

Background of the groups members		https://goo.gl/Bk2g5u		
Gamification Conceptualization				
Game Element	Description	Do we use it? (' How do we use it?		Response
1. Empowerment	Enable user to perceive that he/she can impact on the situation, have a sense of control	Y	What are the decisions an empowered learner can take?	Learners can change aspects of a simulated organizational system (e.g. staff, shift systems, etc.). Learners receive immediate feedback on how the changes they implemented impacted the system. Learners are presented with several simulated organizational systems. They are presented as separate challenges, and they are presented by growing amount of complexity.
2. Smooth Learning Curves	it keeps the user in continuous learning progress and in mastering his/hel skills	Y	How can we smoothen learning curves for different learners?	The main indicator of success in a simulation is how much its parameters end up matching the real-world situation; immediate feedback is used to empower learners.
3. Communication Channels	it enables communication via chats, forum, etc part of the game in which all players' actions take place until a certain goal has been reached or an end condition has been fulfilled	Y	Which communication channels are specifically needed?	No analytics implemented; the learning curve is the same for all learners Activity analytics (number of posts/contributions, time spent in forum/chat) can help determine an individual' contribution to his or her group
4. Levels	hints given to users to solve a problem and/or to achieve a goal and unblock the next level	Y	How do we distinguish different levels? What is specific for each level?	Challenges have a well-defined win state (matching of simulation parameters with real world ones), so levels can be "completed".
5. Clues		N	How do we balance clues (not too many, not too few, informative without giving away too much information)?	
6. Goal Indicators	Are indicators that explicit the goals Enable custom configurations of a character's abilities, often organised in branches	Y	Which goals can be selected/defined?	Each challenge requires to reproduce a real world organizational system
7. Skills tree		N	Which skills can we distinguish? How can we organise them in a hierarchy?	
8. Guild	associations of players who chose to come together to achieve a common goal	Y	How can learners team up in guilds? What is the goal of each guild? How does it compete with other guilds?	Learners self-organize in groups at the beginning of the course. Challenges are taken up by the whole group. Groups receive public feedback on their challenge results.
9. Storytelling	the act of telling stories within the game enable users to plan future action or goals therefore the strategy to follow to complete a level or the game itself	N	Which story do we want to tell?	We have both a measure of intra-group interaction (e.g. group chat activity) and a group-level score based on challenges completion
10. Stimulated Planning		N	In a flipped MOOC how do you forseen the implementation of Stimulated Planning, a game elements that invite the users to plan their strategy?	
Learning Analytics conceptualization				
For each game element selected:		Why do we use it? For who? How do we use it?/ how do you implement it? What data do we need to support that?		The Key Performance Indexes in the simulated environments should match the KPIs in the real world situation
Design Phase				
Domain				
Topic	Organizational models			
Target group in mind	Engineering students	The course has a lecture section on health organizational models; lectures are interspersed with different simulations in which they can change aspects of a health organizational system.		