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The impact of a forfeit-or-prize gamified teaching on e-learners' learning performance

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Abstract

The present study aims to explore the impact of three reward strategies on adult e-learners' learning performance in a gamified teaching process. One hundred and eighty participants who were recruited for the experiment ~~and~~ were evenly assigned to three groups, with Group A adopting the forfeit-or-prize reward strategy, Group B employing the prize-only reward strategy, and Group C applying the no-prize-no-forfeit strategy. A pretest, an immediate posttest, a delayed posttest~~,~~ and two questionnaires were adopted as ~~the~~ instruments for the study. The results showed that the forfeit-or-prize pattern and the prize-only pattern could exert a significantly better impact on the e-learners' learning than the no-prize-no-forfeit pattern. ~~In~~ Additionally, the forfeit-or-prize pattern ~~also~~ elicited better knowledge retention than the prize-only pattern. The two questionnaires revealed that the forfeit-or-prize pattern and the prize-only pattern could stimulate students' motivation in learning, although a high-level ~~of~~ anxiety was ~~also~~ perceived by the subjects assigned to the forfeit-or-prize pattern. Possible explanations and implications are discussed.

Keywords: ~~distance education and telelearning; interactive learning environments; pedagogical issues; teaching/learning strategies~~ game-based learning; reward strategy; e-learning; learning motivation; learning anxiety

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