

Chapter 10

Future Opportunities for Using Gamification in Management Education

Matthew Kuofie

Saint Leo University, USA

Sonika Suman

Savitribai Phule Pune University, India

ABSTRACT

Gamification as a potent pedagogic tool existed even in the ancient periods and in different geographical regions. It was observed that using gamification to teach the learners was more powerful and useful so much so that it helped the optimum utilization of resources. However, with the advent of virtual reality and augmented reality making inroads into education in general and management education in particular, it is now feasible to use gamification for management education. It is often found that the management learners are comparatively brainier and selected after strict competitive examinations. They get easily blasé of the traditional methods of pedagogy. They have always demanded challenging curricula, deep contents, and exciting pedagogy to learn. It is in this context that the gamification of learning has been introduced to motivate and challenge the learners by using video game design and game elements in learning environments. These games are meant to maximise enjoyment and engagement through influencing the interests of learners and inspiring them to continue with their learning process. Gamification in its practical use in the management educational spaces and corporate training spaces made a substantial impact all across the globe. The future opportunities for gamification both in content space and structural space are going to be far more than can be imagined with the explosion taking place in technology.

DOI: 10.4018/978-1-7998-8327-2.ch010

INTRODUCTION

Resources from the point of view of their utilization will be scarce and therefore, appropriate methods for the optimum utilization of the available resources will always be a challenge to mankind regardless of the time period. It was a challenge in the ancient times, it was a challenge in the foregone era, it is a challenge in the present and it will be a challenge in future as well. As such it was incumbent upon the human race to adopt methods suitable enough to address the timely concerns and hand over such methods to the posterity for appropriate usages including improvisation. The concept of management and the issue of management education are thus the continuity of the human ingenuity all through ages. In the process, in order to pass on thoughts and action of the predecessors to the successors, various methods were used which were parts of the existing cultures of the time. It is seen that the concept of management as a process of planning, organizing, staffing, directing, controlling, reviewing and budgeting existed in the ancient human civilizations where such concepts were operationalized even for trade and commerce of the times. Viewing it from this angle, management, management education and methodologies of management education involving various pedagogies existed in all civilizations. The Indus Valley Civilization of Harappa and Mohenjo-Daro, the Chinese civilization, the Mesopotamian, Babylonian and Sumerian civilizations all reflect their own methods of conducting trade, commerce and business over five thousand years before the Christian Era and all had their systems of teaching the successors using appropriate pedagogies. Even what is being viewed as a potent pedagogic tool such as Gamification also existed in the ancient periods. For instance, in India the precursor game to Chess which was known as “Chaturanga” was taught while educating the nobility. It originated in India during the period of the dynasty of the Emperor Chandra Gupta (c.280- 550 CE). The Persians and Arabs credited the origin of the game to Indians. What was known as Chaturanga in Sanskrit language was named as ‘Chatrang’ in old Persian language and ‘shatranj’ in Arabic the meaning of which was ‘army of four divisions’ or ‘four corps’. The many variants of the game spread across the globe as a pedagogy for educating certain classes. Even today, Chess is used as a part of pedagogy to drive the idea home to the management students in several business schools. Similarly, several other games whose origins can be traced in India are being used even today in management educational contexts. Some of them are worth mentioning such as Blindfold Chess (the games prohibited by Gautama Buddha) is a different version of the Ashtapada Game played on Boards of an imaginary nature. Kabaddi that originated in India from the prehistoric periods are played to instil alertness and strength. Another game known as Pachisi or Ludo which originated in India in the sixth century BC and the remnants of which can be seen in the caves of Ajanta are even used in corporate sets. Snakes and Ladders originated in India as a game based on morality is used for pedagogy even now very much widely. Suits game or Kridapatram is an early suits game made of painted rags, invented in Ancient India is often repeated for training purposes. Pitthu, or seven stones, which originated in Indus valley Civilization, is played widely in every area including the training spaces of the corporate. Games like Carom and Table Tennis originated in India were played by the British military officers which have later become management training pedagogies with definite objective of skill, mental alertness and the speed along with calculations. Mallakhamba, a traditional sport, originated from Indian subcontinent which reflects the gymnastic talents like aerial yoga postures are now used as pedagogy for management education. Vajra Mushti or a wrestling game like knuckleduster is also used for pedagogic purposes.

These have become parts of the human based pedagogies for management education currently to achieve specified objectives.

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/future-opportunities-for-using-gamification-in-management-education/285362

Related Content

Trainees' Views Regarding Emphasis and Adequacy for Work of Institution-Based Automotive Training in Kenya and State of Victoria, Australia

Kisilu M. Kitainge (2009). *Handbook of Research on E-Learning Applications for Career and Technical Education: Technologies for Vocational Training* (pp. 112-127).

www.irma-international.org/chapter/trainees-views-regarding-emphasis-adequacy/19966

Analysis of Learner Performance on a Tutoring System for Java

Henry H. Emurian, Jingli Wang and Ashely G. Durham (2003). *Current Issues in IT Education* (pp. 46-76).

www.irma-international.org/chapter/analysis-learner-performance-tutoring-system/7332

Pedagogical Directions in Creating Interprofessional E-Learning Materials

Frances Gordon, Karen Booth and Helen Bywater (2010). *Interprofessional E-Learning and Collaborative Work: Practices and Technologies* (pp. 231-243).

www.irma-international.org/chapter/pedagogical-directions-creating-interprofessional-learning/44446

E-Portfolios as a Quantitative and Qualitative Means of Demonstrating Learning Outcomes and Competencies in Engineering

Juliana Kaya Prpic and Graham Moore (2012). *Outcome-Based Science, Technology, Engineering, and Mathematics Education: Innovative Practices* (pp. 124-154).

www.irma-international.org/chapter/portfolios-quantitative-qualitative-means-demonstrating/70025

Teaching Accounting and Management Through Business Simulation: A Case Study

Paulino L. Silva, J. Freitas Santos and Isabel Vieira (2018). *Business Education and Ethics: Concepts, Methodologies, Tools, and Applications* (pp. 424-439).

www.irma-international.org/chapter/teaching-accounting-and-management-through-business-simulation/186588