# Moodle for Motivating Learners

## Achievers
- "I will search for treasure/reward"
- Players like acting in the environment to be successful. They give themselves game-related goals and vigorously set out to achieve them.
- Easy. Both online & offline are possible, also group assignments
- Yes. Set clear guidelines. Use Rubrics and marking guides, and deadlines
- OK. Assignments should encourage exploration of topics. Eg Web quests
- OK. Use Group Assignments to collaborate
- No. Would like it if you used rank column in the gradebook as a leaderboard

## Explorers
- "I will dig around for information"
- Players like interacting with the environment. They try to find out as much as they can about the world around them.
- Easy. Define the options and whether you want to limit numbers per choice or not.
- OK. The choice is good for self-assessment on knowledge of a topic
- Place in groups based on choice. Then unhide new topics based on group s
- Vote and Survey. Socialisers will enjoy seeing responses from others
- OK. If there are no winners or right answers then it’s not much fun. Set limits...first in wins

## Socialisers
- "I will empathise with others"
- Players like acting in the environment. They use communicative facilities as a context in which to interact with their fellow players.
- Easy. Forum has usable default settings. A name & description is enough.
- Learners add entries to the glossary to define terms or present information.
- You need to design learning that allows for exploration and autonomy
- Learners can read other entries & comment or rate. A very social tool.
- Learners can read other entries & comment or rate. Interaction is asynchronous.

## Killers
- "I want to beat other people"
- Players like acting in other players. They are Politicians. They Kill with kindness: Mother Hen. Or unkindness: tease, heckle.
- Easy. A few things to learn about. Decide on individual or collaborative
- Quiz can be timed & secure. Has essay, mc, true/false matching, & other questions
- OK. Use for self assessment. Reward high-scorers with status as gurus
- OK. Quizzes do not involve any interaction. Follow up with a forum discussion
- OK. They will be motivated to beat other people.

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### Table:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Achievers</th>
<th>Explorers</th>
<th>Socialisers</th>
<th>Killers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Use to collect, assess &amp; provide feedback on assignments</td>
<td>Yes. Set clear guidelines. Use Rubrics and marking guides, and deadlines</td>
<td>OK. Assignments should encourage exploration of topics. Eg Web quests</td>
<td>OK. Use Group Assignments to collaborate</td>
<td>No. Would like it if you used rank column in the gradebook as a leaderboard</td>
</tr>
<tr>
<td>Chat</td>
<td>Hold real-time text chat, discussions with class</td>
<td>Easy to set up, requires some effort to manage. You can save chat logs</td>
<td>No. There are no points to be earned. Too unstructured</td>
<td>OK. Chat is versatile. Can be used as a formative assessment task</td>
<td>OK. Provide clear task to be completed using the chat tool and agreed etiquette</td>
</tr>
<tr>
<td>Choice</td>
<td>Use for Learner decision making, voting and topic selection.</td>
<td>Easy. Define the options and whether you want to limit numbers per choice or not.</td>
<td>OK. The choice is good for self-assessment on knowledge of a topic</td>
<td>Place in groups based on choice. Then unhide new topics based on group s</td>
<td>Vote and Survey. Socialisers will enjoy seeing responses from others</td>
</tr>
<tr>
<td>Database</td>
<td>Allow Learners to collect, share &amp; search created artifacts</td>
<td>Can be used for teacher to present info, but better to let the Learners add to database.</td>
<td>Database is versatile &amp; allows research to be presented in flexible ways.</td>
<td>Learners can read other entries &amp; comment or rate. (Change permissions)</td>
<td>Learners can rate entries, and comment, can be simple peer assessment.</td>
</tr>
<tr>
<td>Forum</td>
<td>Discussions, upload docs or media</td>
<td>Easy. Forum has usable default settings. A name &amp; description is enough.</td>
<td>Forum participation must be rated by teacher and/or peers. Upload files</td>
<td>Yes. Learners can debate, rate and comment. You &amp; peers interact asynchronously.</td>
<td>Yes. By meeting criteria you earn status. Group icons for expert novice etc.</td>
</tr>
<tr>
<td>Glossary</td>
<td>Use for learning activities that gather resources or present info</td>
<td>Easy. Default settings are good. Set it so the author’s name is shown.</td>
<td>Learners add entries to the glossary to define terms or present information.</td>
<td>You need to design learning that allows for exploration and autonomy</td>
<td>Learners can read other entries &amp; comment or rate. Interaction is asynchronous.</td>
</tr>
<tr>
<td>Lesson</td>
<td>Use for presenting branched info, includes activities</td>
<td>It can be tricky to set up, make sure you plan the lesson first. Worth the effort.</td>
<td>Great to present information with inbuilt activities, progress bars and time limits.</td>
<td>Yes. Use as branched quiz, scenario, case study, role play.</td>
<td>No. Lessons are solo activities.</td>
</tr>
<tr>
<td>Quiz</td>
<td>Use to assess learning, formative or summative.</td>
<td>Tricky &amp; takes time. Set up quiz, then questions. Consider your categories.</td>
<td>Quiz can be timed &amp; secure. Has essay, mc, true/false matching, &amp; other questions</td>
<td>OK. Use for self assessment . Reward high-scorers with status as gurus</td>
<td>OK. Quizzes do not involve any interaction. Follow up with a forum discussion</td>
</tr>
<tr>
<td>Wiki</td>
<td>Use to enable collaborative page creation.</td>
<td>Easy. A few things to learn about. Decide on individual or collaborative</td>
<td>Yes. Provide structure for collecting information.</td>
<td>Wiki is versatile &amp; can be used to present independent research.</td>
<td>Yes. Use in brainstorming, planning, collaborative writing.</td>
</tr>
</tbody>
</table>

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**Learners are motivated in different ways. This guide uses gamification to map elements from games to eLearning. The goal is higher engagement, increased productivity and completion of Moodle courses.**

This poster is based on Bartle’s Player Types. You will play multiple roles and will change the roles you play over time, but will have dominant methods of interacting.