

School/Department:	School: Erasmus School of History, Culture and Communication Department: Media and Communication
Project Title:	Gamification of Chinese online shopping platforms
Abstract:	<p>This proposal focuses on the study of gamification of Chinese shopping platforms. The study will be conducted from a holistic approach, exploring the role of gamification from both a customer and a seller perspective. In concrete, the PhD candidate will investigate how gamification strategies are used in this context for: (1) fostering consumers' retention; (2) increasing or maintaining customers' loyalty; (3) boosting sales; and (4) fueling competition among the multiple merchants selling products on the same platform.</p> <p>Online shopping platforms' sales account for 90 per cent of China's online retail sales. Chinese shopping platforms such as Taobao, JD or Tmall are well known for implementing innovative user experience design strategies built upon gamification strategies. Game design is also a fundamental part of the fastest growing online shopping startup in the history of China, Pinduoduo. This platform has transformed online shopping into an entertaining experience by using a user experience design inspired by online role-play gaming. This unique Chinese approach to online shopping has also gained the attention of western markets. Amazon, which had to leave the Chinese marketplace for lacking the entertaining approach to online shopping, has later decided to partner with Pinduoduo to better respond to Chinese customers' expectations. Also, the use of gamification strategies in the western versions of Chinese shopping platforms such as Aliexpress, has gained the attention of customers and merchants. This makes Chinese platforms the perfect object of study to explore the role of gamification on online shopping services.</p> <p>Although the study of gamification has gained great attention within the field of game studies in the past two decades, scholars have been mainly focused on the study of the application of game design strategies for user engagement in the fields of learning/education and wellbeing/health. Consequently, the academic literature about the gamification of online shopping services is scarce. The studies are generally small-scale, and mainly conducted from a marketing perspective, focusing on understanding consumers' interaction with these platforms. Little is known about the different types of strategies</p>

	<p>implemented and the different purposes behind these strategies. The scarcity of research is in contrast with the massive usage of these platforms by numerous companies and even individual merchants who are in competition selling their products. Exploring gamification in relation to sellers' perspective is therefore also relevant to fully understand this practice.</p> <p>This project proposes to approach the study of gamification of online shopping platforms from the field of persuasive gaming. This approach will facilitate the: (1) identification of the different types of gamification strategies implemented; (2) the different persuasive purposes behind these strategies; as well as (3) better understanding the persuasive strategies used with the purpose of influencing the attitude and behavior of customers and merchants using these platforms. By establishing a link between gamification strategies and concrete purposes and goals, this project will provide the necessary understanding to initiate a critical reflection about the ethics of this growing practice.</p> <p>This project aims to investigate the use of gamification of online Chinese retail platforms by (1) conducting qualitative content analysis of gamification strategies implemented in these platforms, (2) conducting expert interviews with Chinese user experience designers implementing and designing this type of gamification strategies, and (3) conducting in-depth interviews with the merchants selling products on these platforms.</p> <p>This project will be innovative in two ways. Firstly, the project will deliver inside-knowledge on how gamification strategies are currently used by Chinese online shopping platforms. As international academic scholars have limited access to these platforms, this study will contribute to the field of game studies by broadening the understanding of gamification as a practice. Secondly, this project explores for the first time the perspective of sellers on the use of gamification strategies on online shopping, expanding this way the understanding of the relationship between marketing and gamification in this particular context.</p>
<p>Requirements of candidate:</p>	<p>Background: Candidates must have earned a (research) master's degree in either Communication Studies, Media Studies, Marketing, or Game Studies. In addition, candidates should have experience with doing qualitative research and are requested to show affinity with the proposed topic.</p> <p>Master's degree: Yes</p>

	<p>EUR requirement: See Table Information about English requirements</p> <p>(If the faculty does not have special English requirements, general requirement from Admission Office is applied)</p>
Supervisor information:	<p>Dr. Teresa de la Hera will serve as the daily supervisor and co-promotor, and Prof. dr. Jeroen Jansz will serve as the promotor for this PhD project.</p> <p>Personal data / contact information De la Hera: Dr. Teresa de la Hera Assistant Professor of Persuasive Gaming Erasmus University Rotterdam PO Box 1738, 3000 DR Rotterdam, the Netherlands Phone: + 31 10 408 8838 E-mail: delahera@eshcc.eur.nl Visiting address: Woudestein Campus, M8.32, Burgemeester Oudlaan 50, Rotterdam, the Netherlands Homepage: https://www.eur.nl/people/teresa-de-la-hera</p> <p>List of international publications De la Hera (past 5 years)</p> <p>De la Hera, T., Jansz, J., Raessens, J., Schouten, B. (Eds.) (In Press). <i>Persuasive Gaming in Context</i>. Amsterdam: Amsterdam University Press.</p> <p>De la Hera, T., Jansz, J., Raessens, J., Schouten, B. (Eds.) (In Press). Persuasive gaming. From theory-based design to validation and back. An Introduction. In: De la Hera, T., Jansz, J., Raessens, J., Schouten, B. (Eds.). <i>Persuasive Gaming in Context</i>. Amsterdam: Amsterdam University Press.</p> <p>De la Hera, T., & Raessens, J., (In Press). Looking Beyond Persuasion Through Rule-based Representations in Digital Games: Designing Games to Shape, Reinforce or Change Attitudes. In: De la Hera, T., Jansz, J., Raessens, J., Schouten, B. (Eds.). <i>Persuasive Gaming in Context</i>. Amsterdam: Amsterdam University Press.</p> <p>De la Hera, T. & Sarria Sanz, C. (In Press). The role of spontaneous digital play during young patients' cancer treatment. <i>Media and Communication</i>.</p> <p>Siitonen, M., Reer, F., De la Hera, T. (In Press). Looking Ahead in Games Research: Entry Points into a Pragmatic Field of Inquiry.</p>

	<p><i>Media and Communication.</i></p> <p>Tokbaeva, D., Horst, S., & De la Hera, T. (In Press). eSports as Digital Media Business: An Assessment and Review. In P. Murschetz & N. Alm (Eds.), <i>The Digital Transformation of the Media Industry</i>. A Scholarly Guide. Springer.</p> <p>King, R. & De la Hera, T. (2020). Fortnite Streamers as Influencers: A study on gamers' perceptions. <i>The Computer Games Journal</i>. Doi: 10.1007/s40869-020-00112-6</p> <p>King, R. & De la Hera, T. (2020). Gamer perception of endorsements from Fortnite Streamers on YouTube. In: Georgios N. Yannakakis, G.N., Liapis, A., Kyburz, P., Volz, V., Khosmood, F., Lopes, P. (Eds.) <i>FDG '20: International Conference on the Foundations of Digital Games</i>. New York: Association for Computing Machinery. Doi: 10.1145/3402942.3403026</p> <p>De La Hera, T. (2019). <i>Digital Gaming and the Advertising Landscape</i>. Amsterdam: Amsterdam University Press.</p> <p>De La Hera, T. (2019). The Persuasive Roles of Digital Games: The Case of Cancer Games. <i>Media and Communication</i>, 6 (2), 103-111. doi: 10.17645/mac.v6i2.1336.</p> <p>De La Hera, T. (2019). Advertising through Digital Games: Looking Beyond Simulations of Products and Services. In Ahmet Ayhan (Ed.), <i>New Approaches in Media and Communication</i> (pp. 21-31). Berlin: Peter Lang.</p> <p>Loos, E., De la Hera, T., Simons, M., & Gevers, D. (2019). Setting Up and Conducting the Co-design of an Intergenerational Digital Game: A State-of-the-Art Literature Review. In J. Zhou & G. Salvendy (Eds.), <i>Human Aspects of IT for the Aged Population. Design for the Elderly and Technology Acceptance</i> (pp. 56–69). Cham: Springer International Publishing.</p> <p>De La Hera, T., Loos, E., van Wilgenburg, W., Versteeg, M., Paz Alencar, A., Simons, M., Lamoth, C., & Finkenauer, C. (2018). Using an ice-skating exergame to foster inter- cultural interaction between refugees and Dutch children. <i>Cogent Education</i>, 5 (1), 1-20. doi: 10.1080/2331186X.2018.1538587</p> <p>Paz Alencar, A. & De La Hera, T. (2018). Gaming in Multicultural Classrooms: The Potential of Collaborative Digital Games to Foster Intercultural Interaction. In K. Lakkaraju, G. Sukthankar & R.T. Wigand (Eds.), <i>Social Interactions in Virtual Worlds: An</i></p>
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	<p><i>Interdisciplinary Perspective</i> (pp. 288-309). Cambridge, United Kingdom: Cambridge University Press.</p> <p>De La Hera, T. (2017). Identifying different persuasive gaming approaches for cancer patients. In J. Dias, P. Santos & R. Velkamp (Eds.), <i>Games and Learning Alliance Vol. 10653. Lecture Notes in Computer Science</i> (pp. 64-72). South East, UK: Springer.</p> <p>De La Hera, T., Loos, E., & Simons, M. (2017). Benefits and factors influencing the design of intergenerational digital games: A Systematic Literature Review. <i>Societies</i>, 7 (18). doi: 10.3390/soc7030018</p> <p>De La Hera, T. (2017). Persuasive Gaming: Identifying the different types of persuasion through games. <i>International Journal of Serious Games</i>, 4 (1), 31-39. doi: 10.17083/ijsg.v4i1.140</p> <p>De La Hera, T. (2017). Six factors that Determine the Conceptualization of Persuasive Strategies for Advergaming: The Case study of "Tem de Tank". In Information Resources Management Association (Ed.), <i>Advertising and Branding</i> (pp. 572-586). Hershey, PA: IGI Global.</p> <p>Jacobs, R., Jansz, J., & De La Hera, T. (2017). The Key Features of Persuasive Games: A Model and Case Analysis. In R. Kowert & T. Quandt (Eds.), <i>New Perspectives on the Social Aspects of Digital Gaming: Multiplayer 2</i>. New York, NY: Routledge.</p> <p>De La Hera, T. (2015). Collaborative Digital Games as Mediation Tool to Foster Intercultural Integration in Primary Dutch Schools. <i>e-Learning Papers</i>, 43, 13-23.</p> <p>De La Hera, T. (2015). A Theoretical Model for the Study of Persuasive Communication through Digital Games. In J. Martí Parreño, C. Ruiz-Mafé & L. Scribner (Eds.), <i>Engaging Consumers through Branded Entertainment and Convergent Media</i> (pp. 74-88). Hershey, PA: IGI Global.</p> <p>Personal data / contact information Jansz: Prof. dr. Jeroen Jansz Full Professor of Communication and Media Erasmus University Rotterdam PO Box 1738, 3000 DR Rotterdam, the Netherlands E-mail: jansz@eshcc.eur.nl Visiting address: Woudestein Campus, M8.32, Burgemeester Oudlaan 50, Rotterdam, the Netherlands Homepage: https://www.eur.nl/people/jeroen-jansz</p>
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	<p>List of international publications Jansz (past 5 years)</p> <p>De la Hera, T., Jansz, J., Raessens, J., Schouten, B. (Eds.) (In Press). <i>Persuasive Gaming in Context</i>. Amsterdam: Amsterdam University Press.</p> <p>De la Hera, T., Jansz, J., Raessens, J., Schouten, B. (In Press). Persuasive gaming. From theory-based design to validation and back. An Introduction. In: De la Hera, T., Jansz, J., Raessens, J., Schouten, B. (Eds.). <i>Persuasive Gaming in Context</i>. Amsterdam: Amsterdam University Press.</p> <p>Jacobs, R.S., Jansz, J. (In Press). The Present of Persuasion: Escalating Research into Persuasive Game Effect. In: De la Hera, T., Jansz, J., Raessens, J., Schouten, B. (Eds.). <i>Persuasive Gaming in Context</i>. Amsterdam: Amsterdam University Press.</p> <p>Eldik, A.K. van, Kneer, J., & Jansz, J. (2019). Urban & online: Social media use among adolescents and sense of belonging to a super-diverse city. <i>Media and Communication</i>, 7 (2), 242-253. doi: 10.17645/mac.v7i2.1879</p> <p>Yang, L., Mao, Y. & Jansz, J. (2019). Understanding the Chinese Hui Ethnic Minority's Information Seeking on Cardiovascular Diseases: A Focus Group Study. <i>International Journal of Environmental Research and Public Health</i>, 16 (15):2784. doi: 10.3390/ijerph16152784</p> <p>Kneer, J., Eldik, A.K. van, Jansz, J., Eischeid, S. & Usta, M. (2019). With a little help from my friends: Peer coaching for refugee adolescents and the role of social media. <i>Media and Communication</i>, 7 (2), 264-274. doi: 10.17645/mac.v7i2.1876, hdl.handle.net/1765/117512</p> <p>Lutkenhaus, R.O., Jansz, J. & Bouman, M.P.A. (2019). Mapping the Dutch vaccination debate on Twitter: Identifying communities, narratives, and interactions. <i>Vaccine</i>: X, 1, 1-10. doi: 10.1016/j.jvacx.2019.100019</p> <p>Lutkenhaus, R.O., Jansz, J., & Bouman, M.P.A. (2019). Toward spreadable entertainment-education: leveraging social influence in online networks. <i>Health Promotion International</i>. doi: 10.1093/heapro/daz104</p> <p>Lutkenhaus, R.O., Jansz, J., & Bouman, M.P.A. (2019). Tailoring in the digital era: Stimulating dialogues on health topics in collaboration with social media influencers. <i>Digital Health</i>, 5. doi:</p>
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	<p>10.1177/2055207618821521</p> <p>Eldik, A.K. van, Kneer, J., Lutkenhaus, R.O. & Jansz, J. (2019). Urban Influencers: An Analysis of Urban Identity in YouTube Content of Local Social Media Influencers in a Super-Diverse City. <i>Frontiers in Psychology</i>, 10. doi: 10.3389/fpsyg.2019.02876</p> <p>Yang, L., Mao, Y. & Jansz, J. (2018). Chinese Urban Hui Muslims' Access to and Evaluation of Cardiovascular Diseases-Related Health Information from Different Sources. <i>International Journal of Environmental Research and Public Health</i>, 15 (9):2021. doi: 10.3390/ijerph15092021</p> <p>Hafner, M. & Jansz, J. (2018). The Players' Experience of Immersion in Persuasive Games: A study of My Life as a Refugee and PeaceMaker. <i>International Journal of Serious Games</i>, 5 (4), 63-80. doi: 10.17083/ijsg.v5i4.263</p> <p>Neys, J.L.D. & Jansz, J. (2018). Engagement in play, engagement in politics: Playing political video games. In R. Glas (Ed.), <i>The Playful Citizen. Civic Engagement in a Mediatized Culture</i> (pp. 36-56). Amsterdam: Amsterdam University Press</p> <p>Rooij, A.J., Ferguson, C., Colder Carras, M. & Jansz, J. (2018). A weak scientific basis for gaming disorder: Let us err on the side of caution. <i>Journal of behavioral addictions</i>. doi:10.1556/2006.7.2018.19</p> <p>Van 't Riet, J., Meeuwes, A., Voorden, L. Van der & Jansz, J. (2018). Investigating the effects of a persuasive digital game on immersion, identification, and willingness to help. <i>Basic and Applied Social Psychology</i>, 180-194. doi: 10.1080/01973533.2018.1459301</p> <p>Mosemghvdlishvili, L., & Jansz, J. (2018). Free your 'most open' Android: a comparative discourse analysis on Android. <i>Critical Discourse Studies</i>. doi: 10.1080/17405904.2018.1554536</p> <p>Aarseth, E., Bean, A., Boonen, H., Colder Carras, M., Coulson, M., Jansz, J. & ,. et al. (2017). Scholars' Open Debate paper on the World Health Organization ICD-11 Gaming Disorder proposal. <i>Journal of behavioral addictions</i>, 6 (3), 267-270. doi: 10.1556/2006.5.2016.088</p> <p>Jacobs, R.S., Jansz, J. & De La Hera, T. (2017). The key features of persuasive games: A model and case analysis. In R. Kowert & T. Quandt (Eds.), <i>New Perspectives on the Social Aspects of Digital Gaming: Multiplayer 2</i> (pp. 153-171). Oxford: Routledge</p>
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	<p>Van den Heede, P.J.B., Ribbens, C.R. & Jansz, J. (2017). Replaying Today's Wars? A Study of the Conceptualization of Post-1989 Conflict in Digital "War" Games. <i>International Journal of Politics, Culture and Society</i>, 31 (3), 229-250. doi: 10.1007/s10767-017-9267-5</p> <p>Jansz, J., Slot, M., Tol, S., & Verstraeten, R. (2015). Everyday Creativity: Consumption, Participation, Production, and Communication by Teenagers in the Netherlands. <i>Journal of Children and Media</i>, 9 (2), 143-159. doi: 10.1080/17482798.2015.1015433</p> <p>Jansz, J. (2015). Playing out identities and emotions. In V. Frissen, S. Lammes, M. de Lange, J. de Mul & J. Raessens (Eds.), <i>Playful identities. The ludification of digital media and cultures</i> (pp. 267-281). Amsterdam: Amsterdam University Press</p> <p>Jansz, J. & Neys, J.L.D. (2015). Online games player characteristics. Open external In R. Mansell (Ed.), <i>International Encyclopedia of Digital Communication & Society</i> (pp. 1-6). Hoboken, New Jersey: Wiley-Blackwell</p> <p>von Engelhardt, J. & Jansz, J. (2015). Distant Suffering and the Mediation of Humanitarian Disaster. In R.E. Anderson (Ed.), <i>World Suffering and Quality of Life</i> (Social Indicators Research Series, 56) (pp. 75-87). New York City: Springer</p> <p>Vosmeer, M., Jansz, J. & van Zoonen, E.A. (2015). I'd like to have a house like that: female players of The Sims. <i>Academic Quarter. Journal for Humanistic Research</i>, 11 (11), 129-142.</p>
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Table Information about English requirements

Admission office	IELTS: 7.0 (min. 6.0 for all subs.)	TOEFL: 100 (min. 20 for all subs.)	-
Admission office English-speaking countries and NL	Not required for Master student	Not required for Master student	-
Rotterdam School of Management	IELTS: 7.5 (min. 6.0 for all subs.)	TOEFL: 100 (internet) or 600 (paper)	GMAT-test or GRE-test: 85%

Erasmus School of Economics	IELTS: 7.5 (min. 6.0 for all subs.)	TOEFL: 100 (min. 20 for all subs.)	GMAT: 680 or GRE-test: top 15%
Erasmus School of Social and Behavioral Sciences	IELTS: 7.5 (min. 6.0 for all subs.)	TOEFL: 100 (min. 20 for all subs.)	
Erasmus School of Philosophy	IELTS: 7.5 (min. 6.0 for all subs.)	TOEFL: 100 (min. 20 for all subs.)	
Erasmus School of History, Culture and Communication	IELTS: 7.5 (min. 6.0 for all subs.)	TOEFL: 100 (min. 20 for all subs.)	
Erasmus School of Law	IELTS: 7.5 (min. 6.0 for all subs.)	TOEFL: 100 (internet) or 600 (paper)	GMAT-test or GRE-test: 85%
Erasmus Medical Center	IELTS: 6.5 (min 6.0 for all subs.)	TOEFL: 90 (internet), 232 (computer), 575 (paper)	Cambridge Proficiency: C1
International Institute of Social Studies	IELTS: 7.0	TOEFL: 100 (internet), 250 (computer), 600 (paper)	
Institute for Housing and Urban Development Studies	IELTS: 7.0 (min. 6.0 for all subs.)	TOEFL: 100 (internet), 250 (computer), 600 (paper)	