

# The e-learning persuasion through gamification: an elaboration likelihood model perspective

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## Abstract

**Purpose** – *The purpose of this theoretical paper is to introduce a conceptual model to investigate e-learning persuasion through gamification elements using the social psychology theory of elaboration likelihood model (ELM).*

**Design/methodology/approach** – *The author systematically reviewed several theoretical and empirical papers which applied the ELM in various settings. Based on the literature, the author identified six research prepositions which facilitate to investigate e-learning persuasion through gamification.*

**Findings** – *This study contributes to the existing literature by identifying an ELM-based conceptual model which can be used to empirically investigate the e-learning persuasion using gamification elements. Accordingly, the central route persuasion could be conducted through argument quality, demographic differences and technology context facilitated through gamification elements. The peripheral route persuasion could be conducted through variables such as source credibility, social presence and message content.*

**Practical implications** – *This study contributes important findings to the e-learning research by introducing a conceptual model-based on the social psychology theory of ELM. Thereby, this study introduces a method for the future researchers, to investigate the e-learning persuasion using gamification elements. Further, future researchers can use this model to investigate the e-learning persuasion through gamification in different contexts including primary, secondary and tertiary educational levels.*

**Originality/value** – *To the best of the author's knowledge, this study can be considered as the first theoretical paper which developed an ELM-based conceptual model to investigate the e-learning persuasion through gamification in education context.*

**Keywords** *E-learning, Persuasion, Gamification, Conceptual model, Elaboration likelihood model*

**Paper type** *Conceptual paper*

## 1. Introduction

Game-based delivery methods are used to challenge, engage and motivate individuals to offer effective learning compared to more traditional modes of awareness (Bassiouni and Hackley, 2016; Batat, 2020; Skinner *et al.*, 2018). In the 1970s, video games became an important source of entertainment for young people (Kirriemuir, 2002). These games can be played using a variety of devices such as handheld machines such as the Game Boy console and mobile phones (Mitchell and Savill-Smith, 2004). Many researchers have been working since past 20 years on video games for learning, and several reviews of the literature on educational games have been completed within the past few years (Aguilera and Mendiz, 2003; O'Neil *et al.*, 2005). While no clear causal relationship between gaming and academic performance has been seen (Emes, 1997), frequent players been identified as less positive towards school by many researchers (Colwell *et al.*, 1995; Emes, 1997; Mitchell and Savill-Smith, 2004; Roe and Muijs, 1998).

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