

# Turning online gamification into learning

Move beyond participation to reflection, learning and practical application





# Start with the learning objective

Decide what participants should understand, practise or apply

**Build knowledge**  
Understand key concepts, processes or risks.

**Practise skills**  
Use tools, analyse information and make decisions.

**Change behaviours**  
Encourage collaboration, challenge assumptions and consider different perspectives.

**Apply to the workplace**  
Translate learning into practical actions and improve performance.

**Example learning objectives**

- Recognise and assess threats
- Prioritise actions and allocate resources
- Make a proportionate decision
- Practise clear and effective communication

☒ Understand  
☒ Practise  
☒ Apply

KNOWLEDGE  
SKILLS  
BEHAVIOURS  
APPLICATION

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Gamification activities should be adapted to the audience, learning  
objectives, platform and organisational context.*



# Design the challenge around the objective

Make the activity serve the learning rather than become the learning



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# Set clear rules and expectations

Explain the task, boundaries, time and expected output

-  **Purpose**  
Explain the learning objective and why the activity is relevant.
-  **Rules**  
How the activity works, what is expected and any boundaries.
-  **Time available**  
How long the activity will run and key milestones.
-  **Individual or team roles**  
Who is participating, any specific roles and how to contribute.
-  **Tools and resources**  
What platforms, information and materials will be provided.
-  **Expected output**  
What you need to produce or deliver at the end.
-  **How outcomes will be discussed**  
Explain how results, decisions and learning points will be reviewed.



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# Create a safe-to-try environment

Encourage participation without making people fear getting it wrong

- Encourage participation**  
Everyone's input is valued, regardless of experience.
- Make it a learning space**  
It's a chance to explore options, not a test to pass.
- Normalise different views**  
There is often more than one reasonable approach.
- Use mistakes as learning**  
Exploring and challenging ideas helps build understanding.
- Be supportive and respectful**  
Challenge ideas, not individuals.
- Avoid unnecessary pressure**  
Focus on constructive discussion rather than competition.

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# Introduce information progressively

Reveal new information to maintain engagement and challenge assumptions

**Use injects**  
Introduce new information at planned points during the activity.

**Change the situation**  
Add time pressure, new risks or changing circumstances.

**Provide additional evidence**  
Share new facts, documents or intelligence reports.

**Include stakeholder requests**  
Bring in questions or demands from internal and external stakeholders.

**Use incomplete information**  
Avoid giving everything at once to encourage analysis and professional judgement.



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# Observe decisions and behaviours

Look beyond the answer to understand how participants reached it

- 
**Decision makers**  
 Make decisions, set priorities and consider risks.
- 
**Subject matter experts**  
 Provide technical advice, information and options.
- 
**Facilitator**  
 Guide the discussion, keep time and ensure objectives are met.
- 
**Observer**  
 Note key points, decisions and behaviours.
- 
**Communications**  
 Manage internal and external messages.
- 
**Support roles**  
 Provide logistics, data, mapping, legal or other specialist support.



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# Pause and probe

Use questions to make participants explain their thinking



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# Compare different approaches

Use differences between participants or teams as learning opportunities

-  **Scenario information**  
Provide a clear brief with key facts, background and objectives.
-  **Supporting materials**  
Share maps, diagrams, photos and data relevant to the scenario.
-  **Role information**  
Give each participant their role description and specific objectives.
-  **Reference resources**  
Include relevant procedures, policies, contact lists or checklists.
-  **Access and format**  
Ensure materials are easy to access in the required format (e.g. PDF, shared drive or LMS).
-  **Timing and distribution**  
Provide materials in advance and confirm what will be shared during the activity.

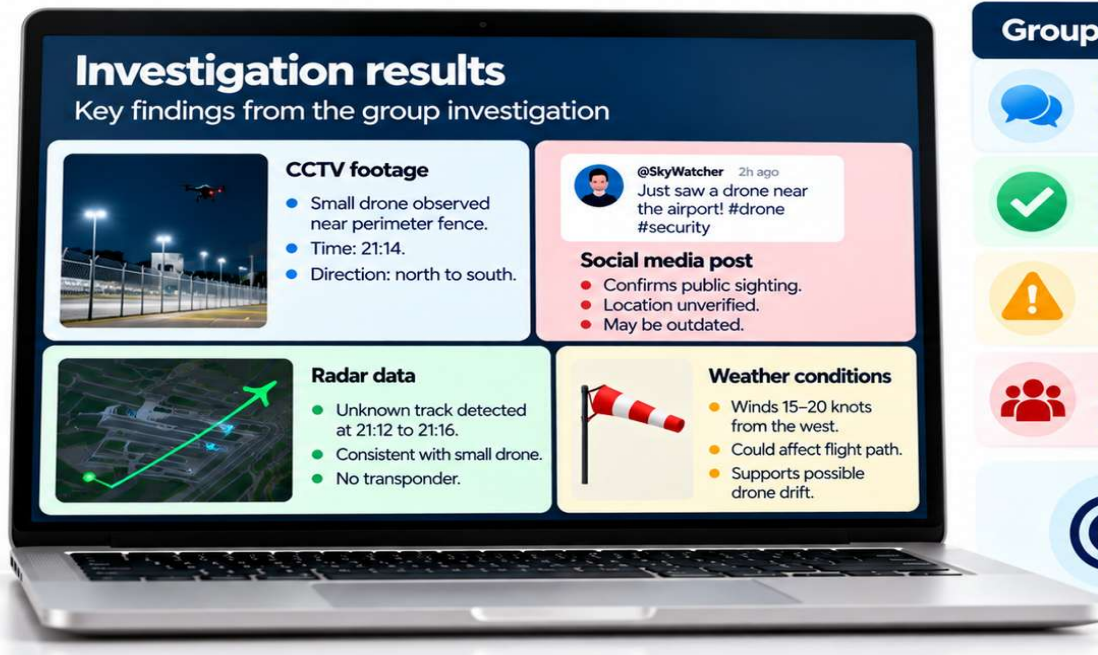


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# Present and discuss outcomes

Share findings, compare viewpoints and agree next steps



## Group discussion outcomes



### Different viewpoints

Compare what each source suggests and note any disagreements.



Understand other perspectives



### Points of agreement

Identify the information that is most reliable and consistent.



Build a shared understanding



### Remaining uncertainties

Highlight gaps, inconsistencies and questions that need answers.



Identify further information needs



### Agreed next steps

Decide what actions should be taken, and who is responsible.



Create a clear action plan



### Why it works

Brings different perspectives together, improves decision-making and highlights what still needs to be resolved.

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# Lessons and improvements

Turn findings into practical actions for the future



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# Ethical and legal considerations

Keep gamification appropriate, proportionate and professionally responsible

**Do**

**Follow policies and procedures**  
Work within organisational and regulatory requirements.

**Protect personal data**  
Collect, store and share information lawfully and securely.

**Respect privacy**  
Only use information that is necessary and proportionate.

**Be transparent**  
Explain how information will be used and who will see it.



**Don't**

**Make assumptions**  
Do not jump to conclusions or rely on unverified information.

**Share sensitive information**  
Do not disclose personal data, operational details or images inappropriately.

**Breach privacy**  
Do not collect or share information that is not relevant or necessary.

**Ignore legal requirements**  
Do not use methods that may be unlawful or outside your authority.

**Key questions**

**Authority**  
Do we have the right to collect and use this information?

**Impact**  
Could this affect individuals, communities or operations?

**Controls**  
What safeguards are in place to protect information?

**Accountability**  
Who is responsible for how this information is used and shared?

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# From learning to decision

Turn reflection into proportionate and practical action



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# From activity to learning

Engage, reflect, apply and improve



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