

Gamification's Role in Modern E-Learning: A Literature Review

Nishal Murthi¹; Shamal S. Chand²; Anish Singh³

^{1,2,3}Fiji National University, Department of Pathology and Medical Laboratory Science, Suva, Fiji

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Abstract: This literature review explores the growing use of gamification in modern education and its influence on student engagement, motivation, and academic results. As learning environments become increasingly technology-driven, the incorporation of gaming elements has emerged as a significant field of study. By synthesizing findings from various research papers, this review provides evidence that gamification can substantially enhance student participation and drive, which leads to improved learning and better knowledge retention. However, the review also brings to light important challenges and limitations, such as the need for deliberate design, personalized and adaptable approaches, and the varying effects across different educational fields and student groups. The findings suggest that although gamification holds great potential to improve learning, its effectiveness depends on a careful application that aligns with specific learning objectives and the unique needs of learners.

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I. INTRODUCTION

In the 21st century, modern techniques are being utilized in teaching and learning. These techniques bring innovative methods into the learning environment, changing the perception of how students view learning content. The use of gamification can assist in achieving educational learning targets while encouraging proactive and dynamic approaches (Ružić and Dumančić 2015). Gamification has gained significant interest in the health and education sectors since 2010; these have been widely used in promoting new educational theories (Lavoué et al., 2019). The number of medical schools utilizing technology-enhanced active learning has increased and this is purely because medical education is evolving with students becoming more technology-driven (Krishnamurthy et al., 2022). Therefore, gamification in education may significantly boost student engagement, motivation, and knowledge retention. By introducing gaming components into the learning process, educators may provide students with a more dynamic and pleasurable experience, resulting in improved learning results.

Researchers and educators from around the world are working to explore the benefits of using gaming applications across their disciplines (Çeker and Özdaml 2017). The use of gaming applications can bring about innovation in content delivery while capturing the interest and attention of the learners. To evaluate the use of challenge-based gamification in education, web-based Educhall software was created using gamification concepts. According to the study, the application's competitive and challenging features improved

students' motivation, flow, and academic performance. It did not, however, considerably improve learners' flow, suggesting that further data collection and experimental investigation are required in future research (Kaya and Ercag 2023). The studies emphasize the importance of diverse and engaging challenges in gamification for improving learning experiences, and they recommend more research into feedback mechanisms and personalized learning paths.

Over the past five years, gamification in education has been demonstrated to increase student engagement and academic achievement. According to a study, gamified learning can make learning more enjoyable at all academic levels while motivating students. Additionally, the study discovered that students who experienced gamification were more engaged and active learners (Ansar and George 2022)

II. METHODOLOGY

To examine the role of gamification in education, this study utilizes a narrative literature review approach to synthesize and analyze existing academic research. The review is based on a range of primary and secondary sources, including journal articles, conference papers, and academic studies published primarily between 2015 and 2023. These sources were specifically chosen for their relevance to the core research themes: the influence of gamification on student engagement, motivation, and academic performance. The analysis involved extracting key findings, identifying common themes, and noting recurring challenges reported by researchers across different disciplines, such as medical education, computer science, and statistics. By qualitatively

synthesizing these findings, this review aims to offer a comprehensive overview of the current state of research, highlighting both the proven advantages and the critical design considerations for successful gamification in educational environments.

III. DISCUSSION

Student engagement is vital in creating a supportive learning environment where students are inspired to participate and learn. Interactive activities like gamification may be used to get students interested. A study investigated how gamification strategies affected students' interest in the material they were studying. Results from this study revealed gamification has improved learning, as shown in the group exposed to game-based learning with much higher engagement when compared to the control group during the gamified course (Poondej and Lerdpornkulrat, 2016). In a separate study, the gamified platform had been integrated with a university's online e-learning site, where the use of e-learning is viewed as being at an exceptionally low state. Based on the data collected, it was determined that gamification is a useful technique for encouraging educators to incorporate this into the educational systems and enhance the interaction and participation of students (Bouchrika et al 2021). According to these findings, adding gamification components to educational materials can help improve learning outcomes and student engagement.

Moreover, a randomized post-test-only control group study was carried out to see how the gamified learning affected the participants. Three relevant variables were taken into consideration while doing a multivariate three-way factorial design: the type of study, gender, and education tool (gamified or non-gamified SRS). The study revealed that students who used gamified SRS reported higher levels of motivation, focus, and learning performance compared to students who attended lectures using a non-gamified SRS (Barrio et al., 2015). According to research conducted at Chile's Diego Portales University, first-year engineering students who learned C programming on a gamified platform performed better academically. Additionally, the study discovered statistical significance supporting the positive impact the gamified platform had on students' learning outcomes (Marín et al., 2018). These results imply that adding gamification to educational materials could boost student interest and, in turn, raise academic performance. Using gamified platforms in educational platforms might be an effective method to boost learning efficacy and student motivation.

Gamification has been found to improve learning outcomes by increasing engagement, motivation, and knowledge retention while encouraging students to collaborate, solve problems, and think critically. According to a study, the 21st-century learning trend of gamification has shown positive effects on student behavior and learning outcomes, such as behavioral, emotional, cognitive, and performance. The study proposes that interface design and teachers' cognitive skills are important components of effective learning outcomes, and it recommends the

continuation of gamification learning (Nurtanto et al., 2021). A study investigates how well gamification works in higher education to teach computer science. It assessed the long-term implications of learning outcomes and the effects of group size on student satisfaction. According to the research, gamification works well for difficult courses; however, the study highlighted that group size should be considered for the best possible classroom size and educational experience (Ahmad et al., 2020). It is critical for educators to continuously assess the efficacy of gamification strategies to tailor them to their students' specific needs.

A study was conducted among over 100 undergraduate students in an online gamified learning intervention, and the effects of both intrinsic and extrinsic motivation were examined. Based on extrinsic or intrinsic incentives, the results indicate that gamified treatments improve student learning, although the effects are not all the same. Educators at all levels can benefit from these discoveries in teaching and learning (Buckley and Doyle 2016). This study investigates corporate training programs that use self-determination theory alongside gamification. Results from this study indicate that training becomes more contextualized and engaging when it is game-based (Kulkarni et al., 2022). The studies' overall findings highlight the importance of carefully planning and executing educational interventions to optimize their influence on student outcomes. Educators can create more effective learning environments that meet the requirements and preferences of different students' needs by considering factors including group size, educator expertise, and study design.

Although there is a lot of potential for gamification to increase motivation and engagement, it is crucial to consider any potential limitations and challenges students may encounter. These constraints and design problems of gamification, especially in online or distant situations, have been brought to light during the COVID-19 pandemic. The emphasis that gamification places on entertainment has the potential to raise expectations, particularly in educational outcomes, and to confuse learning goals with those related to games (Klein 2021). Another study explores gamification in education, highlighting challenges and trends in adaptive digital environments. It emphasizes the need for user-centered, dynamic approaches, addressing challenges like determining gamification mechanisms, designing games based on learner profiles, and applying AI for learning adaptation (Bennani et al., 2022). According to these two studies, gamification should be incorporated into education to provide individualized and interesting learning experiences. AI technology and user needs should be the main considerations.

Moreover, a study investigated how well-challenge-based gamification works in the teaching of statistics. The researchers created a leaderboard, challenges, levels, points, and other elements of the gamification strategy they termed Horses for Courses. Comparing challenge-based gamification versus traditional teaching techniques, a quantitative examination of 365 students from two academic majors revealed that the latter had a negative effect on learning.

Students in the School of Electrical and Computer Engineering or female students saw a more severe effect. The study emphasizes how different educational situations require different kinds of gamification (Legaki et al., 2020).

IV. CONCLUSION

The review of the literature indicates that gamification has the potential to become a valuable tool in modern education. It is evident that when implemented effectively, gamification can significantly boost student engagement and motivation, which in turn leads to improved academic performance and knowledge retention. However, this review also highlights several key challenges and limitations that must be addressed, such as the need for more diverse and engaging challenges, effective feedback mechanisms, and personalized learning paths. Future research should also explore the long-term effects of gamification on learning outcomes. Ultimately, educators must carefully design and implement these strategies to meet the specific needs and preferences of their students to maximize their positive impact.

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