

Gamification

Strategic Thinking in Classrooms

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- A vast part of economics studies situations involving individual decisions
 - pricing decisions
 - consumption decisions
 - investment decisions
 - marketing decisions
 - information decisions
 - intervention decisions



• How are such decisions made? Consequences?



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 A large part of economic theory builds on the foundation that these decisions are not made randomly but outcomes of a rational Cost-Benefit-Analysis



- For **education** this suggests that students
 - need to learn how to soundly apply the CBA adopted to specific decision situations («Learning-by-Doing»)
 - need to be able to identify deviations of the principle in order to understand/develop new (behavioral) theories



The core idea of **Gamification** in the **economics context** is to **flexibly** and **efficiently** bring such **decision situations** in a **playful** and **digital** way to the **classroom**:



- «Playful»: rather than studying economic decisions theoretically, students are directly involved into them, possibly facing a competition (→ emotions!)
- «Digital»: Students can access «The Game» via Laptop/Tablet, and get immediate feedback on the consequences of their choices.
- «Flexibly»: Gamification tool (otree) is such that it allows to set up a situation that fits the various needs of economic/finance classes studying decisions.
- «Efficiently»: Standard situations will be prepared such that they can be swiftly implemented by a lecturer without deep knowledge of the «code».



- The project is in its **development phase** (finished by end of 2021), but certain applications are ready.
- We (=VWL team) intend to use the tool in different courses, such as
 - Microeconomics (EN, DE (BA))
 - Competition Policy (BA)
 - MAS BA (Economics)
 - Environmental Economics (Auctions)
- Today: First Demo of the tool in a set of simple applications
 - Idea: Interested Lecturers can input their ideas/needs for specific games in their courses.





PROGRAMMING / CUSTOMIZATION



1) «Let's Play!»: The Front-End of the Gamification tool in action

2) «Let's Customize!»: The <u>Back-End</u> of the tool (overview)



Gamification



Finding Nash



Bonnie and Clyde

- Two American criminals during the economic crisis at the beginning of the 20th century
- Responsible for about 13 murders, numerous bank and shop robberies
- **Confess:** Provide all information about your and your partner in crime's activity
- Silence: Keep all information about your and your partner in crime's activity





Bonnie and Clyde

One Shot

https://zhaw-fwp-test.herokuapp.com/room/Gamification1/





Bonnie and Clyde

Repeated Game

https://zhaw-fwp-test.herokuapp.com/room/Gamification2/





Bonnie and Clyde

Repeated Game with Communication

https://zhaw-fwp-test.herokuapp.com/room/Gamification3/





Normal Form Games (Non-Cooperative)

- 2x2, 3x3, 2x3
- Payoffs decide Games (e.g. Matching Pennies, Battle of Sexes, Ultimatum Game)
- Random Payment
- Number of Players
- etc.

Auctions

- Dutch (Descending) versus English (Ascending)
- Second Price (sealed) Bid
- Competition
 - Oligopoly (e.g. **Cournot**, Bertrand)
 - Perfect Competition



Let's Experiment

Using Gamification

oTree – Customized Code

oTree Repository in GitHub

https://github.com/gavagnin/EconGames_ZHAW

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oTree General Information

https://www.otree.org/

<u>Technical Details</u> Programming Language: Python User Interface: HTML5, Bootstrap framework Server-Side: Django web application framework License: MIT Open Source License

oTree Manual: <u>https://otree.readthedocs.io/en/latest/index.html#</u>

oTree Glossary for z-Tree Programmers: From Z-Tree to oTree http://otree.readthedocs.io/en/latest/misc/ztree.html



Installation for Developer:

Python, oTree http://otree.readthedocs.io/en/latest/install-windows.html#install-windows

Server-Installation: Heroku (Cloud) or Docker (PC).

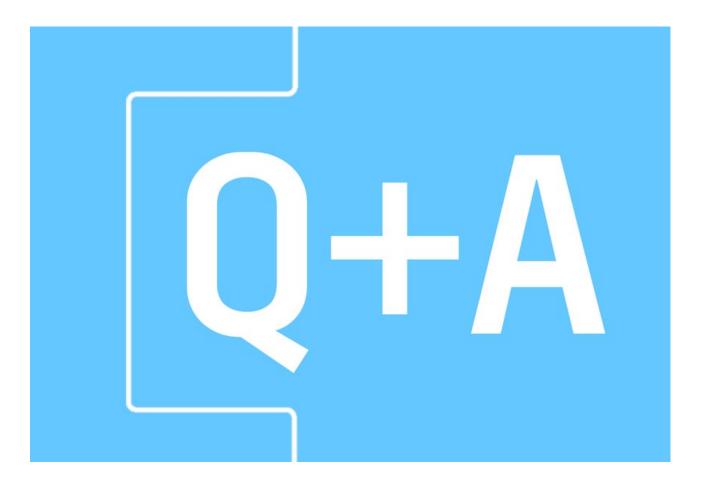
Client-Installation: Browser, each participant gets an individual link from the experimenter.



Conclusion

- Gamification brings a vast array of economic decisions to the (digital) classroom
- Some upshots:
 - can be **implemented at any level** (BA, MA, MAS, Executive Education,...)
 - can be adopted to particular needs
 - easy to implement (browser-based), independent of physical presence in the same room, much quicker/sexier than paper-and-pen
 - makes fun / can trigger emotions
- The project is in its **development phase** (**«Customizability»**)
- → If interested in particular applications, contact the project head (heft@zhaw.ch)







Gamification