Game On! 
Using Gaming Technology to Learn at Work

The Problem 
Delivering important educational content to busy staff can be a challenge for managers.

Aim/Goal
- To introduce an effective, user-friendly online learning tool that respondents would enjoy using and therefore utilize on a regular, on-going basis.
- To make it fun by introducing an element of friendly competition among teams.
- To engage a cross-section of participants across the BID System.

The Teams
Barb Donovan, Linda Denekamp, Denise Corbett-Carbonneau, Anissa Bernardo, Tracy Lee, John Ryan, Kathy Murray, Jason Laviolette, Valerie Kong, Katie Scalzulli, Pat Folcarelli - BIDMC
Patti Ellis, Phil Triffletti – APG
Alex Campbell, Rebecca Blair, Andrea Williams – BID Milton
Jill Sullivan, Andrea Williams, Heidi Alpert - BID Needham

The Interventions
- BID engaged Qstream, an online spaced-learning educational tool that delivers customized content on quality and safety topics to staff via email, computer or smart phone in a competitive, game-type Q&A format.
- New questions are delivered every few days. Each question is repeated at least twice and gets “retired” when answered correctly the second time. Competition can be individual or team based. Points are assigned based on performance. Educational material related to the question is presented to the user in real-time.
- Information about Qstream was shared across the BID System and people were invited to develop courses for their department, group or to distribute hospital/organization-wide.

The Results/Progress to Date
Over 3,000 people across the BID System have participated in Qstream courses, ranging in size from 18 – 1,200+. Feedback was generally very positive; overall utilization exceeded expectations. Some units have launched multiple Qstream courses and plan to use the product on an on-going basis.

Lessons Learned
- The gaming/competition factor provided in the Qstream platform made it more engaging and interesting to many users.
- Wording of questions must be specific and unambiguous to avoid confusion. Include explanations with the answers for maximum learning and retention.
- While question repetition (“spaced learning”) has the benefit of improved retention, this method needs to be explained to participants in advance.
- Developing course content as a team was beneficial. The process provided a forum for productive dialogue among managers and educators, helping to identify and focus on specific topics requiring improvement/reinforcement.

Next Steps/What Should Happen Next
- Develop and launch additional Qstream curriculum and continue to build a “library” of content on a variety of subjects that can be re-used.
- Continue to solicit feedback from user groups for ways to improve the Qstream gaming experience.

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