

Exploring gamification theory and practice for cultivating diversity and inclusion in classrooms

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Summary of Research

Educating in inclusivity and diversity is a latent need of our society; the heated discussions around Black Lives Matter, #me too, white privilege, male privilege; prove how much this discussion needed to happen and the need to train the new generation of leaders in inclusivity and diversity. Furthermore, the recent pandemic fostered the implementation of new or improved teaching and learning techniques, presenting educators with emerging opportunities and challenges. Evidence has shown that traditional passive learning techniques have become gradually ineffective due to hybrid learning environments and broader exposure of students to active learning activities. On the other hand, previous studies have shown that the use of game design elements in the non-game contexts, namely gamification, has improved student engagement and learning in face-to-face and hybrid settings. Moreover, gamified activities have been used in organizations to sensitize workforces on diversity and inclusion. Additionally, gamified activities allow participants to share their unique contributions to classroom learning, enhancing a sense of belongingness to the group. Thus, there is a high need and potential for the integration of gamification techniques into inclusive teaching in higher education.

Thus far, there is an abundant literature on gamification and about inclusive education. However, very few have explored the integration of gamification for inclusive teaching in higher education. This paper fills this gap by implementing a mix of expert consultation and state-of-the-art computational techniques, particularly a bibliometric analysis of scientific papers to address the following research questions:

- How have the topics of gamification in higher education, and inclusive teaching and learning evolved during the past years?
- What research opportunities can be identified in the interception of gamification and inclusive teaching and learning literatures?

What gamification techniques can be integrated into pedagogies used to cultivate diversity and inclusion in the classrooms?