



WAYS TO USE DiBL | WHITEPAPER 4 OF 6

Quiz & Mini-Games

How game mechanics and live competition transform knowledge checks into memorable, engaging learning experiences.

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Executive Summary

Checking what people know is one of the most fundamental acts in education and training. But how you check it matters enormously. A flat multiple-choice test signals that learning is a compliance exercise. A well-designed live quiz, with real-time competition, team play, visual feedback, and a facilitator who turns results into conversation, signals that learning is an event worth engaging in.

DiBL Quiz & Mini-Games is a live, facilitated knowledge and engagement tool that goes beyond standard quizzing to include riddles, team challenges, visual tasks, and custom mini-games. It is designed not just to assess, but to energise: transforming the knowledge-check moment from a low-point into a highlight of any session.

This whitepaper explores the learning science behind gamification and retrieval practice, shows how DiBL compares to tools like Kahoot, Quizizz, and Mentimeter, and provides practical guidance for designing and facilitating quiz experiences that participants actually look forward to.

The Challenge: When Assessment Becomes a Barrier

For many learners, being tested is an anxiety-producing experience, one associated with judgement, failure, and comparison. Even in low-stakes professional training contexts, the word "quiz" can trigger disengagement before the first question appears. The result is a paradox: the very tools we use to check understanding can undermine the psychological safety needed for learning to happen.

Traditional assessment formats compound this problem. Multiple choice questions test recognition, not understanding. Right/wrong scoring frames learning as binary. Leaderboards that rank individuals publicly can embarrass lower performers and disengage them further.

Yet games are one of the most powerful learning environments humans have ever created. When people play games, they engage, persist through failure, and learn complex systems without external instruction. The question is not whether to use game mechanics in learning. It's how to do it in a way that supports all participants, not just the competitive top performers.

Retrieval Practice

The testing effect, the finding that retrieving information from memory strengthens learning more than re-studying the same material, is one of the most robust findings in cognitive psychology (Roediger & Karpicke, 2006). A live quiz is not just an assessment tool: it is a learning intervention. Every time a participant retrieves an answer, they reinforce the neural pathway that stored it.

Spaced retrieval, returning to the same material across multiple sessions, produces even stronger retention. Building DiBL quizzes into the recurring structure of a programme, not just as one-off events, dramatically increases long-term knowledge retention.

Gamification and Intrinsic Motivation

Gamification research (Deterding et al., 2011; Hamari et al., 2014) distinguishes between two types of game mechanics: those that activate extrinsic motivation (points, leaderboards, rewards) and those that support intrinsic motivation (challenge, curiosity, mastery, social connection). Extrinsic mechanics produce short-term engagement but can undermine intrinsic motivation if overused.

DiBL Quiz & Mini-Games is designed to balance both: competitive formats for contexts where healthy rivalry drives energy, and cooperative formats where team challenge and shared discovery are the primary motivators. The facilitator chooses which mode fits the group.

Game-Based Learning in the Classroom

Research by Egenfeldt-Nielsen (2026) on facilitated educational games identifies four principles that make game-based learning work in classroom and workshop settings: dilemmas as building blocks for meaningful choice; facilitation baked into the format; real-time feedback so learners see consequences immediately; and social play as

the foundation of the experience. DiBL quizzes are designed around all four: they are not just digital flashcards, but facilitated social experiences.

The research specifically cautions against tools that rely on "action-packed mini-games or sparkling animations" as substitutes for pedagogical substance. DiBL Quiz & Mini-Games prioritises meaningful engagement, customisable formats, facilitator control, and flexible content, over spectacle.

What DiBL Quiz & Mini-Games Is

DiBL Quiz & Mini-Games is a live, facilitated knowledge engagement tool that goes far beyond standard multiple-choice quizzing. It supports a range of interactive formats, from classic quizzes to team challenges, visual riddles, and custom mini-games, all delivered live from a facilitator's control panel to participants on their own devices.

The format is fully customisable: add images, video, audio, and animation to questions; run solo or team play; reveal results in real time or at the end; and export performance data for reporting and follow-up.

Key Capabilities

- **Interactive formats** Go beyond Q&A: include riddles, spot-the-difference tasks, visual challenges, and team games.
- **Flexible content** Combine text, images, video, animations, and audio to keep sessions dynamic.
- **Team or individual** Run quizzes solo or as cooperative/competitive group play.
- **Live results & analytics** See responses in real time and export data for reporting or follow-up.
- **Brandable & customisable** Tailor the look and feel with your logo, colours, and visual style.

When to Use a Quiz vs. a Dilemma

In DiBL, quizzes and dilemmas use the same building block: the Dilemma block. The difference is in the design intent. This comparison helps you decide when a quiz is the right choice, and when a dilemma-based approach would serve your learning goals better.

- **Use a quiz when:** Quiz: Questions with correct answers. Best for testing recall, activating prior knowledge, and assessment.

- **Use a dilemma when:** Dilemma: Questions with multiple valid perspectives. Best for developing judgement, promoting reflection, and sparking discussion.
- **Use both when:** Both: Start with a quiz to check understanding, then shift to dilemmas for deeper application. The quiz shows what people know; the dilemma shows how they think.

How DiBL Compares

The quiz tool market is large and well-established. Here is how DiBL Quiz & Mini-Games compares to the leading alternatives.

Tool	Strengths	Where DiBL goes further
Kahoot	Highly engaging live quiz format. Strong brand recognition, especially in K-12 education. Good competitive leaderboard experience.	Kahoot is entertainment-first, great for energy but limited in pedagogical depth. DiBL adds facilitator control over pacing and results, team play formats, custom mini-games beyond standard Q&A, and integration with dilemmas and simulations in the same session.
Quizizz	Flexible quiz tool with good variety of question types, self-paced and live modes, and solid analytics.	Quizizz is primarily a quiz delivery tool. DiBL is a live facilitated experience platform: quizzes sit alongside Brainstorms, Dilemmas, and Simulations within a single cohesive session. Facilitators have active control over how results are revealed and discussed.
Mentimeter	Widely used for live polls, word clouds, and quizzes in presentations. Strong in corporate and higher education.	Mentimeter quizzes are slide-based and linear. DiBL offers more flexible game formats, team play, and the ability to embed quizzes inside richer facilitated learning journeys with branching and consequence logic.

The key differentiator: DiBL quizzes are designed for facilitated group learning, not just audience response. Every feature, from result reveal timing to team configuration, is built to give facilitators the tools to turn a knowledge check into a conversation.

In Practice: How to Run a DiBL Quiz Session

Before the Session

The most effective quizzes are designed with a clear purpose: are you activating prior knowledge, consolidating learning, checking comprehension, or generating discussion? The answer shapes everything from question type to reveal timing.

- Choose your format: individual speed quiz for energy and competition, or team challenge for collaboration and discussion.
- Mix question types: factual recall alongside interpretation questions and image-based challenges creates a more varied and engaging experience.
- Plan your facilitation moves: which questions do you expect to produce the most wrong answers? Those are your richest discussion moments.
- Add images and media to questions wherever possible: visual questions are more engaging and test a different kind of knowing.

During the Session

- Build anticipation: count down to reveals, hold results back briefly, use "what do you think the most popular answer was?" before showing.
- Celebrate the wrong answers: the questions everyone got wrong are the best discussion starters. "Why did so many of us choose X? What were we thinking?"
- Use team formats to activate cooperative learning: pairs and small groups discussing before answering produce better retention than solo play.
- Keep energy high between questions: move quickly through easier questions, slow down for contested ones.

After the Session

- Export performance data to identify which topics need revisiting in future sessions.

- Use the question-level analytics to design a targeted follow-up session for the areas where performance was weakest.
- Revisit the same questions in a future session: spaced retrieval dramatically improves long-term retention.

Quiz Variations: Beyond the Standard Format

DiBL includes ready-to-use quiz and mini-game templates, each designed for a specific learning dynamic. Two templates go beyond the standard question-and-answer format to create richer, more memorable experiences. Start either directly from the case builder with no build time required.

TEMPLATE 18

Image Quiz

Three questions across text, image, and values. Participants earn points and receive feedback tailored to whether they got it right or wrong, with onboarding as the example.

Combines visual recognition, factual recall, and values alignment in a single short arc. Use for induction, product training, or any context where knowing the right answer is only part of the goal.

[Preview: dibl.eu/preview/quiz-image](https://dibl.eu/preview/quiz-image)

TEMPLATE 19

Risk & Reward

Participants wager tokens before seeing the answer. Higher wager means higher gain or loss, turning every question into a calculated bet on your own knowledge. Makes confidence calibration visible: participants who overestimate their knowledge lose ground fast. Powerful for compliance, risk awareness, and decision-making training.

[Preview: dibl.eu/preview/risk-reward](https://dibl.eu/preview/risk-reward)

All templates are available in the DiBL case builder. Sign up free at dibl.eu/sign-up, open the case builder, and choose a template. You can run your first session in minutes, adapting the content to your topic and group.

Waterwise: Turning Serious Topics into Shared Discovery

Waterwise used DiBL mini-games to educate groups about water conservation challenges across the UK. The audience ranged from school students to adult community groups, all arriving with varying levels of prior knowledge and engagement. The subject matter was serious, but the format was deliberately playful: teams competed to identify water-saving practices, match causes to effects, and spot errors in fictional water usage scenarios.

The Image Quiz format was central to the experience. Visual questions asked participants to identify water-wasting behaviours in everyday scenes, pressing them to look carefully rather than rely on text-based recall. This created a natural entry point for groups who might have disengaged from a traditional presentation: the images gave everyone something concrete to react to, regardless of their background knowledge.

Results were revealed question by question, and the facilitator used the answer distribution to steer discussion: where teams disagreed, it opened conversation about why. The competitive element kept energy high without making the stakes feel threatening. By the time the quiz ended, the group had a shared set of reference points, specific scenarios they had all seen and discussed, that the subsequent facilitated session could build on directly.

The game mechanics created the energy and shared reference points that made the subsequent facilitated discussion far more engaged than a traditional briefing would have achieved. Participants arrived at the discussion phase already invested: they had an opinion, a result, and a reason to compare notes with the rest of the room.

Beat the Heat: Quiz as Climate Science Exploration

Beat the Heat is a DiBL quiz case designed for primary school students exploring heat adaptation and climate solutions. It combines rigorous content with visual and interactive elements to make climate science accessible and engaging. The quiz is structured in two parts: Part 1 uses reflection questions about personal heat experiences to activate prior knowledge and build connection to the topic. Part 2 delivers a multi-section quiz that integrates knowledge checks with visual recognition tasks, math calculations, and discussion prompts.

What makes Beat the Heat distinctive is its deliberate choice NOT to use competitive leaderboards. Instead, the quiz functions as a learning tool for collaborative exploration. Image-based questions ask students to "Spot the cool materials on a roof", developing visual literacy and pattern recognition. Math questions about power consumption (kWh calculations) show that quizzes can integrate STEM content naturally. Discussion pages between quiz sections provide natural breakpoints where the teacher facilitates meaning-making, turning right and wrong answers into conversation starters rather than victory markers.

The facilitator screen shows answer distributions in real time: how many students chose each option, enabling data-driven discussion: "Three of you said X, seven said Y. Why might that be?" This transforms quiz data from a scoring mechanism into a window into student thinking. The flexible design allows teachers to move fluidly between Part 1 reflection and Part 2 quiz content based on class engagement, making the session responsive rather than rigid. The target duration of ~90 minutes accommodates the deeper facilitation this approach requires.

Quiz Without Competition

- **Engagement without leaderboards** Beat the Heat demonstrates that quizzes do not need competitive scoring to be engaging. The energy comes from curiosity, visual challenge, and collaborative discussion, not from ranking participants.
- **Quiz as learning tool, not assessment** By removing the threat of public comparison, the quiz becomes a safe space for exploration. Wrong answers are as valuable as right answers: they reveal thinking and spark discussion.
- **Facilitator-led meaning-making** When the quiz is not racing toward a winner, there is time for the facilitator to pause, ask "why did so many of us choose this?", and turn data into conversation. This is where deep learning happens.

Getting Started with DiBL Quiz & Mini-Games

The fastest way to start is to take a knowledge check you already use, a set of questions you'd normally ask, and build it in DiBL. Add images to a few questions. Set up one team round. Run it with a small group first to find your facilitation rhythm.

Your first DiBL Quiz in 3 steps

- **1. Choose your content** Take a knowledge area you already teach and identify 5–8 questions of varying difficulty.
- **2. Build and enrich** Add questions to DiBL, include at least one image or visual challenge, and set up team play.
- **3. Facilitate and discuss** Run the quiz live, plan discussion points for questions you expect to be contested, and export results.

Learn more: dibl.eu/quiz-mini-games

Sign-up: dibl.eu/sign-up

Key Takeaways

- Retrieval practice, the act of recalling information, is one of the most powerful learning interventions available, regardless of format (Roediger & Karpicke, 2006).
- Game mechanics support learning when they activate challenge, curiosity, and social connection, not just competition and points.
- DiBL Quiz & Mini-Games goes beyond Kahoot, Quizizz, and Mentimeter by offering full facilitator control, team formats, custom mini-games, and integration into richer session types.
- The most valuable moment in a quiz session is not the question: it is the facilitated discussion that follows the reveal of an unexpected result.
- Building quizzes into recurring programme structures, not just one-off events, produces dramatically stronger long-term retention through spaced retrieval.

Build It Yourself

Ready to build a quiz or mini-game in DiBL? Our builder guide walks you through scoring with variables, dice blocks, and quiz variation build recipes step by step.

- → [Whitepaper 10: Building Quiz & Mini-Games: How to Build with DiBL Series](#)

More in the Ways to Use DiBL Series

- [Whitepaper 1: Brainstorms, facilitated brainstorming with simultaneous digital input](#)
- [Whitepaper 2: Dilemmas, facilitated decision-making through branching scenarios](#)
- [Whitepaper 3: Presentations, interactive facilitator-led content delivery](#)
- [Whitepaper 5: Simulations, multi-round scenarios with variables and consequences](#)
- [Whitepaper 6: Survey & Polls, real-time data collection and evaluation](#)

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- Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work? A literature review of empirical studies on gamification. *HICSS*.
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