

GAMIRIGHT REPORT TEMPLATE

NATIONAL REPORT



GAMIRIGHT

The right gamification for tackling early school leaving
and disadvantage

Erasmus Plus Strategic Partnership – Innovation

2020-1-ES01-KA201-082223



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GAMIRIGHT NATIONAL REPORT

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1. INTRODUCTION

Gamification is the ideal method for the teaching-learning-evaluation process, being more efficient and innovative, and it is meant to draw the attention of the young generation. 20th century students, the “net generation”, show an interest in games, especially computer games, where their performance is rapidly rewarded with points or personalized feedback.

In the educational context, gamification represents the transfer of a normal learning situation into one which resembles a game, e.g., an adventure game. Students are able to create a character, take part in the lesson as a member of a team, win points and rewards for completing their tasks or for different behaviors. They can earn credits for their performance or for helping other students. At the same time, students are aware of the consequences (in the game) if their behavior conflicts with the learning environment.

But why should we use *Gamification* in the classroom?

When they play a game children become one with that game, they are living it with their entire being, therefore the learning process is driven by inner motivation, instead of obligation. This would be the most valuable and sustainable long-term acquisition process. The purpose of gamification is achieved when the educational process is more attractive and fun, more amusing, and interactive.

The modern educational system is facing a real problem nowadays, that is the students’ lack of motivation and the passive participation in all stages of the learning process. Gamification can represent a real helping tool in solving this problem, as it is a good technique, meant to raise the students’ motivation, self-assurance, and involvement at school.

At a deeper analysis of the concept of gamification we discover that it has an extraordinary potential and multiple uses, and it creates meaningful learning situations for students by enabling systematic learning.





Gamification implies creativity and involvement both from the teachers and the students, thus being the perfect recipe for a *different* kind of learning.

Teachers benefit from the use of *Gamification* in terms of professional development, becoming creative, passionate for the way their students learn, fascinating, free, and flexible teachers, full of joy and enthusiasm in the classroom, people who educate generations of students in an aware and sustainable way that has a positive emotional impact.

How does *Gamification* work?

From a structural point of view, it implies the transformation of the lesson into an interactive adventure, with stakes, rules, and points, with the tracing of the progress, virtual/real individual/group rewards. An example would be a video game that is adapted to a real learning situation, where the ending brings points or a certificate to the student, in order to show his progress and success from one stage to another. Another example is a lesson that can be turned into an adventure/mission game, where the student can earn “experience points” and rewards for his efforts.

The essential idea of *Gamification* is the transfer of a learning context into an authentic game situation, by creating the learning experiences so as to make the knowledge acquisition come naturally, instead of being an imposition. The integrated playful elements that help students engage into the activity and into the learning process can be the basis of the three support-posts which develop inner motivation: competency, autonomy, social relations.

The learning environment is being turned into a “Creative Classroom,” where innovative learning takes place, and where the teachers have the role of facilitator or mentor, and the students are active participants, motivated to reach their goals in their own learning process.





2. GAMIRIGHT – NATIONAL CONTEXT

2.1. Legal Framework

The Gamification in Romania is still at the beginning. There have been some initiatives in the area of e-learning.

Even though games are generally being used in the educational process quite often, the *Gamification* techniques are only now being tested during lessons.

The Romanian educational system is flexible, and teachers are free to plan their lessons using interactive didactic strategies that successfully lead to achieving the objectives, and more importantly, to acquiring the knowledge. And not just to acquire the knowledge, but to transfer it into the long-term memory, through the active participation of the students during lessons.

There is no pedagogic methodology specifically based on a gamification program in our country.

2.1.1. Desk Research

The team of teachers from Scoala Profesionala Gropnita has done some research regarding the use of gamification techniques in the schools of Romania, from February 10 to February 22, 2021. The case study and the questionnaire were the tools used for this activity, which helped them obtain data regarding the quality and quantity of the gamification activities.

The online questionnaire has had 158 responses from teachers from 146 schools from Romania, and it had the following results:

- 62,6% of the respondents know what gamification is, and 18,5% of these teachers have used it in the teaching-learning-evaluation process at some point;
- The teachers have used video games or platforms/apps in their lesson plans, which allowed them to use gamification: <http://www.scoalaintuitext.ro/> - for primary school students (video games for subjects such as Romanian, Mathematics, History, Geography, Arts); the game *Kids* - an





application for financial education for primary school students; [izibac](#) – a mobile app that helps students of the upper secondary level to study in a modern and fun way for the exams; the game [gamify](#)– it helps students learn about being an entrepreneur through gamification and it is suitable for those in the upper secondary level;

- To the question “What impact did the gamification activities have?” the answers were based on the following ideas: much easier learning; improvement of the academic level; the students’ involvement and motivation (even shy students actively participate), joy and pleasure to be at school;
- The teachers mentioned some obstacles in the use of gamification techniques: inflexible curricula, infrastructural limitations, lack of information about gamification, limitations of time, lack of trust in using these methods.





2.1.4 Table with Case Studies – Good Practices

The case studies are based on information found on the internet, with the help of the Google search engine.

CASE STUDIES – GOOD PRACTICES

CASE STUDY 1	
Name	
Description	A technology and game-based system has been used at the Preparatory Grade (ages 6-7) during Romanian and Mathematics classes. Online platforms were used, such as: Plickers, AnswerGarden, Socrative, Classcraft. The students saw the learning process as an adventure, they had different roles and powers that they received from one level to the next one according to their scores.
Key Stakeholders/ Provider	Adriana Șurcă, primary school teacher at Școala Gimnazială "Sfântul Nicolae", Târgu Jiu, România
Level (Organisational, Regional, Local, National)	Organizational
Type (Prevention, Intervention, Postvention)	Intervention: overcoming the obstacles in the learning process by using digital tools in order to improve the academic level of the students.





Impact	The impact was very positive: the students learned because they were having fun, their academic level improved and their motivation and activity during classes increased.
Available Statistics (if available)	There are not any statistics available
Tools/Resources/ Services	Computers, online platforms: Plickers, AnswerGarden, Socrative, Classcraft, Write.Fold.Pass
Link/ Website	https://www.pandurul.ro/articol/invatatoarea-care-a-transformat-jocurile-video-in-78785.html http://www.scoalasfnicolae.ro/-urc--adriana.html





CASE STUDY 2

Name	
Description	<p>The idea of the gamification in teaching the Romanian language and literature came from a shortcoming: lower secondary students didn't like reading. The teachers noticed that they prefer computer games, especially Minecraft, and decided to use this opportunity to improve the learning experience by integrating the game into the lesson. She created authentic situations based on the game, with levels, missions, trophies and prizes, hoping to raise the level of involvement and the students' motivation to learn. She tried to lower the effort of transmitting knowledge and behavior, and to determine students to develop their own strategy of acquiring them.</p>
Key Stakeholders/ Provider	<p>Mirela Tanc, Romanian language and literature teacher at Școala Gimnazială "Oltea Doamna", Oradea, România</p>
Level (Organisational, Regional, Local, National)	<p>Organizational</p>
Type (Prevention, Intervention, Postvention)	<p>Intervention</p>





Impact	It had a great impact: it improved the learning process, making it more interactive and fun, and the students' ability to acquire knowledge and remember it.
Available Statistics (if available)	There are not any available statistics
Tools/Resources/ Services	There are not mentioned any tools/resources
Link/ Website	https://www.logiscool.com/ro/blog/2020-09/oportunitati-si-provocari-in-educatie





3. CONCLUSION

There are only a few teachers in Romania who had the inspiration and courage to try *Gamification* techniques.

The use of the *Gamification* concept is still limited. On the one hand, because of the lack of advertising within the educational system, it hasn't been given much attention as being a useful technique to improve the learning process. Secondly, the lack of professional expertise to integrate the new technologies, and sometimes because of the teachers' inflexibility and inability to push beyond their known potential, determined the low use of *Gamification* in schools.

The term *Gamification* is somewhat new and there is the possibility that the teachers don't fully understand it or they may mistake it for *game-based learning*.

Does the Romanian educational system need a change of the paradigm in terms of the teaching methods? How can we make the learning process more colorful? How can we educate in a pleasant, fun, interesting, thrilling way that fully awakens the students' interest?

We are working with a new generation during the digital revolution, a generation who likes computer games and therefore needs something different than the previous generation. It is more important than ever to rethink the use of some teaching-learning-evaluation methods in order to achieve a natural learning process.

Gamification can certainly be seen as a useful and intelligent initiative that can add value to the educational process in Romania. We need to bring the joy of learning into the classroom in order to have engaged, interested students, who learn because they like it and because they want to, and *Gamification* may be the way to achieve this.





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