

# Postgraduate Diploma Gamification in the Company





## Postgraduate Diploma Gamification in the Company

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Global University
- » Accreditation: 18 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: [www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-gamification-company](http://www.techtitute.com/us/education/postgraduate-diploma/postgraduate-diploma-gamification-company)

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# 01

# Introduction

The routine of office work can discourage many employees, who fall victim of the daily monotony. This carries the risk that the company's productivity will decrease, so it is imperative to look for solutions that motivate staff to give their best. This is where Gamification comes in, with the potential to stimulate workers by adding game elements to their regular tasks. This is a paradigm shift in labor matters that TECH brings to the table with this title, providing a high level of training in gamification strategies that increase dynamism in different departments. All in a flexible format so that the student can take it from home.







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*Thanks to this Postgraduate Diploma, your office staff will go to work with renewed energy”*

The possibilities of Gamification go far beyond education. This innovative learning technique is perfectly applicable to the organizational and business sector, providing elements that encourage team involvement while reinforcing the feeling of belonging to the company. In this way, the integration of gamification strategies in companies is a growing practice that gets employees to play while they work.

Achieving this balance benefits both the company and the employees themselves, who will see how, through playful design elements, they have performed demanding tasks with less effort. Regardless of whether or not rewards are established in these games, it has been proven that these strategies increase Dopamine in the brain, making it a valuable tool for strengthening the team and the work environment.

For this reason, it is especially important for companies to have professionals trained to effectively develop Gamification, so this Postgraduate Diploma is postulated as the solution. In this sense, the program is designed by experts who have successfully implemented gamification in companies, solving productivity problems. In this way, they will reveal to the students all the keys to these strategies.

But, at the same time, the Postgraduate Diploma in Gamification in the Company puts the focus on practice, letting students see for themselves the benefits of this field. They will interact in real gamified environments. In addition, the online nature of this program makes it possible to take it from anywhere. With just a device with an Internet connection, students will have everything at their disposal to excel in this area.

This **Postgraduate Diploma in Gamification in the Company** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Gamification in the workplace
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning.
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, forums for discussion of controversial topics and individual reflection work
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



*Drastically improve your company's productivity with innovative strategies based on playful elements"*

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*Get a high level of training in Gamification to apply it in different departments of your company, improving the work culture”*

The program's teaching staff includes professionals from the sector who contribute their work experience to this specializing program, as well as renowned specialists from leading societies and prestigious universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise during the course. For this purpose, students will be assisted by an innovative interactive video system created by renowned and experienced experts.

*Make your workplace a reference in the use of gamification techniques. Enroll now.*

*Acquire the most updated knowledge in Gamification at work with the largest online university in the world.*



# 02

# Objectives

The design of the program of this Postgraduate Diploma seeks to specialize students in the development of gamified environments in the company, providing them with the necessary tools for its implementation. It is an approach from a global perspective so that students can see firsthand all the areas within the workplace in which these games are perfectly applicable. At the end of the program, the achievement of the objectives set will make them excel in this field, relying on powerful incentive and motivation techniques.





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*Master powerful incentive and motivation techniques thanks to gamification strategies”*



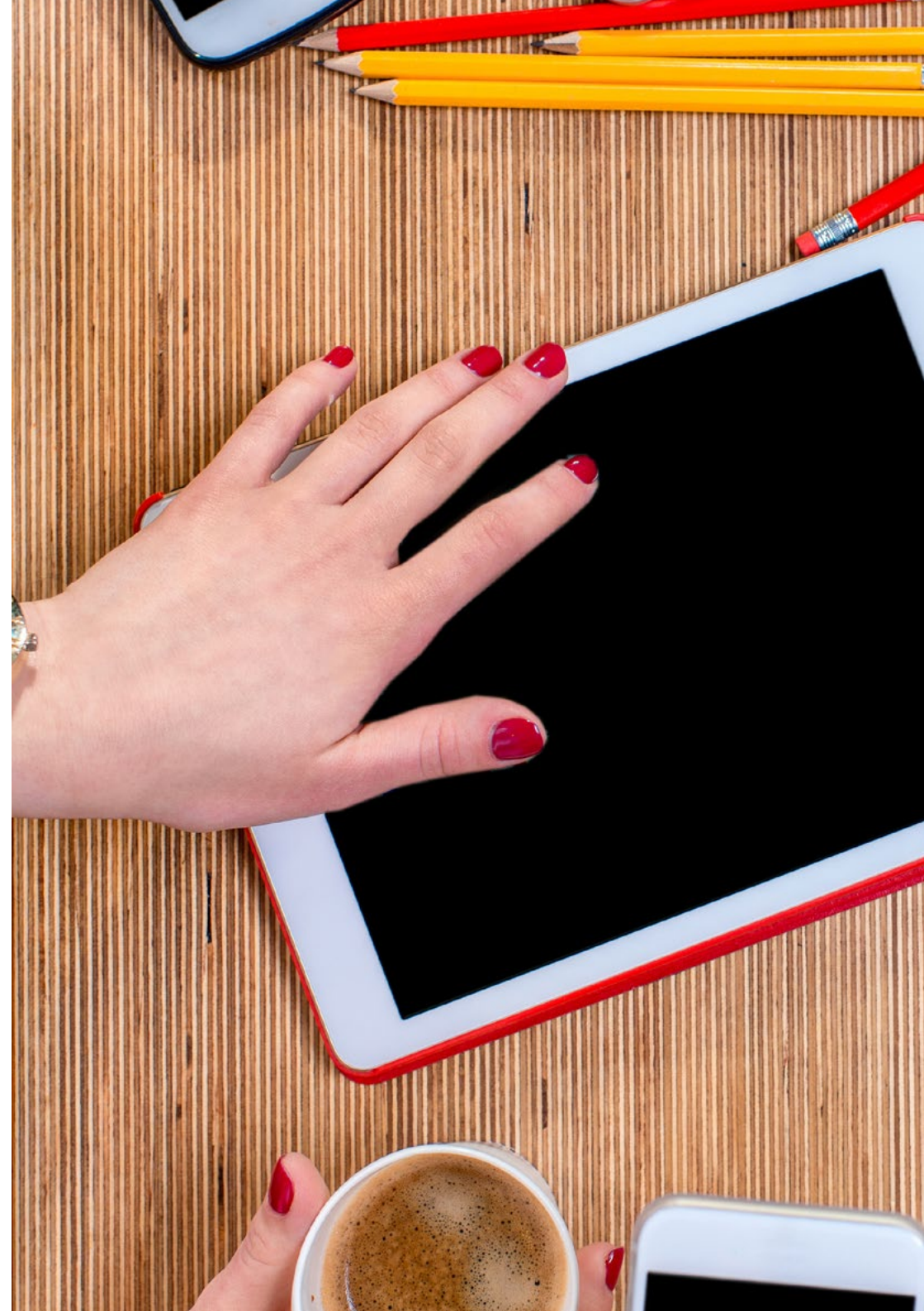
## General Objectives

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- ♦ Identify the psycho-pedagogical assumptions of innovations in gamification and digital resources
- ♦ Design your own gamifications and games, both at a private and commercial level
- ♦ Select the games that can be used in GBL according to the needs and objectives
- ♦ Apply Gamification strategies in business environments
- ♦ Apply Gamification strategies in academic environments
- ♦ Manage teams through gamification
- ♦ Lead the digital transition in centers
- ♦ Identify the elements of the new digital school
- ♦ Transform classes to adapt to the new educational paradigm
- ♦ Complete a portfolio of innovations in gamification, GBL and digital resources



*See firsthand the combination of fun and productivity by interacting with real gamified environments"*







## Specific Objectives

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### Module 1. Positioning the Board: Psychopedagogical Aspects

- ♦ Apply the knowledge acquired in terms of direct and indirect learning assessment, based on solid theory, with which to solve any problem that arises in the work environment, adapting to new challenges in the area of study
- ♦ Integrate the knowledge acquired on educational technology, as well as reflect on the implications of the professional practice, applying personal values to improve the quality of the service offered
- ♦ Develop self-learning skills that will allow for continuous training to deliver the best performance on the job

### Module 2. Gamification in Companies. Human Resources, Marketing and Sales

- ♦ Develop motivational strategies through shared challenges
- ♦ Apply tools to encourage digital collaboration
- ♦ Define strategies to foster work group motivation
- ♦ Increase the functional analysis of a group
- ♦ Manage repetitive tasks in a different way

### Module 3. Gamification in Companies II: Team Management

- ♦ Manage the work environment as effectively and functionally as possible
- ♦ Acquire strategies to generate quality gamifications
- ♦ Transform a control panel into a fully gamified scenario
- ♦ Work with web applications and apps to manage work development based on gamification
- ♦ Acquire strategies for the use of different gamification elements
- ♦ Elaborate individual tasks and their rubrics
- ♦ Elaborate collective tasks and their rubrics

# 03

# Course Management

The teaching team that TECH has incorporated for this program reaffirms the university's commitment to the highest educational standards in order to promote high employability and professional development. In this sense, the Postgraduate Diploma has in its faculty prestigious educators who are experts in the use of Information and Communication Technologies. These teachers have an extensive background in gamification projects within work environments to improve both the well-being of employees and the productivity of companies.





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*The best professionals specialized  
in Gamification will accompany you  
during your educational experience”*

## Management



### **Dr. Morilla Ordóñez, Javier**

- ♦ Contemporary History and ICT Specialist Teacher
- ♦ Head of Studies at JABY School
- ♦ Apple Distinguished Educator
- ♦ Professor at the Complutense University and the University of Alcalá
- ♦ Degree in Philosophy, Letters and History from the University of Alcalá
- ♦ Specialist in Gamification, Flipped Classroom and Digital Transition.
- ♦ Author of the History content in the Geniox Project for Oxford University Press



### **Mr. Albiol Martín, Antonio**

- ♦ ICT Coordinator at JABY School
- ♦ Head of the Department of Spanish Language and Humanities
- ♦ Professor of Spanish Language and Literature
- ♦ Degree in Philosophy from the Complutense University of Madrid
- ♦ Master's Degree in Literary Studies. Complutense University of Madrid
- ♦ Master's Degree in Education and ICT, Specialty in E-Learning. Open University of Catalonia

## Professors

### Dr. De la Serna, Juan Moisés

- ♦ Writer specializing in Psychology and Neurosciences
- ♦ Author of the Open Chair in Psychology and Neurosciences
- ♦ Scientific disseminator
- ♦ PhD in Psychology
- ♦ Degree in Psychology. University of Sevilla
- ♦ Master's Degree in Neurosciences and Behavioral Biology Pablo de Olavide University, Sevilla
- ♦ Expert in Teaching Methodology. La Salle University
- ♦ University Specialist in Clinical Hypnosis, Hypnotherapy. National University of Distance Education - UNED
- ♦ Diploma in Social Graduate, Human Resources Management, Personnel Administration. University of Sevilla
- ♦ Expert in Project Management, Administration and Business Management. Federation of Services U.G.T
- ♦ Trainer of Trainers. Official College of Psychologists of Andalusia

### Mr. Herrero Gonzalez, Jesús

- ♦ Psychologist Diploma in Games and Gamification
- ♦ DEVIR Specialist
- ♦ Specialist in the chain of Hobby and Toy Stores Poly
- ♦ Psychology Graduate
- ♦ Master's Degree in Education
- ♦ Postgraduate Diploma in Games and Gamification

### Mr. Martín Centeno, Óscar

- ♦ Writer and Lecturer
- ♦ President of the Council of Directors of Preschool, Primary and Special Education in the Community of Madrid
- ♦ Director of the Santo Domingo Preschool, Primary and High School Education Center in Algete. Madrid
- ♦ Director of documentaries, multimedia educational proposals and video art pieces for the Reina Sofía National Museum, the Thyssen-Bornemisza National Museum and Málaga City Council
- ♦ Trainer of teachers in the Community of Madrid in courses on ICT in the Classroom, Digital Resources and Encouraging Reading in the Digital Age
- ♦ Master's Degree in Leadership and Management of Educational Centers
- ♦ Degree in History and Science of Music
- ♦ Diploma in Music Teaching
- ♦ Florentino Pérez-Embid International Award from the Real Academia Sevillana de Buenas Letras for his first book "Espejos enfrentados"
- ♦ Nicolás del Hierro Poetry Prize for his second book "Las Cántigas del Diablo"
- ♦ International Paul Beckett Award for his third book "Sucio tango del alma" by the Valparaíso Foundation



# 04

## Structure and Content

The content structure of the Postgraduate Diploma explores the fundamentals of Gamification and how it can be implemented in key departments such as Marketing, Human Resources or Sales. Likewise, the syllabus emphasizes relevant elements such as the scoring systems that can be applied in games or the use of web applications and apps to manage the gamification process.







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*Analyze the best ways to measure the scores of the games you apply in your work environment”*

## Module 1. Positioning the Board: Psychopedagogical Aspects

- 1.1. The Learning Process
  - 1.1.1. The Definition of Learning
  - 1.1.2. The Characteristics of Learning
- 1.2. Cognitive Processes in Learning
  - 1.2.1. Basic Processes
  - 1.2.2. Superior Processes
- 1.3. Cognition and Meta-cognition in Learning
  - 1.3.1. Cognition in Learning
  - 1.3.2. Meta-cognition in Learning
- 1.4. Learning Assessment
  - 1.4.1. Direct Assessment
  - 1.4.2. Indirect Assessment
- 1.5. Learning Difficulties
  - 1.5.1. Differences in Ability
  - 1.5.2. Environmental Difficulties
- 1.6. The Role of Games in Development
  - 1.6.1. The Social Role in Games
  - 1.6.2. Therapeutic Games
- 1.7. The Role of Games in Learning
  - 1.7.1. Learning Content
  - 1.7.2. Procedural Learning
- 1.8. Educational Technology
  - 1.8.1. School 4.0
  - 1.8.2. Digital Skills
- 1.9. Technological Difficulties
  - 1.9.1. Access to Technologies
  - 1.9.2. Technological Skills
- 1.10. Technological Resources
  - 1.10.1. Blogs and Forums
  - 1.10.2. YouTube and Wikis

## Module 2. Gamification in the Company Human Resources, Marketing and Sales

- 2.1. Gamification in Companies
  - 2.1.1. Why Gamify in Companies?
  - 2.1.2. Superpowers of Gamification (+)
  - 2.1.3. Kryptonite of Gamification (-)
- 2.2. Increase Sales. That Is Why Company Gamification Was Born, Right?
- 2.3. Marketing the Art of Desire
  - 2.3.1. What's Up? Communication
  - 2.3.2. Want a Like! Social Media
- 2.4. Gamifying Human Resources
  - 2.4.1. You Worth It! Talent Attention, Management and Retention
  - 2.4.2. That's Us! Consolidating Company Culture
  - 2.4.3. I'm in! Motivation and Fulfilling Internal Bureaucracy
- 2.5. Why Not... Creditors!

## Module 3. Gamification in Companies II: Team Management

- 3.1. How Do You Play?
  - 3.1.1. General Concepts
  - 3.1.2. Narratives for Joint Gamification
  - 3.1.3. Gamified Task Management
  - 3.1.4. Monitoring Actions
- 3.2. Everybody Plays Here
  - 3.2.1. Motivation through Joint Challenges
  - 3.2.2. Work Itinerary as a Shared Journey
  - 3.2.3. Collaboration in the Digital Village
- 3.3. We're Motivated
  - 3.3.1. Locate the Nodes to Motivate the Entire Network
  - 3.3.2. Transforming Repetitive Tasks into Stimulating Challenges
  - 3.3.3. Transforming the Environment through Joint Actions
  - 3.3.4. How to Make Collaboration a Win-Win for Everyone
  - 3.3.5. Possibilities for Turning a Minuscule Task into a Transformative Task
  - 3.3.6. Informal Settings: Targeted Conversation Using Gamification Strategies

- 3.4. We Have Come Up with a Great Idea
  - 3.4.1. History Evolves with Everyone's Participation
  - 3.4.2. The Narrative Becomes Our Gantt Chart
  - 3.4.3. Work Management through History Management
- 3.5. Running Up the Scorecard
  - 3.5.1. Badges Focused on Management, Not on Awarding
  - 3.5.2. A Power Card Is a Responsibility Card
  - 3.5.3. Strategies for Establishing Channels to Leverage Management Autonomy
- 3.6. I Have Just Ignored the Screen
  - 3.6.1. Level Concept within Joint Work
  - 3.6.2. Possibilities for Distributing Functions Based a Different Levels
- 3.7. Council of the Wise
  - 3.7.1. A Community that Works Cooperatively Also Learns Cooperatively
  - 3.7.2. How to Link Individual Knowledge from Joint Narratives?
  - 3.7.3. Formulas for Sharing knowledge, Teaching Internally and Motivating Key People
- 3.8. This Team Works because We Are Not Similar in Any Way
  - 3.8.1. Work Roles Based on Game Roles
  - 3.8.2. Features of the Different Roles in Shared Narratives
  - 3.8.3. People Who Generate Stories: Narrative Twists from Individual Contributions
- 3.9. Magician Tricks
  - 3.9.1. Transforming Control Panels into Gamified Scenarios
  - 3.9.2. Online Applications and Gamification Management Apps
  - 3.9.3. Virtual and Physical Environments: Relation and Connection
- 3.10. Let's Count Up
  - 3.10.1. Initial Assessment: Starting Point for Our Story
  - 3.10.2. Processual Assessment: Evaluate Narrative Development to Assess Performance and Make Adjustments
  - 3.10.3. Reviewing the Effectiveness
  - 3.10.4. Reviewing Roles as a Formula for Assessing Individual Performance
  - 3.10.5. Assessing Connections between Different Participants and Their Ability to Make the Processes Flow
  - 3.10.6. Evaluating Challenge Fulfillment
    - 3.10.6.1. Final Assessment Assembly
    - 3.10.6.2. Celebrating Success Together
  - 3.10.7. Measurable Results
    - 3.10.7.1. Levels
    - 3.10.7.2. Medals
    - 3.10.7.3. Points



*Explore the storytelling possibilities of these games to engage your employees"*

05

# Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.







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*Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"*

## At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

*With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.*



*It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.*

“

*Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”*

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



## Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



*Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.*



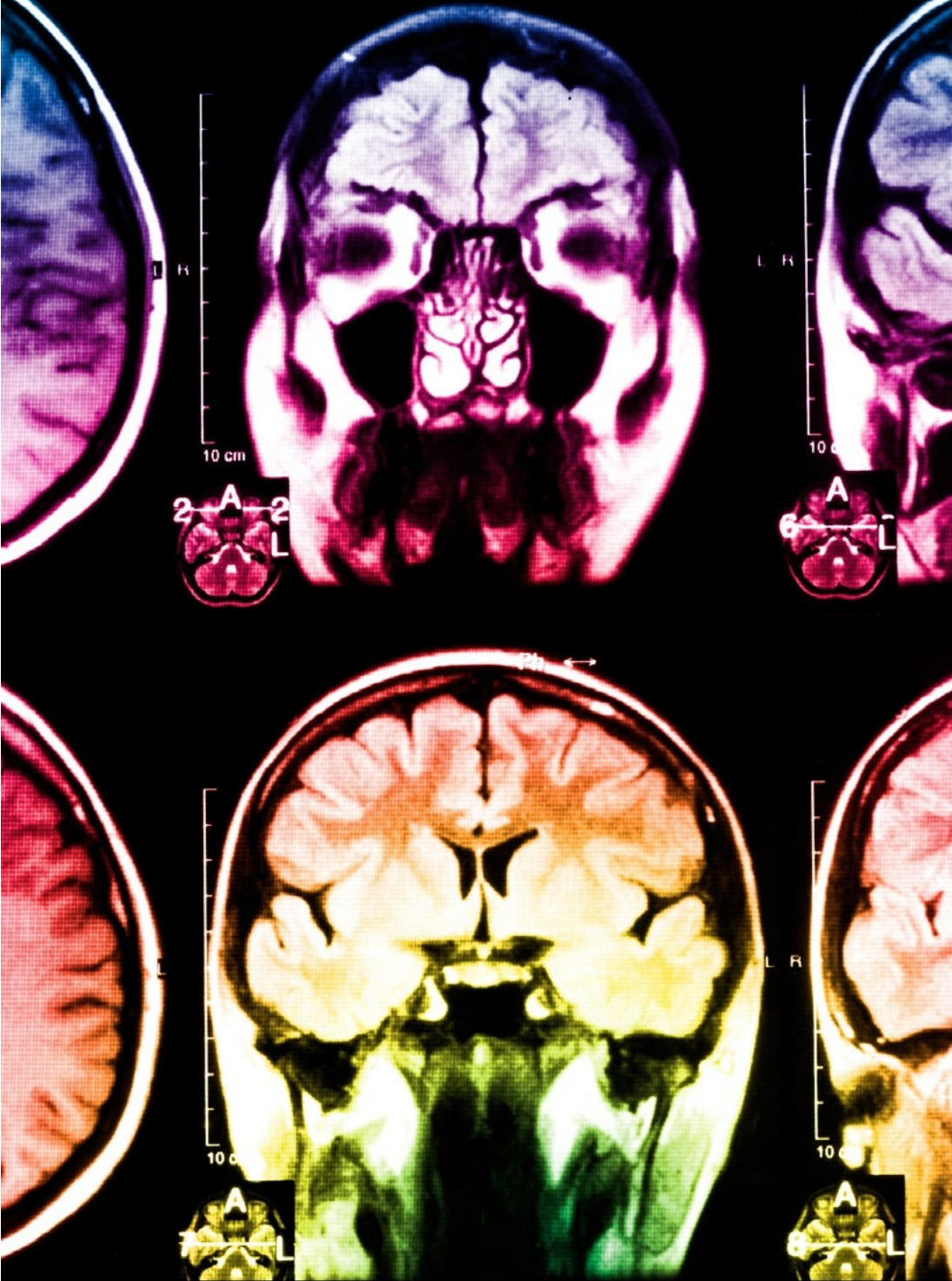
At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



### Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



### Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



### Interactive Summaries

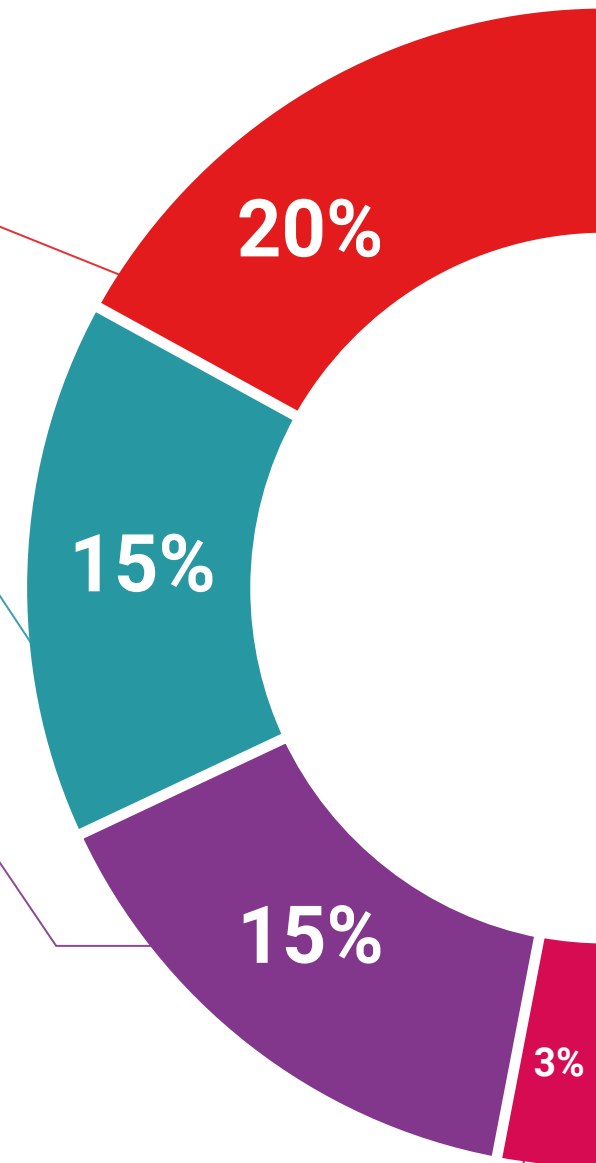
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

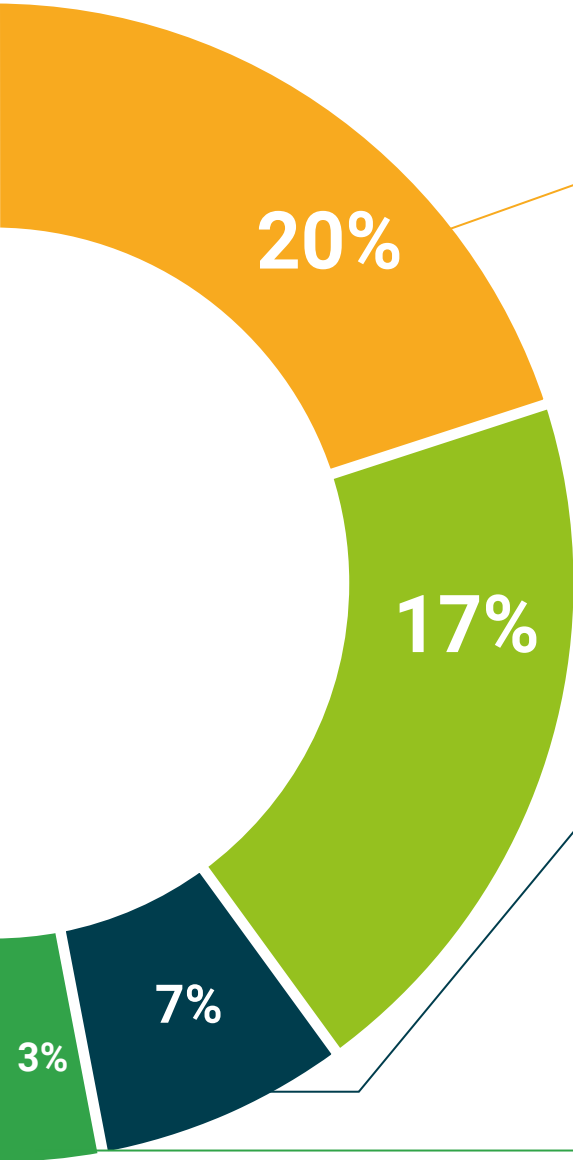
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



### Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





**Expert-Led Case Studies and Case Analysis**

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



**Testing & Retesting**

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



**Classes**

There is scientific evidence suggesting that observing third-party experts can be useful.  
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



**Quick Action Guides**

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.





06

# Certificate

The Postgraduate Diploma in Gamification guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Diploma issued by TECH Global University.





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*Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork”*

This program will allow you to obtain the title of **Postgraduate Diploma in Gamification in the Company** endorsed by **TECH Global University**, the largest digital university in the world.

**TECH Global University**, is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

This **TECH Global University** private qualification, is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Postgraduate Diploma in Gamification in the Company**

Modality: **online**

Duration: **6 months**

Accreditation: **18 ECTS**



\*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.



## Postgraduate Diploma Gamification in the Company

- » Modality: online
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- » Schedule: at your own pace
- » Exams: online

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