AY2022 Center for Inclusive Leadership（CIL）
Research Project Grant

研究代表者 Research Representative	所属・職位 Affiliation/Position	International College of Management/ Assistant Professor	氏名 Name	Santiago Ruiz Navas

研究課題名 Research Title	Exploring gamification theory and practice for cultivating diversity and inclusion in classrooms			

研究メンバー Research Group Members	氏名 Name	所属 Affiliation	職位 Position
	Ackaradejruangsri Pajaree	International College of Management	Associate Professor
	Santiago Ruiz Navas	International College of Management	Assistant professor

2022 年度 研究経過（研究経過・到達点を明確にご記入ください。800～1,000 字）
AY2022 Research Progress (Please state clearly the research progress, results, approx. 400 words.)

We presented our initial idea at the RMER conference in 2022. We received much positive and constructive feedback for our research, for example, looking into transformative games for inclusive teaching and learning and the existence of a database with publications related only to gamification activities in Europe. Furthermore, Ackaradejruangsri sensei got contacts and information that strengthened our research efforts.

During the Summer, we organized a call to recruit RAs. We worked with them to conduct the first literature review and create a science communication strategy to diffuse the results of our project. The science communication strategy will be executed when the research articles are submitted, and the publications are scheduled to be sometime in the 2023 Academic Year.

During AY2022, we worked on refining the work with the RAs in conducting the literature review and preparing the scripts by processing, analyzing and visualizing the data from all the papers we collected. We obtained 128 papers that focused on gamification from 2014 to 2022 and analyzed the abstracts and article titles to create word co-occurrence networks that helped us summarize and analyze the paper's contents each year. As a result, we were able to see the evolution of all the literature reviews about gamification published from 2014 to 2022.

Lastly, we presented our research progress at the APU conference in December. We received technical and positive feedbacks to improve our methods and research results reporting, such as grouping similar words in our network visualizations and providing specific definitions of inclusive teaching and learning in our presentation.

2022 年度中の研究発表（予定を含めてご記入ください）
Publication of Research in AY2022 (journal articles, conferences, etc.) (Please include future plans as well)

発表方法 Publication Methods	詳細 Details		
著書・論文等 Books or Articles	著書・論文名等 Title of Books or Articles	出版社／掲載誌・巻号等 Name of Publisher / Name and Volume of Journal	刊行年月日 Date of Publication

	タイトル Title	学会名 Name of an Academic Conference	発表年月日 Date of Presentation
学会等 Presentation at an Academic Conference	Exploring gamification theory and practice for cultivating diversity and inclusion in classrooms	AP Conference 2022	3 of December
	Exploring Gamification Theory and Practice for Cultivating Diversity and Inclusion in Classrooms – Part 1: How Gamification is Used to Foster Inclusive Teaching and Learning	RMER Conference 2022	27 of September
その他 Others			

2023 年度 研究計画（800〜1,000 字）
Research Plan for AY2023 (Please state clearly the research progress, results, approx. 400 words.)

Currently we are working on the draft of the first paper, which will be submitted for publication at Frontiers on Education (a peer-reviewed, open access, international Journal indexed by Scopus, ranked Q3). This paper is the first literature review of literature review about gamification, which will be used as a base for another deeper literature review about gamification, which we plan to submit to Sustainability (an international peer-reviewed open-access journal indexed by Scopus and ranked Q1).
The timeline for the submission of these two papers are:
- Frontiers in education by July 2023
- Sustainability by the end of August 2023.

Our current findings confirmed a literature gap and development opportunity of techniques, interventions, and activities using gamification to foster inclusive teaching and learning. Works exist for multicultural learning or diverse learning. However, these only encompass some of the complexity of inclusive teaching and learning.