Chapter 4
Gamification in E-Learning

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ABSTRACT

This chapter is structured to help give readers a general impression about gamification and its relationship with e-learning from the perspective of basic sources of gamification. Gamification is important for e-learning, which can share the same digital environment with digital game components because it has the potential to increase the engagement of the learners in digital environment. This chapter on gamification has primarily tried to explain the reasons for prompting people to play and the kinds of actions of the players after defining the game and gamification. Afterwards, explaining the components of the gamification design models, some gamification applications are stated as successful examples that can be used in e-learning. The chapter concludes by giving information about the limits, criticism, and future of gamification.
INTRODUCTION

As the time passes by, the methods of acquiring knowledge become differentiated, diversified and facilitated. Scientific and technological studies on facilitating human life have created an environment for improvement in health, transportation, communication and most importantly in education. Along with the synthesis of technology and education, the conventional instructional settings based on teachers, rote-learning, blackboards, and chalk are replaced by student oriented, contemporary and computer-aided educational environments where the objective is individual learning.

The fact that technology is so prominent in human daily life, especially in the field of education, has also influenced instructional designs. This effect has evolved with techniques such as gamification used in education for a long time and expanded the horizons of e-learning, which emerged as a result of technological advances but considered to lack in emotional interaction.

Despite the fact that games and gaming culture have been in our lives throughout the history, gamification emerged as a popular approach in recent years, especially with the popularization of digital gaming with advancing technologies, the expansion of the digital gaming market and the growing interest in digital games that are built with certain principles and the emergence of various types of addiction. The idea of using this emerging picture for commercial purposes and then application of the same approaches to learners in the field of education instead of consumer behavior, and the academic studies conducted, as a result, led to the popularization of the gamification approach (Bozkurt & Kumtepe, 2014).

GAMIFICATION: WHAT IT IS AND WHAT IT IS NOT?

Gamification is a concept that is difficult to limit due to several associated terms such as game-based education/marketing, serious games, etc. In order to have a clear definition, we need to approach the subject etymologically and start with the term “game”.

Suits (1967) explained gaming as risking certain unnecessary obstacles and voluntarily overcoming these obstacles with a philosophical approach, and defined its basic characteristics as the presence of an objective, rules and a gamer attitude.

Well, why do people like to play games? Zichermann and Cunningham (2011) argued that there are four basic reasons why a person would want to play that could be observed together or separately along with individual motivation; to become a master, to let off steam, to have fun and to socialize. Lazzaro (2004), an expert on the emotions created by games and the games, defined the inner motivation of an
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