

THE GAMIFICATION OF LEARNING

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The World Health Organization reported that the rise of excessive online gaming is emerging in the Philippines, with 29.9 million gamers recorded in the country. For some, this data would entail a burden in the education sectors, but this also mean that education leaders can discover as to how online gaming can be beneficial to learners in some way.

It is also important to note that as technology permeates our day-to-day lives—from changing the way we live, shop, play, do business, eat, meet people, and socialize—it is only natural for policymakers to explore the potentials of using technology to help in elevating the quality of our education. This is when gamification can come into play.

The term gamification is used to denote the application of game mechanism in non-gaming environments. It aims to enhance the process and the experience involved in such environments. In recent years, gamification has become a catchword throughout the fields of training and education as stated by Caponetto et. al., in 2014.

In education, the gamification theory is recognizing that learners learn best when they are also having fun. It looks to the existence of enjoyment as a vital element of education. Because of the addictive characteristic of video games that attract learners—and adults—it is simply practical to incorporate game-based elements in the process of teaching and learning. Also, it is vital to note that gamification is different from game-based learning. The latter means involving students on making their own games or playing video games which are commercially made; on the other hand, the former simply means bringing game-based elements that can me these platforms prominent, and integrating such into other activities withing the classroom.

On the other hand, gamification can be applied and incorporated in the teaching-learning process in various ways. Teachers can use fun, scaffolded learning, progress indicators, player control, and social connection. Moreover, gamification in the educational processes also means the use of game mechanics and elements. E-learning, which is based on modern ICT, creates supportive conditions for the implementation of gamification as claimed by Kiryakora et. al., in 2014. As such, students do not only have fun while learning but they can also learn how to work and maneuver ICT-related tools.

According to Majuri, J., et. al., in 2018, gamification in the classroom can bring out many proven benefits. In this approach, students can discover an intrinsic motivation for learning. Students can also explore different identities through different characters or avatars. This shows that gamification can cater students' individual differences as it can help introverted students participate in the way they can be without the fear of social anxiety. Gamification can also help learners to feel more comfortable; thus, making them more proactive and open to making some mistakes. Gamification also provides chances for learners to think outside of the box because learning tasks are no longer about filling in a worksheet or memorizing lectures.

As progressive educators, the emergence to technological tools and Internet applications should not scare us or make us feel inferior. Teachers are still the best teaching tool, but integrating technological trends and students' interests can make us better educators. From recognizing online games to bringing elements of games into our classrooms, we can show to Filipino learners that the quality of education they deserve is not difficult to achieve.

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