

Gamification As A Methodological Strategy In University Students

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Abstract

The objective of the study was to review the bibliography related to gamification strategies in students, from a didactic-pedagogical perspective. In the current context, more creative teachers are required to apply and reveal strategies to face the preponderance of a producing society, a phenomenon that has also impacted the world education system. Educational innovation is a reality that is present in learning spaces. The use of emerging methodologies such as gamification has shown great potential to improve the teaching and learning process. Therefore, innovative practices such as gamification, used independently, have revealed various potentialities in the scientific literature that positively impact the teaching and learning processes.

Keywords : Gamification, methodological strategy, motivation, learning

INTRODUCTION

Education, as a fundamental value of human development, is also affected by progress and the inclusion of these tools in it, both for teaching ²¹ and for the learning of 21st century students ¹¹. These actions are carried out to update the didactic processes and, making them innovative, adapt them to the student's daily life.

Educational innovation is a reality that is present in learning spaces. The use of emerging methodologies such as gamification has shown great potential to improve the teaching and learning process. The development of gamified actions improves motivation, interaction with teachers and student interactions ³¹. These actions are carried out to update the didactic processes and, making them innovative, adapt them to the normal life of the students ³. Schools, in recent years, have been developing a transformation in teaching, led by the use of technology. that is available to all members of the school community ²⁸. Due to this, there has been an improvement in the quality of teaching, resulting in an increase in values such as motivation and, in addition, making a wide range of technological resources available to the service of teaching ². Students also see an increased interest in educational action to the extent that information and communication technologies (ICT) are available, and their use is encouraged, which results in better access for them to training and the content.

In recent years, the modifications made to traditional methodologies have been based on considering games as a fundamental axis of student development. Taking its mechanisms, learning can be adapted and facilitated to the interests of the students, thus achieving a better understanding of the contents to assimilate ²⁶. The development of this strategy arises from the human being's need to play, trying to promote free and voluntary participation in a world of codes and norms ¹⁷. Gamification is a term that arises from the business world, with the idea of customer loyalty ⁶ and that bases its main function on the application of game-inspired mechanics, in the formal context of teaching ⁵. The implementation of gamification in educational practice leads to the increase of multiple benefits related to education, since it presents the activities with an attractive challenge for students, helps them to solve problems ¹⁸, increases the level of engagement with the task ⁷ and increases interest in learning ¹³. With this, in addition, there is an increase in interest that leads to the promotion of the acquisition of skills ³. as well as an improvement in the social skills and behavior of the students ²⁹. Undoubtedly, the application of gamification as a didactic strategy causes an increase in the positive values of student development, taking into account the exchange of rewards for the typical one, giving students freedom in the training process, eliminating their fear of making mistakes, and making them protagonists of the monitoring of their training.

DEVELOPING

Gamification

Gamification is the approach adopted to foster student participation and engagement in the learning process. The effectiveness and replicability of this set of educational tools are corroborated and online library services are identified

as essential partners. The collaboration of this type of services is ideal to implement the proposal of online university education. A suggested line of action in this regard is to use academic skills centers to link library resources with non-formal training in digital skills in pursuit of academic excellence ²².

Gamification is an active methodology presented as useful that facilitates and improves student learning, regardless of the educational stage ³². However, considerable efforts are being made to carry out studies and research to support its effectiveness and thus have a deep understanding of the scope of its work.

The fields of application offered by gamification are diverse, the most researched is education ⁸, where its implementation arises in e-learning environments, given its digital nature. This means that, in recent times, practical gamification is gaining a significant role ²⁷, especially due to the diversity of possibilities they offer ²⁴.

MOTIVATION AND GAMIFICATION

A major problem that schools and educators often face today is that many students lack motivation and interest in learning. Also, given the choice, many would rather play video games than read a book or complete a homework assignment ³⁵. Taking this scenario into account, different pedagogical innovations have emerged that incorporate game logic, such as gamification and game-based learning. In line with this, lack of motivation and commitment is a particular problem for students taking courses at universities or schools. According to the findings of many, traditional strategies cannot solve the lack of motivation of students. Nor can they generate participation in learning.

A reduced interest and low motivation in learning among vocational students has become a challenge with many traditional strategies that are not able to provide a solution to motivation and encouraging participation in learning. The use of game elements in non-recreational settings (gamification) may be a possible solution, as research indicates an improvement in user experience and engagement, with the potential to improve motivation and behavioral outcomes. However, not all studies obtain positive results, the success of gamification is influenced by the design, the sample, and the context ¹⁰.

METHODOLOGICAL STRATEGIES

Methodological strategies are required, such as gamification. In this sense, the teacher must be able to develop dynamic and cooperative methodologies focused on learning by doing, as a method aimed at improving the performance, applicability and motivation of student learning ²². The use of gamification in educational environments and contexts is constantly increasing. And promotes a greater frequency of research in this field of knowledge ⁹. Gamification as a teaching medium makes learning processes more enjoyable, while ensuring that students are receptive to the information received.

In fact, there is a high level of interest among education experts to make learning more interesting for students ³⁰. Although the results of the implementation have not always been positive ²⁵. If the material provided does not stimulate students, learning may not be effective. Motivation stimulates the desire to learn and facilitates learning activities. In general, the results of empirical studies show that gamification improves user experience and engagement, motivation and behavioral results ¹⁶. A gamified system can bring benefits such as broader participation, long-term engagement, and success. The main reasons to implement gamification are due to its potential to motivate and improve positive behavior ¹⁵.

A gamification design contains the most common elements in three methodological approaches (teacher-centered, student-centered and mixed) ¹⁰. The didactic-pedagogical strategies are aesthetically configured as gamification, since they conjecture the educational system as an emerging phenomenon, product the popularity of games, digital literacy in cyberculture, and their ability to motivate actions, solve problems, improve learning in various fields of knowledge ^{23, 36-56}. By highlighting these peculiarities, it is observed that, in an authorial proposal of gamification of virtual education environments, the interest and involvement of the participants in assuming challenges, solving problems and carrying out activities increases, resulting in a greater probability of resignification. These facts are complex, unique and plural ²⁰, because by encouraging the participant/student to commit to the "rules" of the game, they somehow take new paths in search of something that is in the process of being refined.

IMPORTANCE OF GAMIFICATION

The students highly value the contributions of the game during gamification to their learning, considering that it allowed them to develop soft skills and teamwork, and show good levels of satisfaction. The conclusions confirm the interest of game-based learning as an effective teaching tool in the university environment ¹².

Gamification plays a very important role in the field of education, it makes the learning process a more motivating and enjoyable experience. In this way, a greater receptivity to the information provided to the students ³³. Greater motivation improves learning outcomes and encourages students to continue delving into a specific topic ¹⁹.

Although the literature has shown that gamification has an important position in education, there is still little effective guidance on how to combine different gamification functions in different educational contexts to improve learning performance ³⁴. In reviews on gamification applied to education ¹⁴, it is suggested that studies are needed on the use of play elements in contexts and in relation to specific learners. writes.

CONCLUSIONS

After an exhaustive analysis, the following conclusions are established: Gamification is an active methodology presented as useful that facilitates and improves student learning, regardless of the educational stage. This approach is adopted to encourage student participation and commitment to the learning process.

The use of game elements in non-recreational settings (gamification) may be a possible solution, as research indicates an improvement in user experience and engagement, with the potential to improve motivation and behavioral outcomes. Motivation stimulates the desire to learn and facilitates learning activities.

The didactic-pedagogical strategies are configured aesthetically as gamification, since they conjecture the educational system as an emerging phenomenon, a product of the popularity of games, digital literacy in cyberculture, and its ability to motivate actions, solve problems, improve learning in various fields of knowledge.

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