

INTRODUCTION

- Navigating the complex world of postsecondary education (PSE) can be difficult for students, particularly those students with learning disabilities (LD) or attention-deficit / hyperactivity disorder (ADHD).
- Students currently get information about the transition to PSE from high school guidance counselors or documents scattered across various organization websites, making the information largely inaccessible and cumbersome for students.
- To aid students, we have designed a self-paced online game as a “go-to” for accessible information that is housed in one place.
- The purpose of this study is to pilot this game with participants.

PREVIOUS RESEARCH

- Gamification has been shown to have a positive effect on improving executive functions in individuals with ADHD (Alabdulkareem, E., & Jamjoom, M., 2020).
- Gamification also appears to be engaging and to increase participant motivation (Lumsden et al., 2016).

PARTICIPANTS AND PROCEDURES

- Participants were provided with a link to the online game.
- Then participants participated in a one-on-one interview with a member of research team about:
 - the **content and design** (e.g., did they find it accessible, enjoyable and/or engaging).
 - the **perceived benefits** (e.g., Was this information useful?).
 - Feedback on the **further development** of the game.



Gearing up for Success: Incorporating Gamification into an Online Modules to Support Students with LD and ADHD transition to Postsecondary Education

Lauren D. Goegan, Richard Zhao & Meadow Schroeder

Gamification can Help Support the Transition to Postsecondary Education for students with LD and ADHD



RESULTS

- Below are comments from the participants related:

Content and Design:

- “the hints in the top break corner that definitely helped.”
- “I like the accessibility. I like to be able to click around.”
- “I liked the fact that there were certain words highlighted with like a definition”

Perceived Benefits:

- “something I definitely wish I had before I left high school”
- “I think the information was very practical and applicable”
- “give me a chance to kind of reflect on like, oh yeah, I guess like I didn't consider this”

Feedback for Further Development:

- “talking about what classes you would need in high school for post-secondary”
- “more of the mini games like the Jeopardy”

FUTURE DIRECTIONS

- With the information gained, we will create a valuable resource.
- The game will hold resources in one place and explicitly show students how to navigate the transition from high school to post-secondary.
- The game has the potential to not only set them up with skills they can apply during studies, but also teach life-long skills (e.g., advocacy).
- A long-term objective is to follow students as they enter postsecondary, and the impact of this module on their success.



Scan Me



University of Manitoba



UNIVERSITY OF CALGARY