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| Course Element | Gamified Course | Traditional Course |
| Feedback | Students receive ongoing feedback as they workthrough learning activities. | Students receive feedback once learning activitieshave been submitted. |
| Grading Style | Additive grading (start at zero and accumulate points) | Traditional grading (start at 100% and work to maintain) |
| Monitoring Progress | Students monitor their progress through leaderboards that indicate how many points they need to move to the next level. | Students monitor their progress by calculating howmany points they need to maintain or improvetheir grade. |
| Grade Prediction | Students are easily able to predict their grades based on points earned and points still available. | Students must calculate percentages and take into account weighted assignments to predict a final grade. |
| Student Control/Choice | Students have the option to complete a range of graded activities. | Students are expected to complete the activitiesassigned by the instructor. |
| Teamwork/Collaboration | Students may work collaboratively to completespecific learning activities. | Students may work collaboratively to completespecific learning activities. |
| Assignment Structure | Students have more opportunities to completeassignments at times they choose. Assignments can be interdependent (one mayunlock another). | Students can only complete assignments on the timeline determined by the instructor. Assignments may be sequentially related. |
| Trial and Error Learning | Students are encouraged to learn through trial and error and can easily recover from a low scoreby doing additional assignments. | Students are rewarded for getting the “right” answer. It can be difficult to recover from a low score that pulls the overall grade down. |

**Table 1:** Gamified vs. traditional course elements