

CASE STUDIES AND BEST PRACTICES IN ITALY

Erasmus+ KA2 project: “REACT - Creation of a Collaborative Environment in e-classrooms”

Intellectual Output 2 “Creation of a set of innovative activities, tools and educational collaborative methods adapted to a virtual classroom curriculum”

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Gamification @Voghera Case Study n.1

INTRODUCTION

Remote teaching is increasingly becoming valid and recognised on a par with more classic didactics. The only didactics that can be used in emergency situations is probably digital didactics, which is possible because of platforms that connect the two key stakeholders in a school: the teacher and the students. With the help of these platforms, which offer insights, resources, and possibilities, a frontal instruction may occasionally be upgraded to a higher level. We propose a case of introducing gamification mechanisms in e-learning, a mechanism that integrates perfectly with the instances of the new normality and enriches online training with interactivity and involvement, in a landscape where virtual classrooms have found more and more space, even in the blended mode.

OVERVIEW

"GiocaLatino" (play with Latin) is a project that for several years has been part of the educational offer of the Liceo Galilei in Voghera, mainly aimed at secondary school students as an orientation tool, but in some cases also as a compensatory and support strategy for the recovery of first and second grade students.

The idea arose from the comparison with different fields such as corporate training, the running of groups within voluntary and voluntary and third sector associations. This mixture has made teachers who are purists of established methodologies and established methodologies, unfortunately often stubbornly frontal.

What educators should strive for is the acceptance of a discipline and its richness in both logical structure and emotional character, even before learning.

On the playing field, where victory is given to those who know the rules, apply them strategically, and are motivated by the perception of the rules with strategy and the perception of the challenge, is where logic and emotion come together.

Since a few years ago, verbal games, crossword puzzles, comic strips, and a more engaging graphic apparatus than standard grammars have been included in Latin textbooks.

What has to be taken in consideration is that nowadays our students are less and less fond of comic strips and puzzle games, which were customary pastimes for past generations.

Teachers should therefore approach their concept of playful competition and exploit games that have something in common with the logic of apps, platformers, RPGs and other solutions typical of video game production.

Federica Scarrione, an Italian and Latin instructor at Liceo G. Galilei, has included "gamification" into the institution's standard online curricula. Gamification, also known as Gameful Design, is the use of video game components and game design approaches in settings other than games, like educational and institutional settings (Deterding & Dixon, 2011).

Gamification/game-based learning: If we think about it, gamification is already a part of education. Here are a few illustrations: The student who completes the activity correctly receives a good grade in class. He will receive a poor one if he commits a number of errors. To "win" the competition, the class occasionally divides into teams to carry out research or do anything else. There is a "level" and a transition to another "level" at the conclusion of each academic year. similar to a video game.

Gamification, in fact, provides for higher user involvement and, in this situation, stronger long-term motivation as well as an increase in learning and performance. Professor Scarrione reinstated the competitive aspect of gaming in the virtual classroom by using platforms such as Socrative, Quizlet, Questbase, and Kahoot, where students can challenge one another. Exams and quizzes are also becoming gamified, with quizzes offered to give students a gauge of their preparedness or understanding of a topic.

Kahoot is a free collaborative blended learning tool that allows teachers to create unique quizzes. Thus, students can have fun while learning in the "virtual" classroom. Quizzes can also be shared on the major social networks (Facebook, Twitter, Pinterest, Google+, and so on).

Gamification in e-learning is the process of applying game rules to attain actual goals. Gamification in e-learning aims to stimulate learners to visit the elearning platform site more frequently and, eventually, to complete the course.

Gamification aims to capture learners' attention, improve their enthusiasm in accomplishing educational challenges, and help them comprehend how to apply their newly gained information in practise.

It also increases the depth of study of issues. Gamification allows for gradual immersion in the issue without losing the user's interest.

It appears logical that a company's effort to create content in the form of a game is intended to increase engagement. But what features must the game have in order to function?

Be enjoyable.

The main idea behind gamification in e-learning is that participants have fun while solving game issues and accumulating expertise in a specific game. It turns out that gaming meets

one of a person's most fundamental innate psychological needs: confidence in one's own knowledge and expertise.

Being motivating.

Gamification online piques learners' interest in tracking and comparing their learning progress. As a result, it is vital not only to design the game, but also to consider its motivational structure. All actions completed during the game must progress the user to the next level, allowing them to see their status and achievements. Feedback is vital in this case since it helps the player understand how to increase overall success.

Learning from mistakes.

Gamification enables the development of effective ways for 'stigmatizing' mistakes and reducing performance stress. Instead, it makes it possible to address these limitations. Additionally, since failures in gamification do not have major repercussions, they should all be conveyed in a lighthearted manner. After all.. it is a game! One of the most obvious methods for improving learning retention is learning from mistakes.

RESULTS

Students' knowledge is tested through game dynamics, which include team competitions, scores, and better outcomes for those who study more meticulously and accurately, paying attention to identification and/or translation strategies. In reality, the teaching process separates a certain body of knowledge to concentrate on, but gamification gives it the opportunity to improve a variety of other crucially important abilities, including classification, elaboration of solutions, multilingualism, interpersonal and social skills, learning-to-learn, and many others.

CONCLUSIONS

These examples demonstrate how gamification/game-based learning and e-learning may be used to enhance online training by adding interaction and engagement, but also by increasing its effectiveness and promoting the memorization of new content.