**Abstract: 125E**

**To Quitch or not to Quitch: Using a gamified mobile app to increase student performance and engagement**

Iris Lim[1]

*Faculty of Health Sciences & Medicine, Bond University[1], Gold Coast, QLD, Australia*

Introduction. With the growing confluence of technology and higher education practice, educators are challenged to innovate their teaching practice. Gamification is becoming increasingly popular in the education setting, as it has been shown to increase student engagement and motivation. Quitch is a mobile learning platform incorporating quizzes, an anonymised leader board and badges. This study aimed to investigate the use of Quitch in a neuroscience subject and whether there is a relationship between students' activity in the app vs their final grades obtained in the subject.

Methods. All students enrolled in the subject was invited to download the mobile app at the start of the semester. Weekly quizzes were released. The Quitch leaderboard score of each student which is a measure of questions answered, accuracy, time spent in the app was obtained from the educator portal at the end of the semester. This was plotted against the students' final grades.

Results. The overall Quitch scores of students who obtained a High Distinction (85% and above) in the subject was significantly higher than the scores of those in other grade groups. The Quitch scores in every other grade group (except pass vs fail and distinction vs credit) were also significantly different to one another; with declining Quitch scores observed in the group of students with a reduced final grade obtained in the subject.

Discussion. The use of Quitch provided both the educator and students the opportunity to draw attention to the weakness in material understanding for particular topics. Its use as a revision tool appears to improve the students' performance in summative assessments for the subject.