



ORIGINAL RESEARCH PAPER

Education

ATTITUDE OF STUDENT-TEACHERS TOWARDS GAMIFICATION IN EDUCATION

KEY WORDS: Gamification, Student Teachers, Game Elements, Motivation, Engagement.

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ABSTRACT

Covid -19 Pandemic has disrupted our lives and has thrown up new challenges. With the advent of online teaching, many teachers merely shifted the age old teaching ways from face to face teaching to online environment. The research study focuses on use of gamification in teaching. The experimental study was conducted on sample of twenty student-teachers. The study shows the positive change among the student teachers regarding awareness and attitude towards gamification in education. The use of gamification strategy shows increased level of motivation, engagement among the students during online classes.

INTRODUCTION

Covid -19 Pandemic has disrupted our lives and has thrown up new challenges. All the educational institutions were enforced to shutdown due spread of the covid 19 virus. The institutions had to adapt new teaching mode in a hasty way. All teaching has migrated to online mode of education. With the advent of online teaching, many teachers merely shifted the age old teaching ways from face to face teaching to online environment.

Educational Technology has provided access to information and promoted the creation and sharing of knowledge. The teachers' were facing new challenges with respect to student participation, engagement and interaction in online learning scenario. The teachers required utilise special strategies to increase the motivation and engagement amongst the students. The teachers have explored various strategies in the classroom to maximize their knowledge attainment among the students.

The situation in the field of education may remain same for quite some time. Thus, the future teachers need to trained in various strategies to be capable to deliver the content effectively in online mode. The special training was required to be provided to the student teachers. The colleges of teacher education conducted special sessions for training students in the various strategy for engaging the students.

Games are part of our culture. It is a source of enjoyment in the past and will remain the same for the future. The games are played for mere entertainment purpose. The learners of this generation are digital natives. They are highly acquainted with the use of technology. Most of these learners have to access technological gadgets. The students found difficulties with respect to concentration during the online session. But their interest in playing games made task of the teachers bit easier as they could engage students easily in the classroom.

Gamification is a game approach for non-game scenario. The strategy is used to make user interfaces more engaging for improving engagement, achievement and learning. The interface of the game is always interactive. The major gaming elements are points, badges, leader boards, awards, recognitions, achievement levels and respective feedback. The teacher is required to take over role of a game designer. Student teachers have encountered the challenge of delivering content in an enjoyable manner and provide meaningful experience to students in the online class.

In the present scenario the role of teacher has changed a lot. Tremendous information is available to students on internet. The role of teacher is to facilitate of learning. The researcher decided to check the knowledge attitude of the student-teachers towards the gamification strategy. The researcher

has planned a program to train students in gamification platforms and motivate them in utilizing it during online classes.

OBJECTIVES OF THE STUDY:

- To study the effectiveness of the training of gamification strategies provided the student-teachers
- To study the attitude of the student-teachers towards gamification strategy.

METHODOLOGY:

The researcher used the experimental method used to find the attitude of teacher towards gamification. The researcher trained student teachers in various online platforms and tools that could use to engage students. The training in gamification platform was provided to the students. The student-teachers utilized these platforms during practice teaching sessions. The researcher gathered data through pre-test and post-test.

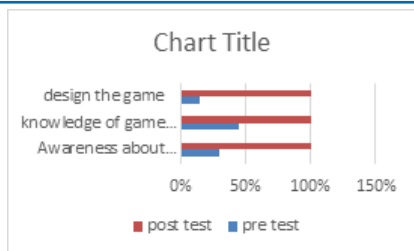
The student teachers undertaking the batcher of Education course were selected for the study. The sample of twenty student teachers form the Teacher education institution in Mumbai was selected for the study. All the student teachers were migrated in online mode of education due to pandemic. Tea All the participants were belonging to the age group of 23-35. A self-made questionnaire was used to conduct the survey.

DATA ANALYSIS:

The responses received through the survey were analysed by using percentage. Bar diagrams were used to graphically represent the result.

RESULTS

1. Awareness about gamification platform: Only 30 % the student teachers were aware of few gamification platform before the training. They were having little idea how to use gamification in learning. The most of the student teachers were not having idea how to utilize games to teach the content in various subjects. After providing training to the student-teachers, all of them were well aware of the gamification strategies to be used to engage the class.
2. 45% of student teachers were aware about points and timer as game elements. They were not aware of leader boards and badges as game elements. They were also not aware of how badges could be designed and provided during game. They were not knowing about leaderboard generation during the game. After providing training all of them could understood the elements of game and were able to utilize it during the classes.
3. The percentage of student teachers who were able to devise the game before providing training was 15% After providing training to students all the student teachers could design their own games



4. All the students could observe increase motivational level among their students after using gamification strategy to deliver content in school.
5. The student-teachers observed the engagement of students in the classroom activities have increased due to use of gamification strategy in the classroom.
6. The student-teachers have observed that the gamification strategy led to better retention of content among the students.
7. The student teachers could observe increased curiosity among the students.
8. The gamified learning systems increased the students' satisfaction of online learning, give them a sense of autonomy, enable them to enjoy the learning experience, have fun, and participate in classroom activities.
9. The student- teachers could achieve all the learning objectively with the help of gamification strategy.

CONCLUSION:

This study aimed at training student- teachers in use of gamification strategies and to study effectiveness of gamification strategy in the classroom teaching. There was an overall positive perception toward the use of gamification tools in online learning among student- teachers. The student-teachers perception toward gamification has changed in the learning process. All the student teachers could utilize the gamification strategy while delivering content in the classroom. The satisfaction level of student-teachers about teaching content in class has increased. The incorporation of game elements of earning points upon the completion of a task has motivated students to learn. This form of appreciation has motivated students' performance beyond the expectation of the teachers.

The amalgamation of game elements in the online school will promote an effective online learning. Teachers' attitude towards using gamification to delivery of content in the class will also change as they get train about the various gamification strategies. These strategies are equally useful in face-to-face mode of education also. Students enjoyable the challenges and encouraged to learn better. The gamification inculcates healthy learning habits and motivates in accomplishment the learning goals.

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