Gamification:
A Learning Technique for the Dynamization of the Teaching of Social Sciences

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EXECUTIVE SUMMARY

The search for the optimization of educational processes has led to gamification becoming one of the teaching strategies that has received the most attention in recent years. This chapter carries out an analysis of the particularities that make up gamification as a learning technique for educational revitalization and updating. From a holistic perspective, a tour of the terminological particularities of gamification, constituent elements, benefits, and limitations is made. Likewise, this chapter reviews the main techno-pedagogical resources for the gamification of the Social Sciences classroom, focusing on the subject of History and the development of historical thinking skills, presenting different gamification experiences from a transversal perspective and proposes a compendium of gamified activities based on active learning. This work serves as a starting point for those teachers who intend to carry out gamified activities in their classroom within the field of Social Sciences.

INTRODUCTION

During the last decades, education has experienced an authentic stage of revolution in terms of its way of being conceived. There has been a true restructuring of the way of conceiving teaching, as well as the teaching and learning process. This revolution has been especially enhanced by the inclusion of digital technologies and spaces in educational contexts (Greenhow et al., 2021). In this way, the new socio-educational reality has made a methodological commitment characterized by the prominence of active learning and the development of student skills (Hinojo-Lucena et al., 2019).

Education is the main tool for social and economic progress worldwide and educational institutions are constantly working to update education to the needs of today's students (Howell, 2021). Despite this, it is necessary to continue working, betting on research, teaching, innovation and knowledge transfer to solve current problems and continue progress towards educational updating (Ramlo, 2021). In this search for the optimization of educational processes, gamification has become one of the teaching strategies that has received the most attention in recent years (Behl et al., 2022). This impulse of gamification has been based mainly on its numerous benefits within the teaching and learning process, as well as on the proliferation of techno-pedagogy, which has allowed the implementation of pedagogical proposals updated to the current reality (Fernández, 2021).

This work is configured as an analysis of the particularities that make up gamification as a learning technique for educational revitalization and updating. It is intended to carry out a tour of its termino-logical particularities, its constituent elements, as well as its benefits and limitations, from a holistic perspective. Likewise, it is intended to carry out a tour of the main techno-pedagogical resources for the gamification of the Social Sciences classroom, expose different gamification experiences from a transversal perspective and propose a compendium of gamified activities based on active learning. In this way, the present work aims to establish itself as a starting point for those teachers who intend to carry out gamified activities in their classroom, within the field of Social Sciences.

ACTIVE LEARNING METHODOLOGIES AND THE IMPLEMENTATION OF TECHNO-PEDAGOGY: TWO KEY ISSUES FOR EDUCATIONAL UPDATE

The global health crisis generated by covid-19 has caused a new socio-educational reality in which specific methodologies for virtual learning have had to be carried out (Crawford et al., 2020). This health crisis has led to a real revolution in the educational field, since teachers have been forced to address the teaching and learning process with the support of digital devices, virtual platforms and online learning management systems (Mhlanga and Moloi, 2020). For this reason, the constant search for updating and educational innovation becomes essential in a constantly evolving social landscape in which techno-pedagogy is the way forward (Cabero, 2021).

Importance of Technopedagogy and Digital Competence

In order to achieve pedagogical updating and innovation, teachers must have appropriate knowledge of innovative pedagogical models and the correct use and implementation of technology as a teaching tool (Moreno et al., 2018). Consequently, teachers must have an adequate level of digital competence to be able to put into practice these innovative methodologies complemented by ICT (Information and

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