BIBLIOGRAPHY

- Abramovich, S., Schunn, C., & Mitsuo, R. (2013). Are badges useful in education? it depends upon the type of badge and expertise of learner. *Education Tech Research Dev*(61), 217–232.
- Altadmri, A. (2015). 37 Million Compilations: Investigating Novice Programming Mistakes in Large-Scale Student Data. *SIGCSE'15*, 522-527.
- Baltimore County Public Schools. (2017). *Proposal Planning Guide*. Retrieved from Develop a Research Proposal Planning the Methodology - The Qualitative Pathway: http://www.bcps.org/offices/lis/researchcourse/develop_writing_method_qualitative.h tml
- Banfield, J., & Wilkerson, B. (2014). Increasing Student Intrinsic Motivation And Self-Efficacy Through Gamification Pedagogy. *Contemporary Issues In Education Research*, 7(4).
- Brusilovsky, P. (2001). Adaptive Hypermedia. User Modeling and User-Adapted Interaction (11), 87-101.
- Brusilovsky, P. (2007). Adaptive Navigation Support. The Adaptive Web.
- Brusilovsky, P., & Maybury, M. (2002, May). From Adaptive Hypermedia to the Adaptive Web. *COMMUNICATIONS OF THE ACM*, 45(5).
- Childers, T. (1991). Measuring the Difficulty of Reference Questions. Vol. 31, No. 2 (WINTER 1991), pp., 237-243.
- Deterding, S., & Dixon, D. (2011). From Game Design Elements to Gamefulness: Defining "Gamification".
- Gabriel Barata, S. G. (2013). Improving Participation and Learning with Gamification. 10.1007/978-1-319-10208-5 1.
- Hamari, J. (2015). Do badges increase user activity? A field experiment on the effects of gamification. *Computers in Human Behavior*.
- I. Blohm, a. J. (2013). Design of IT-Based Enhancing Services for Motivational Support and Behavioral Change. *Business and Information Systems Engineering*, *5*(4), 275-278.
- Jenkins, T. (2001). The Motivation of Students of Programming. ITJCSE 2001.

- Khaleel, F. L., Sahari, N., Meriam , T. M., Wook, T., & Ismail, A. (2016). Gamification Elements for Learning Applications. *International Journal on Advanced Science Engineering Information Technology*, 6(6), 868-874.
- Konecki, M. (2014). Problems in Programming Education and Means of Their Improvement. *DAAAM International Scientific Book*, 459-470.
- Koster, R. (2004). Theory of fun for game design. USA: Paraglyph Press.
- Kumar, B., & Khurana, P. (2012). Gamification in education Learn Computer Programming with Fun. *International Journal of Computers and Distributed Systems*, *2*(1).
- Lahtinen, E. (2005, June). A Study of the Difficulties of Novice Programmers. ITiCSE 05.
- Lazzaro, N. (2004). Why We Play Games: Four Keys to More Emotion Without Story.
- Lei, S. A. (2010, June). Intrinsic and extrinsic motivation: Evaluating benefits and drawbacks from college instructors' perspectives. *Journal of Instructional Psychology*, *37*(2).
- McCall, D., & Kölling, M. (2014). Meaningful Categorisation of Novice Programmer Errors. *Frontiers in Education Conference*.
- McGraw-Hill Education. (2017). Unlocking Potential: An Insider's Guide to Adaptive Learning. McGraw-Hill Education.
- Michael, D. &. (2006). Serious games: Games that educate, train, and inform. Boston, MA: Thomson.
- Nicholas, K. (2014). *The Thesis Toolbox*. (L. University, Producer) Retrieved from https://www.slideshare.net/kimberlynicholas/the-thesis-toolbox-research-design-foracademic-writing
- O'Donovan, S. (2013). A Case Study in the Gamification of a University-level Games Development Course. SAICSIT '13 Proceedings of the South African Institute for Computer Scientists and Information Technologists Conference (pp. 242-251). East London: ACM.
- Posner, Z. (2017, January 11). *What is Adaptive Learning Anyway?* Retrieved from McGraw Hill Education: www.mheducation.com
- Rapp, A. (2014). A SWOT Analysis of the Gamification Practices: Challenges, Open Issues and Future Perspectives. *Proceedings of the 5th International Conference on Applied Human Factors and Ergonomics AHFE 2014.* Kraków.
- Richard M. Ryan, E. L. (2000). Intrinsic and extrinsic motivations: Classif definitions and new Direction. *Contemporary Educational Pyschology*.
- Robert Wood Johnson Foundation. (2012). *Effective Adult Learning A Toolkit for Teaching Adults*. Nothwest center for public Health Practice.

- Robins, A. (2003, June). Learning and Teaching Programming: A Review and Discussion. *Computer Science Education*, 13(2), 137 - 172.
- Ryan, R., & Deci, E. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25, 54-67.
- Strmečki, D., Bernik, A., & Radošević, D. (2015). Gamification in E-Learning: Introducing Gamified Design Elements into E-Learning Systems. *Journal of Computer Sciences*, 11(12), 1108-1117.
- Sun, R. C. (2012). Student Classroom Misbehavior: An Exploratory Study Based on Teachers' Perceptions. *The Scientific World Journal*, 2012(208907,]), 8.
- Thompson, S. M. (2006). Exploratory study of novice programming experiences and errors. University of Victoria.
- Turan, Z. (2016, July). Gamification and Education: Achievements, Cognitive Loads, and Views of Students. International Journal of Emerging Technologies in Learning (iJET).
- Universite Concordia University. (2011, September). Computer Skills: Levels of Proficiency.
- Wendy Hsin-Yuan Huan, D. S. (2013). A Practitioner's Guide To Gamification Of Education. Toronto, ON: Rotman School of Management.

Zichermann, G., & Cunningham, C. (2011). Gamification by Design. O'Reilly Media Inc.