

Gamification and Marketing: Leveraging Active and Inclusive Learning in Marketing through Gamified Activities

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In the new era of higher education, students need engaging instructors and education modules designed in a way that allows them to take an active role in an inclusive learning environment. **Gamification** or the use of game design elements in the non-game contexts has been studied in various contexts and it was found to be a powerful tool in teaching and learning by engaging students, fostering active learning, and reinforcing key concepts in a fun, knowledgeable and interactive way. Whereas **inclusive learning** strives to accommodate the diverse needs, different backgrounds and various abilities of all learners to have a learning experience that removes barriers, respects diversity, and enables participation. Building upon previous research in gamification in higher education and inclusive learning, this study explores the pedagogical value of gamification to enhance student's active and inclusive learning in Marketing studies at the college level. This study aims to answer the following **two research questions**: 1) How do students experience active and inclusive learning with gamification in Marketing studies? 2) To what extent does teaching with gamification affect student learning in Marketing? A **mixed-methods** approach with exploratory sequential design will be used to collect the data from both undergraduate and graduate level from the School of Management at Ritsumeikan Asia Pacific University to investigate the student learning in terms of **academic effectiveness, perceived enjoyment, learning engagement, learning motivation, inclusion, and skills enhancement**. Students at both levels will be grouped based on a set of different criteria, play the same marketing game simulation, take the survey, and then participate in the focus group discussions (FGDs). In order to analyze the quantitative data, the multiple linear regression analysis technique will be used to find the relationships of the studied variables. For the qualitative data analysis, the content analysis method will be used to uncover the patterns and identify the themes that emerge during the FGDs to assist in explaining the quantitative results. The findings will extend current knowledge of gamification and its application in the field of business studies. Additionally, they will provide insights to marketing educators on the studied variables, considering the impact and effectiveness of gamification at all college levels in promoting active and inclusive teaching and learning in marketing.