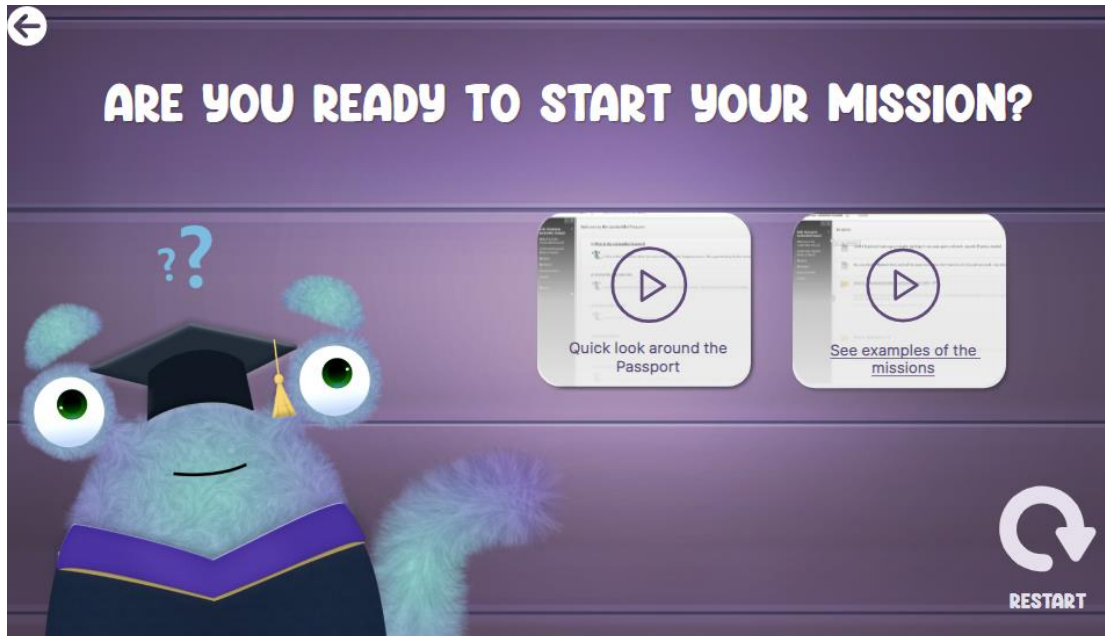




A gamification approach to enhance 'third space mobility': building a digital community and fostering engagement amongst culturally diverse students



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# The London Met Digital Citizenship Programme

The London Met Digital Citizenship Programme is an initiative designed to foster student engagement and create an active and playful online environment where students can enrol on a voluntary programme of activities - “missions” - and claim badges that contribute to the award of a passport.

**Project Leads:** Professor Jan Bamford, Elena Moschini

**Project Team:**

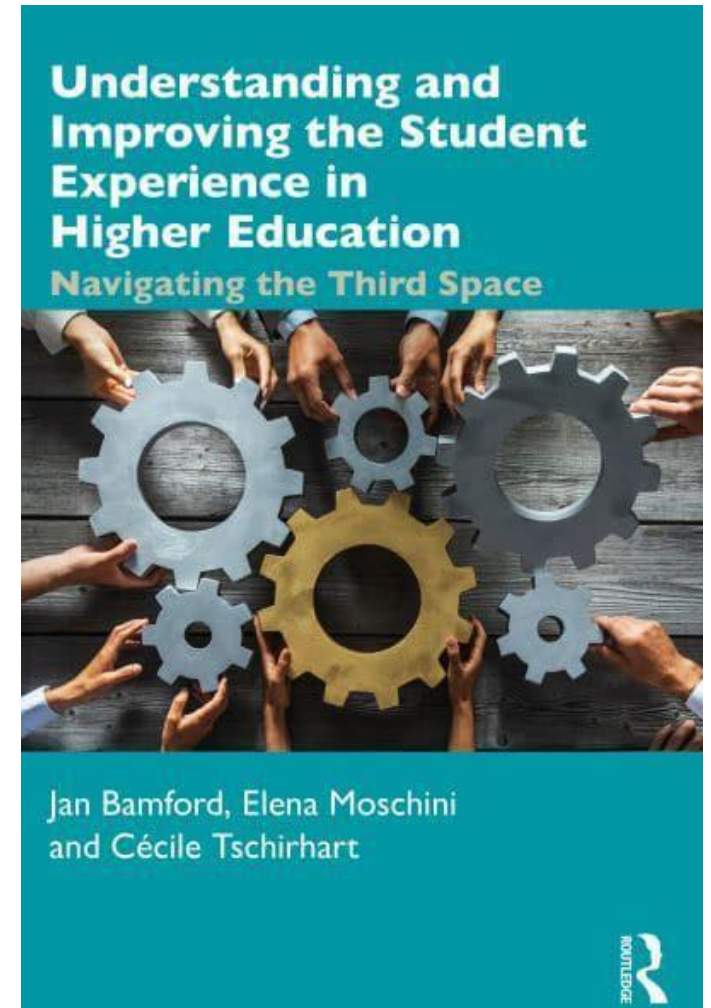
**Students** – project co designers: John Clay, Pratistha Poudel

**Deborah Rees** - Part-time manager for the Passport for GSBL

**Sandra Heidecker** - VLE Manager, Weblearn Team

**Neelam Thapar** - Head of Careers and Employability

**Vanessa Airth** - Head of Work Based Learning



# A community built with Gamification and Participatory Design principles

The London Met Digital Citizenship project is designed to

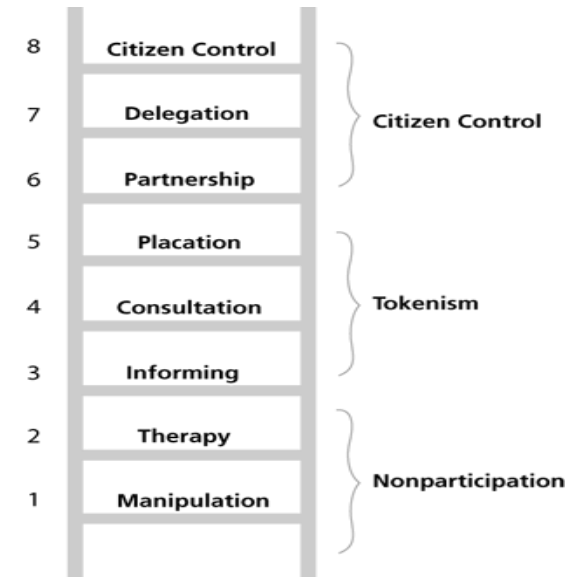
- ❖ Foster student engagement by creating a gamified online community of practice
- ❖ Create social connections, enhancement and development of belonging
- ❖ Offer a gamified approach to learning, with rewards for learning
- ❖ Allow choice and a non-linear journey through missions
- ❖ Develop transferable skills relevant to employment

## Gamification

...the application of game-design elements and game principles in non-game contexts. (Deterding et al. 2011: 10)

## Participatory Design

- ❖ Design is intended as ideation and planning for new experiences, as well as actual production of design or media artefacts.
- ❖ Designing innovative learning experiences can involve in-class as well as online scenarios.
- ❖ The growing use of online platforms for the delivery of learning experiences has highlighted the need to develop frameworks for inclusive design practices.
- ❖ Participatory Design (PD) is a framework that enables students to act as genuine co-designers and co-creators.



Arnstein's Ladder (1969)  
Degrees of Citizen Participation

# The gamified Passport structure

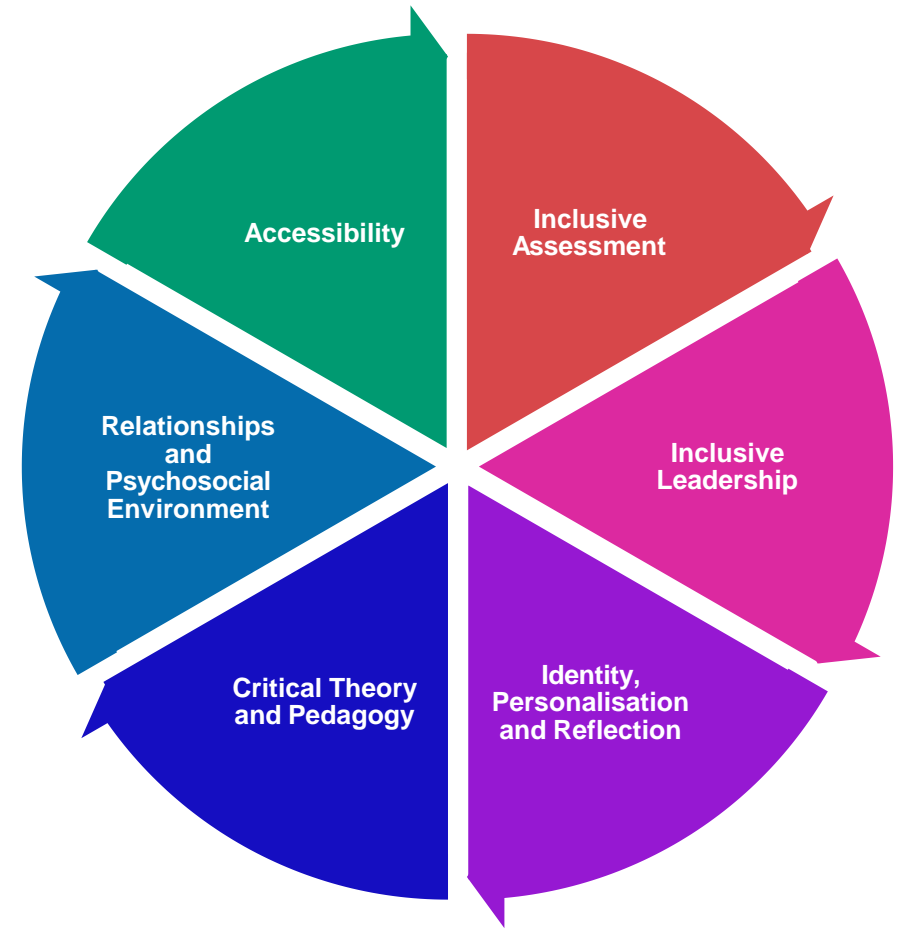
- ❖ The programme is delivered via a dedicated organisation space via the VLE (Blackboard).
- ❖ Students are challenged to engage with “missions” that lead to awards.
- ❖ Achieving a certain number of badges leads to the award of the London Met Passport.
- ❖ Completion of a mission leads to the award of a badge in recognition of the students’ participation in learning activities, such as quizzes on referencing and attending skills workshops as well as recognition of activities in the community and volunteering.
- ❖ Missions are currently organised in 4 tracks:
  - Continuous Professional Development (Employability)
  - Learning
  - Engagement
  - Citizenship
- Missions are organised according to the students’ learning cycle (Level 3, 4, Level 5, 6 and Level 7). Students can engage in a mix of activities of their own choosing.





# The emancipatory aspects of Participatory Design

- ❖ The Participatory Design tradition is committed to ensuring that the users of information technologies play a critical role in their design.
- ❖ “The political rationale for genuine participation in design reflects a commitment to ensuring that the voices of marginalised groups and communities are heard in decision- making processes that will affect them. **The motivation was and remains democratic and emancipatory...**” (Simonsen & Robertson, 2013).
- ❖ The emancipatory aspects of Participatory Design reflect the principles embed in the London Met Education for Social Justice Framework: “the ESJ will encourage us to consider the impact of our choices in learning design, it will also lead to the transformation of structures so that every student can fulfil their potential.”



# The evolution of the design project

## Engagement - Level 6 Group

Enabled: Adaptive Release, Statistics Tracking

Engaging with your studies is important. **Participating in class, submitting coursework on time and engaging with the module activities** are all ways to success and all can lead to badge points.

But **there's more you can do to develop your skills and your CV**. Within the University you can be a **Course Rep**, a **Student Ambassador**, run a **Student Society** or train to be a **Success Coach**. Maybe you **volunteer** with a charity or for a community organisation. Or perhaps you are a supporting member of a **community group**, such as helping to run a kid's football team or a choir.

All these things also help you to **build skills, knowledge and personal qualities** - the London Met Citizenship scheme wants to recognise these in addition to your hard work on your course.

At Level 6 we would like to encourage you to engage in as many activities as possible, participating fully in the London Met Community - in order to encourage your participation **you will be able to obtain all the badges you need to win an award of a London Met passport**. During the course of the term you will see that all activities will become available to you to claim your badges.

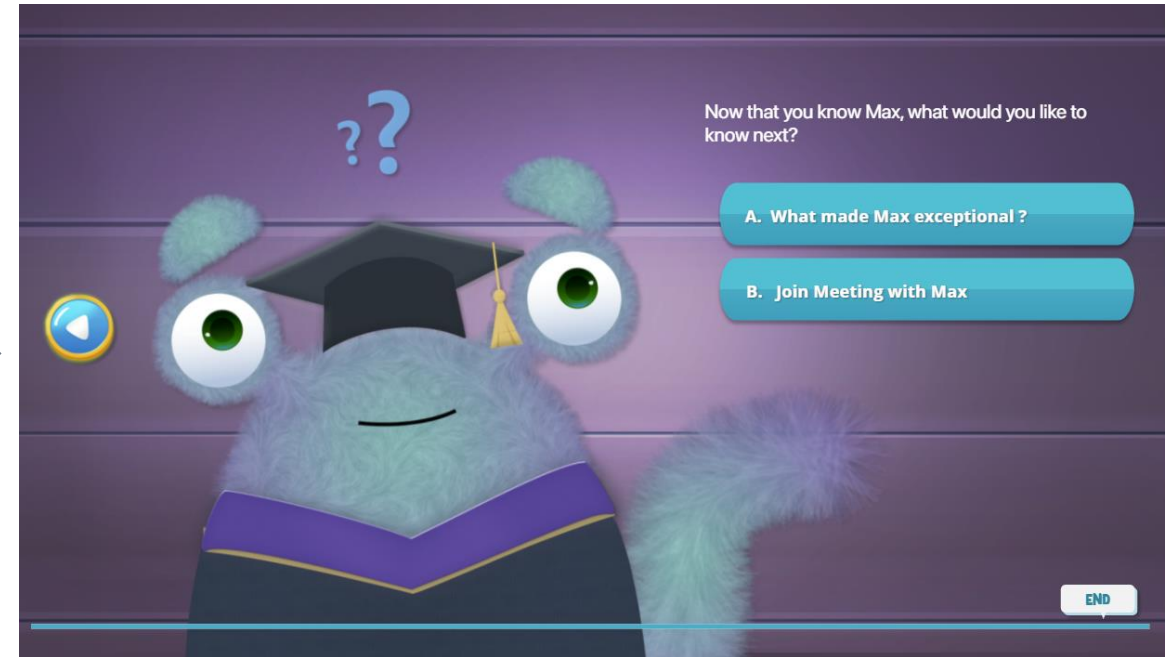
See **below** the activities that can gain you badges on this track.

Please note that the task will be reviewed periodically and badges awarded. If you have questions please email the Academic Mentors.



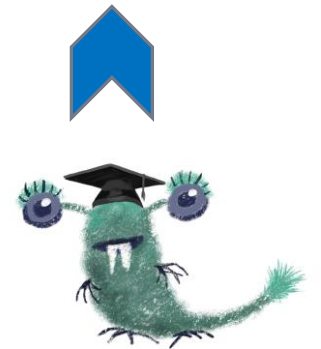
## B1 - Strong Level 4 Attendance Record

Enabled: Statistics Tracking



As a result of student feedback and co-creation activities the design is evolving by:

- ❖ Redesign of the project mascot
- ❖ Migration from text-based missions to more interactive units
- ❖ Enhancement of the gamified elements
- ❖ Enhancement of the graphic design elements



# Evaluation



User journey  
observations

Bossen, C., Dindler, C. and Iversen, O.S. (2016) 'Evaluation in participatory design: a literature survey', in *Proceedings of the 14th Participatory Design Conference: Full papers - Volume 1. PDC '16: The 14th Participatory Design Conference*, Aarhus Denmark: ACM, pp. 151–160. doi:[10.1145/2940299.2940303](https://doi.org/10.1145/2940299.2940303).

Interviews

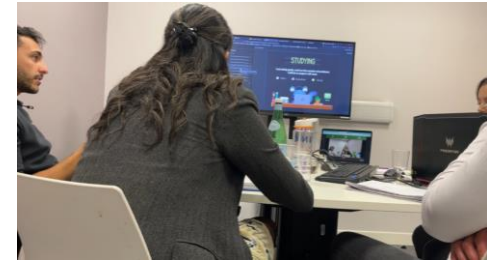
User  
engagement  
data from VLE

User experience  
questionnaires

Focus Groups



London Met Passport Survey



# Cultural cosmopolitanism

*"the future depends on man's being able to transcend the limits of individuals cultures. to do so...he must first recognise and accept the multiple hidden dimensions of unconscious culture..."(Hall, 1976:2)*

Gundara (2011) modern citizens need to establish intimacies with other cultures and avoid binary divides – exemplified in the civic and democratic values of ancient Greece.

Caruana (2014) internationalised university requires a pedagogy of cosmopolitanism

## Culture and Pedagogy

Interplay between culture and pedagogy (Alexander, 2000) in educational spaces

Construct of mutuality (Bamford, 2020, Buber, 2004)

Need for relevance – curriculum in action (Barnett and Coate, (2005)

curriculum is informed by the experience and relationality and critical to developing a culture of mobility



# The LondonMet Passport and digital mobility

Virtual mobility

Cross-cultural mobility

Passport

International mobility

Social mobility

# Virtual mobility

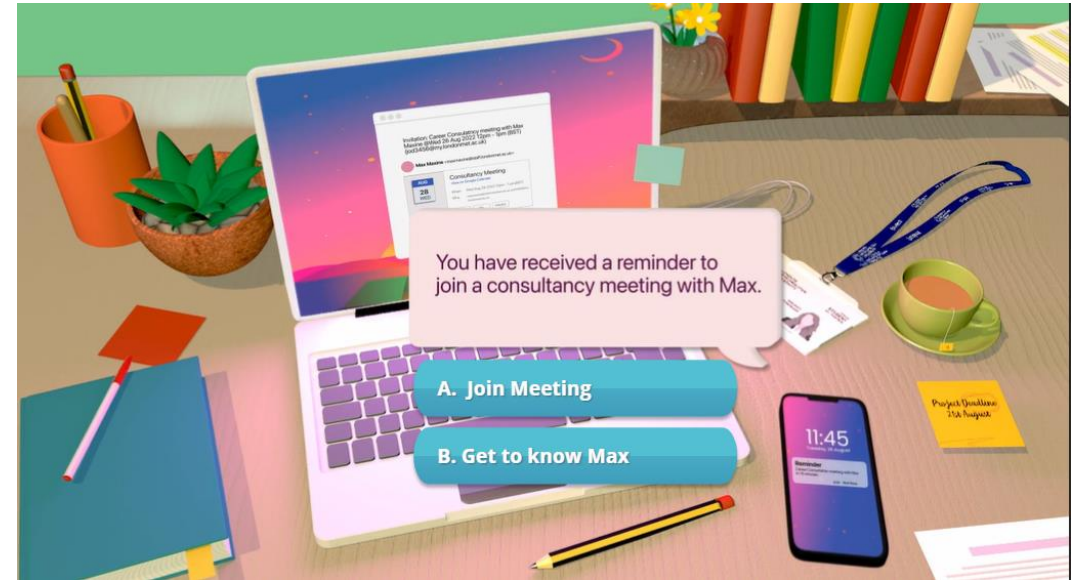
## ❖ UNESCO-IESALC Definition of Virtual Student Mobility (February 2022) :

“Virtual student mobility (VSM) is **a form of mobility that uses information and communication technologies** to facilitate cross-border and/or inter-institutional academic, cultural, and experiential exchanges and collaboration which may be credit-bearing or not for credit.” (UNESCO, 2022)

## ❖ Sabzalieva, E., Mutize, T. and Yerov, C. (2022) UNESCO study on VSM found that :

“The overwhelming majority of students who participated in VSM programs did so because they thought that the **experience would be academically challenging/enriching (77%).**” (Szaliewa, Mutize, and Yerov, 2022, p. 32).

## ❖ The findings from this report and the global landscape lead to the conclusion that the future of student mobility will combine physical international experiences **with digitally driven virtual opportunities that reach a wider range of students and build greater cross-cultural awareness and skills.**



The LondonMet Passport enhances virtual mobility via:

- ❖ Online community
- ❖ Allowing for interaction with several cohorts
- ❖ Enables collaboration
- ❖ Creating a platform that enables to develop digital skills and cooperation

# To what extent do you think the Passport assisted with each of the following?



# Social mobility

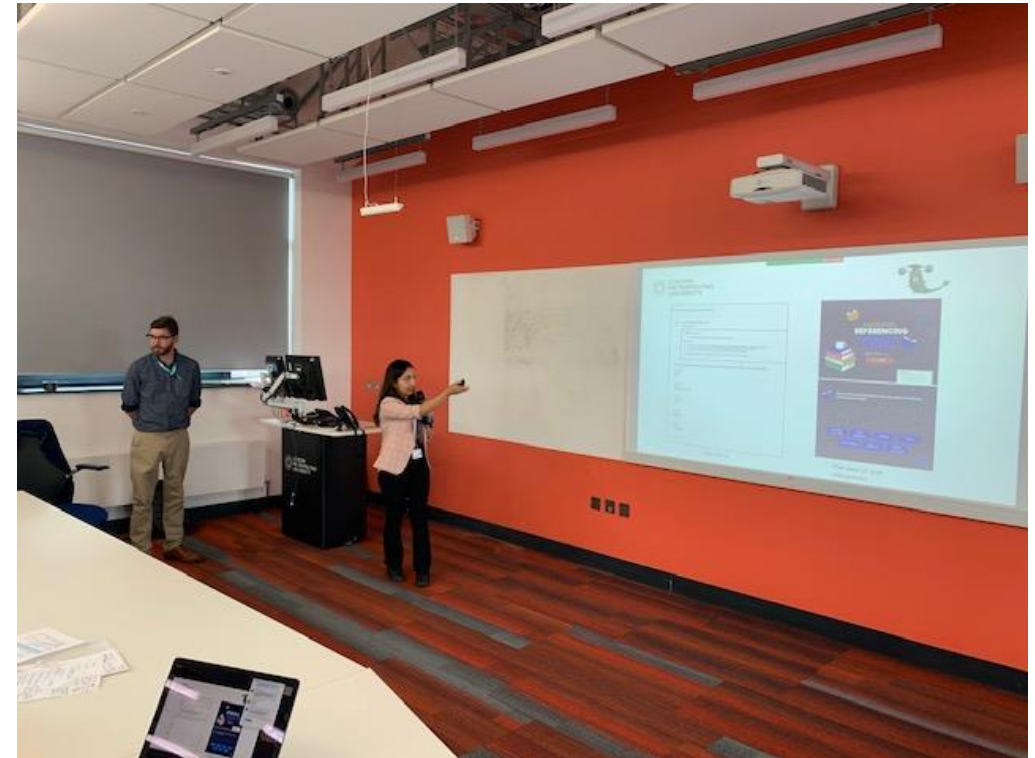


The LondonMet Passport enhances social mobility via:

- ❖ Careers and Employability track/missions
- ❖ Development of cultural and social capital
- ❖ Development of co-creation and leadership skills
- ❖ Engagement with non-curricular activities and development of transferrable and soft skill

Findings of the focus groups and co-creation workshops, students:

- ❖ Particularly appreciated the careers-oriented track
- ❖ Considered the Passport as an important element of their employability profile
- ❖ Appreciated the certification of achievements and being able to claim the Passport in LinkedIn and other job seeking platforms.
- ❖ Considered the co-creation design workshops as empowering and enabling them to develop transferrable and leadership skills



# Social mobility – students voices

## About the relationship with academics and students co-designers:

“**Now, sometimes the people that are teaching the teachers are the students**...But at the same time you also need the feedback. You also need us to tell you what we do like and don't like otherwise it's not going to work. It is a two way street... (Student J)

## About developing transferrable skills:

“Like e-learning development or just like the new form of learning these days, because everything is been put online...So I with my research I can see there's a huge market for it and I have learned a new software entirely and I think ...With doing this I have built so much skills within myself. **Being creative is one thing, but when you're put into a challenge and you have to use that to build something, it really exercises every skill you have.** So in that way I think I have built a lot of skills which will help me in my career...”. (Student P)

## About being co-researchers and co-designers:

“It was really nice to see to be involved in the **process of collecting feedback and collecting inputs from students and again presenting** them because this is something we build ourselves and **being able to present it to people and receive their immediate reactions** to it. It sort of gives a rewarding feel to what I have been doing.” (Student P)

“I think **the involvement of students have been very important to the creation of the whole thing as a digital design student myself**, we have a lot of emphasis on user experience design these days. So in this scenario the users are students. So when we directly interacted with them [students co-designers], we got to know what they really wanted and what they really enjoyed.” (Student P)



# Cross-cultural mobility

The LondonMet Passport enhances social mobility via:

- ❖ Developing awareness of cultural diversity in various domains
- ❖ Use interactive case studies and scenarios to challenging stereotypes
- ❖ Use a gamified approach to stimulate reflection and analysis



Findings of the focus groups and co-creation workshops, students:

- ❖ Enthusiastically embraced the development of cross-cultural missions and content.
- ❖ Wanted more opportunities for embedding cross-cultural content throughout the Passport
- ❖ Volunteered for more design workshop to enable them to co-design cross-cultural content
- ❖ Suggested a wider involvement of international students in the co-design of cross cultural missions

# Cross-cultural mobility – student voices

“I have learned things from P of how she's been able to do all the **digital media side of things and I'm hoping that she's been able to take some skills from what I can do as well so** (Student J)”.

“And gradually **I felt more sense of belongingness** even with you guys of, of course, it shouldn't be that way. But I don't know. **It's something that happens when students come far away from their family**. It feels like you're differentiated by some sort of, I don't know. **They're sort of ice between. And that gradually broke**. And I could become myself. And I felt more confident in what I was doing. And obviously this was a new challenge for me as well. I have not done this”. (Student P).

About being an international student in co-creation

“OK. So definitely I think **there was a huge difference coming here**, not just in the project, in the way things are taught in ..... I think there's involvement of both students and teachers. So firstly I'd say because I studied my undergraduate degree in.... So there was a bit of a gap. Coming from my school level education to undergraduate, there was a very visible gap because teachers and students used to be very different entities. We would just meet each other when we had something we didn't understand”. (Student P).

# International mobility



Shen, Xu, and Wang (2022) define international academic mobility as:

“the cross-border movements of people and organisms (including students, especially postgraduate students, researchers and academics, and academic communities), coupled with materials (such as infrastructures, resources, equipment) and **immaterialities** (such as ideas, information, knowledge, skills, emotions, imaginations) in higher education contexts. The movements can be short-term, medium-term, or long-term; **physical or virtual**; and one-directional or reciprocal”.

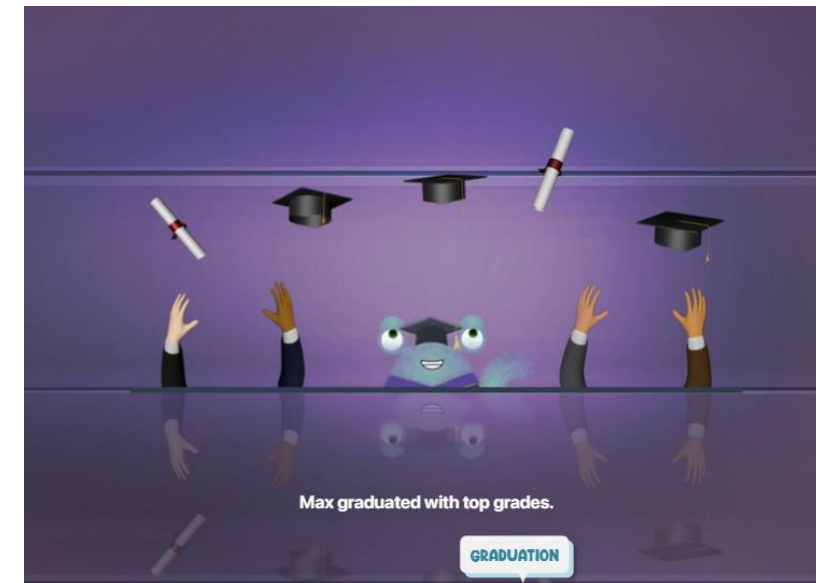
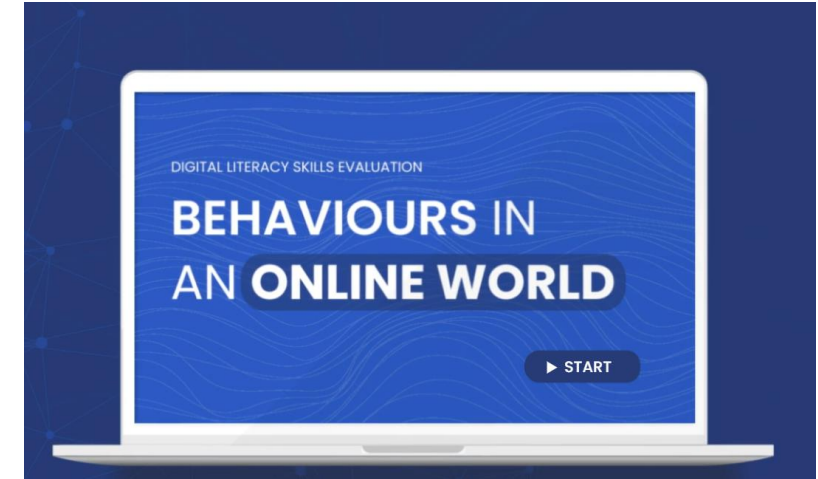
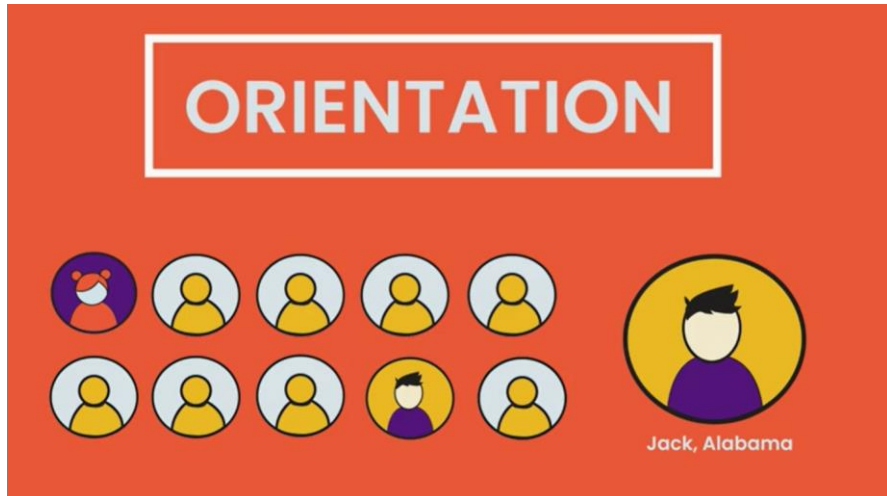
## International collaborations:

- ❖ International students workshops at the Université Savoie Mont Blanc, Annecy, Chambéry (France), January 2023.
- ❖ International Tourism Master's Network (ITMN) AGM, 5 – 7 May 2022, Rey Juan Carlos University, Madrid.
- ❖ Potential collaborations with Partner Institutions.



# Potential future developments

- ❖ Collaborations with Partner Institutions.
- ❖ Collaborations with other universities in the UK
- ❖ Collaborations with other universities abroad
- ❖ Collaborations with colleges and schools
- ❖ Collaborations with employers





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# Thank you for listening!

