



***The system of support for academic teachers in process
of shaping soft skills of their students***

<https://wspaerasmus.wixsite.com/supportsystem>



Module 5

Examples of how to integrate technology in the learning process



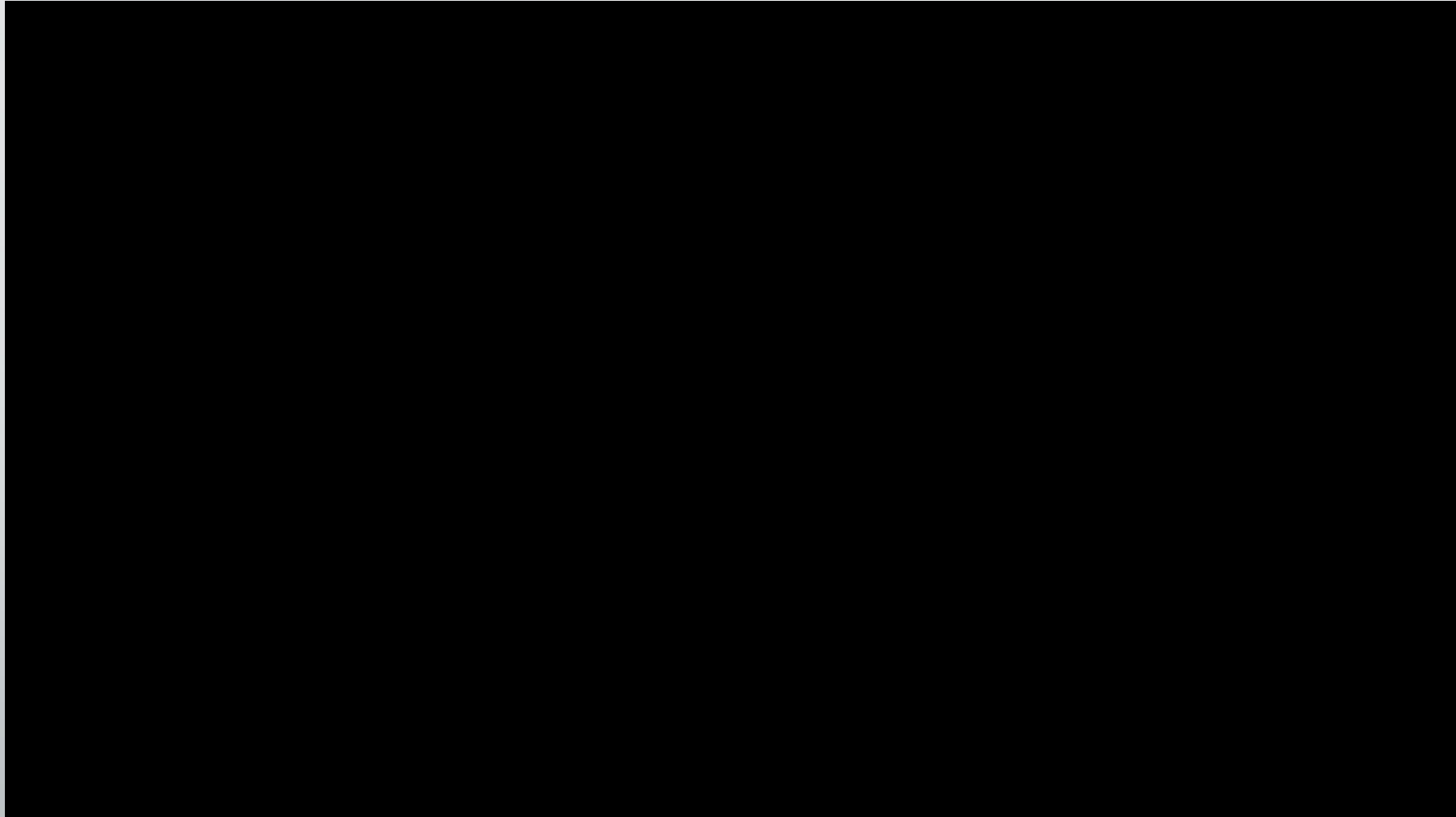
Module 5 – topic 1

Gamification in education

Maria do Rosário Rodrigues



Gamification





Gamification

Perhaps the most important difference is that the “stuff” to be learned — information, concepts, relationships, etc. — cannot be just “**told**” to these people. It must be **learned by them**, through questions, discovery, construction, interaction, and, above all, fun.

Anyone who is barely awake knows that today's kids, teens and young adults — Generations X, Y, and Z — don't relate well to traditional teaching methods. **"Every time I go to school I have to power down!"** complains one student.

Prensky, M. (2001).



Game – Portuguese young people

71,7% of Portuguese young people game

Weekle average in hours

8,9h (males, highschool)

2,8h (females 5th-6th grade).

Carvalho & Araújo (2014) data collected through survey with students from 5th grade (CEB) to higher education



Gamification

gamification may be defined as the use of gaming elements to involve participants, incite them to action, promote learning and solve problems”

(Kapp, 2012, p. 12).

We may add gaming elements to the structure of the content or to the content itself.



Gamification

Kapp, Blair e Mesch (2014) divided gamification into two types



Structural gamification

Game elements added to an existing structure

Motivate student to learn

Example : added credit upon completion of task

Content gamification

Content is change to resemble a game, with challenges, feedback cycles and a storyline.

Game-based Learning
Serious Games

Gamification v.s. Serious Games



Serious Games “is an experience designed using game mechanics and game thinking to educate individuals in a specific content domain”

(Kapp, 2012, p. 15)

Serious Games – desenvolver um content específico

gamification - o objetivo é mais abrangente: motivar/envolver para, atingir um determinado objetivo

“the creation of serious game falls under the process of gamification”.

Kapp (2012, p. 17)

gamification - pretende-se aplicar elementos de jogo

Serious Game - corresponde a um jogo completo.

Marczewski (2013)



The Top 10 Serious Games of All Time

Published on September 5, 2019



Juliette Denny | [Follow](#)
Managing Director at Growth ...



44



9



0

Serious games are transforming learning for users of all ages. Teachers and corporate educators alike are using them because they improve knowledge retention. And for younger learners, serious games increase their motivation to learn, boost their self-esteem, and give

<https://www.linkedin.com/pulse/top-10-serious-games-all-time-juliette-denny>



Gamification

Kapp, Blair e Mesch (2014) organizaram a gamification in dois tipos distintos

Structural gamification

Game elements added to an existing structure

Motivate student to learn

Example : added credit upon completion of task

Gamification de content

Game-based Learning
Serious Games



Why use gamification?

- Motivate students to move along the syllabus (structural);
- Motivate students , involving them in the content
- influence student's behaviour in the classroom (content);
- help students innovate
- encourage students to develop skills or acquire knowledge autonomously (structural and/or content);
(structural and/or content);
- teach new content

(structural and/or content);
(structural and/or content);

Kapp et al. (2014)



By [Alexander V. Krasko](#)

September 15, 2018

5 minutes to read



Write a
comment

GAMIFICATION

5 Most Popular Gamification Features (With Examples)

A set of easy to implement features to make your learning project fun.

 Listen to the audio version



<https://elearningindustry.com/gamification-features-5-most-popular-examples>



Small apps

Random Picker - <https://www.classtools.net/random-name-picker/>

Badge Maker - <https://www.classtools.net/badgemaker/>

Timer - <https://www.timeanddate.com/timer/>

Learning Apps - <https://learningapps.org/>

LearningApps.org is a Web 2.0, app to support learning and teaching processes with small interactive modules. These modules can be use directly in learning materials, but also in self-learning. The goal is to collect reusable building blocks and make them available to all. The blocks (called Apps) have no specific cstructure or learning scenario. Blocks are not fit for lessons or complete tasks, but should be incorporated into an appropriate teaching scenario.

Mentimeter – www.mentimeter.com

Listen to audiences

Plickers – <https://plickers.com>

Listen to audiences. The public does not need to have Internet access

Kahoot - <https://kahoot.com/>

Prepare quizzes

Classroomscreen - <https://classroomscreen.com/>

Tiny.cards

Tour Creator – <https://arvr.google.com/tourcreator/>

Use Tour Creator to create and publish virtual reality tours. You can use imagery from templates, Google Street View, or your own 360° image collection. Then, add details and facts to the tour to create immersive experiences.

WordWall - <https://wordwall.net/pt>

Prepare bespoke activities for the classroom.
Quizzes, games, word games and more.



Gamification

Pros

Increased motivation and involvement in activities, as well as being entertaining

Aspects needing attention

Possible increase in competitiveness

Assessing the activities and their planning



Referências

Araújo, Inês (2016). *Gamification: metodologia para envolver e motivar alunos no processo de aprendizagem*. *Education in the Knowledge Society*, vol. 17, núm. 1, 2016, pp. 87-107. *Universidad de Salamanca: Salamanca, España*

<https://dialnet.unirioja.es/servlet/articulo?codigo=5579120>

Carvalho, A. A., & Araujo, I. C. (2014). Digital games played by Portuguese students: Gender differences. In 2014 9th Iberian Conference on Information Systems and Technologies (CISTI) (pp. 1–6). IEEE. doi:<http://dx.doi.org/10.1109/CISTI.2014.6877076>

Kapp, K. (2012). *The Gamification of Learning and Instruction*, Pfeiffer. *San Francisco*.

Mora, A., Riera, D., González, C. *et al.* Gamification: a systematic review of design frameworks. *J Comput High Educ* 29, 516–548 (2017). <https://doi.org/10.1007/s12528-017-9150-4>

Prensky, M. (2001). The Digital Game-Based Learning Revolution. In *Digital Game-Based Learning* (pp. 1–18). McGraw-Hill. Retrieved from <http://www.marcprensky.com/writing/Prensky - Ch1-Digital Game-Based Learning.pdf>

Programme: Erasmus+

Key Action: Cooperation for innovation and the exchange of good practices

Action: Strategic Partnerships

Field: Strategic Partnerships for higher education

Project number: 2018-1-PL01-KA203-050754

Participating countries: Poland, Portugal, Slovenia, Germany



Wyższa Szkoła
Przedsiębiorczości
i Administracji



Erasmus+

This project has been funded with the support from the European Commission (project no 2018-1-PL01-KA203-050754).

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein



***The system of support for academic teachers in process
of shaping soft skills of their students***

Maria do Rosário Rodrigues
Mário Baía

Thank you for your attention!



This project has been funded with the support from the European Commission (project no 2018-1-PL01-KA203-050754).

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein