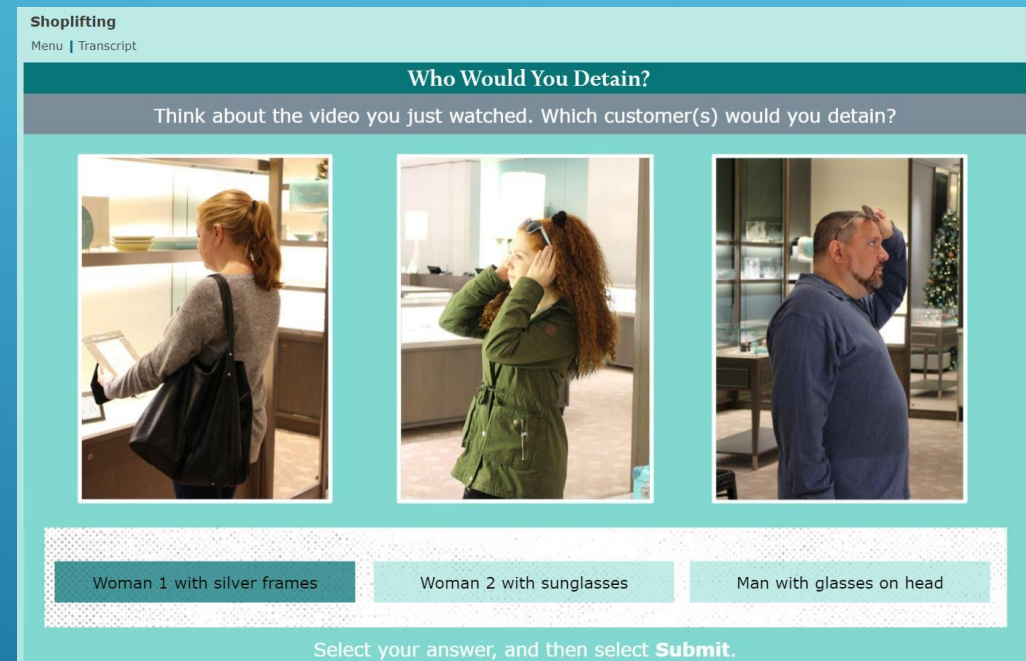
"Catch it" by Amy Morrisey, Winner of the 2019 Gamicon award for Outstanding Use of Surprise and Delight in Gamification Design

Q & A WITH JEAN

**Q : Have you ever been a judge before?**

A: I first learned about the importance of judging in Toastmasters where they have a very rigorous, well thought out program. I got to see the value of level-setting, and rubrics for evaluating things that are subjective. I have been a judge for the Chief Learning Officers Learning Elite for the past 6 years, and believe it or not, got to judge a teen beauty pageant a few years ago.

Cash, Inc. by Javier Velasquez, Winner of the 2019 Gamicon award for Overall Outstanding Use of Gamification for Learning

Q & A WITH JEAN

Q: You really upped the game for judging at Gamicon this year. What motivated that?

A: *It's easy to judge something on a gut feel level, but that really isn't fair to the contestants. A lot of work goes into the design, presentation and preparation of a game, and we want to evaluate the merits of the game on a level playing field, considering the different elements that have gone into it. We've all purchased products that looked slick but turned out to be a dud when we got it home.*

Gamicon is about games for learning, so we not only want to evaluate the visual of the game, but the learning goals it set out to accomplish.
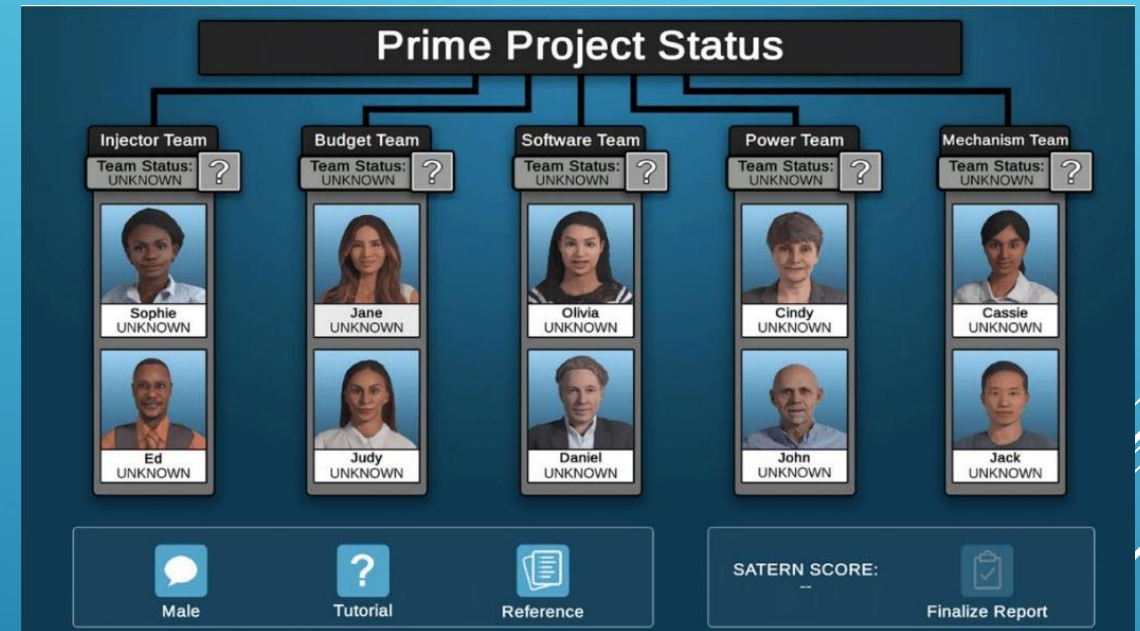
Anti-Harassment for NASA, by Sharon Goza, Winner of the 2019 Gamicon award for Best Use of Narrative in Gamification Design for Learning

Q & A WITH JEAN

"Rule the World" by Scott Provence, Winner of the 2019 GamiCon award for Excellence in No-Tech Gamification Design for Learning

Q: You built a rubric for the judging. What was the process that went into it?

A: *Describe categories and talk about scale on each category – excellent to poor. This allows us to give feedback to the contestants as well, showing what they excelled at, and what could use some improvement. I first learned about working with rubrics in my work at New England College of Business, where they are used to grade college students' work. I had to coach faculty, as well as write them for the courses I was building. Our plan for next year is to have the contestants fill in a form that aligns with the rubric and let them see the rubric they will be judged with. This helps them up their game as well.*

Q & A WITH JEAN

Q: **What is the hardest thing about judging something like this?**

A: *Seeing someone who is so proud of their work, and it's terrible on so many levels. They don't know what they don't know. Remember when you were first designing posters in the early days of computers and you discovered all these great fonts? I shudder about some of my early work. I had to learn. It's just hard when a beginner has worked so hard but they haven't accomplished the goal, or missed the mark entirely.*
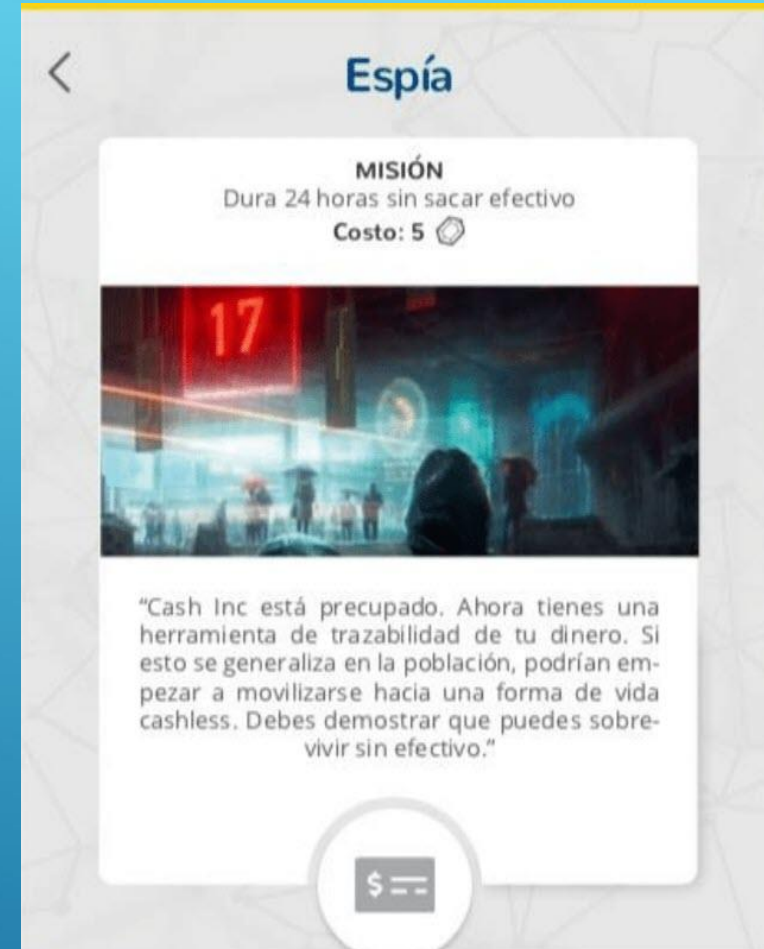
Cash, Inc. by Javier Velasquez, Winner of the 2019 Gamicon award for Excellence in eLearning or Web-based Gamification Design for Learning

The Scoring Rubric

GamiCon

Gamification Throwdown Scoring Rubric

Category	Excellent – 5	Very Good – 4	Good – 3	Acceptable – 2	Poor – 1	Not Included – 0
Appearance						
Overall Appeal	Initial impression says WOW.	Initial impression is strong.	Initial impression is good.	Initial impression is acceptable.	Initial impression is poor.	N/A
Visual Design	Professional look and feel. Consistent fonts, heading styles, colors, & graphic style. Effective images and illustrations	Accomplished look and feel. Consistent fonts, heading styles, colors, & graphic style. Good use of images/photos /illustrations	Well done look and feel. Consistent use of fonts, colors, and graphic styles. Uses appropriate images/photos /illustrations.	Acceptable look and feel. Fonts, graphics and images support the program.	Homegrown look and feel. May have mixed fonts, heading styles, inconsistent colors, or graphic styles. Graphics don't appear to serve a purpose.	No visuals.
Planning						
Business Goal(s)	Clear, SMART business goal(s) defined, may include KPIs or OKRs.	SMART business goal(s) defined.	Business Goal(s) defined.	Goal is only partially connected to the business.	Goal(s) are not focused on the business.	Not defined.
Learning Outcomes	All Learning Outcomes define KNOW and DO.	Most Learning Outcomes define KNOW and DO.	At least one learning Outcome defines KNOW and DO.	Goal is imparting information.	Goal(s) focus on "understanding".	Not defined.
Audience	Clearly defined, incorporates personas.	Defined, includes personas.	Defined with characteristics.	Listed, no characteristics.	Audience is vague or generalized.	Not defined
Motivation	Creator defines motivational elements. Motivation is appropriate to the	Motivation is appropriate to the audience and aligned with personas, includes	Motivation is appropriate for the audience.	Motivation seems contrived.	Game is required training.	Not defined.

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The Scoring Rubric

Gamification Throwdown Scoring Rubric

	audience and aligned with personas, includes intrinsic and extrinsic forms	intrinsic and extrinsic forms.				
Game Execution						
Game Elements	Creator defines selected game elements. Elements are appropriate and work well together.	Elements are appropriate and work well together.	Game elements are appropriate for game.	Most elements are appropriate for the game.	Elements seem disjointed and don't help advance the game.	Not defined.
Game Mechanics	Creator defines selected game mechanics. Mechanics work together seamlessly to achieve the goal of the game.	Mechanics work together to achieve the goal.	Mechanics are appropriate for the game.	Most mechanics work in the game.	Mechanics seem randomly assigned.	Not defined.
Assessment of Learning	Learners demonstrate performance of the targeted behavior incorporated in the game; behavioral components may be segmented across the game. Behavior fits exceptionally well with the theme of the game. Incorporated as part of a challenge,	Learners demonstrate targeted behavior as they complete challenges.	Learners demonstrate the target behavior within the game.	Learners demonstrate performance but it appears to be sandwiched in as an afterthought	Assessment is outside of the game i.e. multiple-choice test.	No assessment included or not defined.

The Scoring Rubric

Gamification Throwdown Scoring Rubric

	and learners receive a reward or advance as a result of completing the behavior.					
Fun Factors	Game is highly engaging, with a sense of fun throughout, or set for serious play.	Game is engaging, participants enjoy playing.	Game is engaging.	Parts of the game are engaging.	Game is boring.	Not defined.
Story Components						
Narrative	Narrative advances the game with a sequential flow. The story stands on its own if extracted from the game.	Narrative has a sequential flow.	Narrative has gaps or is confusing.	Narrative is disjointed and does not flow to tell a story.	Narrative seems unrelated to the game.	Not defined.
Characters	May include a variety of archetypes: antagonist, protagonist, etc.	Characters are well defined and appropriate to the game. They behave consistently throughout and are represented graphically.	Characters are defined and appropriate to the game.	Characters are used, but do not seem to fit together.	Characters seem to have no connection to the game.	Not defined.
Setting	Setting is well defined and appropriate to the game. All graphics support the location.	Setting is defined and appropriate to the story. Most graphics support it.	Setting is established for the story.	Setting is defined with a textual introduction only.	Setting seems to have no connection to the game.	Not defined.

The Scoring Rubric

GamiCon

Gamification Throwdown Scoring Rubric

Obstacles	Obstacles provide appropriate challenges, causing the learner to struggle to learn.	Obstacles provide challenges the learner must work through.	Obstacles are provided.	Obstacles are obvious and require minimal interaction.	Obstacles have no struggle to bypass, i.e., click to remove.	Not defined.
Climax	Game has a well-defined, engaging climax.	Game has a good climax point.	Game has a climax.	Climax is weak.	Game has no climax.	Not defined.
Story Outcome	Game has a satisfying conclusion, or a cliff hanger to allow it to be continued in another game. Ties the game together well. May include a review and lessons learned to recap learning.	Game has an ending that ties the game together.	Game has a defined ending.	Game ends abruptly, appearing that it was tacked on prematurely and the game is unfinished.	Game has no finish.	Not defined.
Results						
Results	Clear, documented evidence that the game has been implemented with a variety of forms. May include lessons learned, evaluation scores, specific business results.	Documented evidence that the game has been implemented with 2 forms, i.e. level 1 smile sheet results and one other.	Documented evidence that the game has been implemented.	Designer's anecdotal notes that the game has been implemented.	The game has not been implemented or no evidence presented to indicate implementation.	Not defined.

TESTIMONIALS

"I absolutely loved being able to meet so many others in the industry and hear what they are doing in regard to training in their company. It is great to see such variety of training and how everyone puts their own spin on things. I didn't realize how many tools and resources there were in the industry until this conference and I am truly grateful that I had the opportunity to attend."
Jessica Vince, Instructional Designer, United Shore

"This was an excellent event and I'm very pleased that I attended. I walked out refreshed and excited to apply new knowledge for my learners!"
Melissa Varvarezis, Communication/Education Specialist, BPAS

"A great selection of speakers and courses delivering cutting edge information and ready-to-roll-out resources. So nice to spend time with L&D people and brainstorm ways to overcome shared difficulties."
Maggie Orion, AutomationHero

"This conference provided a variety of different options for breakout sessions covering not only technology, but new trends in learning that all training professionals need to be aware of and be able to speak to. Thank you for the opportunity!"
Crystal Filer, Manager, BlueCross BlueShield North Carolina

Bonus: Judge's Scoring Sheet

JEAN MARRAPODI SERVES AS THE HEAD JUDGE OF THE COMPETITION

JeanMarrapodi, PhD, CPLP

Jean is a pioneering problem solver. With 20+ years' experience in corporate training in retail, banking, print, non-profits and healthcare, followed by 5 in higher education, she worked to bring innovation to each organization, shifting paradigms and transforming learning methodologies. In her current role at MassMutual, she works with financial literacy education for the Society of Grownups. Additionally, she does consulting as the Chief Learning Architect at Applestar Productions, providing targeted elearning and custom workshops for her clients. Jean led the award-winning eLearning team at New England College of Business, where she continues to teach in the graduate programs. In 2016, she was honored to be named a Guild Master by the eLearning Guild.

Jean has a PhD in Adult Education, a Masters Degree in Online Instructional Design and is a Certified Professional in Learning and Performance, ATD's highest credential, and most recently, received the prestigious Sententia Gamification Level 3 Master Craftsman designation. She is a frequent conference presenter, having presented workshops in training, instructional design, eLearning and low literacy learning at the international, national, regional levels. She lives outside of Boston with three cats and a persnickity pooch named Arthur.

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THE GAMIFICATION QUEST

HOSTED BY MONICA CORNETTI

CORPORATE TRAINING

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EMPLOYEE ENGAGEMENT

Hosted by Monica Cornetti, CEO of Sententia Gamification and Gamemaster of GamiCon.

Monica's guests include L&D Professionals, Adult Educators, and Platform Providers who give you tips, tools, and techniques to for your training, talent development leadership, and employee engagement toolbox.

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