

Chapter 24

A Proposal of a Gamified Physical Education Lesson to Enhance Social and Emotional Skills in Primary Education

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ABSTRACT

The literature has highlighted that gamification is an innovative methodology that might improve social and emotional skills. The aim was to analyse the impact of a gamified intervention in physical education on social and emotional domains with students of 5th grade of primary education. A gamified intervention during eight weeks was developed with the experimental group composed of 25 students. A control group was also established with 27 students who followed regular physical education sessions. Regarding instruments, the positive and negative affect schedule (PANAS) scale was used to assess emotional skills and the classroom assessment scoring system (CLASS) to analyze social skills. Results highlighted that the experimental group scored higher in social and emotional skills after the intervention in comparison with the control group. The findings have shed light on the importance of using innovative methodologies such as gamification to develop social and emotional skills.

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INTRODUCTION

A usual concern in almost all teachers in their classrooms is related to the relationships between the students themselves and of these with the teacher. With respect to physical education interactions, problems are emerged between students due to social or cultural differences. In this sense, teachers must solve these problems by promoting values such as companionship, respect for other cultures, fair play and empathy.

For this reason, the main aim of this work is to analyze to what extent the use of an educational innovation such as gamification called balonkorff contributes to the improvement of positive affect and the reduction of negative affect. As well, how it can boost social interactions during physical education classes.

To get this objective, the present chapter is divided into three different parts. First of all, a theoretical framework is provided with the aim of offering a wide image about what gamification is, its elements and how it may have an impact on social and emotional skills. Then, the methodology used in this study is explained, including the sample, instruments and procedure. After this, the results and discussion are found.

THEORETICAL FRAMEWORK

What Is Gamification?

This concept is relatively new and has emerged from the business context (marketing, human resources, etc.), with the aim of improving the production using elements included in games. So, gamification is an attractive concept for many researchers and has been defined in several ways:

Deterding et al (2011) state that gamification is "the use of game design elements in non-game contexts in order to solve problems and engage users".

Werbach & Hunter (2012), define it as "the use of elements and designs of games in contexts which are not playful".

Bearing in mind these definitions, we can observe that it is an exogenous concept to the educational environment. Moreover, it is related to the use of elements found in videogames.

However, according to Ramirez (2014), gamification consists of applying strategies of games (thinking and mechanics) in non-ludic contexts with the main aim that people adopt certain behaviours.

On the other hand, Maczewsky (2013), quoted by Almonte and Bravo (2016), said "it is the application of games strategies in real tasks to influence the behavior, improve the motivation, and promote the engagement in this task" (p.4).

A different definition is provided by Zachermann and Cunningham (2011), as "the process of using game thinking, mechanics and dynamics of game to attract users and solve problems" (p.11).

We can conclude saying that gamification works through strategies of game: mechanics, dynamics and elements. Furthermore, the subject feels attracted to these strategies to use them in his/her real life and improve motivation, effort and attitude about the task that he/she will work.

Types of Gamifications

- Superficial gamification: It is used for short periods and occasionally in the teaching activity.

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