III CONGRESO INTERNACIONAL FORMACIÓN, TECNOLOGÍA Y COMPETENCIAS DIGITALES EN EDUCACIÓN

Study of the Influence of a Gamified Unit on Student's Motivation and Learning

ABSTRACT

Higher education students are requested to learn an extensive variety of contents and develop a series of skills based on curricular standards. These demands usually differ considerably with pupils' interests. As scholars are heterogeneous in their process of learning-acquisition, educators need to develop a suitable method of instruction. In order to promote greater interest on the part of the students' while meeting the content and skills needed, a gamified project regarding an English Didactics' subject was devised. This project was developed with the participation of second-year students from the Degree in Primary Education at the University of Malaga. It concerns an experience carried out during the 2022/2023 academic year where scholars were required to gamify in groups different contents instructed in the subject "Fundamentos Teórico-Prácticos de la enseñanza de la Lengua Extranjera". The students' response of the above-mentioned project was examined using a survey that was elaborated *ad hoc* and validated by experts. One hundred and twenty scholars participated in the study. Results indicate great reception on the part of the participants, who consider this strategy to learning with new technologies as a creative as well as a motivating experience.

Keywords: gamification; motivation; teaching English as a second language; higher education; digital skills.

RESUMEN

Al alumnado de Educación Superior se les requiere que aprendan una extensa variedad de contenidos y desarrollen una serie de habilidades basadas en estándares curriculares. Estas demandas suelen diferir considerablemente de los intereses de los estudiantes. Dado que los aprendices son heterogéneos en el proceso de aprendizaje-adquisición, los docentes necesitan llevar a cabo un método de instrucción adecuado. Con el fin de promover un mayor interés por parte de los estudiantes en el cumplimiento de los contenidos y las habilidades necesarias, se ideó un proyecto gamificado sobre una materia de Didáctica del Inglés. Este proyecto se desarrolló con la participación de alumnos de segundo curso del Grado en Educación Primaria de la Universidad de Málaga. Se trata de una experiencia realizada durante el curso 2022/2023 donde se pidió a los estudiantes que gamificaran en grupos diferentes contenidos impartidos en la asignatura "Fundamentos Teórico-Prácticos de la enseñanza de la Lengua Extranjera". La respuesta de los participantes al proyecto mencionado anteriormente se examinó mediante una encuesta elaborada *ad hoc* y validada

por expertos. Ciento veinte discentes participaron en el estudio. Los resultados indican una gran acogida por parte de los estudiantes, que consideran esta estrategia de aprendizaje con nuevas tecnologías como una experiencia creativa a la par que motivadora.

Palabras clave: gamificación; motivación; enseñanza del inglés; enseñanza universitaria; competencias digitales.

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