



Gamestorming

Wikipedia

@JakeOrlowitz

Wikipedia's mission

Imagine a world in which every person on the planet shares in the sum of all human knowledge.



Wikipedia's scale

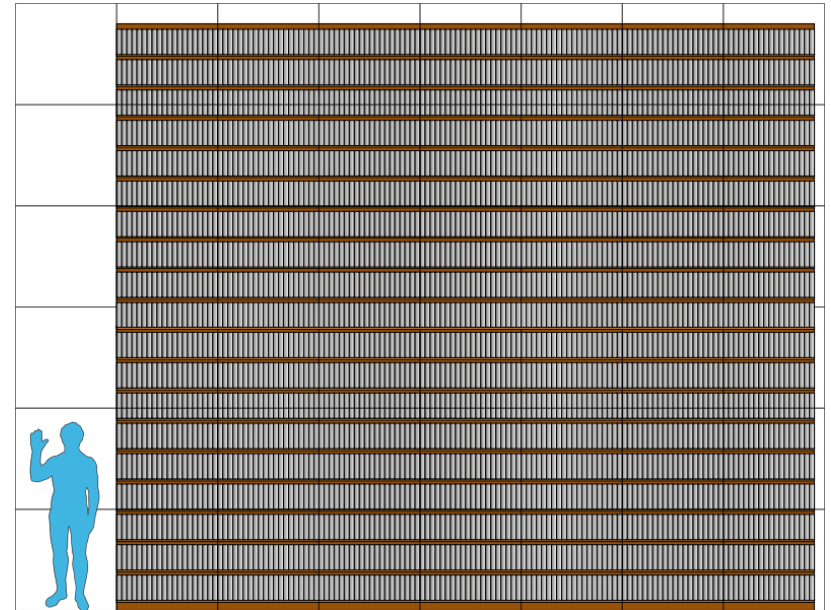
30 million articles

286 languages

2 billion edits

8000 views per second

500 million monthly visitors



Wikipedia's volunteers

20 million registered

80,000 active users

1,400 admins



Wikipedia's Foundation

San Francisco

200 employees

Donor funded

Non-profit

No-ads!



Wikipedia's pillars

Neutrality

Verifiability

Consensus

Civility

Openness



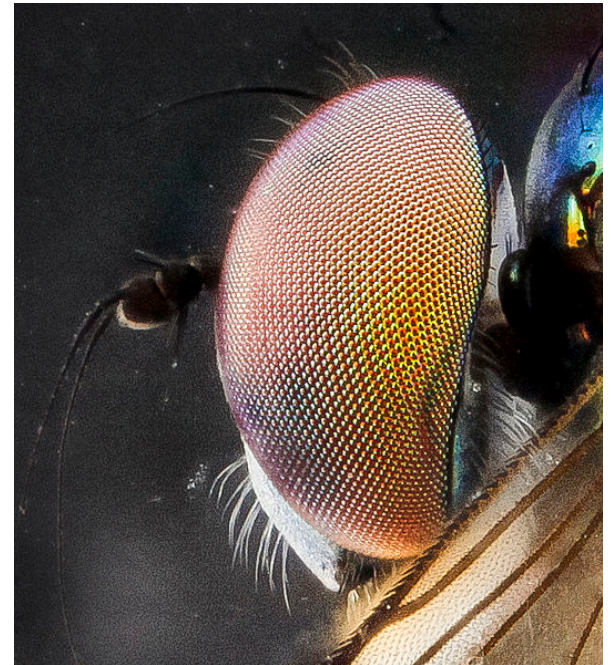
Wikipedia's reliability

Many eyeballs make all bugs shallow

Errors fixed quickly over time

As good as Britannica

Virtual filter



Motivation

Autonomy **Interest** **Challenge**

Mastery **Recognition** **Perfectionism**

Compulsion **Audience** **Expression**

Joy **Responsibility**

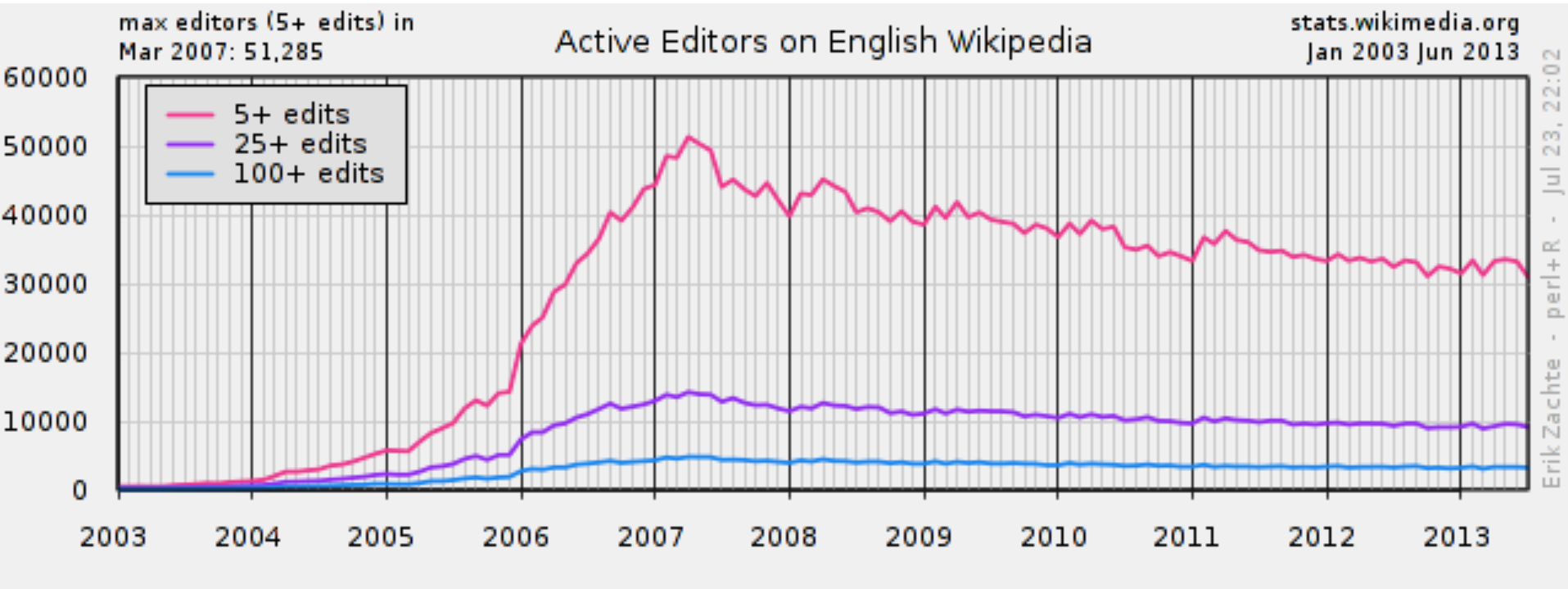
The challenge

technical, social, policy hurdles
complex, unguided environment
quick, sometimes rude people and bots
intense debates
public and impersonal exchanges

Wikipedia's culture can seem...

complicated, inaccessible, and intimidating

Editor decline



(De)Motivation

Confusing Threatening

Confrontational Isolated Fleeting

Time-consuming Offensive

Embarrassing Biased Unpredictable

Strategy: **Invitation**

Some people won't jump in until they're **asked**

Invitation makes us feel **welcome** and supported

It begins creating a sense of **belonging**

Strategy: **Acknowledgement**

Being recognized **validates** experience

Acknowledgement **encourages** engaging

Positive feedback **connects** you to people you work with

Strategy: Showing people

Seeing faces gives a sense of **human community**

Allows us to imagine ourselves **becoming part of something** together

Empathy is encouraged by visual cues

Strategy: Playful design

Play lowers fear of failure

Allows us to try new things and make mistakes

Helps us do serious things because we enjoy them more

Gamification?

edit count **leaderboard**

achievement **medals**

user **powers**

cups and **contests**

backlog improvement **drives**

article quality **ratings**

role **barnstars**

No.	User	Edit count	User groups
1	Koavf	1,343,316	AC, AP, EC, EV, F, IP, Rv, Ro, TE
2	Waacstats	1,042,090	AP, Rv
3	Rich Farmbrough	1,004,879	Ab, AP, F, Ro
4	Bearcat	719,672	Ad
5	Ser Amantio di Nicolao	717,927	AP, IP, Rv
6	Rjwilmsi	658,036	Rv, Ro
7	Woohookitty	607,921	Ad



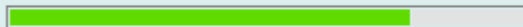
Permission	Allows user(s) to...	Blocked users	Unregistered users	Registered accounts	Auto-confirmed and Confirmed	Bots	Administrators	Bureaucrats	other groups
move	change the title of a page by moving it	█			█	█	█	█	
movefile	change the title of a file by moving it						█	█	file movers
move-rootuserpages	Move root user pages			█	█	█	█	█	
move-subpages	Move pages with their subpages						█	█	
nominornewtalk	minor edits by this user to user talk pages do not trigger the "you have new messages" banner					█			
noratelimit	Not be affected by rate limits					█	█	█	account creator, Global rollbacker
override-antispoof	blocks the creation of accounts with mixed-script, confusing and similar usernames						█	█	account creator
oversight	view revisions that have been permanently hidden								oversight
patrol	state that they have checked a page that appeared in Special:Newpages	█			█	█	█	█	
protect	change protection levels, edit and move protected pages						█	█	
purge	purge a page by adding <code>&action=purge</code> to the URL		█	█	█	█	█	█	
read	read pages	█	█	█	█	█	█	█	
renameuser	change the name of an existing account							█	
reupload	overwrite an existing unprotected file	█			█	█	█	█	
reupload-own	Overwrite existing files uploaded by oneself	█		█	█	█	█	█	
rollback	use a special link to more easily revert a bad edit						█	█	Rollbacker, global rollbacker
sendemail	e-mail a user (using Special:EmailUser/username) who have	█		█	█	█	█	█	



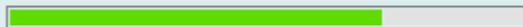
2014 WikiCup

User	FA	GA	FL	FP	FPO	FT	GT	DYK	ITN	GAR	Bonus	Score
Green Giant (submissions)	0	0	0	0	0	0	0	0	0	0	0	0
WikiRedactor (submissions)	0	60	45	0	0	0	0	0	0	4	0	109
Dana boomer (submissions)	0	60	45	0	0	0	0	0	0	8	12	125
Awardgive (submissions)	0	0	0	0	0	0	0	10	0	0	5	15
Wrestlinglover (submissions)	0	60	0	0	0	0	0	10	0	8	5	83
Figureskatingfan (submissions)	100	60	0	0	0	0	0	0	0	0	0	160
Cliftonian (submissions)	100	0	0	0	0	0	0	10	0	0	120	230
Newyorkadam (submissions)	0	90	0	0	0	0	0	0	0	4	30	124

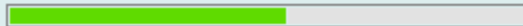
**All top-importance articles at
B-class or above: 78%**
complete



**80 up-to-date featured
articles: 72.5%** complete



300 good articles: 54%
complete



Medicine articles by quality and importance							
Quality	Importance						
	Top	High	Mid	Low	NA	???	Total
★ FA	10	15	17	16			58
★ FL		2	2	6			10
★ FM					46		46
⊕ GA	26	27	56	53			162
B	31	337	871	683		1	1,923
C	18	276	1,454	1,527		20	3,295
Start	1	242	3,425	6,623		62	10,353
Stub		14	2,470	6,551		34	9,069
List		19	227	213		1	460
Book					18		18
Category					1,743		1,743
Disambig				1	121		122
File					163		163
Portal					7		7
Project					20		20
Redirect			5	1	3,138	2	3,146
Template				4	827		831
NA					4		4
Assessed	86	932	8,527	15,678	6,087	120	31,430
Unassessed				10	3	122	135
Total	86	932	8,527	15,688	6,090	242	31,565



The Wikipedia Adventure

Experiment in **gamified** onboarding

1-hour 7-mission **interactive** journey

Teaches editing, social, and policy **skills**

For a **successful** first 100 edits

Research

Learning culture

Learning is **inclusive, social, informal, participatory, creative, and lifelong**. Creativity requires a **secure and trusted environment**. **Playfulness is pragmatic**, it helps us get better solutions, do our jobs better, feel better, encourages **tolerating ambiguity**. The new culture of learning comprises a **massive information network** that provides unlimited access and resources to learn and a bounded and structured environment that allows for **unlimited agency to build and experiment**. Games **cultivate citizenship**. **You find out what are the right questions to ask**. Viewing **the future as a set of new possibilities**, rather than something that forces us to adjust. Peer-to-peer learning is about **fluid relationships that are the result of shared interests and opportunity**. In communities, people learn in order to belong. In a collective, people **belong in order to learn**. Collectives are a **natural outgrowth of networked conversations**. We have come to understand that institutional resources are in fact quite limited when compared to the [Internet] which are limitless. **Institutional backing is no longer a warrant for credibility**. Information is **investigated, challenged, and debated** in an **intimate, improvisational, and individual way** that is also inherently collective. **Expertise and authority are dispersed rather than centralized**. People are **not just learning from one another, they are learning *with* one another**. Collectives scale because of the **ability to engage asynchronously** with others and to persist over time opening **countless possibilities for interaction**. **"We know more than we can tell"**. **People just start doing it**, learning by absorption and making tacit connections. They experiment with what they already know and modify it to meet new challenges or contexts. Students learn best when they are able to **follow their passion and operate within the constraints**. **Every answer serves as a starting point, not as an end point**. It invites us to ask more and better questions. It is impossible to accomplish many tasks as a solitary player. Diversity is essential, and the strongest teams are a **rich mix of diverse talent and abilities**. There are no answers, only a progression of increasingly complicated and more difficult questions. We are born knowing how to play, and how to invent games. Imagine a world full of highly engaged people **actively becoming the best version of themselves**. Games conquer lack of volition (What's in it for me?) and lack of faculty (I can't do this). A game, at its core, is a kind of **structured learning environment**. "Play is the **free space of movement within a more rigid structure**." Fun is **nature's reward for practicing survival skills**. Hard fun is about **enjoyment over pleasure**. **Grokking the systems** that define our lives is the great task of all behavioral games. Good behavioral games **reveal something fundamental** about the underlying activities they're built around.

Building Identity

Human beings achieve a **state of optimal experience** when our **skills are continually in balance with the challenges** we face. Rewards work best when they are **surprising**. Praise **personalizes our accomplishments and sense of self**. Good games are autotelic: we do something for its own sake, treating each activity as **valuable in and of itself**, without concern for external validation or reward. We can't rely on points alone to tell us which activities are important, or we risk losing our sense of self to a leaderboard. Badges are **alternative assessment and achievement markers, a learning scaffold and project completion signal**. Badges **reveal multiple pathways** that you may follow, providing guidance to encounter learning opportunities that engage at your level of ability. Badges **offer names for new competencies** and providing a venue that recognizes their importance. Badges **build a learning identity**. A badge is a **validated indicator of accomplishment, skill, quality or interest that can be earned** in any of these learning environments. Badges can **support learning, validate education, help build reputation, and confirm the acquisition of knowledge**. A digital badge is an **online record of achievement**. They can **encourage collaboration** and teamwork. Badges can foster **kinship and mentorship, encourage persistence**, and provide collectible access to ever-higher levels of challenge and reward.

Usability

Build for **delighted, amazed users** from the start. **Engagement and flow** result from setting the proper difficulty level—a **balance of challenge and reward**. Good design - **has to be going somewhere**. Lets you know what you *can do*, motivates you to do more of it. You have to **educate the game user**—what it's about, why to use it. Prototyping grounds communication, enabling feedback and reflection to gain insight; you learn from exploration. **The goal is feedback!** Prototypes should be **built quickly**, they might not even actually work, they ought to be incomplete! Prototypes deal with things that are hard to predict. **Sketch before you paint**. Our **intuitions are often wrong**. Focus on the GOALS of design, not a particular design. Don't overinvest in something you're going to throw away. What might it look like, work like, be like to experience? **"The experience of an airplane, without an airplane."** Design for **what people *actually* want to do**—some ideas are "nifty" but not important. **Prototypes are questions. Make lots of them.** "The best way to have a good idea is to have lots of ideas." **All design is redesign**. Going from an existing situation to a "preferred" situation. "You can observe a lot just by watching". Keep it human...**What are the joy points?**

Deep Research

Inspiring wisdom

We've learned that gameplay is the direct emotional **opposite of depression**: it's an invigorating rush of activity, combined with an optimistic sense of our own **capability**. We've discovered how game designers help us achieve a state of **blissful productivity**: with clear, actionable goals and vivid results. We've seen how game makers make failure fun and train us to focus our time and energy on truly attainable goals. We've seen how they build up our **social stamina** and provoke us to act in ways that make us more likeable, and how they make our hardest efforts truly feel **meaningful**, by putting them in a much bigger context. We've seen how these games can help us **enjoy our real lives** more, instead of feeling like we want to escape from them. We've considered how points, levels, and achievements can motivate us to get through the toughest situations and **inspire us** to work harder to **excel** at things we already **love**. We've looked at how games can be a **springboard for community** and build our capacity for social participation. We've looked at crowdsourcing games that successfully engage tens of thousands of players in **tackling real-world problems** for free. To become extraordinary at the one thing all games make us good at: **cooperating**, coordinating, and **creating something new** together. And we've seen how forecasting games can turn ordinary people into super-empowered **hopeful individuals**. Our single most urgent mission in life—the mission of every human being on the planet—is to **engage with reality**, as fully and as deeply as we can, every waking moment of our lives. More and more, we recognize the unrivaled power of gameplay to create common ground, to concentrate our **collective attention**, and to **inspire long-term efforts**. They fill our real lives with positive emotions, positive activity, positive experiences, and **positive strengths**. Games aren't leading us to the downfall of human civilization. They're leading us to its **reinvention**. If we commit to harnessing the power of games for real happiness and real change, then a **better reality** is more than possible—it is likely. And in that case, our future together will be quite **extraordinary**.

Designing play

Successful games deliver **autonomy, mastery, and purpose**. Competence (**meaningful growth**) is a path to mastery with regular **achievable goals**. Sustained engagement is a function of **continued *success* not continued *overstretch***, of social outlets, and of **juicy feedback**. Autonomy (**meaningful choice**) is where **the game belongs to the user**, because control and personal preference develops engagement and loyalty, provides feedback, shows experience pathways, and presents a variety of options with a sense of increasing opportunities. Relatedness (**mutual dependence**) is about **intrinsic social motivation**, allowing players to connect with others, to support each other. **Gamification encourages a real activity; it's not a substitute for real activity**. It makes the activity **richer** and the 'player' more **motivated**. It makes the experience **more fun**. Gamification is about **remaining in the real world but enhancing the experience** to make the real activity more rewarding. **Play is the aimless expenditure of exuberant energy**, spontaneous and done for its own sake in a zone of proximal development where we pretend to be more advanced than we are, where we have **freedom within some structure**. Games are a **problem-solving activity approached with a playful attitude**. Games are **voluntary** (whoever must play *cannot* play). They involve **learning and problem solving** (otherwise they're 'just' play). They **balance between structure and exploration**. In games, the ultimate goal goes beyond rewards. **Players want to improve**. Gamers do not simply manage change; they create it, seek it out, and feed on it. The fun lies in **learning how to overcome obstacles**. Even when common solutions are known, the gamer disposition demands a **better way, a more original response** to the problem. Part of the gamer disposition, then, is a desire to **push the boundaries of the environment** in order to discover some new insight or useful information that deepens one's understanding of the game. **Learning by doing** can provide a unique and personal set of insights into the ways and means for creating something in the world. When we build, we do more than create content. We also **create context by building** within a particular environment, providing links or creating connections and juxtapositions to **give meaning to the content**. Think about **play as a disposition**, rather than as merely engaging with a game. Much of what makes play powerful as a tool for learning is our **ability to engage in experimentation**. Through play, the process of learning is no longer smooth and progressive. Instead, there is a gap between the knowledge one is given and the desired end result. It is a process filled with **"riddles and epiphanies"**. Play provides an opportunity to leap, experiment, fail, and continue to play through different outcomes—in other words, to riddle one's way through a mystery.

Discovering change

The ability to **organize, connect, and make sense of things** is a skill characteristic of a **deep engagement** with the tacit and the process of indwelling. It is always about finding the next challenge or **becoming more fully immersed** in the state of play. Participation in digital environments requires a sense of **"learning to be"**, which is about acquiring social practices that **give meaning to experiences**. When messing around, people take an interest in and focus on the workings and content of the technology and media themselves, **tinkering, exploring, and extending their understanding**. The function of play in messing around is to **unpack and experiment with the familiar**. It opens up a gap between the way something could be—what a person begins to **imagine she can accomplish**—and the way it is. As people lay in their environment, they **rediscover the different possibilities opened up by those gaps**. This involves the development of a **sense of personal agency**, pursuing topics of personal interest, **moving from "experience to embodiment"**. Technology and digital media begin to be viewed as an **extension of oneself**. Messing around asks, **"What am I able to explore?"** Geeking out provides an **experiential, embodied sense of learning within a rich social context** of peer interaction, feedback, and knowledge construction for **intense, autonomous, interest driven learning**. This kind of learning highlights the importance of understanding **the power of collaboration**. Geeking out asks "How can I utilize the available resources, both social and technological, for **deep exploration**?" Imagine an environment where participants are constantly **measuring and evaluating their own performance**, even if that requires them to **build new tools** to do it. In the new culture of learning, **people do it for fun in a social context**. Within the new culture of learning, networked information provides nutrients for the petri dish, allowing exploration, play, and experimentation to **continually cultivate new questions**. In order to succeed, players immerse themselves in the game, **creating and constructing identities, relationships, and practices** that constitute deep and **profound acts of imagination**. A collective's success depends its members **synchronizing their efforts to solve problems**. Tacit learning functions most effectively when **students discover their own learning objectives**. Games which allow learners to play, explore, and experience, also allow them to **discover what is important to them**. To succeed, they need to **operate seamlessly together, constantly adjusting and compensating for changes**. After a triumph, players find themselves wondering, **"How on earth did we do that?"** Play involves a **"questing" disposition**. **Solutions are invented** as much as they are implemented. It is **innovation**. Gamers don't just embrace change, they **demand change**.

What I **learned**

Do not mess with intrinsic motivation

Amplify it to create delight

Development process

1 year **writing**, design, usability

4 months **coding**

1 month alpha **bugfixing**

1 month beta **test**



A word cloud with a space-themed outline containing various adjectives and nouns. The words are arranged in a way that they fit within the shape of the outline. The words are in various sizes and colors, including shades of blue, green, and yellow. The words include:

Click, Great, Build, Rely, Show, Puzzle, Secret, Home, Hand, Select, Kind, Sense, Process, Natural, Familiar, Vibrant, Answer, Reach, Careful, Active, Tools, Skills, Trusted, Fantastic, Culture, Balanced, Pleasant, Favorite, Practice, Neutral, Read, Last, Rewards, Plenty, Interactive, Knowledge, Free, Contribute, Bounce, Adding, Questions, Editing, Riddle, Fast, Consensus, Planet, People, Relevant, Quest, Try, Agreement, Beautiful, Awesome, Human, Responsibility, Unique, Challenges, Glad, Welcome, Exciting, Recognition, Technology, Trip, Encyclopedia, Thanks, Find, Bonus, Place, Special, Interstellar, Understand, Wikipedia, Constructive, Expression, Reputation, Friendly, Prep, World, Intergalactic, Enormous, Amazing, Autonomy, Keep, Information, Fun, Simplify, Best, Educational, Pretty, Learn, Support, Curiosity, Pyramid, Accuracy, Way, Message, Success, Change, Choice, Cool, Know, Policy, Unbiased, Immersive, Activity, Highlight, Audience, Social, Ahead, View, Actual, Mission, Happen, Quickly, Carnival, Ready, Magic, Useful, Truth, Wise, Mind, Share, Tricks, Follow, Source, Better, Clear, Globe, Gear, Like, Neat, Start, Easy, Teach, Think, Hope



WIKIPEDIA
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 - Create a book
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- Languages

Main Page Discussion

Read View source View history ☆ Search

You have new messages (last change).

Welcome to Wikipedia,
the free encyclopedia that anyone can edit.
3,648,318 articles in English

Today's featured article



The **Johnstown Inclined Plane** is an 896.5-foot (273.2 m) inclined railway in Johnstown, Cambria County, in the U.S. state of Pennsylvania. It is capable of carrying passengers and automobiles. The incline is 70.9 percent. The incline and its two stations are located in a valley at the confluence of the Stonycreek and the Little Conemaugh Rivers, to the borough of Westmont on Yoder Hill. The travel time from one station to the other is 90 seconds. After a catastrophic flood in 1889, the Inclined Plane was constructed in 1891 to serve as an escape route for future floods, a task which it has fulfilled twice; once in 1936 and again in 1977. It was operated by Cambria Iron Company and its successor Bethlehem Steel until 1935, when it was sold to the borough of Westmont. The incline was listed on the National Register of Historic Places in 1973 and was designated a Historic Mechanical Engineering Landmark in 1994. It had major renovations in 1962 and from 1983 to 1984. [\(more...\)](#)

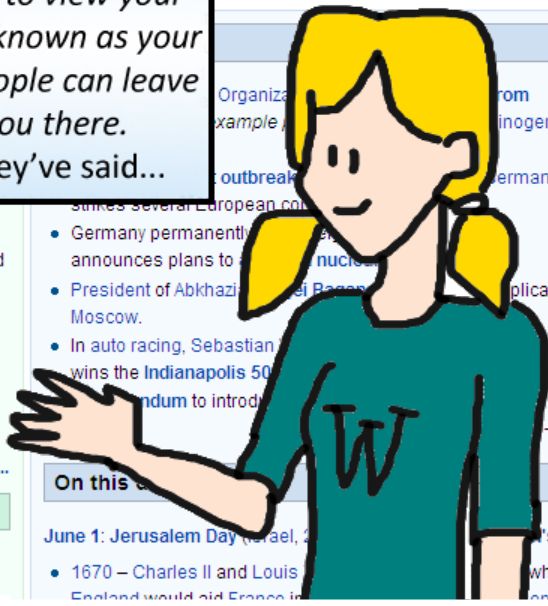
Recently featured: [Gianni Schicchi](#) – [Charles Holden](#) – [Deinonychus](#)

[Archive](#) – [By email](#) – [More featured articles...](#)

Did you know...

From Wikipedia's newest content:

You have new messages!
Click on the banner to view your user talk page, also known as your discussion page. People can leave messages for you there.
 I wonder what they've said...



- History
- Mathematics
- Science
- Society
- Technology
- All portals

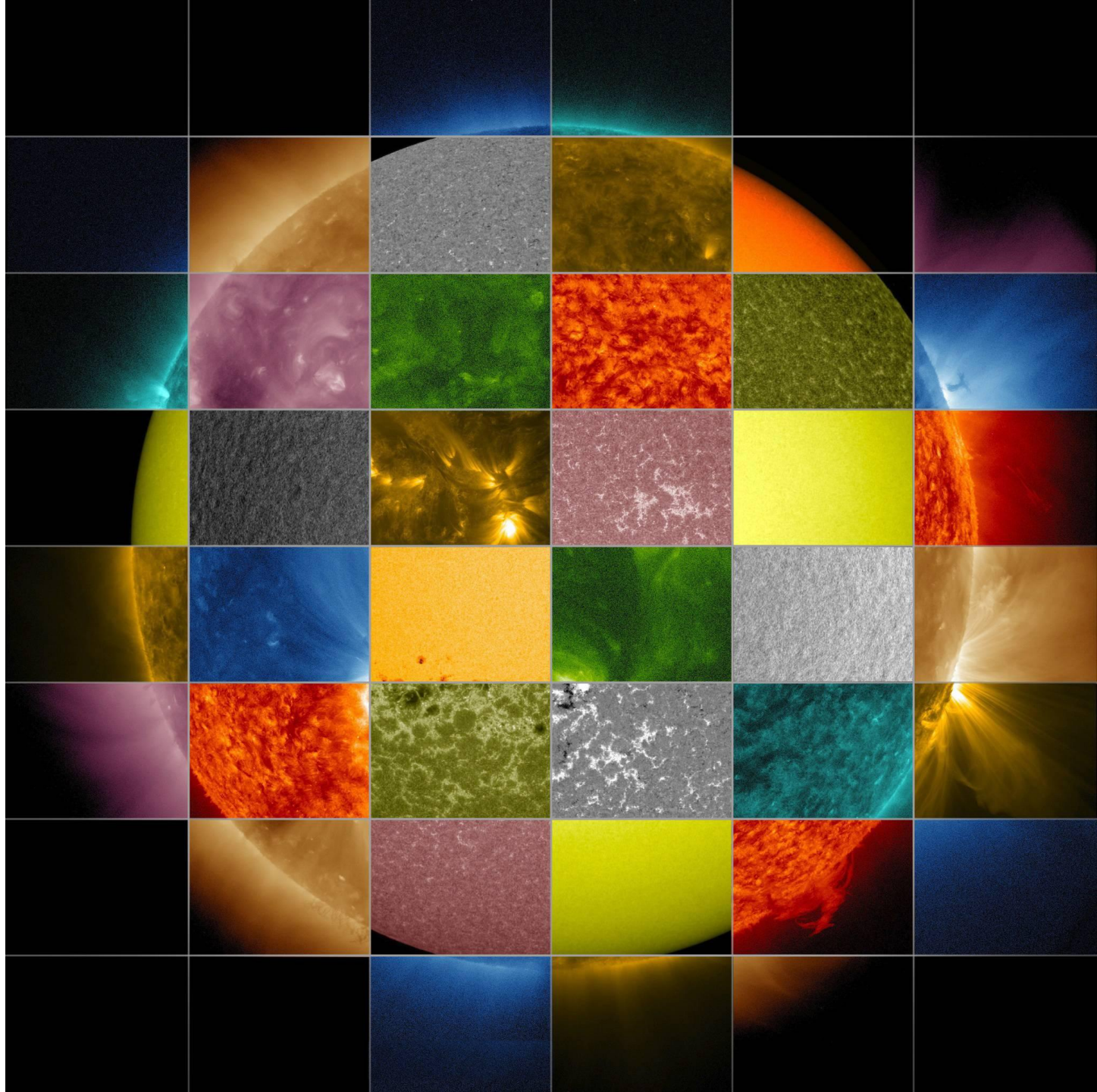
- On this day
- June 1: Jerusalem Day (Israel, 2000)
 - 1670 – Charles II and Louis XIV of France





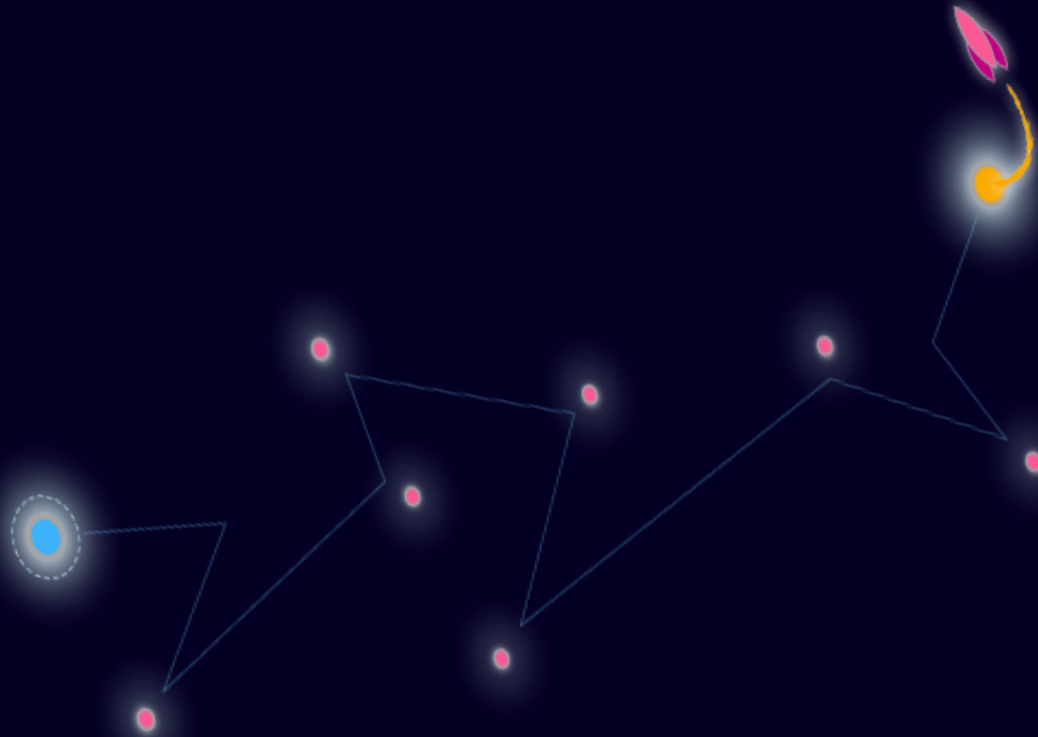








The WIKIPEDIA Adventure





Mission 2 begins!

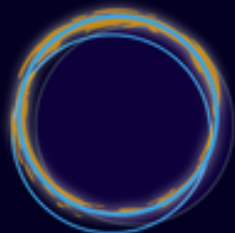


Great to see you again. This mission we're going on a quest to communicate with other editors.

[Let's dive in](#)

The WIKIPEDIA Adventure

< Wikipedia TWA



The Talk page

Like the userpage, every editor has their own TALK page.
People can leave you messages.

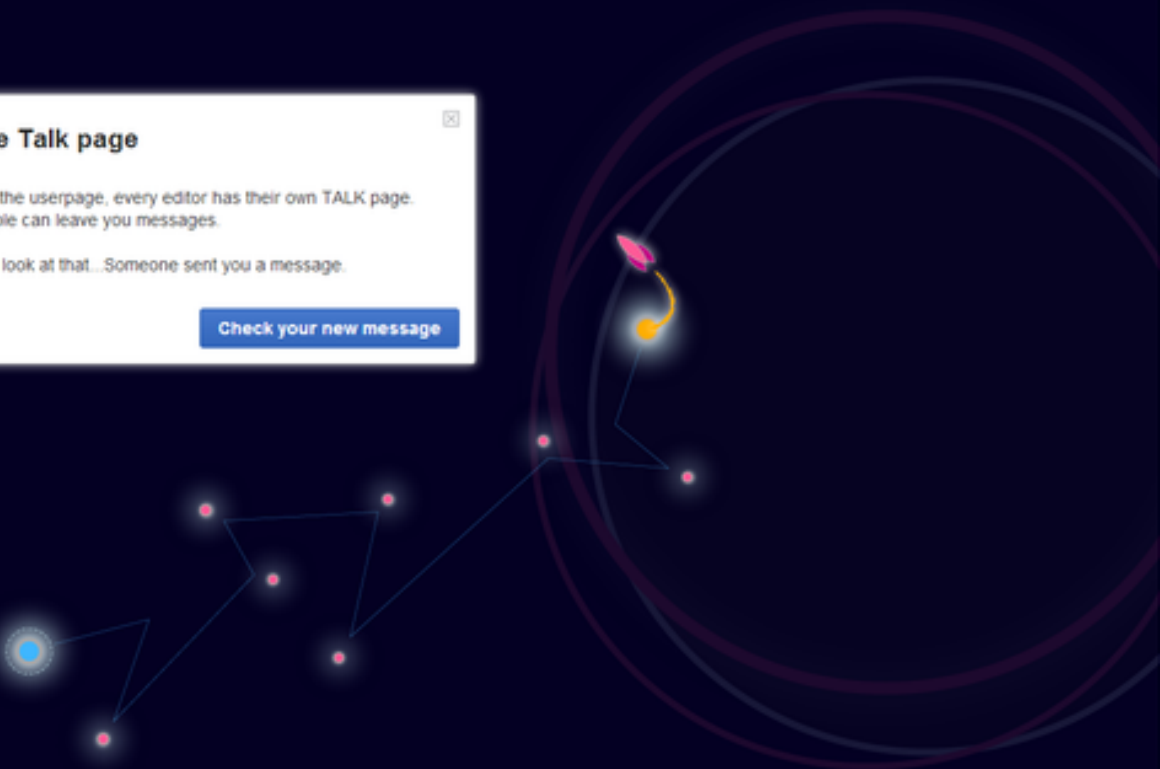
Hey, look at that...Someone sent you a message.

[Check your new message](#)

Check your stats :))



Editing Social Policy



3...2...1...Galactic challenge!

the free encyclopedia



Galactic Challenge!

Which sentence best summarizes NPOV?

Select reply 1:

NPOV is about writing what every source has said about a subject.

Select reply 2:

NPOV is about balancing what good sources say, without adding your own opinions.

Select reply 3:

NPOV is about saying that every source is equally right.



Reliable sources about Earth? [[edit source](#)]

- "15 Things I Love about Mother Nature". Starmother, Jasmine Michelle. Jas Planet Loving Earthblog. May, 2002. [http://jasmineseearthblog.blogspot.com/15_things_I Love](http://jasmineseearthblog.blogspot.com/15_things_I_Love). Retrieved {today}.
- "Planet Earth in the Balance of History". Gnowledge, O'penn . Science and Nature Journal. . March 21, 2010. * <http://sanj.com/Earthinthebalance>. Retrieved {today}
- "Earth is a Planet". Duzit, E.Z., MiddleSchool Books. April 2004, London.

Hope that helps! --[GaiaGirl86 \(talk\)](#) 17:53, Friday June 13, 2014 (UTC)

Science and Nature Journal looks like a solid and relevant source with a good reputation. I think we can rely on it more than the others for this article. Nice research! [Ocaasi](#) ^t^l^c 14:36, 23 October 2013 (UTC)

What are you doing?? [[edit source](#)]

The info you added does. not. reference. a. source. That's bad, bad, bad! Does anyone know even where this freakin' came from????
--[Taggy McTaggerstein \(talk\)](#) 17:53, Friday June 13, 2014 (UTC)

You're pretty quick there Taggy. I'm glad people like you are looking out for readers. I'll add a source in just a moment. I'm looking for instructions on how to do it. --[GalacticTrekker \(talk\)](#) 17:53, Friday June 13, 2014 (UTC)

Hey GalacticTrekker. I'm sorry if I was a bit rude. I had a rough day and I came to Wikipedia for some peace and quiet— when I see something wrong I just can't wait to fix it! I care about this project that much. I'll try and be friendlier next time. I hope you stay around. This link might help you out: [Help:Introduction to referencing](#) --[Taggy McTaggerstein \(talk\)](#) 17:53, Friday June 13, 2014 (UTC)

I'm so pleased with you both. Now, carry on, we have an encyclopedia to write ;) --[SocraTease \(talk\)](#) 17:53, Friday June 13, 2014 (UTC)

More funky



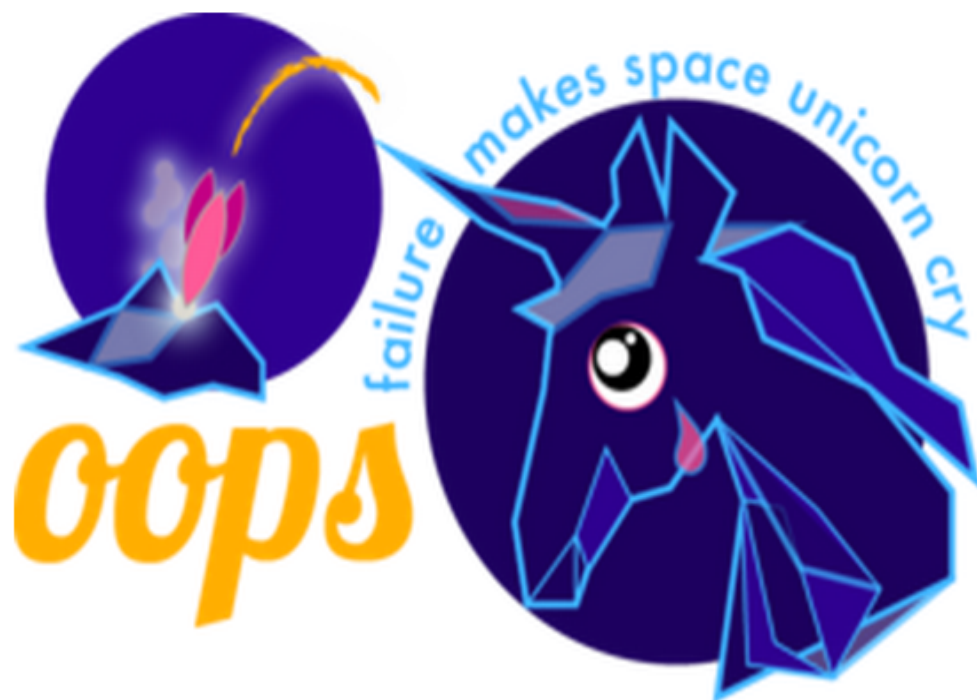
Less funky



FUN

PLAY

I think you can do better!




Barnstar of Awesome



You are hereby awarded the Barnstar of Awesome for your amazing work adding published reliable sources, neutral and relevant information, clear formatting and beautiful images to the Wikipedia Adventure article on Earth. Keep up the stellar job you're doing. Yay you!

--GaiaGirl86 (talk) 04:26, Wednesday November 6, 2013 (UTC)

:-)

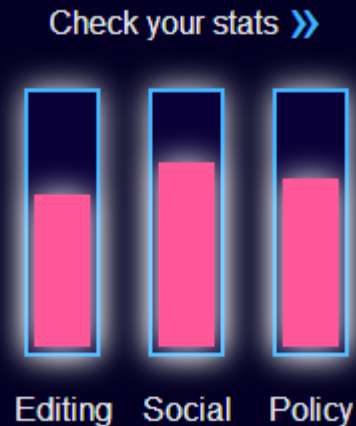


It feels goooooood to be noticed, acknowledged, and recognized for your contributions.

We call that **WikiLove**, and when you see someone doing something great, you should tell them! It's easy if you just click the HEART at the top of any user's page.

I like it here. I hope you do, too. I'm proud of you. And I think you're ready.

[←](#) [Go Explore*](#)



Great, solid response.



User:Nforrest ♂

A registered user, 1 month old, with [58 edits](#). Last edited [1 month ago](#). From Wikipedia, the free encyclopedia.

Hi, I'm **Neil**. I live in the [US](#), and am primarily interested in topics related to *computers*, *aerospace*, *history*, *science*, and *politics*. I'm not sure what I want to do yet. What needs doing?



Editor



Copyeditor



Researcher



Advisor



WikiLinker



Formatter



Neutrality



Verifiability



Civility



Illustrator



Communicator



Collaborator



Sourcer



Citer



Adventurer

Tectonic plates [\[edit source | edit beta \]](#)

The Earth is the only terrestrial planet with active **plate tectonics**. Due to plate tectonics the Earth's crust basically floats on the thick liquid rock of the mantle below. The crust is split up into parts called plates. These plates interact as they move about causing earthquakes and creating volcanoes and mountain ranges. The place where plates meet are called plate boundaries. There are three types of plate boundary: constructive, destructive and transform.^[4]

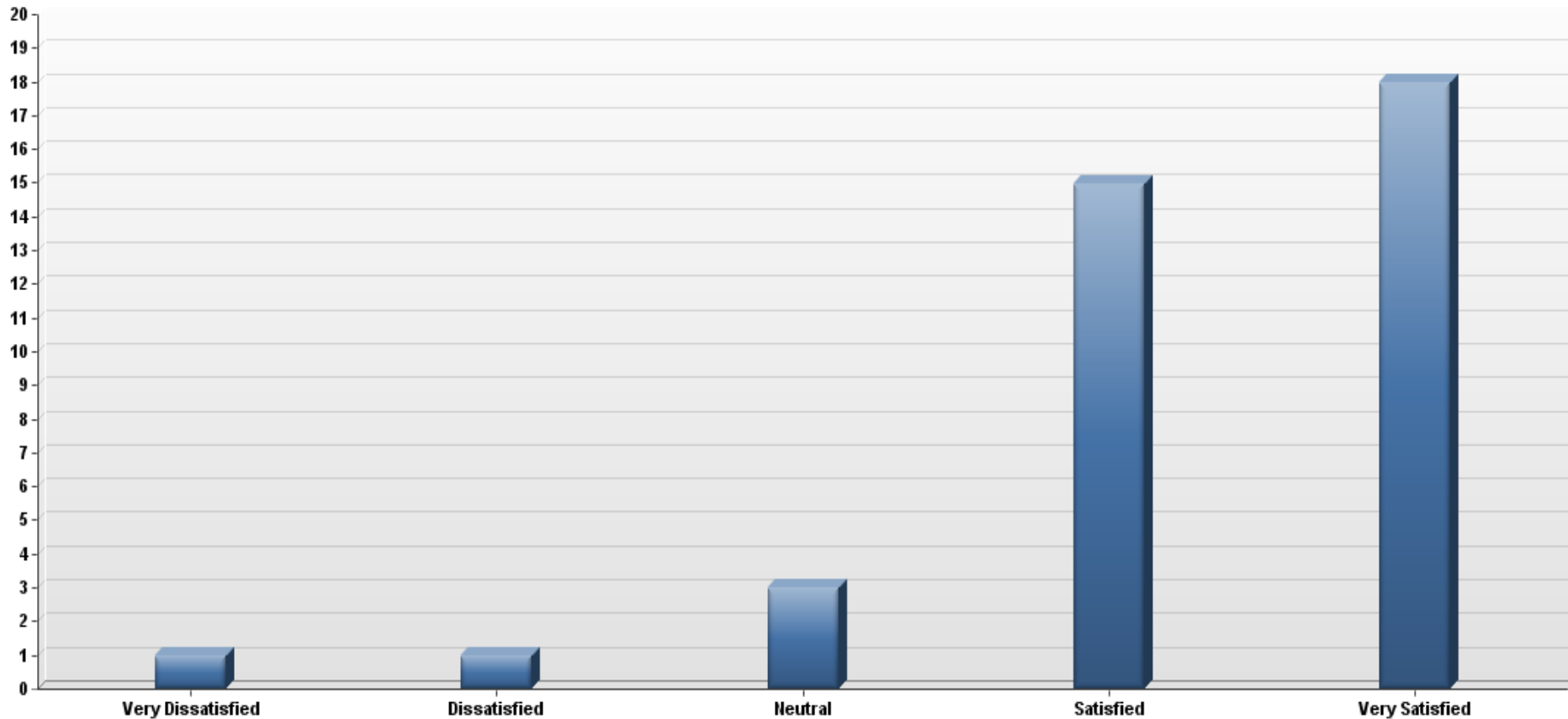
Surface [\[edit source | edit beta \]](#)

The Earth changes greatly from place to place. Over 70% of the Earth surface is covered by water. The underwater surface has many of the same features as the above sea with volcanoes, mountains and trenches or canyons. The 30% not covered by water is mostly forests, deserts plains, mountains and plateaus. Human civilization has led to increasing **urbanisation** — the growth of cities. Many things can change the surface of the Earth. Plate tectonics is main cause of change but there are others such as erosion from wind and rain, erosion by the oceans or meteorite impacts. There are three main types of rock that make up the Earth's surface: Igneous rock is made when magma or lava from the mantle reaches the surface and cools. As it gets colder it turns into rock or solidifies. Sedimentary rock is made from sediment, like sand or small bits of other rock, that has been crushed and packed tightly together. Metamorphic rock which is made when either of the other two types are changed by high or low temperatures and pressures.^[5]

Atmosphere [\[edit source | edit beta \]](#)



Overall **satisfaction**



Satisfaction **breakdown**

Confident as an editor 89%

Understand Wikipedia better 89%

Want to edit more 77%

Welcomed and supported 79%

Know what to do next 71%

Prepared me for success 80%

Good introduction 89%

Enjoyed playing it 75%

“actual editing rather than just theory”

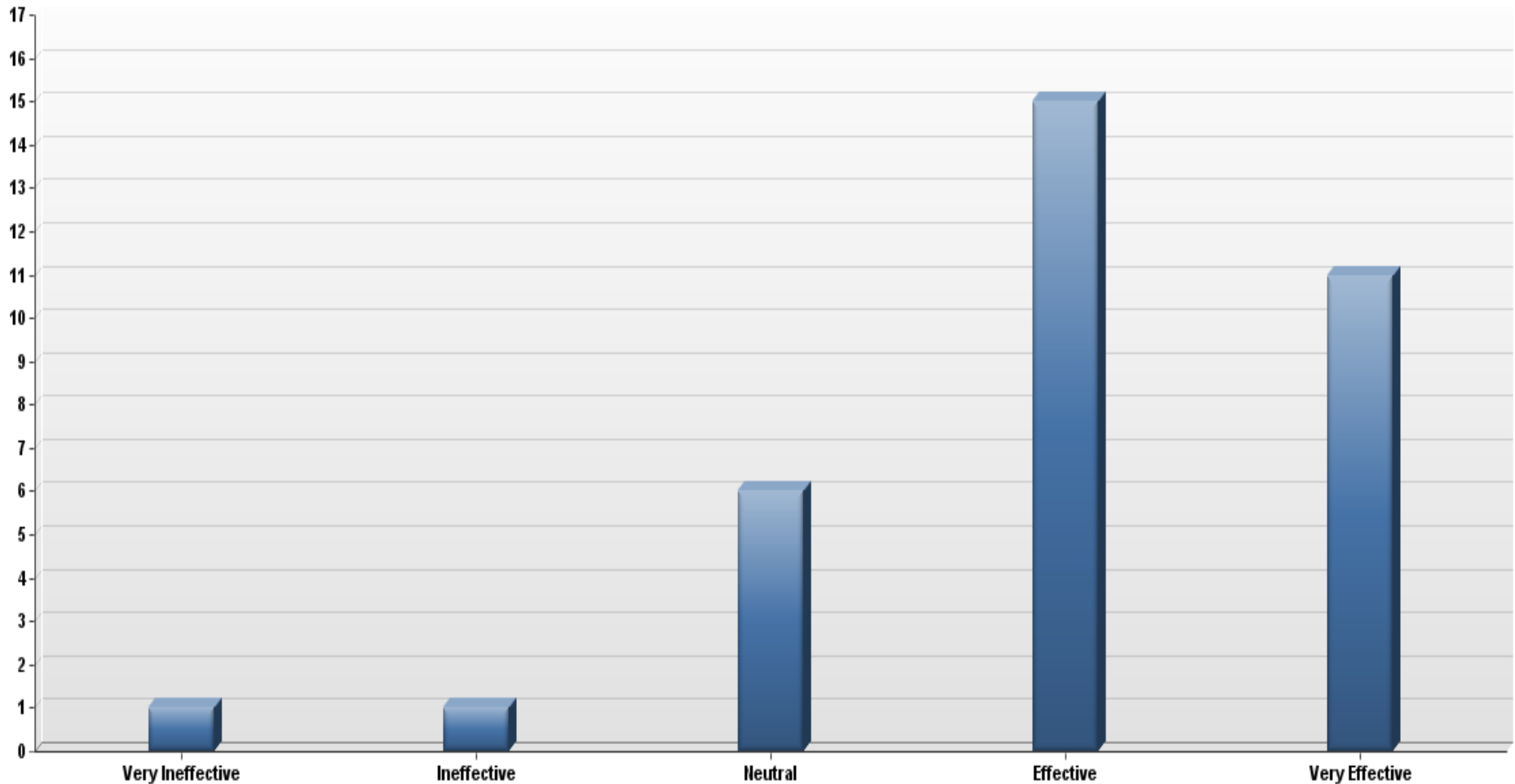
“helped pull back the curtain”

“great stepping stone for new users”

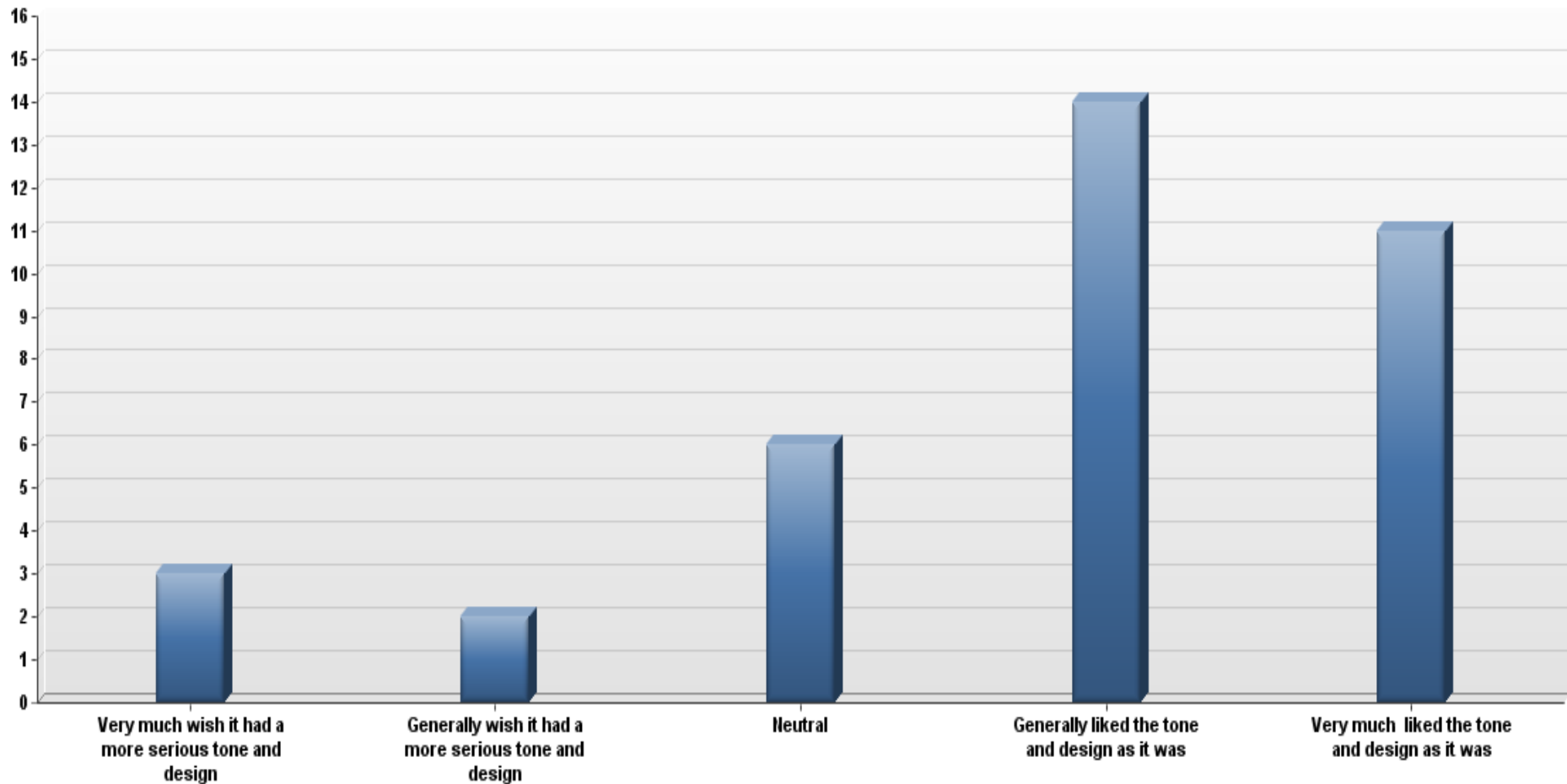
“best example of gamification I’ve witnessed”

“idiots entertained by this kind of drivel”

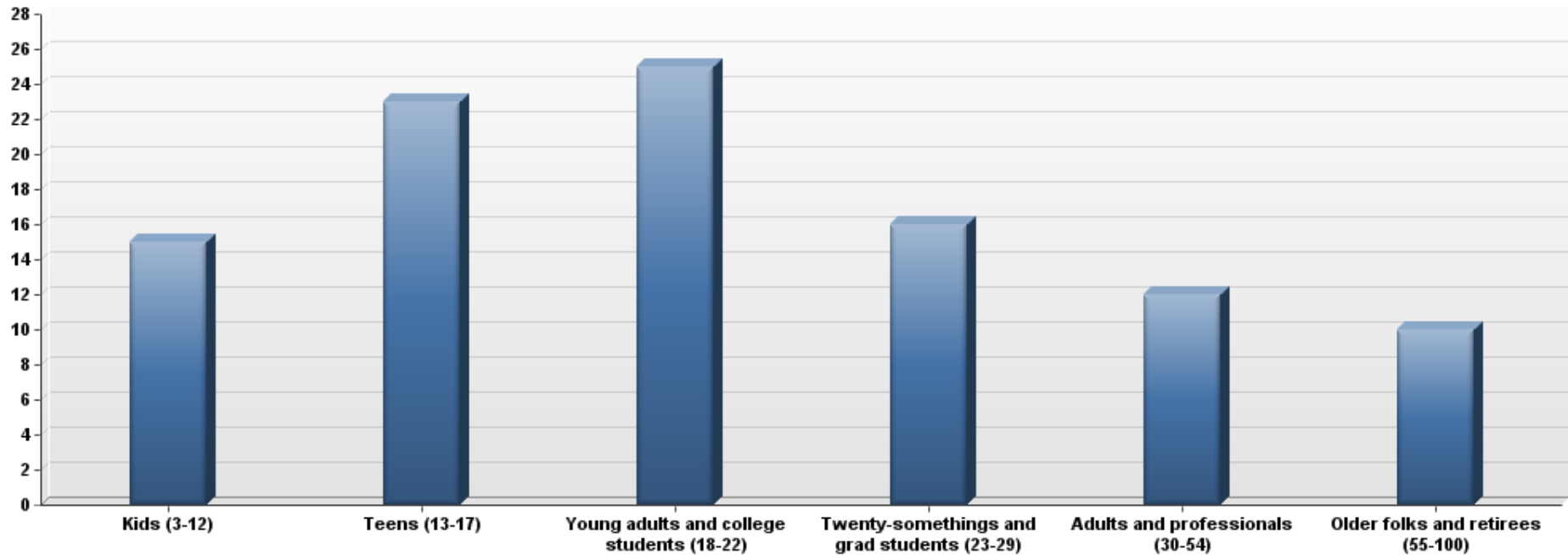
Gamification elements



Design preference



Target demographic



Players made **more edits**

20% more edits than control group of similar but non-invited new editors

90% more edits than those who were invited but did not play the game

Finishers made the most

320% total edits than those who only started the first level of the game

290% as likely to make 20+ edits

Players had more **20+** edits

20% to 70% more likely to make 20+ edits
than either control group

Also more likely to make **0** edits

Theory: Off and on ramp

test edits within game and leave

or

grow confidence and get highly active

Impact 2

6 months out

+20% total edits (27 vs 23, player vs. control)

+200% talk page edits (4 vs 2, player vs control)

+140% to 200% edits (finishers vs. starters)

-> Theory held for talk page supereditors only

What's next?

Editor retention

Integrate with new editor pipeline

Gamified microcontributions??

Jake Orlowitz

@JakeOrlowitz

<http://enwp.org/WP:TWA>

FunIsSrsBsns Productions