The Gamification of Education: Examples of Collaborative Training Projects between Corporate and Higher Education

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Occupation Health, Safety and Prevention Innovation Program
Presentation Overview

• Overview of the Chang School, Toronto Canada

• Why offer collaborative training projects via online modules?

• Current Projects:
  • Board of Canadian Registered Safety Professionals (BCRSP), criteria compliance
  • Occupational Health and Safety Prevention Innovation Program | Ministry of Labour, Front line worker in health care mental health

• Opportunities and Challenges

• Questions & Answers
The G. Raymond Chang School of Continuing Education

• **Mission:** To be a leader in *innovative, quality, lifelong learning* that empowers adults to reach their life and career goals

• Canada’s *largest, most successful continuing education program*, with approximately 70,000 enrolments per year
  • 81 career-related certificate programs
  • 65 course series
  • 1,5000 courses, seminars and workshops
  • Courses towards accreditation by 9 professional institutes and associations
The G. Raymond Chang School of Continuing Education

- **Innovative approach** to program design, development and delivery

- **Career-focused** curriculum that encompasses theoretical and applied learning

- **Flexible delivery** in downtown Toronto, online or blended

- Focuses on **upgrading skills** for **professional advancement**, change in career path, or exploration of new area of interest

Ryerson University
The Chang School of Continuing Education
Why offer Collaborative Training Projects?

• Partner with professional institutions and government to develop interactive e-learning modules to enhance the skills of professionals in various fields.

• Through design and development of specialized training, the projects aim to develop applicable skills in the workplace.
Why offer online modules?

• **Novel education and support** beyond traditional didactic learning that is hands-on, focused on real-life learning situations

• **Improve access** to learning via distance education technology

• **Offer self-paced, flexible, learner focused format** to meet demanding work schedules of target audience

• **Offer academic continuing education** in niche area for current and future health professionals
What have we created?

- **Interactive** “gamified” online modules to improve learners’ retention of knowledge and promote active learning, problem solving and critical thinking skills
- **Real-life** scenarios
- **Virtual game based simulations**
- **Online role-play** application (Lake Devo)
Elements of Gamification

• **Quests/challenges**
  For each quest, participants must complete certain required activities or tasks

• **Narrative/story-telling**
  Case studies provide a running story throughout the module, motivating participants to keep going to learn more about what is happening to the characters

• **Access to new challenges**
  Participants can unlock new weekly quests/challenges by completing the ones before them
Elements of Gamification

• **Feedback**
  Modules include opportunities for learning, through both automatic feedback (e.g., in the quizzes) and facilitator feedback (e.g., in the discussions)

• **Freedom to fail**
  Participants can complete certain low-risk activities as many times as they need to in order to be successful (e.g., they are given multiple quiz attempts)
How have we done this?

Collaboration

Program Advisory Committee

Curriculum Committee

Governing bodies (e.g., BCRSP, MoL)

Digital Education Strategies (Chang School)
Board of Canadian Registered Safety Professionals (BCRSP)

Developing gamified e-modules to update the skills and training of Canadian Registered Safety Professionals
BCRSP | Modules Overview

Who are we reaching?
• Approximately 2000 Canadian Registered Safety Professionals (CRSPs) who are required to meet new professional eligibility requirements

What are we delivering?
• Four high-quality online education modules with interactive learning objects, educational games and video simulations delivered in English and French

What do we hope to achieve?
• Higher learning retention rates among CRSP members
• Successful completion and demonstrated compliance with new professional eligibility requirements for all eligible members
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BCRSP

SMEs

Chang School
SMEs, DES, Project Management

Development

Quality online modules to promote learning and demonstrate compliance to new criteria

Output

Over 1000 members completed modules

Sustainability

CVOH100

Delivery over 5 years to approx 2000 CRSP members

* The course transformed to ve an elective in the undergrad program
Interactive Learning | Examples

Exercise 1.1 – Elements of Critical Thinking

For each of the elements of critical thinking, there are questions we can ask to help gather the appropriate data to inform our thinking. Please match the following questions with the "element" they are related to:

What are some of the difficulties we need to deal with? **Depth**
How could we check on that? **Accuracy**
Could you illustrate what you mean? **Fairness**
Am I sympathetically representing the viewpoints of others?  
How does that relate to the problem?  
Does all of this make sense together?  
Could you give me more details?  
Do we need to consider another point of view?
Interactive Learning | Examples

Instructions: Navigate between the slides by clicking on the arrows below the video.
Module 1 - Professional Skills Assessment

Module 1 - Professional Skills Assessment - Preview
Est. Length: 0:30:00    Time Taken: 0:00:32

Note: It is recommended that you save your response as you complete each question.

Module 1

Module 1 - Topic 1: Critical Thinking

Question 1 (1 point)
Which of the following characteristics does a critical thinker bring to their workplace?

- Ignorant
- Disinterested
- Open minded
- Uncreative

Save
Recognizing module completion

Internal Review
• Members obtain at least 80% score on each end-of-module assessment (multiple attempts allowed)

External Confirmation
• List of members successfully completing modules are sent back to BCRSP on an ongoing basis to update member profiles with upgrade
Occupational Health and Safety Prevention Innovation Program, Ministry of Labour

Quest to Destress: Promote and Support Frontline Worker Mental Health
Mother of paramedic found dead after mosque shooting wants more help for PTSD victims

Lucie Roy is going public with her grief in hopes authorities will treat post-traumatic stress more seriously

Kevin Dougherty · CBC News · Posted: May 31, 2018 4:00 PM ET | Last Updated: June 8, 2018

Andréeanne Leblanc showed clear signs of post-traumatic stress disorder in the months that followed the Jan. 29, 2017 shooting at a Quebec City mosque, including anxiety, hyper-awareness and mood swings, her mother says. (Submitted by Lucie Roy)
Online Modules Overview

Who are we reaching?
• Frontline health care workers, focusing on nurses and paramedics

What are we delivering?
• Two interactive online modules for frontline health care workers (CVOH110 – 12 hours) and their managers (CVOH115 – 9 hours)

CVOH 110 Promote Frontline Worker Mental Health
Learn about the stress response that frontline workers in healthcare settings experience in caring for clients and families in traumatic events. Use game-based teaching methods to learn the mental health continuum and skills for self-assessment, including strategies for self-care to mitigate the impact of trauma on well-being.

CVOH 115 Support Frontline Worker Mental Health
Managers, supervisors, and directors in healthcare settings will learn about employers’ responsibilities in supporting the psychological health of frontline workers. Explore leading practices to manage the spectrum of good psychological health and safety in the workplace. Get support in developing a personalized action plan to use in the workplace.

Prerequisite: CVOH 110 Promote Frontline Worker Mental Health
Online Module Objectives

What do we hope to achieve?

• Support knowledge and understanding of the impact of workplace psychological health for front line workers

• Support management in understanding how to support front line workers

• Provide access to mental health and wellbeing training to those working in regional areas and/or in isolation
Delivery of 2 cohorts over 1 to 40 front line workers

Quality online modules to support and promote mental health of front line workers in health care settings

Recruitment ongoing for F2019

CVOH110 CVOH115

Delivery of 2 cohorts over 1 to 40 front line workers

Working with PAC for sustainability

Program Advisory Committee

Chang School

SMEs, DES, Project Management

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You may already be familiar with the concepts of stigma and self-stigma. Watch this video on stigma and self-stigma for a look at how these concepts relate to mental health and illness.
Interactive Learning | Examples
(Personal Reflection)

Consider completing your own stigma self-appraisal in the [OMS-HC Scale for Healthcare Providers (Short Version)](https://example.com) provided. You will need to download the self-appraisal tool to fill it out.

This is an optional activity. You may wish to save or print it, to refer to it in the future.
Interactive Learning | Examples (Scenario and Discussion Questions)

Scenario A:

You are sitting in the lunchroom of your workplace with a few colleagues. One of them says she will help her friend, who has muscular dystrophy, raise funds for that specific charity. You agree that it is a good idea and will support the cause. Then your conversation shifts, and a nurse peer, who is struggling with anxiety, speaks. This nurse peer says to both of you that she hates doing night rounds, in case she finds another patient not breathing. She says too many patients have died recently and her sister has just been diagnosed with cancer. Your colleague says to her, “You just need to toughen up a bit and leave your problems at home.” You nod your head in agreement.

Discussion Questions:

1. What are your thoughts about this scenario?
2. Do you detect indications of stigma and self-stigma?
3. How might this affect the nurse peer and her healthcare work environment?
Interactive Learning | Examples (Quiz)

Quiz: The Impact of Self-Stigma
Est. Length: 0:10:00

Question 1 (1 point)

Stigma is:

- ( ) a) A normal social response to abnormal situations.
- ( ) b) Common and not something to be concerned about.
- ( ) c) A negative prejudice that distances people from society.
- ( ) d) Something healthcare professionals do not experience.
Recognizing module completion
Opportunities

• Utilize gamification to solve organizational challenges around complex topics

• Prioritize applied learning outcomes to build organizational capacity

• Continue to reach diverse audiences who are eager and engaged in continuing education

• Leverage status of Chang School as leader in companies investing in their employees’ professional development to meet changing skill requirements
Challenges

• Promoting advantages of continuing education in workplace settings with **competing workplace demands**

• Outreach and recruitment in growing and competitive **online learning environment**
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