

Reading for Enjoyment With Year 7 Girls: Using Gamification to Collaborate and Motivate

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Abstract

Although recent research indicates that girls are more proficient readers than their male counterparts, evidence also suggests girls are losing interest in reading for enjoyment. My research addressed the issue of girls who say they are not interested in reading and believe that they cannot find anything of interest to read. The study explored the introduction of gamification to a reading program for Year 7 girls in an independent Catholic girls' school. Students played a series of online and offline games based on novels, authors, and genres and collaborated in teams to agree on answers. They also collaborated to generate content that was used to create some of the games. Quantitative and qualitative data were collected using interviews, library circulation statistics, surveys and observations. Three themes were identified from my data: gamification fosters joyful competition; competition fosters joyful collaboration; and collaboration fosters reading for enjoyment opportunities. Findings indicate that the girls were competitive in a gamification environment; however, the collaborative nature of the process and approach was also responsible for many moments of joy. In turn, "collaborative joy" generated a renewed motivation to read for enjoyment.

Glossary

Collaborative: A learning process whereby a small group of students work together to understand a concept, problem solve, and agree on a solution.

Gamification: Defined as the inclusion of entertaining game-like features in learning contexts, which do not usually involve games, to increase motivation and support behaviour change. The games utilise online technology.

Gamifying: Including entertaining game like features in learning concepts, online technology is not necessarily utilised.

Reading for Enjoyment: Students choose fiction texts because they believe they will find pleasure, joy, or contentment when they read them in their leisure time.

Competition: Desiring to be the most successful.

Joy: Happiness during a state of flow whereby students experience heightened focus and immersion whilst participating in activities or play (Csikszentmihalyi, 1991).

Atomic Reading: A Loreto Coorparoo reading initiative, which is based on building small (atomic) habits of reading for enjoyment. Students gain an understanding of the benefits of reading for enjoyment, and how a small habit practiced every day can grow.

Reading For Enjoyment With Year 7 Girls: Using Gamification to Collaborate and Motivate

Atomic Reading, introduced in 2022, is based on two principles: it only takes a tiny, atom-like step to establish a habit (Clear, 2018), and there are evidence-based benefits in reading for enjoyment (Merga, 2015; Merga & Fergusson, 2021). The challenge is to have girls connect with these findings. Reading for enjoyment has taken a downswing for girls (Thomson et al., 2017) and Australia Reads (2023) research has indicated more than two in every five girls do not identify as readers and cannot find a book they would like to read.

Five to ten minutes of reading each day is encouraged, and finishing a book is rewarded with an Atom sticker once parents have signed off on the students' reading. The philosophy behind this approach is that students will engage and celebrate their reading with library staff or their parents. However, the library staff observed that, whilst students were borrowing and reading books, they were avoiding the stickers, and, as a result, were not engaging with others to share their reading experience. Engagement in, and motivation to, read were the problems I aimed to address in this research.

The aim of my research was to explore the effect of gamifying *Atomic Reading* lessons on students' engagement and motivation with reading for enjoyment. Gamification has been utilised in formal learning since 2010 (Hamari, et al., 2014). Including entertaining game-like features in learning contexts that do not usually involve games, can increase motivation and support behaviour change (Pedro, et al., 2015; Portesova, 2022). The literature in the following section shows that girls outperform boys in collaboration and reading (OECD, 2017; Borgonovi et al, 2023). As a result, I chose to introduce collaborative gamification into reading sessions to invigorate reading for enjoyment in my Year 7 English class. The intention was that these games would become part of an *Atomic Reading* initiative.

Literature Review

Teachers and parents of girls may feel confident in their reading scores after accessing the findings on girls' literacy in the 2021 Progress and International Reading Literacy Study Test (PIRLS) (IEA Timms and PIRLS International Study Center, 2023). Girls like to read more than boys, indicated by a 10% higher reading rate than boys, and girls are 6% higher in reading confidence (Hillman et al., 2023, pp. 46–49). However, the 2016 PIRLS results told a different story (Thomson et al., 2017). Girls liked reading at a 16% higher rate than boys in 2016 and girls were 5% higher in reading confidence. These data indicate that, since 2016, there has been only a 1% increase in reading confidence for girls and a drop of 6% in liking reading (Thompson, 2022). Girls may be better readers than boys in a technical capacity, therefore, but attitudes to reading are falling. Margaret Merga (Radio New Zealand, 2023), when interviewed on the topic of boys and literacy, made the point that girls' underperformance in reading is responsible for closing the gap rather than an improvement in boys' reading.

Girls may have a higher performance in reading than boys, but this does not always correlate with liking or enjoying reading (Hillman et al., 2023). This may be an underpinning factor of the problem posed in the introduction, whereby my students are not celebrating their reading by collecting the reward stickers. Currently, *Atomic Reading* relies on individual motivation to experience the joy of reading. The program assumes an element of competitiveness, but this was never made explicit because the aim of the program is habit building. *Atomic Reading* relies on a delicate balance of extrinsic and intrinsic rewards. Yet, if girls are not enjoying reading, as highlighted in the 2021 PIRLS (IEA Timms and PIRLS International Study Center, 2023), the assumption might be that the motivation to seek rewards will be insignificant.

If girls are known to be more social and their forte is collaboration and problem solving, as Barry (2022) and Borgonovi et al. (2023) suggest, there was potential merit in creating collaborative components in *Atomic Reading* where girls could problem solve and create new knowledge whilst having fun. Furthermore, Fisher and Frey (2021) suggest that students who collaborate are generally more satisfied with their classes, complete assigned work, and like school better. Li and Chu (2021) provide positive findings on gamification explaining that integrating gamification into children's reading increases interest, and whilst there is still limited research on the effects of gamification on students' reading habits, the gaming application devised by Li and Chu's team did have positive effects on reading motivation and interest in reading. Therefore, I posited that collaborative components in *Atomic Reading* through gamification would be where joy in reading was found.

There is an element of competition in games; however, the literature also suggests that girls tend to fear failure more than boys and are less willing to enter competitive situations (Eriksson & Strimling, 2023). That said, there is not only a lack of studies that explore gender differences in gamification, but those that do exist draw different conclusions. Some suggest that gender does indeed affect the perception of gamification (Portešová et al., 2022), while other studies indicate that we do not fully know if competition within an educational environment of gamifying is more identifiable in boys (Pedro et al., 2015). Pedro and colleagues found that:

The game mechanics implemented in E-Games did not have any effect (on motivation and performance) in the female students, which suggests that the studies of gamification in the context of learning should consider gender differences to draw better conclusions about their impact on motivation and learning performance. (p.219)

The researchers in this study agreed that future research should “experiment and further analyse the gender issue concerning previous experience with games, in the context of gamified learning environments” (p.219). My study, therefore, was intended to add to this body of knowledge.

Another study does not differentiate between girls and boys, but suggests that gamification has positive impacts on motivation, engagement, and learning in all students through the guidelines and roles students must follow to complete a game's goals (Qiao, et al., 2022). Finally, a study conducted by Portešová et al. (2022) researched gender competitiveness in gamification, with a specific focus on perfectionism, which was relevant to my study given there are links to perfectionism and girls (Fuller, 2014). Portešová et al. conclude that competitiveness is “both a perfectionistic personality style and gender” (Abstract) but do not conclude that this description is attributed solely to girls. Furthermore, Portešová et al. go on to state that girls are not as attracted to competitive games as their male counterparts. To be precise, females prefer “rich social interaction” as opposed to aggressive video games. This notion reflects Barry's (2022) and PISA's (OECD, 2017) premise regarding girls' tendencies toward being social and problem solving. I considered, therefore, that making competition more about collaboration was a key to avoidance and fear of failing.

Volet, et al., (2019) explored positive emotions, including joy through collaboration in Science activities. This study focussed on interest, joy, and contentment in student collaboration in three separate science activities. The researchers found that dominant positive emotions, such as joy, need to be grounded in, or accompanied by, interest-related emotions for students to be engaged in learning. Of particular interest, was the all-female group in the Volet study, which stood out for their results of shared emotions. The female group scored highest in shared emotions, such as joy, and interest-related emotions, such as curiosity or surprise. Volet and colleagues suggest that further studies into joyful experiences during collaborative learning can be used to boost interest-related emotions that navigate students towards successful co-construction of knowledge. This prompted me to consider if this suggestion could apply to attitudes towards reading and encouraged me to further explore the dynamic of positive emotions, in particular joy, and whether it was possible to experience joy whilst focussing on collaborating in a competitive games environment.

The literature suggests girls are underperforming in reading, and attitudes to reading for pleasure are on the decline (Li & Chu, 2021). While there is little to no research on causation, my research explored the role of joy in collaboration through games in improving girls' attitudes towards reading for pleasure. Mihaly Csikszentmihalyi (2014), creator of the term “flow,” suggests that transmitting enjoyment is a “very powerful pedagogical influence” (p.149). My premise was that if gamification served as an extension to *Atomic Reading*, and students were caught in the “flow” of enjoyment and collaboration and also observed the teacher's enjoyment, “they [would] find the information [fiction books]. They [would] seek out the information [fiction books] on their own” (Csikszentmihalyi, 2014, p.149).

Research Context

Loreto College Coorparoo is an independent Catholic, Years 7–12, girls' school in Brisbane, Australia, with approximately 936 students in 2023 aged 12 to 18 years old. Loreto follows the Mary Ward charism where students and staff are inspired by Mary Ward's 17th-century vision that, "Women, in time, will come to do much." Hence, Loreto is committed to offering a balanced and happy, yet challenging, education that prepares students to impact their world.

The participants for this action research project were 16 Year 7 girls, aged between 12 and 13 years old, who were in my English class of 26 students. They were part of the cohort of 165 students in 2023. Sixteen students and their parents provided informed, voluntary, written consent to participate in this project. I excluded names in this report to ensure the confidentiality and anonymity of the participants. Although I received only 16 consents, the entire class participated in the activities and no one was denied the same experience and participation.

The research was conducted over two terms in 2023. Further to this, students who gave consent were interviewed during lunch breaks. This was the context for my research question: *How does a gamified collaborative approach to the Atomic Reading program motivate Year 7 girls to read for enjoyment?*

The Action

A series of five games – two Kahoots, a Scavenger Hunt, Blooket, and Book Blurb – were designed around fiction books in our school library. Kahoot and Blooket are digital and the Scavenger Hunt and Book Blurb are non-digital, yet they satisfied the definition of gamification because of the entertaining game-like features embedded in learning concepts. The games were played by self-selected teams in the context of a 50-minute English lesson over a ten-week time frame. A leaderboard was created to keep track of the fortnightly winners.

Before any of the teams were formed and gamification activities occurred, a lesson was designed around collaboration and what that meant. Students offered the following thoughts: everyone contributes, we all work to provide an answer, everyone contributes equally, and we work together. I used this opportunity to differentiate between teamwork and collaboration. Students collaborated to contribute some of the material that was used for the development of the two offline games. After playing the games for twenty-five to thirty minutes, students were given the opportunity to browse the fiction collection in the library.

Data Collection

The purpose of data collection is to provide the researcher with a full and deep understanding of the research question (Cresswell & Plano Clark, 2011). Mertler (2020) suggests three main approaches to the collection of data: observation, interviews, and use of documents and records. Mertler builds on this list by adding a selection of quantitative approaches. Therefore, my collection of data embraced a combination of qualitative and quantitative methods, allowing for the technique of polyangulation to be incorporated. Polyangulation, or triangulation, occurs when multiple sources of data relate to establish reliability and validity (Cresswell & Plano Clark, 2011; Mertler, 2021). This process provided robust data and each data set informed the other and provided authentic checks and balances for consideration; thus, ensuring reliability and validity.

To this effect, I used the following qualitative techniques: observation through photos and videos, interviews with students, and records accessed through the library management system and our *Atomic Reading* student records. Quantitative techniques were also employed. Surveys were delivered to gain base data about student reading habits, mini questionnaires were disseminated in the form of Exit Tickets after each game activity, and statistical data were gathered from the digital games, tools used, and game leaderboard.

The results from the quantitative instruments informed the interview questions, allowing further exploration in the interview stage. Therefore, this phase of analysis was completed before the qualitative interview instrument was designed.

Data Analysis

The research question guided the exploration of collaboration and enjoyment whilst using a games-based approach to connect with fiction. Anchored in a girls' school context, I sought to understand if the findings aligned with the evidence found in the literature, especially with regard to competition.

The quantitative surveys were analysed statistically via percentages and graphs to provide trends in results. The data gave me baseline evidence of the reading engagement before using games to connect to fiction reading. The leaderboard provided continuous statistical evidence showing which teams were engaging competitively. The qualitative analysis consisted of observing and coding the responses from the questionnaires delivered via Exit Tickets at the end of each game. The photographic and video data were analysed via observation for data that indicated collaboration or competition amongst the students. I looked for evidence of negotiating, discussion and engaging with each other to solve problems (game challenges) (Fisher & Frey, 2021). The final qualitative analysis was the coding of interviews and the use of an inductive approach to thematic analysis to determine themes around enjoyment, reading, collaboration, and competition (Braun & Clark, 2006).

The combination of qualitative and quantitative data collection tools allowed for triangulation of data and provided the necessary rigour to ensure that the understandings and findings generated were accurate, credible and reliable. Furthermore, the data suggested areas to focus on and provided the way forward for *Atomic Reading* – the reading for enjoyment initiative at Loreto College Coorparoo.

Discussion of Findings

At the start of this project, baseline borrowing data were gathered from the library for the participant group of 16 students. Data revealed that in a seven-month period, the mode was two books borrowed amongst participants; and the mean was 3.5 books borrowed when excluding the two outliers of 10 and 14. Figures 1 to 3 detail the relationship these students had with reading for enjoyment. The graphs indicate that at least half of the participants engaged positively with reading for enjoyment, whereas the other half were less committed to reading for enjoyment due to the drop in frequency and reading only when prompted. Only eight students engaged with the reward system of obtaining stickers for each book read. These data highlight that the “reward system” in our *Atomic Reading* program was not motivating students in the way we originally hoped.

Figure 1

Length of Time Dedicated to Reading for Enjoyment Per Day

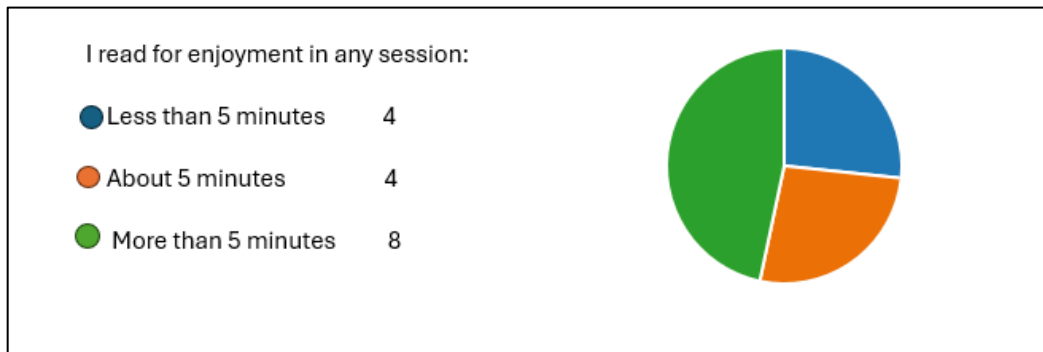


Figure 2

Frequency of Reading for Enjoyment

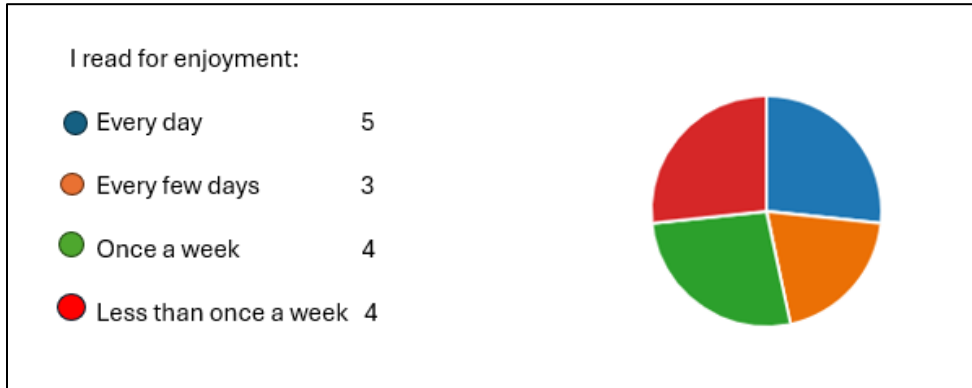
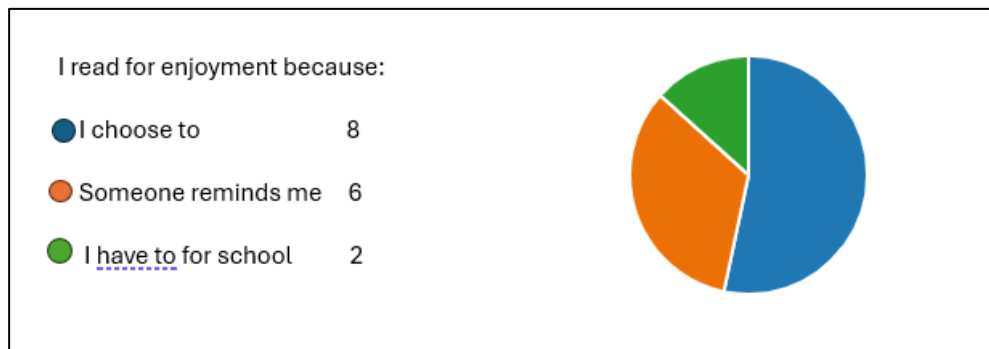


Figure 3

Prompts for Reading for Enjoyment



In another survey, these students were asked to finish the phrase, “When I read for enjoyment, I feel...” This produced an array of responses. Two students revealed that they felt “bored.” Eight responses indicated positive feelings of well-being, “happy,” “calm,” and “relaxed,” while six reported that reading provides “escapism,” “entering another world,” “exhilaration,” and “transported to another world.”

These data revealed the mix of reading habits, whereby the greatest distribution of students were reading three books over six months and reported positive feelings as a result of reading. The smaller groups represent reluctant readers who read very little and found reading boring, through to voracious readers who were transported to other worlds. The findings of Johanson et al. (2023) support these findings. Johanson’s research team interviewed 13,000 Australian school students in 2022-23 about their reading habits and identified three groups as Avid, Light, and Reluctant readers.

After each game, an Exit Ticket was issued through Microsoft Forms to gather an understanding of the personal reading discoveries students had made. The exit comments revealed many insights into

student views on reading for enjoyment, collaboration, and enjoyment, while the photographs and video footage of students playing the games yielded significant data about competition. Finally, interviews with students after the gamification activities were finished provided further data about collaboration, enjoyment, and competition. Three themes were identified inductively (Braun & Clark, 2006; Mertler, 2020) regarding how a collaborative approach to gamifying encourages reading for enjoyment in Year 7 girls:

- Gamification fosters joyful competition
- Competition fosters joyful collaboration
- Collaboration fosters reading for enjoyment opportunities

Gamification Fosters Joyful Competition

Students were unanimous in their opinions about competition fostered through gamification. These girls were very competitive, yet this is not reflected in the literature. Portesova et al. (2022) contend that girls are not as competitive as their male counterparts; rather, they prefer connecting through camaraderie. Whilst my students enjoyed the rich interactions of collaboration, they also became noticeably excitable during the games. Student A commented, “For the Kahoots and Blookits we're like screaming at each other,” while Student B clearly expressed, “I love to win.... My team was also really competitive ... we'd go out to other teams during lunch and we just have friendly competition, like, ‘you're going down’... we'll just have that friendly competition outside of English.” This may be an extension of the social dynamic and “high energy” that Fuller (2014) discusses in his work.

Students were observed jumping up and down, laughing, screaming, and huddling as they worked in their teams. The visual data captured show students in moments of joy during collaboration and the excitement of competition, and the interviews confirm these observations. Fuller (2014) explains that high energy girls should be encouraged to exhibit the kinds of behaviour mentioned above. It is easy to dampen the spirits of girls who are exuberant because they may not fit into societal expectations of “lady-like behaviour,” and doing so may lead to disempowerment (Fuller). This joyful behaviour demonstrated physically suggests that students were caught up in the Csikszentmihalyi’s (2014) state of flow.

Gamification usually includes the winning of digital badges or points when games are completed in an online context. Instead, in my project, a leaderboard was established to keep track of who was winning the games in real time, using the stickers from the *Atomic Reading* program to indicate which teams were in the lead. When asked about awarding the stickers to individuals as compared to the group recognition on a leaderboard, most students favoured the leaderboard system. Student C reflected, “you just get the sticker, and then you kind of forget about it. Like I said before when you play games you kind of start becoming closer to other people and then you can stay friends with them longer than you stay with

the sticker memories.” Student D said, “I feel like with the sticker system people will sort of forget about it, I guess the [sticker] page is just sitting on the back of their diary. I like the competition; it is more interactive.” Finally, student A agreed with her peers, “with the stickers like you probably just get them and then people will like to lose them ... the games it's like a memory that you'd like to remember.” Interestingly, Knutas, et al. (2017) maintain “that leader boards as a gamification feature are particularly effective compared to extrinsic rewards such as badges and points which tend to wear off after a short period of novelty” (p.2). It seems that joy presents itself more effortlessly in memories of collaboration and social dynamics rather than the individual nature of winning stickers.

Competition Fosters Joyful Collaboration

As Volet et al. (2019) discovered, encountering joy through collaboration, or in this case collaborating on gamified tasks, leads to greater engagement in learning. Traditional gamification is linked with collaborative learning (Knutas et al, 2019) and I confirmed this claim in the context of this research. The qualitative data reveal that the elements in competition foster problem-solving opportunities, which are key in collaboration. The students formed their teams and indicated that working in a team felt “safe,” “comforting,” and “included.”

Students were observed working collaboratively on activities such as checking with each other to solve answers to questions, dividing up responsibilities, and accomplishing mutual goals by playing the games and preparing content to create the games (Driscoll et al., 2018; Riar et al., 2020). The girls’ comments and my observations mirror Haiken’s (2017) comments on collaboration, as the girls felt they had the support of a team that was looking out for them as they faced challenges together. Student E expressed, “it's good that we have some people that we know and that we're comfortable with and then some people that we don't know as well, ... you get to know their strengths and weaknesses, and then you can work together.”

The girls’ comments reflect the findings of Fisher and Frey (2021) and Barry (2022), whereby collaboration is a strength for girls and increases satisfaction in completing tasks and attending classes. Furthermore, the idea of teamwork as opposed to working individually was explained by student E: “I think things are more fun when it's with other people because you learn more from them and ... they will teach you stuff if you don't know the answer, ... if you were just to give it to me on a piece of paper, I'd be, like, very bored.” This comment links to Barry (2022) and PISA’s (OECD, 2017) work related to girls’ problem solving and being social. The girls were cognisant of the collaborative skills they were building; student G was aware that her team “had [a] goal and we were all working together.” Moreover, regarding her understanding of working collaboratively in a different class context, student G replied, “we could set roles and stick to them, instead of just like, go[ing] in with no idea what we're doing.”

Despite gamification fostering joyful collaboration, there were some challenges. Students commented via an Exit Ticket regarding what worked well when they were collaborating to contribute to the creation of a game. Students noticed the following as positives – “contributing,” “listened to each other’s opinions,” and “combining our ideas and somehow applying them to the activity.” Students also reflected on what wasn’t working so well in their groups. Responses indicated that, at times, it was hard to “keep up” with the faster talkers and that sometimes students who wanted to get on with the task may have left others behind. Some students realised that solving the task together meant that time had to be taken for all members to reach a consensus. Fuller (2014) warns educators about students who can be “merciless” in their behaviour in groups. He suggests assigning roles and calling out behaviour that overrides the goals of group work or, in the case of this research, collaboration. Students formed their groups; however, there were no roles assigned to the groups.

Student D explained that gamifying content on reading felt like a “little break from learning some stuff and yeah, or like learning it in a more fun way I guess.” Joy was evidenced by Student A: “if you know that you're doing a game in English, you're probably more excited to go, not just like ‘ohh English’.” This statement infers that their enthusiasm for playing the games was not impaired by the challenges around working collaboratively. My observational data confirm this – students were excited to come to class on the days we were playing games.

Gamification Fosters Reading For Enjoyment Opportunities

The data gathered reflected what the literature indicated about girls and reading. Many girls are reluctant readers and are not reading for enjoyment (Hilman et al., 2023; Johanson et al., 2023). However, the girls’ responses in my interviews with them suggest that, having participated in gamified reading activities, they were more aware of the books they hadn’t read and how to access more information about books.

This research was conducted in Semester Two, and in this time, borrowing statistics saw the average number of books read by the class drop to two in six months. My interviews with students, however, suggest that the games raised awareness and interest in books and that students might be accessing their reading from avenues other than the school library. For example, Student D had borrowed only one book from the library in Semester Two; “I think I had been reading this series, but I had only read the first book. And then I think I stopped for a bit ... after the games I made my mother go into the bookshop and find the other books from the series.” Student F, who had borrowed two books in the research period, said that “I found like a bunch of new books, so I think it increased my motivation to like find new topics and stuff that I'm interested about and to read them.” This comment indicates that

including gamification in a reading initiative can help girls discover books that interest them enough to read.

There were several comments throughout the research timeline that suggested girls who struggled to read for enjoyment were not able to find books they wanted to read. For example, student D said, “I find it hard to find a book that I enjoy, but when I do I read it,” and student F said, “I’m struggling to find a good book at the moment.” These kinds of mindsets are reflected in the research conducted by the Australia Reads (2023) organisation, which found statistically that more than two in five girls who say they are not interested in reading believe they cannot find anything of interest to read. However, many girls in my study maintained their level of reading. For example, Student C, who had borrowed seven books during the research period, noted “my motivation is probably still the same ... because I’m always reading.” This student had borrowed seven books at the time the research was conducted. Student G commented, “it didn’t really like make me want to read less or more, sure, there were books in the games that like I looked at. I might like that or something, but it didn’t really push me to read more than I already do.” Student G had only borrowed one book from the library. The final comment about gamifying reading activities reflects joy: “It’s just made reading seem more fun.” This comment came from student D, who indicated in the interview that she had borrowed only one book.

The findings suggest a collaborative approach to gamification motivated girls to be open to discoveries in reading. In a girls’ school context, competition within a collaboration is spontaneous and sparks joy. Whilst there was no obvious increase in reading for enjoyment habits in this cycle of action research, the outcomes regarding collaboration and competition have been rewarding and insightful. Leveraging collaboration and competition to inform our *Atomic Reading* initiative will greatly contribute to informing the library team’s approach to reading engagement with the greater student body and the next iteration of the action research cycle.

Conclusion

This study set out to answer the question: *How does a gamified collaborative approach to the Atomic Reading program motivate Year 7 girls to read for enjoyment?* The findings suggest that introducing gamification into the reading initiative works effectively if delivered through collaboration. Girls are socially dynamic and learn through rich social interaction. Collaborating to play a variety of on- and off-line games that require different perspectives and approaches to problem solve answers allowed the Year 7 girls to lean into their preferred way of learning.

Furthermore, the games and the competition that were woven into the overall process allowed girls to be fiercely competitive and express joy through this competition. The interview data did suggest that these games in turn encouraged a desire to seek out new book titles, new authors, and new genres. Although there was not a dramatic increase in the borrowing in the ten weeks of data collection, I am

confident that gamification embedded into the *Atomic Reading* program will play a role in elevating girls' reading for enjoyment. It will address the findings of Australia Reads (2023), so that Year 7 girls will indeed be able to find something to read because they know titles authors and genres, and, as a result, they *will* be able to find something that they enjoy reading.

Reflection

This was my first action research project. This process has been thoroughly engaging and invaluable for broadening my understanding of my role as a researcher and a practitioner. However, this research is the first phase of what I believe will be ongoing continuous improvement. As the Loreto library team introduces gamification into our reading model, *Atomic Reading*, we will be collecting data to continually inform our understanding of girls' motivation for reading for enjoyment. I will continue to explore how collaboration and competition intersect with joy in girls' education.

I would like to extend my heartfelt thanks to my Principal, Kim Wickham, who encouraged me to take part in this project and provided the resources to do so; my Deputy Principal, Lissa Gyte, who enthusiastically supported me throughout this process; my line manager, Cherie Vega who encourages me in reading for enjoyment initiatives; the Collins Library team Chrissie Swain and Jen O'Neil who consistently supported me; my GARC supervisor Karen Lewis who was always ready to respond and who lead our team so admirably; Dr. Di Laycock for her generous editorial recommendations; the English Department, lead by Shona Sunebeck and Jess Dutton who are advocates for *Atomic Reading*; and finally, the Year 7 students who joyfully engaged in the games and gave up their lunch hours to be interviewed.

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