Business Development in Scandinavia: Education for work and gamified classroom environments

Dr Peter Gray,
Norwegian University of Science and Technology
Argument

• Everyone experiences the classroom environment, but it is very different from the world of work, which causes problems.

• We need to CHANGE from:

  • teaching *as* standardised instruction *to*:
  • learning *as* integration into world of work, combined with personal growth
Key aspects of the classroom/work environment

• Proximity: being aware of things
• Mobility: being able to take action
• Possession: being at home

• Identity: being someone
• Progression: getting somewhere
• Representation: seeing something change
Why?

• Increase motivation
• Reduce absence
• Reduce dropout
• Improve grades
Coping

- The feeling of coping comes when the students have reached a new level (Flow).
**Customized training**

- Connects to students' own progression, not to perceived character.
- Allows students to stretch the boundaries of the classroom framework.
- Can also be applied in a business or professional environment.
Results

• Absenteeism has gone down
• Less dropout
• Improvement in behavior
• Better exam results
• Better class environment
What do students think?

• They like that they can benefit from working hard and behaving better.
• They experience teamwork as important.
• When they see fellow students reach a new level, they are inspired to work harder.
Heimdall's Quest

Motivational Challenge System

Jason Ready
@heimdallsquest
jason@heimdallsquest.no
graypb@gmail.com

https://www.heimdallsquest.no/start/