



Chapter 7

The Contribution of Diversity Towards Player Traits of Learners in a Classroom: Constructing a Theoretical Conceptual Framework

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ABSTRACT

Player traits are closely related to the personality of a person, which could be also known as the categorization of players based on their interest in certain game elements or game mechanics. Since the debut of gamification and game-based learning, educational institutions had implemented them within the learning context. Such an act had increased the value of the player traits study, as it serves as a guideline for the game designers to suit the players' needs, increasing players' experience, motivation, and engagement. Nowadays, diversity in the classroom is frequent, especially in a school in the era of globalization. However, in the Malaysian context, diversity has existed since the building of this nation. Cross-reference between several studies done by previous researchers will be used in this paper. In this chapter, the authors wish to propose a theoretical conceptual framework by linking diversity to player traits which hopefully can provide a new insight for instructional designers, educators, and lesson planners in the future.

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INTRODUCTION

The consolidation, alteration and dissolution of people provide the foundation of the diverse world we live in today. In a cross-cultural and multi-national setting, global diversity refers to the range of differences that describe the composition of a group of two or more people. Diversity is commonly defined as the presence of difference, and the term is usually in reference to social distinctions or disparities between persons (Blaine & Brenchley, 2020). Goethe and Colina (2018) proposed a broader definition of diversity which not only include the disparity of race, ethnicity, or gender, but also migration history, sexual orientation, disability, culture, and disciplines. Article 26 of the 1948 Universal Declaration of Human Rights (UDHR) declares, “Everyone has the right to education”. All pupils, regardless of gender, sexual orientation, social class, ethnic, racial, or cultural features, should have an equal opportunity to learn in school (Bands & Banks, 2019). Thus, diversity within the classroom began to flourish ever since then. It is critical to develop inclusive and diverse learning and working research environment in which historically suppressed voices, methods of knowing, and lived experiences affect research and discovery (Thoman et al., 2021). With that being said, the diversity in a classroom setting will directly or indirectly affect student development and student performance. The theory of Terenzini et al. (2001) is that diverse student bodies and classrooms are more educationally effective than less- or non-diverse ones. In accordance with that, the context of diversity breeds the possibility of affecting the way students interact and behave which thence might influent the interrelation between personality and player traits of students. Both personality traits and player type models seek to capture differences between individuals in order to explain differences in their behaviour and attitudes (Lopez & Tucker, 2019). Psychologists have discovered that player typologies have relationships with pre-existing personality types, and that player types are essentially another personality synthesis. This relationship suggests that player types and personality types are essentially the same synthesisation, operating in different contexts (Ferro et al., 2013). The quantity of papers published on the subject reflects the rising interest in gamification among the general audience in the academic context (Hamari et al., 2014). And, as gamification and game-based learning become more popular, identifying players’ characteristics in a diverse classroom becomes increasingly crucial. A player characteristic model with independent and stable features that covers a broad spectrum of game dynamics is how we envision the development of player personalities that can accurately predict player experience (Busch et al., 2016). Thus, in this chapter, the authors aim to provide a glimpse of new insight on how diversity might affect player attributes which could benefit educators and instructional designers in curriculum design for gamification and game-based learning.

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