

## 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?	He/she can jump from one scenario to the other after performing the basic assessment (how to read, vocabulary...) implement different strategies and a lot of exercises in which students can find their own way to reach each objective (libraries, with both texts and audio and images)
2. Smooth Learning Curve	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 course could propose some room for discussions about topics selected by participants according to their interests (scenarios). participants may follow the suggestions for the discussions or change them, but in the end they should provide the results to the others and they could go ahead with a cross-group peer evaluation.
3. Communication Channels	it enables communication via chats, forum, etc	Y	Which communication channels are specifically needed?	Only after you succeed in an assessment about basic language skills you can start choosing your topics of interest (scenarios) and interact about it
4. Levels	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	How do we distinguish different levels? What is specific for each level?	
5. Clues	hints given to users to solve a problem and/or to achieve a goal and unblock the next level	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	Y	Which goals can be selected/defined?	each level will have specific goals according to the learning objective to be achieved
7. Skills tree	Enable custom configurations of a character's abilities, often organised in branches	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	N	How can learners team up in guilds? What is the goal of each guild? How does it compete with other guilds?	
9. Storytelling	the act of telling stories within the game	Y	Which story do we want to tell?	I want to go and live in japan for a short or long period of time but I know nothing about japanese and I need to start from the beginning A different story for each scenario, to be developed in the communication rooms with other participants
10. Stimulated Planning	enable users to plan future action or goals therefore the strategy to follow to complete a level or the game itself	N	In a flipped MOOC how do you foreseen the implementation of Stimulated Planning, a game elements that invite the users to plan their strategy?	

we would propose a skill tree to visualise the skills achieved into the course according to different scenarios :)

### 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?

### Design Phase

Domain language learning

Topic basic japanese

Target group in mind first: university students coming to Japan  
(we know we will have also lots of other learners)