

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

PROJECT INFORMATION

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GAMIRIGHT

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website:

<https://gamiright.eu/>

CONSORTIUM:



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Project
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Project Partner





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1. INTRODUCTION

This national report, realized in the framework of GAMIRIGHT project, financed by Erasmus+ Program has the aim to analyze the Spanish educational framework, in terms of implementing gamification as an innovative methodology with the aim to increase pupils and even teachers motivation and the school results. By presenting the legal educational framework and 5 cases of best practices regarding the application of gamification methodology in class, we intend to lay the ground for the gamification strategy and manual, which will be the results of our project.

Current trends and concerns increasingly require a response to the generations of young people who need to find an answer in the educational context to their technological expectations and most immediate needs. This brings with it the responsibility of professors and institutions when innovating in methodologies that try to incorporate into their classes strategies that increase the motivation and commitment to provide all possible tools and resources that favor the autonomous and meaningful learning of their students. What's more, it has been recorded that students reach a high level of commitment when they are motivated, even preferring to continue with the playful activity to end the class (FERNÁNDEZ; OLMOS; ALEGRE, 2016). Within these new demands arise new teaching strategies. In this article we focus on gamification in education or educational gamification (MARÍN, 2015).

This trend is reflected in the report Horizon Report: 2014 K-12 (JOHNSON et al., 2014), whose recommendations are made within a period of two to three years in reference to game-based learning and gamification as a strategy didactic, integrating aspects of the dynamics of the game in non-playful contexts that help to enhance the motivation of students, as well as other positive values that they are common in most of the games that are used today for learning.

In most disciplines the games are oriented towards the goal of learning having strong social components and pose simulations of some type of real-world experience that students find relevant to their lives. As can be seen from the Horizon report, the reception of the game in the academic world is making developers respond with games expressly designed for support immersive and experiential learning.





2. GAMIRIGHT – NATIONAL CONTEXT

2.1 Desk Research

2.1.1 Legal Framework

The Spanish educational system is a complex reality regulated by a legislative framework that governs and guides its structure and operation, it is formed by the Spanish Constitution of 1978, and by a series of organic laws that develop the principles established in it, Among which stand out Organic Law 8/1985, July 3, regulating the Right to Education (LODE), and Organic Law 2/2006, of May 3, Education (LOE) modified by the sole article of the Organic Law 8/2013, of December 9, for the improvement of educational quality. (LOMCE).

The development and national implementation of the previous laws for Primary Education is carried out through Royal Decree 126/2014 of February 28, which establishes the basic curriculum for Primary Education.

The educational model established in this legislative framework is a decentralized model in which the administration of the educational system distributes competences among the National Government, the Regional Government, the Local Government and the school centers.

- NATIONAL GOVERNMENT
 - General organization of the educational system.
 - Minimum requirements of the centers.
 - General teaching programming (Basic Curriculum).
 - Regulation of academic and professional titles.
 - International cooperation in education.
 - High Inspection.

- REGIONAL GOVERNMENT
 - Development of the general teaching program (development of the curriculum).
 - Orientation and attention to students.
 - Administrative ownership in its territory.
 - Creation of authorization of centers.
 - Staff Administration.
 - Regulation of the operation of centers.

- LOCAL MANAGEMENT
 - Provision of lots for the construction of public centers.





- Conservation, maintenance and reform of the centers.
- Extracurricular and complementary activities program.
- Monitoring compliance with compulsory schooling.

Regarding the didactic methodology: Royal Decree 126/2014 of February 28, which establishes the basic curriculum of Primary Education:

In its Article 2. d) it defines the didactic methodology as the set of strategies, procedures and actions organized and planned by the teachers, in a conscious and reflective way, in order to enable students to learn and achieve the objectives set.

In its Article 15.1 it is indicated that the educational administrations will promote the pedagogical and organizational autonomy of the centers, they will favor the teamwork of the teaching staff and will stimulate the research activity based on their teaching practice.

Therefore, the aspects related to the methodology that is developed in the school center is therefore responsible for the decision of the center and the teaching team. However, this must be specified in the General Annual Program. The Annual General Program is a planning instrument for each academic year, which aims to: Collect the most relevant decisions and agreements that affect the organization and general operation of the Center. This is where all the methodological aspects to be implemented throughout the course should be collected.

2.1.4 Table with Case Studies – Good Practices

A table listing a few case studies – good practices in each partner country.

CASE STUDIES – GOOD PRACTICES

CASE STUDY 1	
Name	Class of Clans
Description	The project is based on the integration of natural science subjects, social sciences, technology and plastic and visual education of 1st ESO under the same gamification: CLASS OF CLANS.





From the symbolic and aesthetic framework of the online game clash of clans students become Paleolithic beings who have to survive and move forward as a civilization, going through different eras. With this purpose, they are organized into clans and have to overcome weekly tasks and events, many of which are based on the use of information and communication technologies (ICT).

Class of clans has an online component (website) where rules and rules of the game; and a physical component, a board in the classroom where students record the skills acquired in the form of badges and where they develop their strategies so that they can save all members of their Clan.

The methodology used is based on the use of ICT, creative thinking, cooperative learning, neurodidic learning, project-based learning, flipped classroom and learning by doing.

**Key Stakeholders/
Provider** I.E.S Antonio de Nebrija Mostoles - Madrid

Level Organisational
**(Organisational,
Regional, Local,
National)**

**Type (Prevention,
Intervention,
Postvention)** Intervention

Impact Our perception of the results that occurred in the students after the completion of the project are as follows:

Improved motivation level: Students have been much more committed and enthusiastic about their learning process.





Particularly significant has been the impact it has had on the segment of students at an intermediate level.

Improved diversity care: Students with more concerns have been able to unleash their curiosity by providing information relevant to the subject, seeing his work as a research by acquiring gems.

Improve cooperative work and emotional intelligence: through group work, encouraged by the dynamics of the game, have understood the importance of the partner in achieving a common ultimate goal.

Available Statistics
(if available)

Quantitatively, we have compared the result obtained in the four subjects, with the results obtained in the 2 classes (1A and 1B) in the previous quarters. The table shows the remarkable improvement in student performance in all subjects.

	Results 1 st -2 nd evaluation (pupils approved)	Results 3 rd evaluation (pupils approved)	Results 1 st -2 nd ev. (pupils scoring more than 6)	Results 3 rd ev. (pupils scoring more than 6)	Improved percentage
Social Science	1 ^º A: 82% 1 ^º B: 80%	1 ^º A: 95% 1 ^º B: 92%	1 ^º A: 65% 1 ^º B: 60%	1 ^º A: 78% 1 ^º B: 80%	1 ^º A: 13% 1 ^º B: 20%
Natural Science	1 ^º A: 96% 1 ^º B: 88%	1 ^º A: 98% 1 ^º B: 92%	1 ^º A: 69,2% 1 ^º B: 68%	1 ^º A: 77% 1 ^º B: 76%	1 ^º A: 7,8% 1 ^º B: 8%
Technology	1 ^º A: 85% 1 ^º B: 87%	1 ^º A: 95% 1 ^º B: 93%	1 ^º A: 60% 1 ^º B: 55%	1 ^º A: 75% 1 ^º B: 73%	1 ^º A: 15% 1 ^º B: 17%
Arts	1 ^º A: 90% 1 ^º B: 92%	1 ^º A: 95,4 % 1 ^º B: 95,2 %	1 ^º A: 70,5% 1 ^º B: 72,2%	1 ^º A: 85,3% 1 ^º B: 82,2%	1 ^º A: 14.8% 1 ^º B: 10%

Tools/Resources/ Services

Computers: they have proved essential for many searches and processing of information.

Websites: The game has its own website

(<http://jespinosag.wix.com/classofclans>), which students can access to see the rules, the leaderboard, information about various tasks and challenges, etc...

Blogs: On the game's website, we have a blog where the Technology teacher has posed challenges, tasks, etc... for students.





Kahoot and Flipquiz: allow you to create online questionnaires, to solve in a large group in class. They have been used for evaluations.

Prezi, Padlet and Glogster: have been used for groups to create virtual murals and present the information to the class.

Edmodo: educational social network, has been used for communication with the delivery of assignments and evaluation tests.

WhatsApp: used as a form of communication with the teacher. Real-time communication, doubt resolution, even delivery of tasks.

ClassDojo: used to assign badges and attitude points.

Google Drive: Google Drive apps have been a big help for shared editing documents, both from teachers and teachers from students.

Realtime board: this virtual whiteboard enables collaborative work and has served to coordinate the three teachers involved in the Project.

Popplet: a tool used to create concept maps.

Dipity: allows you to make timelines, which has been very useful in this game to locate in time the different events of it.

edPuzzle: Allows students to watch videos and answer questions previously prepared by the professor. This tool has been used to reverse the class (flipped classroom).

Google Earth: a program used as a mapping base in the explanations of the subject of social sciences.

Games-Geographical: online web full of interactive games geographical location.

Link/ Website

<https://jespinosag.wixsite.com/classofclans>





CASE STUDY 2

Name STAR WARS BATTLENET

Description

A few years ago, specifically during the 2013/2014 academic year, framed in the professional network operating systems module of the Middle Degree Cycle of Microinformatics systems and networks, a first edition of this tournament emerged. It was initially a class activity to practice the contents that were being taught in the professional module, in which pairs of students from the same group competed for a couple of days.

By noting the good results obtained and the playful environment in which the experience was developed, the potential of this form of interaction with students was positively valued. Thus, during the 2014/2015 and 2015/2016 courses, two more editions have been developed in which competitors from different groups and courses have joined, as well as evolutions and improvements in each of them.

The objectives that have been pursued have been several: on the one hand, to implement the knowledge and skills acquired in the classroom and on the other hand, to enhance teamwork, cooperation and logical reasoning through a competition game.





Among others, students had to experiment and master routing techniques, deploy basic networked services (FTP, HTTP, Remote Access, ... etc.), design and program web pages, develop scripts for different operating systems, use encryption techniques, assess vulnerabilities in computer systems, etc.

To this end, Gamification principles and techniques have been applied through the creation of different teams, use of emblems, establishment of phases and stages, elaboration of game standards known to all, definition of a training period, as well as a system of scores and prizes.

Finally, special mention must be made of the atmosphere of the whole experience. It was chosen to use as a common thread the STAR WARS saga with which it was safe we would be able to connect with a large part of the students.

Key Stakeholders/ Provider	I.E.S Oretania de Linares (Jaen)
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Level (Organisational, Regional, Local, National)	Local
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Type (Prevention, Intervention, Postvention)	Intervention
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Impact

In relation to the perception of students, the impact has been assessed through the study that the University of Jaén has prepared (from the Department of Pedagogy – A.M. Ortiz Colón) in which, based on the data of a questionnaire made to the participants, we can say that 90.7% of students would request the edition of an upcoming tournament, 98.2% indicate that the motivation achieved in learning is high, 86% indicate that working as a team and that they can apply all the skills acquired in their studies, after performing a good distribution of tasks, has allowed them, winning the tournament or acquiring important scores in it.

With regard to the impact on the teaching team, teachers are found to perceive a greater connection between them and the coordination, synchronization and collaboration systems that have led to better results have been improved. There has been a positive reinforcement of the relationships between teachers-students, students and teachers-teachers. The management team has favored the realization of innovative activities in the center proposed by the departments, producing an improvement of the overall image of the institution and positively increasing management-teacher relations.





As noted, there are already 3 editions of this tournament and therefore the experience can be replicated on multiple occasions. Through the documentation provided on the website itself (jlgarcia48.wixsite.com/battlenet) any teacher or center that has sufficient technical and human resources, could carry out a similar action. This documentation has been published with Creative Commons open license. In fact, it had been planned that 3 guest teams from other institutes with Computer Training Cycles participated in person and online.

**Available Statistics
(if available)**

- 90.7% of students would request the edition of an upcoming tournament,
- 98.2% indicate that the motivation achieved in learning is high
- 86% indicate that working as a team and that they can apply all the skills acquired in their studies, after performing a good distribution of tasks, has allowed them, winning the tournament or acquiring important scores in it

**Tools/Resources/
Services**

Computers: they have proved essential for many search and processing of information.

Websites: The game has its own website

(<https://jlgarcia48.wixsite.com/battlenet>)

Blogs: On the game's website, we have a blog where the Technology teacher has posed challenges, tasks, etc... for students.

Kahoot and Flipquiz: allow you to create online questionnaires, to solve in large group in class. They have been used for evaluations.





Edmodo: educational social network, has been used for communication with the delivery of assignments and evaluation tests.

WhatsApp: used as a form of communication with the teacher. Real-time communication, doubt resolution, even delivery of tasks.

Google Drive: Google Drive apps have been a big help for shared editing documents, both from teachers and teachers from students.

Realtime board: this virtual whiteboard enables collaborative work and has served to coordinate the three teachers involved in the Project.

Popplet: a tool used to create concept maps.

Link/ Website

<https://jlgarcia48.wixsite.com/battlenet>

CASE STUDY 3

Name

SAVE THE WORLD

Description

Save The World has been created as an interdisciplinary Gamification PBL for 4th ESO students at The Temple Coligi, on World War II.

Gamification experience on World War II where interdisciplinary work is carried out (Social, FiQ, Biology, Spanish Language, English and Mathematics).

It is a project where it is not only intended to know the events that occurred during World War II, but to live them in the first person with the aim of raising awareness of the students so that it does not happen again.





Save The World is a World War II Gamification experience that aims to involve students, working on creativity, self-learning, critical spirit and seeing and feeling in first person the political, military and social situation of that time, not only academically but also emotionally.

The scenery of the game is the following:

Life on Earth has come to an end. We are in 2048 and after the launch of nuclear bombs by the great world potentials there is no chance of surviving on a planet totally depleted of natural resources, with a highly polluted and irrespirable air.

There is no hope for the few remaining survivors on the planet. The powerful and millionaires migrated to Planet Kepler 22b after the outbreak of World War III, the human race has not become extinct but no longer inhabits the Solar System. That was the big reason why the Jihadist Empire decided to drop the nuclear bombs and wipe out the planet Earth reign of the unclean.

Key Stakeholders/ Provider	Col-legi El Temple (Palma de Mallorca)
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Level (Organisational, Regional, Local, National)	Organisational
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Type (Prevention, Intervention, Postvention)	Intervention
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Impact	Both learners and teachers declared it was a magnificent experience, especially as the students lived it and the fruit of the great work they did. They felt more motivated to learn in all the disciplines, and they improved not only the knowledge, but also competences such as team work, problem solving, time management etc.
Available Statistics (if available)	No statistics available
Tools/Resources/ Services	<p>Computers: they have proved essential for many search and processing of information.</p> <p>Websites: The game has its own website (https://mflexas.wixsite.com/savetheworld), which students can access to see the rules, the leaderboard, information about various tasks and challenges, etc...</p> <p>Blogs: On the game's website, there is attached the blog of the project director and trainer of the school</p> <p>Kahoot and Flipquiz: allow you to create online questionnaires, to solve in large group in class. They have been used for evaluations.</p> <p>Prezi, Padlet and Glogster: have been used for groups to create virtual murals and present the information to the class.</p> <p>Edmodo: educational social network, has been used for communication with the delivery of assignments and evaluation tests.</p> <p>WhatsApp: used as a form of communication with the teacher. Real-time communication, doubt resolution, even delivery of tasks.</p> <p>ClassDojo: used to assign badges and attitude points.</p>





Google Drive: Google Drive apps have been a big help for shared editing documents, both from teachers and teachers from students.

Realtime board: this virtual whiteboard enables collaborative work and has served to coordinate the three teachers involved in the Project.

Popplet: a tool used to create concept maps.

Dipity: allows you to make timelines, which has been very useful in this game to locate in time the different events of it.

edPuzzle: Allows students to watch videos and answer questions previously prepared by the professor. This tool has been used to reverse the class (flipped classroom).

Google Earth: a program used as a mapping base in the explanations of the subject of social sciences.

Games-Geographical: online web full of interactive games geographical location.

Link/ Website <https://mflexas.wixsite.com/savetheworld>

CASE STUDY 4

Name BEIJERINK OPERATION

Description Operation Beijerinck is a Project-Based Gamification and Learning project that unites the subjects of language, mathematics, plastics, alternative, natural science and social science of 6th primary education. It has been created and designed for students of this course of the Valle del Miro De Valdemoro College and implemented in the academic year 2017/2018.





This experience arises after the success of the gamification and ABP projects carried out in the 2016/2017 academic year at this school with the same students: Armageddon and Hogwarts.

The project is an original idea of Carolina Alvarez and Beatriz Cánovas, two teachers looking for the ideal formula of teaching-learning, one that motivates students, allows them to create, nourish their curiosity and in which they are the only true protagonists.

It's a Creative Commons project so if you like it, and you think you can take it to your classroom, you can use all the materials created.

The scenery of the game is the following:

A secret society contacted the students, telling them that they were selected to be part of it and help them solve a mysterious case: a scientist's body was found in a school laboratory.

Everything seemed to indicate that the scientist had been developing a "virus" for months to wipe out a large percentage of the planet's human population. Some mistake at the end of his process caused him to get rid of that "virus" and he died. Society had suspicions that before he died, the stranger had inserted the virus into a capsule, hiding it in an unknown place where it could be released at any time. The mission of the students was to study the crime scene and solve the mysteries to find the capsule and deactivate it before a global catastrophe occurred. They also had to analyze how this strange compound affected the virus in order to develop a possible antidote.

Throughout the course, in the different subjects, they have been solving the challenges that were posed to them and keeping in touch with the secret society to advance the adventure.





In addition, there were developed special missions in which the reserve agents, the families of the students, had to participate and assist the secret agents in the search for the capsule and the ingredients of the antidote outside the school.

Key Stakeholders/ Provider Colegio Valle de Miro, Valdemoro, Madrid

Level (Organisational, Regional, Local, National) Organisational

Type (Prevention, Intervention, Postvention) Intervention

Impact The project has been a success, since the results obtained have been very satisfactory: all students have improved their performance in class and their results in the different subjects, especially those with special educational needs. In addition, his motivation and desire to come to school increased and a perfect environment for learning was fostered. Finally, we find it an enriching and recommended experience for all teachers.

Moreover, the missions of the game have fostered the family-school relationship, proposing to families activities that, were it not for Operation Beijerinck, they may not have carried out.

The results obtained have been very positive: <https://youtu.be/QkJ4DKCTptY>





Available Statistics (if available)	No statistics available
Tools/Resources/ Services	<p>Computers: they have proved essential for many search and processing of information.</p> <p>Websites: The game has its own website (https://beacanovas.wixsite.com/operacion), which students can access to see the rules, the leaderboard, information about various tasks and challenges, etc...</p> <p>Kahoot and Flipquiz: allow you to create online questionnaires, to solve in large group in class. They have been used for evaluations.</p> <p>Prezi, Padlet and Glogster: have been used for groups to create virtual murals and present the information to the class.</p> <p>Edmodo: educational social network, has been used for communication with the delivery of assignments and evaluation tests.</p> <p>WhatsApp: used as a form of communication with the teacher. Real-time communication, doubt resolution, even delivery of tasks.</p> <p>ClassDojo: used to assign badges and attitude points.</p> <p>Google Drive: Google Drive apps have been a big help for shared editing documents, both from teachers and teachers from students.</p> <p>Realtime board: this virtual whiteboard enables collaborative work and has served to coordinate the three teachers involved in the Project.</p> <p>Popplet: a tool used to create concept maps.</p> <p>Dipity: allows you to make timelines, which has been very useful in this game to locate in time the different events of it.</p>





edPuzzle: Allows students to watch videos and answer questions previously prepared by the professor. This tool has been used to reverse the class (flipped classroom).

Google Earth: a program used as a mapping base in the explanations of the subject of social sciences.

Games-Geographical: online web full of interactive games geographical location.

Link/ Website <https://beacanvas.wixsite.com/operacion>

CASE STUDY 5

Name FORTNITEEF

Description Fortnite EF a new sports game for the Physical Education classroom.
Innovation and gamification proposal based on the Fortnite video game





The Physical Education classroom becomes an optimal setting for the work of multiple contents that positively affect the social, affective, emotional, psychic and physical development of the students. Gaming, videogames and innovation can be a good way to improve the learning of curricular contents in students. Through this innovative and gamification proposal, Physical Education teachers are offered a didactic adaptation of the successful and famous video game Fortnite, a video game that has attracted the attention of millions of players around the world, especially children and adolescents. A new sports game called Fortnite EF is created for this purpose. Its objective is to work on different contents of the primary and secondary education curriculum, boosting motivation and enjoyment in sports practice, preventing violent behaviour and working on different values. It presents the complete development of the didactic proposal and develops a methodological approach to research based on the collection of data through questionnaires passed on to future university teachers.

Taking advantage of the media boom of the famous Fortnite video game created by Epic Games and knowing that a large part of the students play in their free time and leisure to this video game, it has been decided to incorporate into the physical education classroom a didactic adaptation of this, affecting three main aspects: adherence and motivation towards sports practice, education in values and prevention of violent behaviors. Fortnite is an online video game that presents several game modes, one of them is Battle Royale, in this free game mode 100 players participate online who must fight for survival on a magical island, where there are materials that can be broken and used to build shelters or great forts. Players can and must also pick up weapons hidden in houses and buildings, as well as through the field of





Battle. All players have a map to see their position constantly, in team mode it also allows you to see the position of teammates. From time to time, play space is reduced due to a storm that invades part of the map and forces players to come together in a microspace to increase the intensity of the game (Epic Games, 2017). The main goal is to get good weapons, building materials and protective shields and other items that will make the player stronger and thus be able to fight for the last survivor. The game features a total of 100 level passes, which as the player plays and earns points for challenges and other concepts will unlock different gifts or prizes for leveling up. Perhaps it is this aspect and the permissibility of moves that each player has that invites players to play both games, given the absence of stereotypical movements or with a fixed sequence chain. Each game is different, giving players the ability to use their creativity, wit and tactical and strategic thinking by producing different moves. This modality has several ways of playing, among which I highlight the solo mode, paired mode and four-player squads. These three modalities are those that have been used for the teaching adaptation that is proposed to take them to the physical education classroom, it is important to know them since through them you can work one or other values in the students.

This proposal of innovation in the classroom of Physical Education through the adaptation of the famous video game Fortnite presents three main objectives:

- to improve and enhance the adherence of students to sports practice making them see that the practice of physical exercise can be fun at the same time
- to improve their motivation and self-esteem, enhance education in values





-to promote the prevention of violent behaviors.

Key Stakeholders/ Provider	School Sports Research Unit, Physical Education and Psychomotory. UNIDEF Faculty of Education. University of A Coruña.
Level (Organisational, Regional, Local, National)	Local
Type (Prevention, Intervention, Postvention)	Intervention
Impact	The results confirm a greater motivation towards the practice of sport, a better work of values and prevention of violent behaviours during the game as well as an innovative way of working different contents of the curriculum through a new sport game, being defined by the participants in the study as very intense, dynamic, fun and stimulating.





It is concluded that the participants of this innovative gamification experience based on the teaching adaptation of the Fortnite video game of Epic Games for the Physical Education classroom claim to increase their enjoyment and motivation towards sports practice. Second, it is noted that the use of a socially labeled as violent adaptation of a video game can be used for teaching purposes to prevent violent behavior and educate students in values. The proposal turned out to be very well received by all future university students in Physical Education. Fortnite EF can prevent the appearance of violent behaviors in children and adolescents, educating in values and especially affecting social, affective-emotional and psychic components.

Available Statistics available)	95% of those surveyed affirmed that it is a fast game, full of stimuli and with a high level of motor commitment
	40% of the interviewed students defined the game as motivating
	33 % of the interviewed students defined the game as dynamic
	65% of the interviewed students defined the game as funny





Tools/Resources/ Services In relation to the **physical education material** used is classified into two groups: **material that inflicts damage and protective material**. It should be noted that it is capable of adapting to the material resources available to each school. For the adaptation reflected here, the use of foam balls, not plastic or rubber, was chosen to avoid real damage to players, foam javelins and Indians, all of which are materials that simulate bullets, missiles or rockets as in the video game, and cause the same damage if they hit a player's body. As for protective materials, blue vests that serve as a shield have been incorporated, the player who gets one will have an extra life, the moment he hits a bullet he must remove it and throw it to the ground so that another player can make use of it. Finally, we incorporate several cones into the adaptation, the cones will play the function of protective material, the team or player who gets 4 can establish a cabin created by four cones forming a square, this cabin will be a shelter for one minute for the team that created it, and they will be able to rest in it and even throw bullets from there without being able to be touched.

Link/ Website <https://victorarufe.es/fortnite/>





3. CONCLUSION

The Spanish educational system and legal framework does not limit the usage of innovative methodologies, such as gamification, however it does not ensure an organized, structured pedagogical plan to be followed at a national, regional or local levels.

All the best practices encountered are at organizational level, being isolated initiatives of teachers who are driven by the desire to innovate in order to increase students motivation and results.

It is interesting to see that gamification is still a very new field, since the spanish teachers are just starting out in this or are beginning to discern what gamification implies compared to other types of methodologies related to gambling. Some still confuse it due to the insufficient visibility that this topic has in teacher training plans.

Gamification continues to be a challenge for the teachers who are committed to an interactive and participatory pedagogy, a two-way and horizontal communicative model, typical of educommunication (Freire, 2008). However, the trend towards traditional teaching persists, and not towards learning based on a clear approach to educational innovation, where the student body is the true protagonist.

That is why our project results are meant to fill the gap and to overcome the need of a common gamification strategy, pedagogical plan and gamification manual, which can be followed and implemented by school all around Spain and Europe, after being firstly tested in the partners educational centers and also in other interested centers.





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