

HOW GAMIFICATION HELPS CLASSROOM ENGAGEMENT

by:

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As part of James Howell's Proverbs published in 1969, this quote, "All work and no play makes Jack a dull boy," has become familiar and often related to studies besides work per se.

With the awareness that even young children and youth are now affected by different psychological, emotional, and social issues, though in varying degrees and circumstances, gamification in the classroom used as a teaching and learning strategy has been more widespread among educators.

Lessons are usually started with simple games to catch learners' attention and urge engagement and collaboration.

The study of Rodrigo et.al (2020) entitled "The Impact of Gamification on Students' Learning, Engagement, and Behavior Based on Their Personality Traits mentioned that gamification (in education) through the teaching and learning process can improve students; level of engagement as they do in games outside the classroom.

The study also cited that incorporating game elements into an educational environment is a strategy to increase engagement through gamification of education. This is the reason why most teachers employ various games that they can use as a springboard to begin a lesson or as a medium to intensify the mastery of the lesson after it is taught.

Games practiced in the classroom can range from simple manipulatives to group manual games to online and offline e-games.

Concerning personality, the said study by Rodrigo, et.al (2020) also cited that more introverted participants had a greater number of points, medals, badges, and logins than those who were more extroverted. This may be attributed to the observation that introverted learners who tend to be always shy in class when given a chance to participate and actively engage in games may gain more satisfaction than those who have always been extroverted (those who are used to having fun playing games with others.).

While it cannot be denied that gamification poses positive learning effects, teachers should still be careful in choosing which games to employ and how they complement and supplement the mastery of the lessons and topics discussed in class. Games should never be just for fun, they should elicit educational fun – such that – learners will still learn while enjoying and playing games.

Gamification is not a means to kill time in the class but to augment teaching using games. Games need to be scheduled and given proper discipline and control to prevent disinterest in other classes. Additionally, excessive gaming can lead to addiction if it is not monitored and controlled by parents and teachers.

Gamification in the classroom also needs control when they are played during classes and inside the classroom to avoid disturbing other rooms and other classes. While it is true that it is but OK to make educational noise (noise made while learning or playing), the right of other teachers and learners to quiet time should also be given equal importance. Everyone in school has equal rights.

In essence, we, teachers, need to exercise caution and consideration in employing gamification in class to aid the teaching and learning process to make sure that all is well and ends well.

References:

The Impact of Gamification on Students' Learning, Engagement and Behavior Based on the Their Personality Traits

By: Rodrigo Smiderle, Sandro Jose Rigo, Leonardo B. Marques, Jorge Arthur Pecanha de Miranda Coelho and Particia A. Jaques (2020)

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