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**EL USO DE LAS INTELIGENCIAS
MÚLTIPLES Y GAMIFICACIÓN
COMO METODOLOGÍA PARA
TRABAJAR EN EL AULA DE
INGLÉS: UNA PROPUESTA
DIDÁCTICA**

**MAGISTERIO EN EDUCACIÓN PRIMARIA
MENCIÓN LENGUA INGLESA**

**THE USE OF MULTIPLE
INTELLIGENCES AND
GAMIFICATION AS A METHODOLOGY
TO WORK IN ENGLISH CLASSROOM: A
DIDACTIC PROPOSAL**

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ABSTRACT

The world of education is a constant process of training and innovation to work in a useful, effective way and according to the needs of the student. This will achieve good and quality learning. It has gone from a perspective in which the teacher was the center of education, to being the support figure who prioritizes the students. This reflects the society in which we find ourselves, where students do not find the motivation to receive the content in a masterful way. They don't find it interesting. Little by little, different methodologies have evolved that promote the acquisition of knowledge and the child's own development. Of these methodologies, I am going to emphasize two: the theory of multiple intelligences designed by Howard Gardner and educational gamification.

This Final Degree Project will consist of the development of a didactic unit. Taking these two forms of teaching as a learning model. They provide a great versatility of tasks and activities within the subject of English, in Primary Education. The objective is to ensure that fourth grade students acquire knowledge of professions and routines in a different and more playful way. Emphasize attention to diversity, the strengths, and abilities of students to have a motivating work environment. Performing in an inclusive way. In the introduction, reference is made to multiple intelligences and gamification as the foundation of this didactic unit.

Key Words: Methodology of work – Primary Education – Multiple Intelligences – Gamification – Didactic Unit

RESUMEN

El mundo de la educación es un constante proceso de formación e innovación para trabajar de manera útil, eficaz y acorde a las necesidades del alumno. Así se logrará un aprendizaje bueno y de calidad. Se ha pasado de una perspectiva en la que el docente fue el centro de la educación, a ser la figura de apoyo que prioriza a los alumnos. Esto es un reflejo de la sociedad en la que nos encontramos, donde los estudiantes no encuentran la motivación al recibir los contenidos de una forma magistral. No les resulta interesante. Poco a poco se ha ido evolucionando en diferentes metodologías que fomentan la adquisición de conocimientos y el desarrollo propio del niño/a. De estas metodologías, voy a hacer hincapié en dos: la teoría de las inteligencias múltiples diseñada por Howard Gardner y la gamificación educativa.

Este Trabajo Final de Grado va a consistir en el desarrollo de una unidad didáctica. Teniendo como modelo de aprendizaje estas dos formas de enseñanza. Aportan una gran versatilidad de tareas y actividades dentro de la asignatura de Inglés, en Educación Primaria. El objetivo es conseguir que el alumnado de cuarto de primaria adquiera los conocimientos de las profesiones y rutinas de una forma distinta y más lúdica. Hacer hincapié en la atención a la diversidad, a las fortalezas y habilidades de los alumnos y alumnas para tener un clima de trabajo motivador. Realizándose de una forma inclusiva. En la introducción se hace referencia a las inteligencias múltiples y la gamificación como fundamento de esta unidad didáctica.

Palabras Clave:

Metodología de trabajo - Educación Primaria - Inteligencias Múltiples - Gamificación –
Unidad Didáctica

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1. Introduction

Este Trabajo de Fin de Grado consiste en una propuesta didáctica en la que se va a implementar la teoría de las inteligencias múltiples desarrollada por el psicólogo Howard Gardner junto con la metodología de la gamificación, en una clase de inglés trabajando las profesiones más comunes, sus horarios y rutinas, destinado al alumnado de **cuarto de primaria** que estudia lengua extranjera inglesa.

El primer apartado con el que se encontrará el lector de este trabajo será la **justificación** del tema, el motivo por el que se ha decidido enfocar este documento, con el mundo de las metodologías de trabajo en el aula. Con esta intención se ha desarrollado el **marco teórico**, en el que se comienza narrando sobre qué es la **inteligencia** y la dificultad que hay en encontrar una definición unánime de la misma, para poderlo enlazar con la teoría de las **inteligencias múltiples** expuesta por el psicólogo americano, que explica en qué consiste, cuáles son las distintas inteligencias, qué propone, cómo ha ido evolucionando esta teoría hasta la actualidad y cómo implementarla y desarrollarla en el ámbito educativo. Para terminar con este marco teórico se explicará en qué consiste y cómo funciona la **gamificación** para conocer más a fondo esta terminología.

Posteriormente, comenzará la **propuesta didáctica**, que contiene una **unidad didáctica** de una duración de dos semanas, en la que se imparte la asignatura de inglés tres horas semanales, haciendo un total de 6 horas. Destinado al alumnado de cuarto de primaria. En esta unidad didáctica se halla el contexto del barrio donde se alberga el colegio, el alumnado y el aula para su realización, la metodología a la que se recurrirá con los contenidos, los objetivos y las competencias que se busca trabajar junto a la secuenciación didáctica, (las sesiones que se harán en estas seis sesiones con sus actividades y temporalización). Una vez explicada la unidad didáctica, se realiza la **evaluación**, de forma objetiva, comentando los aspectos positivos, negativos y aspectos a mejorar, para ver la posibilidad de poder repetirla en un futuro o no, planteando que mejorar o poder adaptar a través de tablas y rúbricas de evaluativas. Por último, está la **conclusión** de la unidad didáctica, basada en el marco teórico, las evaluaciones realizadas y los aspectos que se han apreciado a lo largo del proceso que ha conllevado.

Finalmente se concluirá si es recomendable o no la implementación de estas dos metodologías dentro de un aula en este ciclo de primaria. Una vez acabados los apartados de contenido teórico y de conclusión, están mencionadas las **referencias bibliográficas** utilizadas para el desarrollo de este trabajo y los **anexos** para dotar de la claridad del trabajo.

2. Justification Of Topic

Con el paso del tiempo, se ha podido apreciar el cambio que se ha ido produciendo en el mundo educacional, tanto por parte del estudiante como por el docente. La sociedad ha ido evolucionando desde un modelo tradicional, en el que el maestro se mostraba como el eje principal del ámbito académico y todo giraba en torno a él (magiocentrismo) a un punto totalmente contrario. Actualmente la perspectiva es paidocentrista, es decir, se ve al estudiante como el elemento principal del ámbito educativo, todas las actividades están orientadas para que se realicen por ellos, haciendo que el maestro tome un papel de orientador. La motivación es un elemento fundamental para lograr una buena participación del alumno/a, por ello, numerosas metodologías han ido surgiendo a lo largo de los años, para poder lograr una buena adquisición de contenidos, un desarrollo intrapersonal y desarrollo íntegro. Una multitud de métodos de trabajo, teorías educativas y planteamientos han ido llenando el panorama educativo en busca de ese modelo de trabajo efectivo. Uno de estos es la adaptación de la Teoría de las Inteligencias Múltiples de Gardner y la gamificación al ámbito educativo.

Por todo esto he decidido esta temática de Trabajo final de grado. Utilizando una metodología efectiva para que el alumnado se encuentre motivado en su aprendizaje, a la vez que se conozcan ellos mismos. Toda esta metodología se va implementando lúdicamente. El uso de las Tecnologías de la Investigación y la Comunicación es habitual debido a que vivimos en una sociedad dónde lo tecnológico abarca cada vez más terreno, por ello he pensado en aplicar la teoría de las inteligencias múltiples y la gamificación, porque al combinarse son una buena forma de trabajarlas. Aportan conocimientos por descubrir del alumnado en su modo de actuación, fomentando aspectos como la motivación, la toma de decisiones, la activación de conocimientos previos, etc. Trabajando individualmente o de forma colaborativa.

3. Theoretical Framework

Para la elaboración del marco teórico se ha buscado información de diversas fuentes que puedan dotar de significado y contexto a la propuesta educativa que se va a desarrollar en la unidad didáctica posterior a este apartado. En primer lugar, habrá que explicar qué es el concepto de inteligencia, palabra que aparecerá mucho a lo largo de este trabajo. Posteriormente, ya se tratará de hablar de uno de los conceptos más importantes para el contexto del trabajo: qué son las inteligencias múltiples y cómo implementarlo al sector educativo. Se comentarán y explicarán los distintos tipos de inteligencias según la teoría de Gardner. Para acabar con todo el marco teórico, se expondrá una metodología con cada vez más docentes y cuerpo educativo que lo implementa en sus aulas, la gamificación.

3.1- What Is Intelligence?

A lo largo de la historia, numerosos profesionales, investigadores y asociaciones han intentado dotar de significado a la **inteligencia**. Por esta misma razón, todavía no se ha determinado una definición que describa a la perfección este concepto tan abstracto. Aunque sí hay aspectos en los que los diferentes especialistas han llegado a un acuerdo.

La Asociación Americana de Psicólogos (American Psychological Association) lo define inteligencia como “Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought.”¹

Otra definición que podemos tener en cuenta es la del psicólogo suizo Jean Piaget, que denomina la inteligencia como:

“Assimilation to the extent that it incorporates all the given data of experience within its framework (...) There can be no doubt either that mental life is also an accommodation to the environment. Assimilation can never be pure because by incorporating new elements into its earlier schemata the intelligence constantly modifies the latter to adjust them to new elements²”. (J. Piaget, 1963; p. 6-7).

¹ American Psychologist Association (1996). *Intelligence: Knowns and unknowns*.

² Piaget, J (2015). *The Psychology of intelligence*, Routledge

Ambas definiciones hacen hincapié en que la **acomodación o adaptación al medio**. Esto explica que el ser humano requiera de experiencias para comprender ideas complejas. Aquí es donde entra el autor sobre el que se va a basar la mayoría de este marco teórico, Howard Gardner. Este psicólogo estadounidense pensaba que la inteligencia era la **capacidad** que tenemos las personas para **resolver problemas y crear productos** en un **contexto significativo**: “An intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings”. (Gardner, 1993³).

En 2006, nos vuelve a comentar la diferencia entre su definición de inteligencia y la definición imperante en aquella época “In the classic psychometric view, intelligence is defined operationally as the ability to answer items on test of intelligence. (...) Multiple intelligences theory pluralizes the traditional concept. An intelligence is a computational capacity (...) that originates in human biology and human psychology” (Gardner 2006⁴).

Antes de la definición de Gardner, asumimos que el conocimiento humano es uniforme y que los humanos pueden describirse con precisión como poseedores de una inteligencia mensurable. Como se comentará más adelante, todas las personas tenemos las mismas inteligencias, aunque se desarrolla en mayor o menor medida debido a las capacidades biológicas de cada persona, sus interacciones con el entorno y su entorno, la cultura en la que crecimos.

Para finalizar se puede decir que, según Gardner, la inteligencia es la capacidad de resolver problemas cotidianos, crear nuevos problemas y crear nuevos productos para brindar servicios culturales.

3.2.- What Is Multiple Intelligence?

Como se ha explicado anteriormente, para Howard Gardner la inteligencia se corresponde a la capacidad de superar problemas y crear productos en un contexto rico y naturalista. Esto supondría que su teoría plantearía un reto a la idea imperante en ese momento.

El escritor inglés Thomas Armstrong (2009:6⁵) comenta que Howard Gardner criticó y propuso su propia teoría sobre la inteligencia, ya que él la veía incompleta e imprecisa: “A Harvard psychologist named Howard Gardner challenged this commonly held belief. Saying

³ Gardner, H. (1993). *Frames of mind: the theory of multiple intelligences*. Basic books.

⁴ Gardner, H (2006). *Multiple intelligences: New horizons in theory and practice*. New York: Basic Books.

⁵ Armstrong, T (2009). *Multiple intelligence in the classroom*. ASCD.

That our culture had defined intelligence too narrowly (...) the existence of at least seven basic intelligences). En su libro *Frames of Mind* publicado en 1983, explica que “Multiple intelligences theory, on the other hand, pluralized the traditional concept” (1983:15) lo que supuso una nueva vertiente de trabajo. Originalmente propuso la existencia de siete tipos de inteligencias diferentes, aunque más adelante añadiría una octava.

Con esto, Gardner intenta demostrar que la inteligencia de una persona no debe depender únicamente de su cociente intelectual. Además, una cosa innovadora que mencionó es el error de suponer las capacidades de un individuo por una prueba descontextualizada y sin relación con el entorno en el que vive o se relaciona. Armstrong (2009:6) nos explica en palabras de Gardner y relacionado con lo recién comentado:

“Gardner sought to broaden the scope of human potential beyond the confines of the IQ score. He seriously **questioned** the validity of **determining intelligence through the practice of taking individuals out of their natural learning environment** and asking them to do isolated tasks they’d never done before”. (Armstrong, 2006:9).

Surgieron críticos a su teoría que se preguntaban por qué Gardner consideraba que teníamos ocho inteligencias y no otro término como “talento” o “aptitud”. Armstrong, parafraseando un fragmento del libro de Weinreich-Haste, comenta la respuesta de Gardner defendiendo que si hubiese puesto otro término no se habría visto la pluralidad y diversidad de conocimientos o inteligencias que podemos tener cada uno de nosotros en nuestro interior “(...) But by calling them ‘intelligences’ I’m saying that we’re tended to put on a pedestal one variety called intelligence, and there’s actually a plurality of them, and some are things we’re never thought about as being ‘intelligence’ at all” (Weinreich-Haste, 1985:48⁶).

Para dotar de sentido y justificar su teoría respecto a la inteligencia, Gardner (1983) propuso cuatro **puntos clave** que sería la base sobre la que se fundamentaría todo su pensamiento:

1. **Each person possesses all eight intelligences.**
2. **Most people can develop each intelligence to an adequate level of competency.**
3. **Intelligences usually work together in complex ways.**
4. **There are many ways to be intelligent within each category.**

⁶ Weinreich.Haste, H (1985). *The varieties of intelligence: An interview with Howard Gardner*. New Ideas in Psychology 3.4

Con estos puntos principales comentados, se puede apreciar qué significaba para Gardner esta teoría. Su creencia de que existen varios tipos de inteligencias y no solo un tipo de inteligencia cuantificable se muestra en que su teoría se dota de un funcionamiento cognitivo. Además, propone que todo ser humano tiene la capacidad de poseer las distintas inteligencias y que desarrolla cada una de ellas a un nivel distinto; estas inteligencias siempre interactúan entre sí.

Para identificar cada área de inteligencia, Gardner estudió el desarrollo de habilidades en niños y cómo se deterioran diferentes habilidades en el caso de daño cerebral, como las afasias. Además, observó cómo cada tipo de inteligencia se manifiesta en entornos socioculturales del individuo. Con la idea de fundamentar sus acciones, Gardner estableció algunas pruebas básicas que toda inteligencia debe superar antes de que pueda ser considerada como tal y no quedarse como una aptitud o talento. Los **criterios** que utiliza son (Armstrong 2009:8) y (Mercadé⁷ 2019:2).

ESSENTIAL CRITERIA	CRITERIO ESENCIAL	EXPLANATION
Potential isolation by brain damage.	Aislamiento potencial por daño cerebral.	Defends the existence of eight relatively autonomous brain systems. If one of those areas is affected, it would not affect the others.
The existence of savants, prodigies and other exceptional individuals.	Existencia de genios, prodigios y otros individuos excepcionales.	Part of the population has a domain of a specific intelligence at a higher level than the rest, exceeding the standard range. Gardner considers them “geniuses” in that intelligence. On the other hand, they may be at a lower level in other areas of intelligence.
A distinctive developmental history and a definable set of	Historia de desarrollo distintiva y conjunto	Not all intelligences arise and develop at the same time. Some take longer than others. In the same way, some

⁷ Mercadé, A (2019). Los 8 tipos de inteligencia según Howard Gardner: la teoría de las inteligencias múltiples.

experts “end-state” performances.	definible de habilidades.	intelligences deteriorate as the person grows and others, the other way around, increase.
An evolutionary history and evolutionary plausibility.	Historia evolutiva y plausibilidad evolutiva.	Each intelligence has been formed throughout the evolution of the human being, or even before. Thus, there are intelligences that were more important two hundred years ago than today.
Support from psychometric findings.	Apoyo de los datos psicométricos.	There are tests or standardised tests that can help us assess intelligence, but from a decontextualized point of view. That is, it will not be useful in the natural context.
Support from experimental psychological tasks.	Apoyo de tareas psicológicas experimentales.	By examining specific psychological tests, we can appreciate the functioning of different
An identifiable core operation or set of operations.	Aplicación central o conjunto de aplicaciones identificables.	Each intelligence has a core set of activities that trigger its own distinct actions.
Susceptibility to encoding in a symbol system.	Susceptibilidad a la codificación de símbolos.	Symbolism is one of the most important factors that distinguishes humans from other species. Each of the eight intelligences can be symbolised. In fact, each of them has its own symbology.

Figure 1: Essential Criteria to intelligence. Developed according to Armstrong (2009:8) and Mercadé (2019:2).

3.3.- Types Of MI:

Howard Gardner en su obra “*Frames of mind: the theory of multiple intelligence*” identifica siete **inteligencias** distintas. Las dos primeras inteligencias **-lingüística** (linguistic) y **lógico-matemática**(logical-mathematical)- las concibe como aquellas que son las más evaluadas en el ámbito educativo como colegios, institutos, etc. Las tres siguientes son notables sobre todo en el apartado artístico **-espacial** (spatial), **corporal-kinestésica** (bodily-kinesthetic) y musical (musical)-. Finalmente, las dos últimas se refieren a aspectos personales **-interpersonal** (interpersonal) e **intrapersonal** (intrapersonal)-. Aunque, en 1999, en su libro “*Intelligence reframed: multiple intelligences for the 21st century*” añadió la inteligencia **naturalista** (naturalistic). Cada una de ellas se encuentra localizada en diferentes áreas del cerebro y pueden trabajar de manera conjunta o independiente:



Figure 1: 12+ ways to Teach Using Multiple Intelligences (TeachHUB Team, 2010).



Linguistic Intelligence: Word Smart

Gardner (2000:41) nos comenta sobre la competencia lingüística “Linguistic intelligence involves sensitivity to spoken and written language, the ability to learn languages. and the capacity to use language to accomplish certain goals. Lawyers, speakers, writers, poets are among the people with high linguistic intelligence.” Por otro lado, según Armstrong (2009:6) “refers to the capacity to use words effectively, whether orally or in writing. (...) includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of languages”.



Logical-Mathematical Intelligence: Reasoning Smart

Por otro lado, Gardner nos comenta que la inteligencia lógico-matemática abarca la capacidad de analizar y resolución de problemas y operaciones, al igual que en aspectos científicos “Logical-mathematical intelligence involves the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. Mathematicians, logicians, and scientists exploit logical-mathematical intelligence”. Según Armstrong (2009:6) “the capacity to use numbers effectively and to reason well. (...) includes sensitivity to logical patterns and relationships, statements and propositions, functions, and other related abstractions. The kinds of processes (...) includes categorization, classification, inference, generalization, calculation, and hypothesis testing.”



Musical Intelligence: Music Smart

Gardner nos comenta la inteligencia musical como: “Musical intelligence entails skill in the performance, composition, and appreciation of musical patterns. (...), musical intelligence is almost parallel structurally to linguistic intelligence, and it makes neither scientific nor logical sense to call one an intelligence and the other a talent.” (Gardner 1999:42). Por otro lado Armstrong (2009) nos lo explica como “The capacity to perceive, discriminate, transform, and express musical forms. This intelligence includes sensitivity to the rhythm, pitch and melody, and the timbre or tone color of a musical piece.” (Armstrong 2009:7).



Bodily-kinesthetic intelligence: Body Smart

La cuarta inteligencia que Gardner nos explica es la corporal-kinestésica. Gardner (2000) nos lo menciona como “Bodily-kinesthetic intelligence entails the potential of using one’s whole body or part of the body (like the hand or the mouth) to solve problems or fashion products. Obviously, dancers, actors, and athletes foreground bodily-kinesthetic intelligence.” Además, opina que esta inteligencia es importante también para cirujanos, científicos, mecánicos... Como ampliación Armstrong (2009) “expertise in using one 's whole body to express ideas and feelings. This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile, and haptic capacities”.



Spatial Intelligence: Spatial/Picture Smart

La siguiente inteligencia es la espacial, es entendida para Gardner (2000) como “Spatial intelligence features the potential to recognize and manipulate the patterns of wide space (navigators and pilots) as well as the patterns of more confined areas (such as those of importance to sculptors, surgeons, chess players, graphic artists, or architects).” Además, Armstrong (2009) lo explica como “the ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions. This intelligence involves sensitivity to color, line, shape, form, space and the relationships that exist between these elements”.



Interpersonal Intelligence: People Smart

La inteligencia interpersonal es entendida como “Interpersonal intelligence denotes a person’s capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others. Teachers, clinicians, actors (...) all need acute interpersonal intelligence” Gardner (2000: 43). Por otro lado, Armstrong (2009) lo define como “the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions, voice, and gestures; the capacity for discriminating among many different kinds of interpersonal cues”.



Intrapersonal Intelligence: Self Smart

La última de las siete inteligencias originales es la inteligencia intrapersonal. Es definida como “Intrapersonal intelligence involves the capacity to understand oneself, to have an effective working model of oneself -including one’s own desires, fears, and capacities- and to use such information effectively in regulating one’s own life” (Gardner 2000:43). Para Armstrong (2009) la explica como “self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself; awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem”.



Naturalistic Intelligence: Nature Smart

Más adelante, en 2000, considerará la implementación de una nueva inteligencia, la inteligencia naturalista. Él la interpreta como una herramienta para observar y estudiar la naturaleza. Es una inteligencia en la que los biólogos son los que más la han desarrollado. Añade también las cualidades y capacidades de observación e interpretación. Podemos observar en “A **naturalist** demonstrated expertise in the recognition and classification of the numerous species- the flora and fauna- of his or her environment” (Gardner 2000:48). Más adelante Armstrong (2009: 7) amplió la definición con: “This also includes sensitivity to other natural phenomena (eg., cloud formations) and, in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers, and CD covers”.

Possible Intelligences Dismissed By Gardner

Para Armstrong (2009) aunque la inteligencia existencial no encaja perfectamente en los criterios de Gardner, piensa que los educadores lo tendrían que llevar a la práctica de igual manera, aunque no sea una inteligencia como tal. “Although the **existential intelligence** is not a perfect fit (...) there are enough points of confluence to warrant this intelligence being taken seriously by educators as a “new intelligence on the block”. (2009: 184). Gardner define la inteligencia existencial como:

“the capacity to locate oneself with respect to the furthest reaches of the cosmos - the infinite and the infinitesimal- and the related capacity to locate oneself with respect to such existential features of the human condition as the significance of life, the meaning of death, the ultimate fate of the physical and the psychological worlds, and such profound experiences as love of another person or total immersion in a work of art” (Gardner, 1999:60).

Autores más contemporáneos han ido manifestando la posible existencia de otros tipos de inteligencia, tal como la inteligencia emocional o **emotional intelligence**. Goleman⁸ (2006), quién fue uno de los primeros expertos en proponerlo, la definió como “person 's ability to manage his feelings so that those feelings are expressed appropriately and effectively”. Este psicólogo desarrolló un marco teórico en el que explicaba los varios componentes para desarrollar y estimular la inteligencia emocional, del mismo modo también mencionó varias habilidades que se pueden desarrollar si se estimula ésta. Conceptos como “*self-awareness*”, “*self-regulation*”, “*motivation*”, “*empathy*” o “*social skills*” son componentes que toda persona posee y desarrolla a lo largo de su vida.

3.4.- Multiple Intelligence In Classroom

Gardner nos explica que para detectar y describir las inteligencias del alumnado primero tenemos que enfocarnos en nosotros mismos. Es decir, que antes de aplicar un modelo de aprendizaje en el aula, se debe empezar haciendo una introspección como docentes y/o estudiantes adultos. Armstrong (2009) comenta que “Consequently, an important step (...) is to determine the nature and quality of our own multiple intelligences and ways to develop it”.

⁸ Goleman, D (2006). *Emotional Intelligence*. Bantam Books.

Además, no existe ningún test o prueba que evalúe completamente el desarrollo de las distintas inteligencias porque no se puede detectar ni determinar la naturaleza y/o calidad de las inteligencias con un test. Pueden servir como apoyo para medir una parte mínima de las capacidades, pero no debe tomarse como prueba única.

La siguiente tabla, desarrollada por Armstrong (2009:33), describirá brevemente las habilidades de los estudiantes que se decantan por una inteligencia específica. Cabe mencionar que la mayoría de los estudiantes presentan capacidades para varias inteligencias o materias, por lo que no hay que encasillarlos en una única:

EIGHT WAYS OF LEARNING			
Children who are highly...	Think...	Love...	Need...
<i><u>Linguistic</u></i>	in words	reading, writing, telling stories, playing word games	books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories
<i><u>Logical-Mathematical</u></i>	by reasoning	experimenting, questioning, figuring, out logical puzzles, calculating	materials to experiment with, science materials, manipulatives, trips to planetariums and science museums
<i><u>Spatial</u></i>	in images and pictures	designing, drawing, visualizing, doodling	art, Legos, videos, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
<i><u>Bodily-kinesthetic</u></i>	through somatic sensations	dancing, running, jumping, building, touching, gesturing	role-play, drama, movement, building things, sports and psychical games, tactile experiences, hands-on learning

<i>Musical</i>	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening	sing-along time, trips to concerts, playing music at home and school, musical instruments
<i>Interpersonal</i>	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying	friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
<i>Intrapersonal</i>	in relation to their needs, feelings, and goals	setting goals, meditating, dreaming, planning, reflecting	secret places, time alone, self-paced, projects, choices
<i>Naturalist</i>	through nature and formal forms	playing with pets, gardening, investigating nature, raising animals, caring for planet Earth	access to nature, opportunities for interacting with animals, tools for investigating nature (e.g., magnifying glasses, binoculars)

Figure 2: summary of the Eight Intelligences based on Gardner, Armstrong (2009: 33)

Se debe tener en cuenta el hecho de que puede preferir realizar actividades independientemente de cuál sea su inteligencia más desarrollada. Esto será tarea del tutor, ver el total de actividades que realiza el alumnado y anotar o reflexionar sobre qué tipo de actividades le interesa más al alumnado. Por ejemplo, puede haber un niño que le guste la jardinería y escuchar música mientras riega el huerto escolar. Pero, después le podrá apetecer escribir, leer y crear historias al pensar en la flor que ha regado. Ahí se podría apreciar que presenta una inclinación por las actividades de carácter lingüístico.

En un aspecto que resulta de gran ayuda el uso de las inteligencias múltiples es para afrontar la atención a la diversidad en las aulas. La diversidad se manifiesta en las aulas y el uso de las inteligencias múltiples de Gardner enseña a aceptar y respetar las diferencias individuales. Así que será de real importancia que el centro educativo o la escuela se encuentre centrada en el individuo o estudiante. Esta institución se debe preocupar por el alumnado teniendo en cuenta la multitud de perfiles, presentes en una sociedad que se encuentra en constante cambio, otorgando a cada niño y niña los apoyos necesarios. El docente a cargo del aula puede sacar partido del potencial de cada miembro del alumnado si se enseña desde una perspectiva motivadora en la que se trabaje conocimientos desde una labor de interés, experiencias previas, inquietudes, etc más que desde una clase magistral.

Para trabajar las inteligencias múltiples de una manera más efectiva, la tabla elaborada por Armstrong (2009) puede ser de ayuda para fomentar actividades. Una manera diferente de observar qué tipo de actividades prefiere realizar el alumnado es ofrecerles el cuestionario de Walter McKenzie⁹ (1999) para percibir sus preferencias. El alumno que realice esta encuesta deberá de marcar las opciones con las que se sienta más identificado respecto a las afirmaciones que propone McKenzie. También la implementación de metodologías activas será un apoyo, formas de trabajo que fomenten tanto la autonomía como el trabajo colaborativo al igual que proporcionar conocimientos curriculares al alumnado. Un ejemplo de estas técnicas de trabajo es la gamificación, explicada a continuación.

3.5.- Gamification

Con la evolución del panorama educativo han ido surgiendo diferentes metodologías para lograr esa adquisición efectiva de conocimientos curriculares. Actualmente, se buscan metodologías que busquen un alumnado motivado en su propio proceso de aprendizaje, que sea capaz de trabajar tanto de manera individual como cooperativa para la adquisición de contenidos y resolución de problemas. Un alumno o alumna que le interese lo que está aprendiendo es el objetivo de todo docente. De todas las técnicas de aprendizaje que se han desarrollado, se destaca la gamificación. Gawas, P¹⁰ (2021) expone de forma breve los **beneficios** de la gamificación. Se ha adaptado al ámbito educativo:

⁹ McKenzie, W (1999). *Multiple Intelligences Survey*. Surfaquarium.

¹⁰

1. It is a fun base approach that attracts higher engagement.
2. By providing real results it improves learning outcomes.
3. Performance indicators identify strengths and weaknesses.
4. Increases motivation and interest to learn more.
5. To prepare students for real-life challenges.

Este modelo de enseñanza-aprendizaje supone una gran ayuda al alumnado cada vez más cercano a las Tecnologías de la Información y de la Comunicación (TIC). De este modo, la utilidad que nos puede otorgar el dotar de un componente tecnológico a la adquisición tradicional de contenidos curriculares será realmente recomendable. No obstante, no es una forma de enseñar que dependa de ordenadores, tabletas gráficas o pizarras electrónicas, sino que desde juegos físicos o añadiendo aspectos de videojuegos a la clase ordinaria también nos valdría.

La gamificación es definida por Deterding, S., et al¹¹ (2011) como “**the use of game design elements in non-game contexts**”. Al-Azawi, R¹² (2016) propone una definición parecida a la anterior “Gamification is the practice of using game design elements, game mechanics and game thinking in non-game activities to motivate participants”. Las técnicas aprovechan y se dejan influir por aspectos de *competición, adquisición de logros, reconocimiento y autoexpresión*.

Va a ser una manera de enseñar mediante la implementación de **elementos propios de los juegos** y videojuegos como desafíos, escalado de niveles o acumulación de puntos para lograr que el alumnado logre los conocimientos que se buscan. Pero para lograr esto se requiere que se realice de una forma que el alumnado se encuentre motivado y comprometido con la actividad. Estas técnicas se aprovechan y se dejan influir por aspectos de competición, adquisición de logros, reconocimiento y autoexpresión. Al-Azawi, R (2016) comenta que “Educational gamification proposes the use of game-like rule systems, player experiences and cultural roles to shape learners’ behavior”. En la tabla mostrada a continuación se puede observar qué aspectos se han de tener en cuenta para realizar una gamificación correcta teniendo en cuenta el nivel de implementación de la actividad:

¹¹ S. Deterding, et al. (2011). “From game design elements to gamefulness: defining gamification,”. International Academic MindTrek Conference on Envisioning Future Media Environments.

¹² Al-Azawi, R. et al, (2016). *Educational gamification vs. game based learning: Comparative study*. International journal of innovation, management and technology

LEVEL	DESCRIPTION	EXAMPLE
Game interface design patterns.	Common, successful interaction design components and design solutions for a known problem in a context, including prototypical implementations.	Badge, leaderboard, level.
Game design patterns and mechanics.	Commonly recurring parts of the design of a game that concern gameplay.	Time constraint, limited resources, turns.
Game design principles and heuristics.	Evaluative guidelines to approach a design problem to analyze a given design solution.	Enduring play, clear goals, variety of game styles.
Game models.	Conceptual models of the components of games or game experience.	Challenge, fantasy, curiosity.
Game design methods.	Game design-specific practices and processes.	Playtesting, playcentric design, value conscious game design.

Figure 3: levels of Game Design Elements from Deterding, S et al. (2011).

Además, es digno de mención la buena combinación que realiza la incorporación de la gamificación con la teoría de las inteligencias múltiples. Diversos autores llegan a la conclusión de que uno de los principales problemas de la educación hoy en día es la falta de motivación y de compromiso por parte del alumnado y profesorado. Por ejemplo, “The main problems in modern education are related to the lack of engagement and motivation of students to participate actively in the learning process.” Angelova, A (2014). De este modo, la implementación de la gamificación desde un punto de vista motivante para el alumnado logrará que el estudiante se dé cuenta de sus capacidades, sus puntos a favor, en contra, a conocerse a sí mismo, etcétera.

One possible solution is to reward the efforts and achieved results by awards, which leads to increased motivation for participation and activity. That decision is based on the use of game elements in the learning process.

4. Didactic Proposal

4.1 Introduction.

Once the theoretical framework has been developed to provide the reader with the necessary information to understand the essay, this didactic proposal begins.

The results of different studies show that both multiple intelligences and gamification are two methodologies that are useful for implementation in the educational field. To show what was recently mentioned, a didactic unit is going to be carried out in which a curricular content is going to be treated using the way of working of multiple intelligences together with gamification.

The subject chosen for this didactic unit is English due to the importance of learning a second language nowadays. It is addressed at the fourth grade of Primary Education outside a situation of pandemic quarantine.

This didactic unit will revolve around the center of interest of the professions that can be seen in everyday life such as teacher, doctor, firefighter... and to know their routines and timetable. The importance of knowing these jobs from an academic point of view is clear. The idea of doing it in the English class is because of the importance that these basic jobs will have and what they consist of for the life of the students. The content of this didactic unit is addressed above all in block 4 of the primary curriculum in Aragon, but aspects of the different blocks will also be taken, that is, the previous knowledge acquired by the students will also be used.

4.2. Context.

It will be contextualized in a state school located in the Delicias neighbourhood in the city of Zaragoza. This neighbourhood stands out for being the one with the most population in the entire city with more than 96,000 inhabitants. On the other hand, the child index corroborates this statement, since only 10% of the population is in the age range between 0 and 14 years old. It is a neighbourhood with a high rate of ageing, this can be seen in the fact that

the average age is 46 for men and 50 for women. It also houses a great amount of cultural diversity, representing almost 23% of the population, mainly from South America and Europe. To finish talking about the neighbourhood, we must mention that it stands out for having a medium-low socioeconomic level

Regarding the educational centre, it will be a state bilingual school. The school has a schedule from 9 a.m. until 12:30 where there is a break for students and centre staff to rest and have lunch and return at 3 p.m. until the end of classes at 5 p.m. There will be different facilities such as a computer room, a playground surrounding the centre itself, an assembly hall, bathrooms... In addition, it will have a dining room service for those parents who cannot pick up their children at the time of departure at lunchtime. This school also offers different extracurricular activities such as football, basketball, language learning like English or Romanian, drawing workshop, computer science, etc.

In relation to the group-class, it will be made up of 26 students. Most of them are from foreign origin, but they have all been in this school since they were three years old, they have learnt both Spanish and English. However, there are certain students who are not proficient with English, so it will be necessary to consider the diversity of knowledge in order to achieve the proposed objectives. For this reason, certain materials or contents will have to be adapted for the understanding of the students, either with pictograms, songs, etc. It will be explained in greater detail in the methodology section.

4.3. Methodology.

To achieve greater attention to diversity, both multiple intelligences theory and the implementation of motivational methodologies such as gamification will help students to understand and learn in a fruitful way.

According to Figueroa (2015), a correct selection of teaching strategies is required for success in second language learning. For this reason, as stated throughout the essay, the goal of is to achieve for students' knowledge on the acquisition of a second language, in this case English, as well as how to develop multiple skills using games and plays, using the characteristics of CLIL methodology and the foundations of the theory of multiple intelligences.

As has been mentioned throughout the work, the gamification methodology will be used as well as individual cooperative learning. In this way, different games will be used that will be the main element of the teaching-learning process. These games have been created

through the digital platform Genial.ly in which different types of documents and educational resources can be prepared. However, this will not be the only digital resource from which the didactic unit will be adopted.

According to Brown¹³ (1994) all educational methodologies and strategies must have, in addition to their own educational purpose, provide and promote a good stable learning environment in the classroom. In other words, it must guarantee the construction of useful learning for the student's daily life, students must be the main character of their own learning, the role of the teacher should be more of a guide for student learning than simply a transmitter of content. Also, should promote aspects such as decision making, research work and to develop critical thinking. If all these elements are carried out satisfactorily in the classroom, this will create a really motivating atmosphere for both students and teachers. This didactic unit is going to be based on these aspects commented recently.

The good part of this didactic unit is that regarding attention to diversity, the theory of Multiple Intelligences will be a great ally to evaluate the capacities of each type of intelligence of all students, and from there see their weaknesses and their strongest points.

As has been commented, to incorporate games in the teaching-learning process, the Genial.ly website will be used. This is an interesting digital platform where you can design both educational content, lectures, and more innovative aspects such as the use of space rooms or gamification. For this didactic unit, it has been preferred to use this page from the gamification aspect since it provides exercises in a motivating and funny way for the students instead of making worksheets. In this way, other pages will also be used, such as Socrative. There, you can create multiple choice, true or false or short answer questions. All this from a competitive and fun point of view.

However, one aspect to consider is the dependency that both students and teachers will have on Information and Communication Technology (ICT) such as computers. For this reason, when the session requires it, the computer room will be taken, equipped with enough computers for the development of the class.

4.4. Contents.

¹³ Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Upper Saddle River, NJ: Prentice Hall.

As mentioned at the beginning of the Didactic Proposal, the contents will be focused on 4th grade for primary students. It will be sought that they understand different professions, their routines, and the schedules they must organize according to the job they join. These three aspects have been chosen specifically because if students understand and put into practice what they have learned in this didactic unit, they will be able to organize themselves; if they travel to a foreign country, know who to ask for help. Also, they will be able to develop a daily efficient schedule. For this reason, those concepts are considered important for an increasingly globalized world and knowing different languages, in addition to the mother tongue, because it helps the development of the individual.

Apart from English itself, other subjects will be taught in an interdisciplinary way. For example, notions in computer science, mathematical and naturalistic and social science aspects. For instance, in both Language and Literature and English, the objective will be to learn to speak the different professions in these two languages and to do so by developing both written and oral comprehension and expression. Thus, it will be possible to train competent students in two languages. From the ICT aspect, it will look to acquire the students' knowledge of the operation of a computer as well as become familiar with information sources and services for their future as students or workers. At the same line, the mathematics section will familiarize students with the hours in English in aspects such as: asking and answering about the time, being able to say what time it is and comment at what time you practice a programmed activity in your routine. Finally, the aspect of the social sciences, the different types of work sectors and what they would be composed of are studied in a simple way.

Below is a table that explains in a more synthetic way what has just been commented:

LEARNING CONTENTS	ENGLISH CONTENTS	ITC CONTENTS	MATHS CONTENTS	SOCIAL SCIENCE CONTENTS
To identify different professions: doctor, police, firefighter, nurse, teacher, dentist, actor, farmer, cook, builder.	To identify different professions: doctor, police, firefighter, nurse, teacher, dentist, actor, farmer, cook, builder.	To learn how to use a reliable source of information.	To identify different timetables.	To know the different types of work sectors.
To know what a schedule is and start to develop one by themselves.	To know what a schedule is and start to develop one by themselves.	To familiarize with computers and digital devices.	To know how to say the different times of the day: o'clock, quarter past, half past, quarter to.	To know which professions belong to each sector.
To familiarize with the clock and times.	To familiarize with the clock and times.		To familiarize with the clock and times.	
To be able to make questions and expressions in relation to the topic. <i>What time is it?</i>	To be able to make questions and expressions in relation to the topic. <i>What time is it?</i>			

<p>To value different intelligences under MI theory.</p> <p>To identify which intelligence(s) students stand out.</p>	<p>Knowledge about how to express themselves in an easy way about interests and needs.</p>			
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4.4.1. Cross-Curricular elements.

Based on the didactic programming carried out by Banzo¹⁴ (2018), the cross-curricular contents adapted to this didactic unit chosen are:

- To know and appreciate the values and norms of coexistence, to learn how to act in accordance with these them, to prepare oneself for active involvement in citizenship and to respect human rights, as well as the pluralism that is part of a democratic society.
- To develop work habits as an individual and within a team, also in terms of effort and responsibility for the studies, as well as self-confidence, a critical capacity, personal initiative, curiosity, interest and creativity as a learner, and entrepreneurship.
- To acquire techniques to prevent or solve conflicts in a peaceful manner so that learners can behave independently within their family and home life or within their social groups they form part of.
- To learn, understand and show respect for various cultures and the differences between people; equal rights and opportunities between men and women; and the non-discrimination of disabled people.
- To acquire, in at least one foreign language, skills to allow students to express and understand simple messages and to manage in everyday situations.
- To start using ICTs.
- To value hygiene and health, accept their own body and others', showing respect for differences; and using physical education and sport to encourage personal and social development.

¹⁴ Banzo, H (2018). Programación Didáctica 1^{er} curso de Educación Primaria. Área de Inglés

- To develop their emotional capacities in all aspects of their personality and in their relationship with others, as well as to develop a reject attitude to violence, all kinds of prejudice and sexist stereotypes.

The theory of multiple intelligences takes a lot of importance here due to linking all these contents and cross-curricular contents is going to be an appropriate context to introduce Gardner's theory. With all this, we already know the methodology and the contents that are going to be implemented to this didactic unit.

4.5. Objectives.

Taking as a reference the contents proposed in the previous section, objectives, both general and specific¹⁵, to be sought are the following:

4.5.1. *General objectives:*

- To identify the different jobs that children can find in their daily life.
- To understand and to implement schedules, timetables, agendas...
- To learn vocabulary related to the topic.
- To learn to manage and organize themselves.

4.5.2. *Specific Objectives:*

- To use basic syntactic structures, even if they continue committing mistakes.
- To identify the intention of brief and simple texts.
- To identify basic sociocultural and sociolinguistic aspects of life.
- To familiarize with the hours, timetables...
- To participate in conversation in a simple way.
- To write short and easy sentences using expressions such as "Do you...?" "I like... but I prefers...".
- To value different intelligences under Multiple Intelligences theory.

4.6. Competences.

The key competences¹⁶ will place especial emphasis on:

- **Competence in Linguistic Communication (CLC):** it will be the main competence in this didactic unit. The aim is for students to work in a communicative context.

¹⁵ Extracted from Resolution of April 12, 2016.

¹⁶ Extracted from BOA no. 156 of 08/12/2016, Order ECD/850/2016, of July 29, Annex II.

- **Mathematical competence (MC):** for this didactic unit requires knowledge about numbers as an understanding of mathematical terms and concepts about time (hour, minute...).
- **Treatment of Information and Digital Competence (TIDC):** it is a competence that is increasingly used in the classroom due to the rise of technologies in our daily lives. It will help us to know and understand how to deal with sources of information.
- **Social and Civic Competences (SCC):** this competence will help students to learn skills and attitudes to develop in their closest contexts, from a democratic and respectful perspective.
- **Cultural and Artistic Competence (CAC):** it implies knowing, understanding, and evaluating with a critical spirit, with an open and respectful attitude.
- **Competence in Learning to Learn (CLL):** essential for lifelong learning that occurs thoughtfully in life and takes place in different formal, non-formal and informal contexts. Can be used for previous-knowledge.
- **Sense of Initiative and Entrepreneurship (SIE):** is the ability to turn ideas into action through creativity, innovation, and risk-taking, as well as the ability to plan and manage projects.

All the activities that have been proposed will also have the objective of promoting the development of these skills to work on. It will be shown which competence is worked on each task shown in the following section.

4.7. Session development.

All sections explained before will help to understand how the different sessions of this didactic unit will be taught. Each of the sessions will have an objective and will seek that through gamified activities that promote multiple intelligences, the students will learn the proposed professions in this unit. At the end of each class, we will talk together about the characteristics of the intelligences that we have used to solve the activities:

Session number: 1.1	Timing: 25 minutes.	Key competences: CLC – TIDC – SIEE – CLL –
Intelligences: Intrapersonal – Interpersonal – Linguistic		
Grouping: Whole class		
Materials: Computer – Internet Access - Digital blackboard/projector		
Contents: To value different intelligences under MI theory - To identify which intelligence(s) students stand out - To familiarize with computers and digital devices.		
Objectives: To understand what Multiple Theory is - To develop communicative competence using English - To increase positive attitudes towards linguistic diversity.		
<p>Explanation: Will be an introduction to what will be taught during these two weeks. Through Genial.ly website, they will be given a dynamic presentation of what the theory of multiple intelligences consists of (Annex I).</p> <p>Will begin explaining who Howard Gardner is and to explain his theory in a briefly way. For the next slides, the video “<i>The multiple intelligences song</i>” made by Vishwa Happiness via YouTube will be taken as a reference. Thanks to this video, activities and professions have been implemented that can be associated which intelligence. This video also gives an equal meaning without seeming that one intelligence is better than other.</p>		

Session Number: 1.2	Timing: 25 minutes.	Key Competences: CLC – CLL – TIDC - SIEE
Intelligences: Intrapersonal – Interpersonal – Linguistic – Logical-Mathematical		
Grouping: Whole class/ Individual		
Materials: Computer – Internet Access - Digital blackboard/projector – Paper - Pencil		
Contents: To value different intelligences under MI theory - To identify which intelligence(s) students stand out -		
Objectives: To understand what Multiple Theory is - To develop communicative competence using English - To increase positive attitudes towards linguistic diversity – To encourage decision-making – To begin to know themselves.		
<p>Explanation: After that, they will be instructed to answer some questions among the whole class. These questions are based on the YouTube video “<i>You Think You Are Smart? There Are 9 Types of Intelligence</i>”. This video shows fictitious testimonies of people who comment on their hobbies that are related to one’s specific intelligence. Students will read those testimonies and will debate among all to conclude which intelligence corresponds to and answer it in a multiple-choice question.</p> <p>In the end, a photo of cartoonist Marek Bennet from his work “<i>Multiple Intelligences & Comics Education</i>” will be hyperlinked. This cartoon proposes different activities that are done in relation to each intelligence. Once shown, students will be told to take a pencil and paper to write all activities they like from the image. There will be no limit of options and they will all be equally correct. These papers will be delivered to the teacher at the end of the class.</p>		

Session Number: 2.1	Timing: 50 minutes.	Key Competences: CLC – TIDC – SIEE – MC - CAC
Intelligences: Intrapersonal – Interpersonal – Linguistic – Logical-Mathematical – Musical – Visual – Bodily-Kinesthetic - Naturalist		
Grouping: Whole class/ Individual		
Materials: Computer – Internet Access - Digital blackboard/projector – Paper - Pencil		
Contents: To identify different professions – To value different intelligences under MI theory – To familiarize with the clock and times – Knowledge about how to express themselves in an easy way about interests and needs.		
Objectives: To identify new vocabulary – To take small responsibilities – To develop positive attitudes towards cultural and linguistic diversity – To develop communicative competence in English.		
Explanation: The class begins by recalling what was taught in the previous session and explaining what will be done in this one. By using again Genial.ly students will have a kind of “escape-room” in which they will have to pass increasingly difficult tests until they reach the prize. This award is a fictitious diploma where the effort and commitment that they have put in is recognized. Each activity is related to a type of multiple intelligence. This “escape room” will have six activities in which works on a type of intelligence. For those students who have more difficulties, the entire session will be done in a group and visual stimulation so that they can make simpler relationships. After this Genial.ly, as they will be tired, motor activities such as role-play and exploring activities will be carried out in the playground, developing bodily-kinesthetic and naturalist intelligence. To appreciate what activities are provided, see Annex II.		

Session Number: 3.1	Timing: 30 minutes.	Key Competences: CLC – SCC – CLL - CAC
Intelligences: Linguistic – Intrapersonal – Spatial – Logical-mathematical		
Grouping: Whole class/ Individual		
Materials: Computer – Internet Access - Digital blackboard/projector – Paper - Pencil		
Contents: To know what a schedule is and start to develop one by themselves – to familiarize with the clock and times – Knowledge about how to express themselves in an easy way about interests and needs – To identify different timetables – To know how to say the different hours of the day.		
Objectives: To work on logical-mathematical intelligence by chronologically ordering pictograms – To develop spatial ability through drawings – To combine grammatical and oral structure – To incentivize attention – To inculcate daily routines – To promote English Language.		
Explanation: From this activity through a previous explanation before doing it, it is intended to promote routines and habits in a playful way through gamification. Pictograms with the vocabulary of the routines will be placed on the board in chronological order. From when they get up until they go to bed. More emphasis will be placed on the transition period from school. Several volunteers must join the posters with the correct grammatical structures to the pictograms on the board.		

Session Number: 3.2	Timing: 20 minutes.	Key Competences: CLC – SCC – CLL - CAC
Intelligences: Linguistic – Intrapersonal – Interpersonal – Bodily-Kinesthetic		
Grouping: Whole class/ Individual		
Materials: Photography's – Board/Interactive board		
Contents: To identify different professions – To be able to make questions and expressions in relation to the topic – Knowledge about how to express in an easy way about interests and needs.		
Objectives: To work simple syntactic structures – To inculcate professions from significant learning – To promote cooperative learning – To develop communicative competence in a playful way in English – To work vocabulary of professions through symbolic and imitation games.		
<p>Explanation: A student goes to the blackboard to expose the profession of a family member through mimicry. There will be 5 groups of 5 students each who will have to guess what profession it is through cooperative work.</p> <p>Once they finish imitating, and regardless of whether the other groups have succeeded or failed, the student will reveal the photo of the family member that they have represented, making it known to the class. After revealing it, she will make a sentence with a semantic structure that is written on the board: HE / SHE IS MY _____ AND IT IS A ____; leaving holes in the family member and the work she does.</p>		

Session Number: 4.1	Timing: 15 minutes.	Key Competences: CLC – SCC – CLL - CAC
Intelligences: Linguistic – Intrapersonal – Interpersonal – Logical-Mathematical		
Grouping: In pairs		
Materials: Computer – Board/Interactive board - Flashcards		
Contents: To identify different professions – To know what schedule is – To familiarize with the clock and times – To make questions and expressions in relation to the topic – To identify different timetables – To know how to say the different hours of the day.		
Objectives: To identify different professions – To be able to make questions and expressions in relation to the topic – Knowledge about how to express in an easy way about interests and needs.		
Explanation: This activity is like the Who's Who game from the previous session, but with a different methodology. Here, each student will receive an interactive card where a trade will appear. In pairs, they will ask the questions that are on the board with the idea that they learn key expressions, especially questions. The aim will be to guess the action of a routine with its time or the profession that it will have on the card. Each owner of each card does not know what is on his card, but they do know the card of his partner.		

Session Number: 4.2	Timing: 35 minutes.	Key Competences: CLC – SCC – CLL - TIDC
Intelligences: Linguistic – Intrapersonal – Interpersonal – Logical-Mathematical		
Grouping: In pairs		
Materials: Computer – Board/Interactive board - Flashcards		
Contents: To know what schedule is – To familiarize with the clock and times – To make questions and expressions in relation to the topic – To identify different timetables – To know how to say the different hours of the day.		
Objectives: To learn key expressions – To develop oral expressions in English – To do useful significant learning – to incentivize attention – To promote English Language.		
Explanation: The introductory video “My Day- My Daily Routine” from English Singing YouTube channel will be played to the activity to contact the routines and hours. Then a large clock will be placed on the board that they can manipulate themselves, indicating the hours corresponding to their routines. To develop the strengths of students who require support, pictograms will be used to provide a visual stimulus to the activity. Finally, they will be asked to write their usual daily routine on a school day, giving them the option of being able to draw the part of the day that they like the most if there is time.		
Session Number: 5.1	Timing: 30 minutes.	Key Competences: CLC – SCC – CLL - CAC
Intelligences: Linguistic – Intrapersonal – Interpersonal – Logical-Mathematical		

Grouping: Individual/whole class

Materials: Chalk – Board/Interactive board - Flashcards

Contents: To identify different professions - To know what schedule is – To familiarize with the clock and times – To make questions and expressions in relation to the topic – To identify different timetables – To know how to say the different hours of the day – To know the different the different types of work sectors.

Objectives: To check what they have correctly assimilated the content of the entire didactic unit – To work on spatial, intrapersonal, linguistic, logical-mathematical, and kinesthetic intelligence – To encourage attention and long-term memory capacity – To develop imagination and creativity – To encourage participation – To work on gamification through artistic competition – To associate a drawing and a graph with the syllabus taught.

Explanation: A volunteer will be asked to go to the blackboard to draw the routine or time and profession that the teacher indicates so that the rest of the students can guess it to carry out a global review of all the content given so far in the English subject. Once the activity is solved, the vocabulary word that belonged will be written on the board and the one who has guessed it will come out to draw the next one.

Session Number: 5.2	Timing: 30 minutes.	Key Competences: CLC – SCC – CLL - TIDC
Intelligences: Linguistic – Intrapersonal – Interpersonal – Logical-Mathematical		
Grouping: Individual		
Materials: Computer room – Internet Access -		
Contents: To identify different professions - To know what schedule is – To familiarize with the clock and times – To make questions and expressions in relation to the topic – To identify different timetables – To know how to say the different hours of the day – To know the different the different types of work sectors.		
Objectives: To check what they have correctly assimilated the content of the entire didactic unit – To work on spatial, intrapersonal, linguistic, logical-mathematical, and kinesthetic intelligence – To encourage attention and long-term memory capacity – To develop imagination and creativity – To encourage participation – To work on gamification through artistic competition – To associate a drawing and a graph with the syllabus taught.		
Explanation: Students will be taken to the computer room to work through interactive worksheets on professions and their sectors as a final review, previously introducing the CLIL methodology to the content of social sciences. The video " <i>Jobs and their classification: Primary, Secondary & Tertiary sector Educational Videos for Kids</i> " from the YouTube channel Happy Learning English will be shown. After that, the activities of the "Gamestolearnenglish" website will be carried out in the "jobs" section.		

Session Number: 6	Timing: 50 minutes.	Key Competences: CLC – MC - SCC – CLL - SIE
Intelligences: Linguistic – Intrapersonal – Interpersonal – Logical-Mathematical – Spatial - Naturalistic		
Grouping: Groups		
Materials: Pinecones – Pencil - Notebook		
Contents: To identify different professions - To know what schedule is – To familiarize with the clock and times – To make questions and expressions in relation to the topic – To identify different timetables – To know how to say the different hours of the day.		
Objectives: To develop naturalistic, linguistic, and logical-mathematical competence – To combine a grammatical and visual structure – To incentivize attention – To inculcate daily routines – To promote English Language.		
<p>They will be previously told a story in which they must solve the ending throughout the activity using the vocabulary of routines and professions acquired in previous sessions, applying significant learning. They will be organized into four groups of five people and one group of six people. To take care of the possible diversity present, it is recommended that each of the members have a role within the group. They will have to solve puzzles in a psychomotor way in the playground through clues oriented with natural elements or encouraged towards naturalistic intelligence. When they reach the different objectives, they will have to pass a logic and relationship test to access the next one. These tests will be sentences related to a job, for example: "I am the person who oversees preparing the food so that nobody goes hungry, who am I?" so that they write down the word "cook" in their notebook.</p>		

4.8. Needs And Diversity

As has been commented throughout this essay, a welcoming and motivating educational space allows for a wide variety of methodologies. In this way, many activities, materials, and both individually and cooperatively can be developed. In this case, to learn the different trades from the implementation of multiple intelligences and gamification.

Just as there are different types of learning, there are also differences in the abilities of students. There will be cases of students who will finish faster than the rest of their classmates and find themselves bored. On the other hand, we can also find children who find it difficult to carry out tasks for various reasons, perhaps it is an activity that does not fit their way of working, or perhaps because they have a slight acquisition of linguistic competence, the competence of a second language, or even both. For this reason, activities must be carried out or planned so that this welcoming atmosphere is maintained. If the student completes the task too early, they can be asked to help that classmate who usually takes longer because she does not understand or does not know what is being asked. In this way, it will be peer learning, in which students learn from their peers. Another variant could be to suggest to the most efficient students that they carry out an extra activity. It is advisable that the first choice be prioritized since a significance of their learning will be achieved.

It is important to keep in mind that some activities may not meet the expected timing. Perhaps an activity that takes 20 minutes can easily be done and last 10 minutes or vice versa. It is recommended to have other activities prepared in the background in case this happens, since it is preferable to have more activities than less. For example, a song or story about different professions, games (role-play activities), identifying the sounds of different jobs, etc.

Finally, considering the context of the center, we must be aware of linguistic diversity. On the one hand, this didactic unit provides an adaptation for those students who have a less developed competence in English due to lack of knowledge. The activities proposed in these sessions are appropriate because with the implementation of more visual materials or presentations, this child can associate, by activating his prior knowledge, the job in English with his mental image of what he think

5. EVALUATION

For this section, an evaluation will be carried out in several aspects to provide greater objectivity to the work. The students will be evaluated from the teacher's point of view, a self-assessment of my own work and an evaluation of the students towards the teacher:

A.- Students-teacher evaluation

At the end of each class, students are asked to comment on how they have felt throughout the session. If they have liked the proposed activities, if they see that they can apply what they have learned to real life. In other words, it is sought that the students, in a bidirectional way, give their opinion about what they have learned and how they have felt individually.

B.- Teacher-students evaluation

In addition to evaluation as the assignment of a numerical grade, in this didactic unit, evaluation is a process that must begin even before the actual teaching of content to guarantee academic success. In other words, before teaching students the subject of jobs, daily routines, and the weather in English, as well as multiple intelligences, it is necessary to know what domain they have on these subjects.

In this way, it will begin with an initial evaluation in which it will be asked if they know anything about multiple intelligences and about jobs and daily routines. We will know what level of knowledge they have about the two proposed topics and thus the teacher will know where to start. A strategy that will be useful to see if they are acquiring the desired notions or not is by using continuous evaluation. That is, the teacher through direct observation will be able to appreciate if they are really learning or not. But, to provide it with a quantifiable measure, the evaluation criteria proposed by Resolution 12 of April of 2016 will be used:

1. To identify the main points in oral texts.
2. To recognize basic, concrete, and significant sociocultural and sociolinguistic aspects, life conditions and social conventions.
3. To recognize the main communicative function or functions of the text.
4. To participate in a simple and understandable way in conversations.
5. To know and be able to apply basic strategies to produce monologues or dialogues.
6. To articulate in an understandable way.

7. To read and identify the topic, the global meaning, the main ideas, and specific information in adapted texts.
8. To write very short and simple texts.

Similarly, to see if they have acquired the proposed curricular content related to vocabulary and structuring, an evaluation rubric has been designed to better observe the degree of mastery (Annex III).

The final mark will be result of the points obtained in direct observation (40%); the completion of an objective test (40%) and the attitude that is divided into participation and how the student has behaved.

C.- Self-evaluation.

When an evaluation process is carried out, it is just as important that this evaluation analyzes students to see their degree of content acquisition, but the teacher also must do an exercise in self-reflection. The teacher must evaluate aspects such as his performance, her attitude with the students, what points for and against the proposed unit... (Annex IV).

6. ANALYSIS

Como puntos positivos cabe a destacar la gran aceptación que tuvo la implementación de la gamificación y las inteligencias múltiples en el aula.

Se pudo apreciar como el alumnado estaba interesado y motivado. La manera de impartir clase le llamó la atención debido a la falta de costumbre a dichos métodos de enseñanza.

Se logró que los niños y niñas se encontrasen en un clima acogedor en el que destacaba la motivación y la curiosidad innata del niño.

Respecto a los contenidos curriculares, se ha podido observar que, aunque al principio los estudiantes no asociaban la actividad con una inteligencia en concreto poco a poco fueron descifrando la intencionalidad de cada una de las tareas propuestas a lo largo de las seis sesiones.

Han sido presentes aspectos negativos o inconvenientes a los que se ha tenido que hacer frente:

El principal impedimento ha sido de la implementación de la inteligencia naturalista y musical al aula.

Respecto a la inteligencia musical, el profesor que imparte la asignatura no accedió prestar los instrumentos para una actividad teniendo que modificarla.

Respecto a la inteligencia naturalista la dificultad ha sido realizar la tarea en el patio del recreo porque el centro educativo no dispone de parque cerca.

La realización de la prueba objetiva y el porcentaje de la evaluación ha sido negativa, porque para estas metodologías se debe tener más en cuenta la evolución del niño/a respecto al principio de la propuesta, más que calificar una nota numérica.

En conclusión, es recomendable utilizar esta propuesta. Aporta una enseñanza motivante e interesante al alumnado, dotándole de interés por el temario y de aprender de sí mismos.

A tener en cuenta, serían las variables que puedan dificultar el proceso de elaboración, Con otro contenido curricular o temática se hubiese logrado una mejor implementación de los contenidos, pero con un tema menos afín se han conseguido unos resultados óptimos.

Resultó de mayor dificultad aplicar la propuesta en este colegio porque tenía un material tecnológico obsoleto, (no todos los ordenadores funcionaban, o la pizarra interactiva en algunos momentos dejaba de funcionar).

7. CONCLUSIONS

Este Trabajo Final de Grado comenzaba generando dudas sobre si implementar la teoría de inteligencias múltiples de Gardner como la gamificación educativa sería realmente útil en el ámbito académico en una sociedad que presenta un alumnado cada vez menos motivado. Por esta razón, se ha intentado construir una propuesta didáctica donde se pueda aprender contenidos en inglés, en este caso las diferentes profesiones con las que un niño puede encontrarse en su vida diaria junto con la planificación de rutinas y horarios. Mediante el uso de metodologías que resulten motivadoras y estimuladoras para el alumnado, (cada vez más implementadas en el ámbito educativo), hacen que el alumnado aprenda los contenidos de forma más llamativa, capte más su atención y memorice de forma eficaz.

Con el desarrollo de la propuesta didáctica se ha demostrado que un estudiante se encontrará más cómodo en un contexto en el que le enseñen a potenciar sus fortalezas, no solo basándose en explicar el temario y realizar una prueba escrita. Si es logrado un clima de motivación el alumnado aumentará las ganancias adquiridas en un gran porcentaje y de este modo interesarse por aspectos que hasta ahora no le habían llamado la atención.

Las inteligencias múltiples es una teoría que plantea que la inteligencia del alumno no se debe reducir al resultado de una prueba estandarizada, si no a la resolución de diferentes problemas en un contexto familiarizado al niño/a. De hecho, promueve que las personas tenemos más de una única inteligencia. Si extrapolamos esto al mundo educativo nos damos cuenta que un niño que tiene problemas en matemáticas puede ser el más capaz de buscar un objeto escondido en el patio de recreo; o si una niña es más hábil en las actividades kinestésicas en vez de actividades lingüísticas.

Por otro lado, la gamificación destaca por usar elementos propios de juegos en contextos que no son lúdicos. La introducción de medallas, niveles de dificultad o ser ellos el protagonista de la clase son elementos que darán al alumnado esa motivación que se ha ido comentando a lo largo del trabajo. El sentirse el personaje principal de su propio videojuego les otorga un papel positivo, pero también les hace cumplir con una disciplina y un rol de superhéroe que debe dar el máximo.

Todo esto, sumado a la implementación breve de la metodología CLIL, logrará que el colegio sea un lugar donde el alumno quiera ir a aprender, a conocer sobre los diferentes aspectos de la vida y conocerse a ellos y ellas mismos. Un aprendizaje interdisciplinar ayudará a aprender de una manera más significativa al alumnado, buscando que no excluyan los contenidos por asignaturas, sino entenderlas como un todo.

Como reflexión final me gustaría comentar que como docentes y futuros docentes, hay que ir diseñando actividades que hagan surgir otra vez las ganas de aprender de los niños y niñas. El utilizar elementos tecnológicos en una sociedad cada vez más informatizada, pero sin olvidarnos de la lectura, la escritura y aquellas actividades ajenas a la informatización. El tener al alumnado como el centro de objetivo educativo, pero dándole una formación de calidad y equidad.

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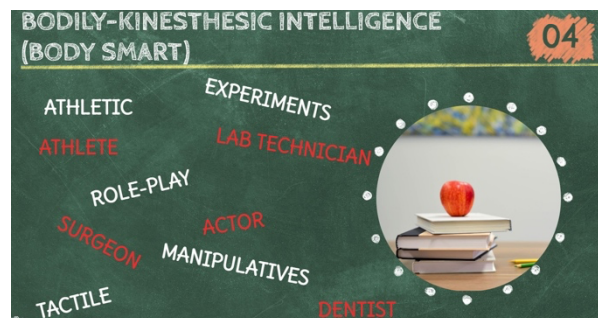
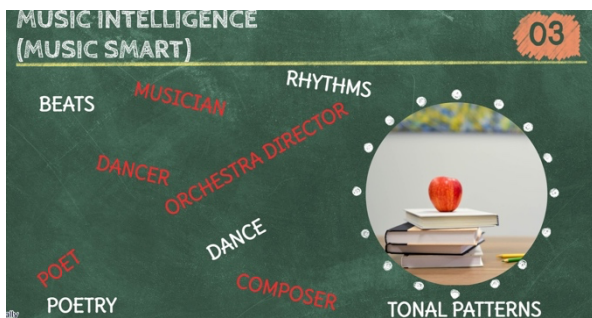
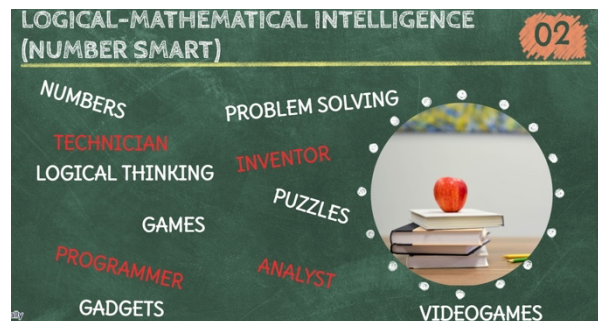
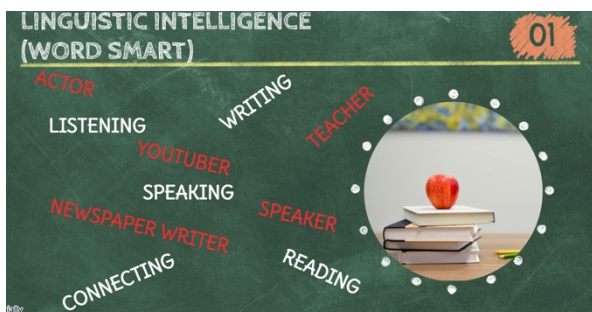
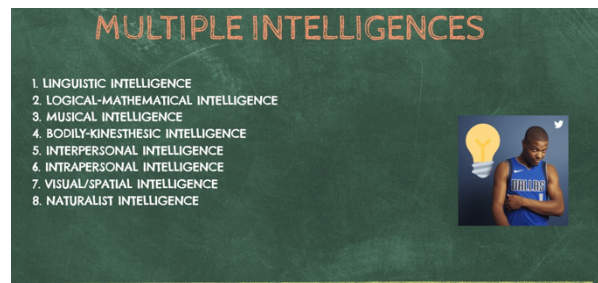
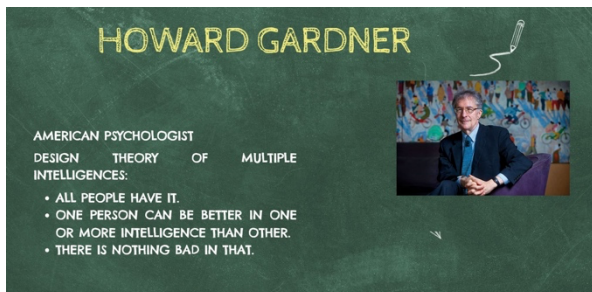
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9. ANNEX

ANNEX I.- STARTING SESSION

<https://view.genial.ly/62979e659328da00108da9b2/presentation-multiple-intelligences>



INTERPERSONAL INTELLIGENCE (PEOPLE SMART) 05

COOPERATIVE LEARNING TV SHOW HOST
 TEACHER
 POLITICIAN SHARING
 TEAM PLAYER RECEPTIONIST

INTERPERSONAL INTELLIGENCE (SELF SMART) 06

GOAL SETTING WORKING ALONE
 COMPUTER PROGRAMMER
 RESEARCHER KNOWING YOURSELF
 METACOGNITIVE ACCOUNT

VISUAL/SPATIAL INTELLIGENCE (PICTURE SMART) 07

CREATIVITY BUILDER
 ARCHITECT ARTIST
 VISUALIZATION ART MEDIA
 MAKE-UP ARTIST
 COLOUR DESIGNER DRAWING

NATURALIST INTELLIGENCE (NATURE SMART) 08

SPACE FARMER
 ENVIROMENT
 ASTRONAUT FOREST
 ANIMALS SCIENTIST
 SURVIVOR MOUNTAIN

“
 A GIRL PLAYED A LOT OF HIDE AND SEEK
 WHE SHE WAS YOUNG AND SHE LOVED
 PUZZLES.
 SHE HAS LOTS OF IMAGINATION AND IDEAS
 ABOUT SHAPES.
 ”

THIS STATEMENT CORRESPONDS TO _____

VISUAL/SPATIAL INTELLIGENCE
LINGUISTIC INTELLIGENCE
BODILY-KINESTHESIC

“
 A GIRL PLAYED A LOT OF HIDE AND SEEK
 WHE SHE WAS YOUNG AND SHE LOVED
 PUZZLES.
 SHE HAS LOTS OF IMAGINATION AND IDEAS
 ABOUT SHAPES.
 ”

THIS STATEMENT CORRESPONDS TO _____

VISUAL/SPATIAL INTELLIGENCE

“
 MY BROTHER LOVES TREES AND HE HAS
 GREAT IDEAS OF HOW TO MINIMIZE THE
 IMPACT OF A BRIDGE ON THE
 ENVIROMENT. HE ALWAYS GO TO THE CAMP
 IN SUMMER WITH HIS DAD. HE HAS
 PASSION FOR ALL ANIMALS.
 ”

THIS STATEMENT CORRESPONDS TO _____

LINGUISTIC INTELLIGENCE
NATURALISTIC INTELLIGENCE
BODILY-KINESTHESIC INTELLIGENCE

“
 MY BROTHER LOVES TREES AND HE HAS
 GREAT IDEAS OF HOW TO MINIMIZE THE
 IMPACT OF A BRIDGE ON THE
 ENVIROMENT. HE ALWAYS GO TO THE CAMP
 IN SUMMER WITH HIS DAD. HE HAS
 PASSION FOR ALL ANIMALS.
 ”

THIS STATEMENT CORRESPONDS TO _____

LINGUISTIC INTELLIGENCE

EASY TASK

TAKE A PENCIL AND PAPER AND WRITE THE ACTIVITIES THAT YOU LIKE THE MOST.

YOU CAN PUT AS MANY AS YOU WANT, THE ARE NO LIMITS.

AT THE END, GIVE THE PAPER TO YOUR TEACHER.

+ info

MULTIPLE INTELLIGENCES

A Field Guide, by Marek Bennett

LINGUISTIC
 READ, WRITE, TALK, LISTEN

LOGICAL-MATHEMATICAL
 QUANTIFY, THINK CRITICALLY, REASON, EXPERIMENT

VISUAL-SPATIAL
 SEE, DRAW, VISUALIZE, COLOR, MAP

BODILY-KINESTHETIC
 BUILD, ACT, TOUCH, MOVE, DANCE

MUSICAL
 SING, RAP, DRUM, PLAY

INTERPERSONAL
 SHARE, TEACH, COLLABORATE, INTERACT

INTRAPERSONAL
 CONNECT TO SELF, MAKE AUTHENTIC CHOICES, REFLECTION

NATURALIST
 EXPERIENCE, CARE FOR, EXPLORE, CONNECT TO LIVING THINGS

After Thomas Armstrong: Multiple Intelligences in the Classroom

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ANNEX II. SECOND SESSION

Do you want to work with us?

What jobs will be there?

Let's begin!

WELCOME!

WILL YOU PASS ALL THE TESTS? I HAVE A REWARD FOR YOU. DO YOU ALL ACCEPT?

Let's go!

ACTIVITIES

Complete the activity of each lesson and get a fantastic diploma!

Lesson 01	Lesson 02	Lesson 03
Lesson 04	Lesson 05	Lesson 06

Lesson 01

Let's talk to each other... What jobs do you know? Think of a job, raise your hand and wait for the teach to talk.

A+

PERFECT! YOU HAVE PASSED!

NEXT!

ACTIVITIES

Complete the activity of each lesson and get a fantastic diploma!

Lesson 01	Lesson 02	Lesson 03
Lesson 04	Lesson 05	Lesson 06

Lesson 02

Do you know the name of this jobs? Gap them

TEACHER FARMER COOK ACTOR DENTIST FIREFIGHTER NURSE MEDIC POLICEMAN

Lesson 03


TRUE OR FALSE, THERE ARE THREE QUESTIONS...

IS THE COOK IN CHARGE OF TEACHING CHILDREN IN THE CLASS?

TRUE FALSE

03 QUESTION 02

ARE FIREFIGHTERS RESPONSIBLE FOR PUTTING OUT FIRES?



TRUE FALSE



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03 QUESTION 03

WHEN I FEEL SICK, DO I GO TO THE DOCTOR?



TRUE FALSE




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Lesson 04

QUESTION 1

WHO IS SHE/HE TALKING ABOUT?

HE WORKS IN A RESTAURANT. HE PREPARES FOOD FOR EATING. HE IS IN CHARGE OF THE KITCHEN.

POLICE MAN
 COOK
 FIREFIGHTER
 NURSE



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Lesson 04

QUESTION 3

WHO IS SHE/HE TALKING ABOUT?

SHE GROWS CROPS. SHE ALSO RAISES ANIMALS. SHE DRIVES A TRACTOR SOMETIMES.

FARMER
 DOCTOR
 COOK
 TEACHER



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05 Lesson 05

POLICE CAR

WHAT DO YOU THINK WITH THESE SOUNDS?

OPTION 1: ESCUCHA EL AUDIO
OPTION 2: ESCUCHA EL AUDIO
OPTION 3: ESCUCHA EL AUDIO
OPTION 4: ESCUCHA EL AUDIO




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05 Lesson 05

SCHOOL HOOTER

WHAT DO YOU THINK WITH THESE SOUNDS?

OPTION 1: ESCUCHA EL AUDIO
OPTION 2: ESCUCHA EL AUDIO
OPTION 3: ESCUCHA EL AUDIO
OPTION 4: ESCUCHA EL AUDIO




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05 Lesson 05

COW MOO

WHAT DO YOU THINK WITH THESE SOUNDS?

OPTION 1: ESCUCHA EL AUDIO
OPTION 2: ESCUCHA EL AUDIO
OPTION 3: ESCUCHA EL AUDIO
OPTION 4: ESCUCHA EL AUDIO




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06 Lesson 06

THINK

A FARMER WOULD BE IN THE PRIMARY SECTOR. IS THIS CORRECT?

TRUE FALSE








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06

THINK

A BUILDER BELONGS TO THE TERTIARY SECTOR. IS THIS CORRECT?

TRUE FALSE

genially

06

THINK

A TEACHER BELONGS TO THE TERTIARY SECTOR. IS THIS CORRECT?

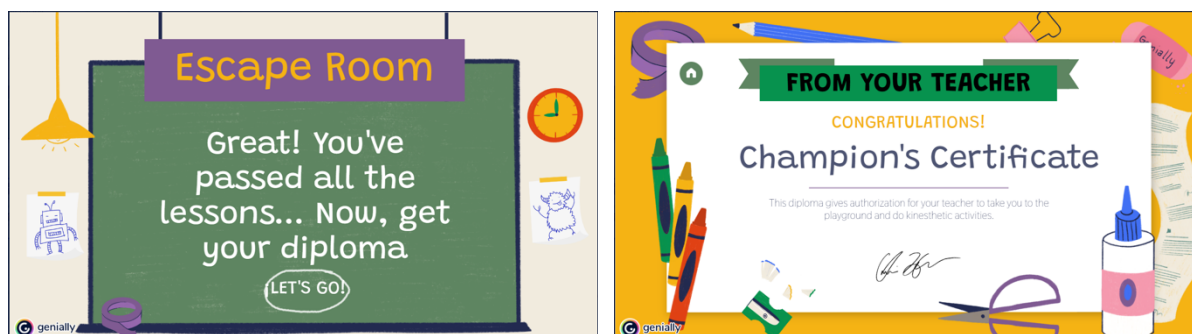
TRUE NO, IT BELONGS TO SECONDARY SECTOR
 NO, IT BELONGS TO PRIMARY SECTOR I DONT KNOW







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Annex III. Teacher-Students evaluation.

ASPECTS	EXCELLENT	GOOD	NEED IMPROVEMENT	LOW PERFORMANCE
<u>They have been attending to the indications that have been given to them.</u>	They have been in silence, attending and participating.	They have been in silence. He has had to call them the attention ever. Have been participatory.	They have achieved keep attentive. He has had to call constantly the attention.	They haven't stopped give class due to their bad behavior and therefore not they have been able attend to the lesson.
<u>They have assimilated the outcomes of the didactic unit having used the proposed methodology</u>	They have perfectly achieved the proposed outcomes.	They have largely acquired the proposed outcomes.	They have acquired notions of the proposed outcomes.	They have obtained few or none of the proposed outcomes.
<u>They have improved verbally and grammatically</u>	They have positively improved their oral and	They have improved their oral and written	They have improved a few percent.	They haven't improved much at all.

<u>the English language</u>	written communicative competence in English.	communicative competence in English.		
<u>They have learned to know themselves and among equals from the respect</u>	The have learned to respect each other and to know themselves. Classroom issues have been fixed.	They have learned to respect each other and to know themselves.	They have slightly understood what respect towards other people implies.	Not only has nothing improved, but it has gotten worse.
<u>The implementation of multiple intelligences and gamification have helped to understand the proposal</u>	The introduction of both methodologies has helped the student to understand the educational proposal.	The introduction of both methodologies has been useful for students to understand the educational proposal.	The introduction of both methodologies has not served for anything.	The introduction of both methodologies has worsened the way students acquire knowledge.

Annex IV. Self-Evaluation.

	YES	NO
Was my didactic proposal being useful?		
Have my attitude helped to understand the didactic proposal?		
Have I been able to explain the theoretical and practical part to the children correctly?		
Will this didactic proposal be useful to the children in the future?		