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## Gated learning pathways in Sakai: how and why

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### Abstract

Two courses, one in Dentistry and one in Nursing, utilized gated learning pathways in Sakai in the 22-23 academic year. These gated paths required learners to complete a specific task before they could move on in the course. Examples of these tasks were turning in an assignment, answering a question, providing feedback to the instructor, etc. The rationale for creating these pathways included the following: (1) ensuring learners engaged with the course material and visit each page, (2) gathering data from learners that might be useful for educational scholarship, (3) providing opportunity for quick formative assessment, and (4) providing learners regular opportunity to express concerns about their learning experience or hear their opinions on a topic.

In relation to theoretical frameworks, gated pathways are one way to apply gamification principles to a course (Alzahrani & Alhalafawy, 2022). As in video games, learners/players are required to show sufficient mastery before moving on to the next module/level. Also, gated pathways are one way to apply principles from self-determination theory (Niemiec & Ryan, 2009). As learners progress through each gate, they develop a sense of competence and potentially develop increased motivation.

For our presentation, we aim to (1) demonstrate how to set up gated pathways in Sakai and (2) discuss benefits of utilizing gated paths. Having initially attempted this approach in two courses, we can share preliminary analytical data and qualitative data from students and faculty.

### Learning Objectives

1. Demonstrate how to set up gated pathways in Sakai.
2. Discuss benefits of using gated pathways.

## References:

Alzahrani, F., & Alhalafawy, W. (2022). Benefits And Challenges of Using Gamification Across Distance Learning Platforms At Higher Education: A Systematic Review Of Research Studies Published During The COVID-19 Pandemic. *Journal of Positive School Psychology* 6(10), 1948-1977.

Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and Research in Education*, 7(2), 133-144.  
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