

# Press



## **Gamification in Art Education**

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# Gamification



*The use of game-like thinking and elements  
in places that aren't traditionally games.*

*– [Gamifyingeducation.org](http://Gamifyingeducation.org)*

*Achievements*



*XP*

*Quests*

*Leveling*

*Rewards*

*Leaderboards*

*More than just*



# Senet!



*OLD SCHOOL*



# Why Gamification Matters

*100 YEARS*

*EDUCATION VS ENGAGEMENT*



# Why Gamification Matters

*It can be used for*

***EVIL***



# Why Gamification Matters

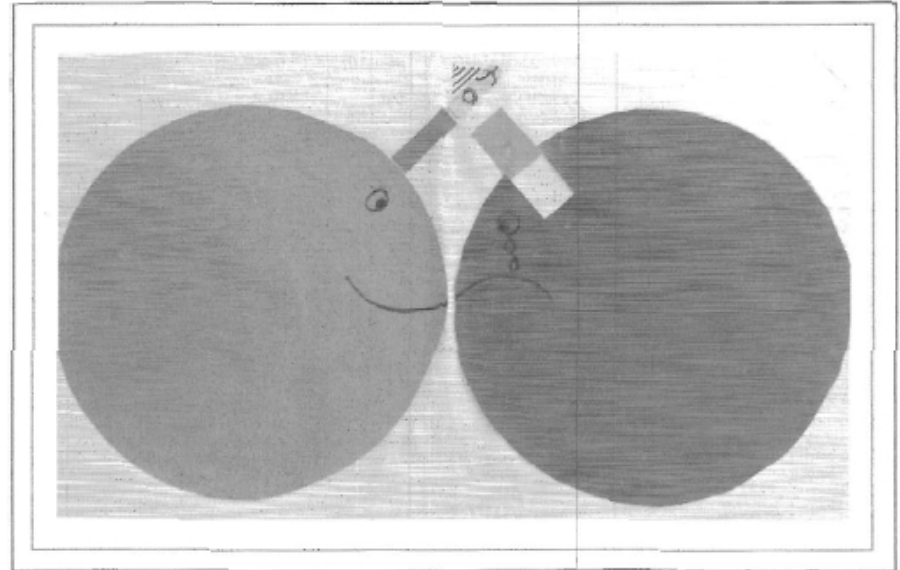
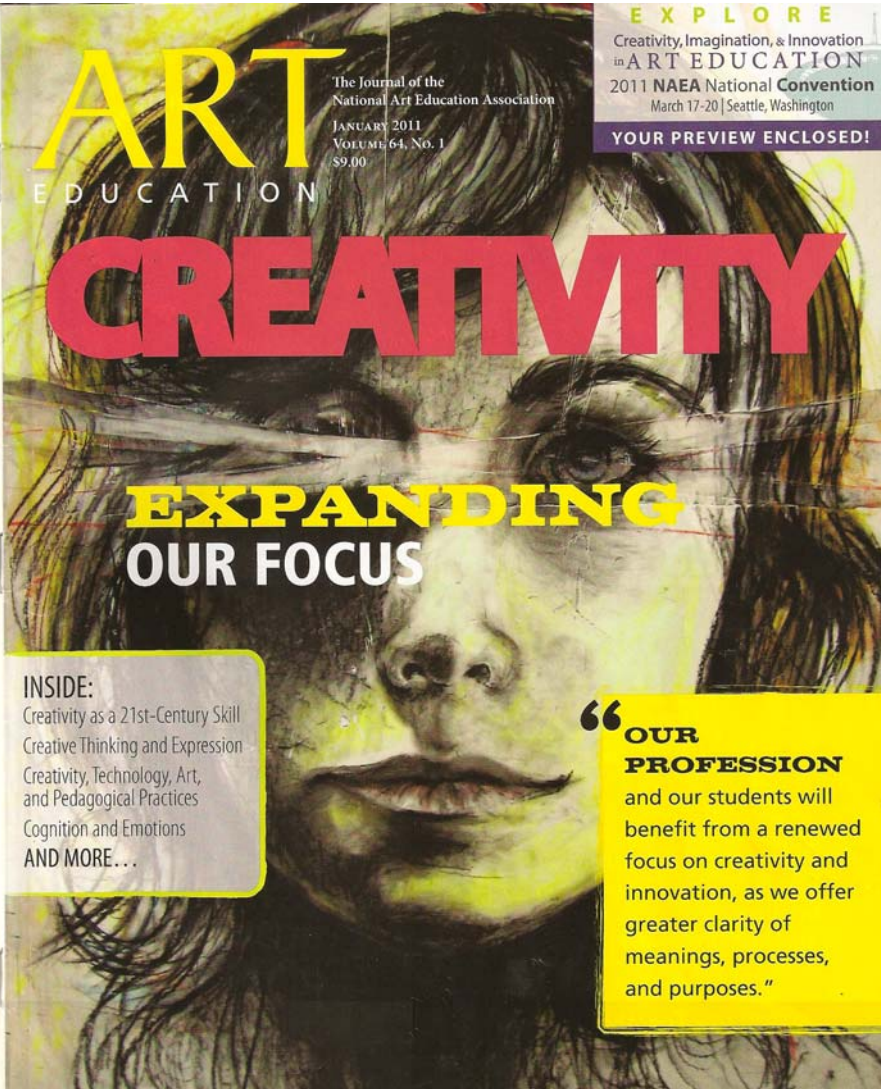
*GRADING*

*AGENCY*

*MOTIVATION*



# Why Gamification Matters



## Cognition and Emotions in the Creative Process

NICOLE M. GNEZDA

**A**rt teachers are most successful when they teach the whole child, with an awareness of the student inside as well as the work that is being produced outside. Therefore, when teaching our students about their own creativity and that of artists they study, it is helpful to understand complex neurological and emotional operations that are active during creative processes. In this article I will explain these operations in order to help art teachers more fully understand what happens inside their students as they create, and I will suggest ways teachers can effectively foster their students' creativity.

### The Experience of Creativity

Creativity is a cognitive-emotional-manipulative experience that is accessible to all people. Creativity is cognitive because it is about innovating and developing ideas and occurs via specialized mental processes. It is emotional because emotions are integral (Clark, 1992) and "loom large" (Roe, 1963, p. 172) in the creative process. Self-reports and empirical research about creativity show a rather predictable sequence of emotional sensations that tend to occur as the process evolves. Creativity is manipulative because idea

above  
Figure 1. *Giving of Self*,  
Kevin Pfefferle, Grade  
3, Westerville Ohio City  
Schools.

**“OUR  
PROFESSION**  
and our students will  
benefit from a renewed  
focus on creativity and  
innovation, as we offer  
greater clarity of  
meanings, processes,  
and purposes.”



# What is Gamification?

*Extra Credits:  
Gamifying Education*

[penny-arcade.com/patv/episode/gamifying-education](http://penny-arcade.com/patv/episode/gamifying-education)

# Challenge





# Gamification in Art Ed

## *GAMES:*

- *Detail Detectives*
- *Act Up / Act Out (Charades)*
- *Simon Says*
- *Statue*
- *Quick Draw*



*Difficulty: Easy*



# Gamification in Art Ed



## *GAMES:*

- *Token response*
- *Mystery Critic*
- *Musical Gallery (musical chairs)*
- *It's Element-ary! (scavenger hunt)*
- *Art Interview*
- *Postcards!*

*Difficulty: Easy*



# Gamification in Art Ed

*Create Your Own!*  
*"Read My Mind"*



*Difficulty: Medium*



# Gamification in Art Ed

## Checklist: Intro to Studio James O'Donnell - Instructor Name: \_\_\_\_\_

Rule 1: You may receive up to 20 checks or 3 categories for any individual project / experience.	
Rule 2: Provide proof! Clearly label and date all checkmarks in the space provided.	
Rule 3: Don't cheat.	
1	Project 1: 25 Variations of an object. Complete written feedback response. 10 checks.
2	Project 2: Brief artist research presentation. 3 – 5 minutes. 10 checks.
3	Project 3: Class adventure. 15 min – 30 min. Complete written feedback response. 10 checks.
4	Project 4: Create a large mind map. Complete written feedback response. 10 checks.
5	Project 5: Create a project using new media technology. Complete written feedback response. 10 checks.
6	Project 6: Create an installation or temporary artwork. Complete written feedback response. 10 checks.
7	Project 7: Create a performance / non-object based artwork. Complete written feedback response. 10 checks.
8	Project 8: Maintain sketchbook throughout entire semester. 10 checks.
9	Sketchbook Above-and-Beyond Bonus. 10 checks.
10	Create a project with non-traditional / experimental media (no graphite, ink, paint, etc.). 5 checks.
11	Create a project that utilizes the senses of smell, taste, and/or hearing. 5 checks.
12	Create a project that is interactive or participatory. 5 checks.
13	Create a project in a media you have not previously worked with. 5 checks.
14	Create a project that exists in public space in accordance with local laws. 5 checks.
15	Create a project that is controversial, political, educational, etc. 5 checks.
16	Create a project that could make the world better, i.e., eco, socio, politically, etc. 5 checks.
17	Collaborate on a project with one or more students in the class. 5 checks.
18	Teach a classmate a skill or technique. 5 checks.
19	Learn a new skill or technique. 5 checks.
20	Attend a workshop, i.e., Digital Aquarium, Freespace, Wonder Root, etc. Proof required. 10 checks.
21	Make an artwork for a gift. 5 checks.
22	Make artwork that could be lived in, used, or has other practical benefit. 5 checks.
23	Make artwork that has no use, does not exist, or is invisible. 5 checks.
24	Provide extended feedback to a colleague (approx. 5 – 15 minutes). 1 check.
25	Receive extended feedback from a colleague (approx. 5 – 15 minutes). 1 check.
26	Significantly edit / improve / revisit a previous project (from this class). 5 checks.
27	Visit the same artwork repeatedly during the semester (at least 3 – 5 times). Each time, record your thoughts or experiences. Do they change or remain the same? 10 checks.
28	Write an artist statement. 250 – 500 words. 5 checks. 1 check for editing a classmate's.
29	Write an artist bio. 250 – 500 words. 5 checks. 1 check for editing a classmate's.
30	Write an art manifesto. 250 – 500 words. 5 checks. 1 check for editing a classmate's.
31	Read an art article and turn in a 250 – 500 word response. 5 checks.

32	Visit a gallery or museum and write a 250 – 500 word response, e.g., review of show, review individual works, document experience, etc. 3 checks.
33	Attend an artist talk or curator talk. Turn in 250 – 500 word or artistic response. 5 checks.
34	Watch an animated film, documentary, or show. Write 250 – 500 word response. 2 checks.
35	Read an animated book. Write a 250 – 500 word response or present a class for 5 – 10 minutes. 5 checks.
36	Visit an art fair or art market. Turn in a 150 – 300 word or artistic response. 3 checks.
37	Take a long walk and document it in writing or artistically. 1 check.
38	Go somewhere you've never been before and document in writing or artistically. 2 checks.
39	Take a trip to a special or meaningful place. Respond in writing or artistically. 3 checks.
40	Visit a service or meeting of a faith/non-faith that is different from yours. Respond in writing or artistically. (No photos/video without express consent). 5 checks.
41	Visit a social gathering that is completely out of your comfort zone and respond in writing or artistically. (Photos/Video if appropriate, e.g., large public gathering). 5 checks.
42	Visit an airport, bus station, mall, or busy store. Stand or sit in or near the busiest area. Challenge yourself to remain there for a long time. Respond in writing or artistically. 5 checks.
43	Visit the most isolated place you can find. Challenge yourself to remain there for a long time. Respond in writing or artistically. 5 checks.
44	Visit a psychic, palm-reader, astrologer, hypnotist, or other paranormal individual. Respond in writing or artistically. 5 checks.
45	Create a project that causes a stranger to cry. 10 checks.
46	Attend a class, completely outside your area of expertise. Respond in writing or artistically. Instructor consent is encouraged. No photos/video without consent. 5 checks.
47	Perform in public. Respond or document in writing or artistically. 5 checks.
48	Do something you've never done before (but have wanted to do). Respond in writing or artistically. 2 checks.
49	Document something regularly over an extended period of time. 3 checks.
50	Research a family ancestor or best loved-one. Respond in writing or artistically. 2 checks.
51	Have a discussion about art with a family member or friend that is not involved in an art-related field. Turn in a 150 – 300 word response. 2 checks.
52	Have a conversation with a stranger about art. Respond in writing or artistic media. 2 checks.
53	Socialize with a classmate outside of school. Respond in writing or artistically. 1 check per person (not yourself).
54	Contact a local or national representative on behalf of the arts. Proof required. 1 check.
55	Enter artwork into a contest / open-call. 2 checks for each entry. 10 checks if accepted.
56	Miscellaneous assignment. 1 check.
57	Mini-Performances. 1 check.
58	Visit during office hours to talk about individual artwork or general progress. 5 checks.
59	BONUS: Every project & based in your mind map. 10 checks.
60	Connections (Keywords):
61	BONUS: No absences. 10 checks.
62	PENALTY: Each absence above 3 = -25 checks.
<b>TOTAL CHECKS:</b>	
250+ = A; 225+ = B; 200+ = C;	150+ = D; 149 or below = F
Sign & Date: _____	
I hereby affirm that the document represents my own work, experience, and effort to maximize skills, I understand that the integrity of the document will be considered academic dishonesty.	

*Difficulty: Advanced*

*Improve  
Education*

*Increase  
Engagement*

*Motivate*



*It Works*

*Nurture  
Creativity*

*Encourage  
Agency*

*Defeat Evil!*

# **GAME ON**



## **Thank You**

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# What is Gamification?

• *The use of game-like thinking and elements in places that aren't traditionally games. – Gamifyingeeducation.org*

• *Examples: leveling, achievements, quests, checklists, rewards, experience points (xp), badges, and leaderboards.*

• *Layered over existing activities*



# Why Gamification Matters

## *Flaws in Education*

*Traditional grading = demotivational*

*Punishes mistakes – Fear of failure*

*Few choices & little control*

## *Pros of Games*

*Progress encourages progress - More fun to gain than lose*

*Teamwork*

*Agency – Control of destiny*

## *Difficulty?*

*Doesn't require major changes*

*Ex: Count upwards instead of down; 'Grades' changed to 'levels'*



# Why Gamification Matters

## *Corporations already know this!*

- *Credit card rewards for spending and/or debt*
- *Frequent flyer & return customer programs*
- *Ex: McDonald's Monopoly Game*
  - *Encourages buying soft drinks & fries – 2 most profitable items – by putting most game pieces on those items.*

## *Modern Society = Crisis of Engagement*

- *Compare modern leisure activities, including internet, film, tv, music, video games, theme parks, comic books, professional sports, etc – with choices available just 100 years ago.*
- *How much has education changed in 100 years? Jobs?*