


Chapter 6

Playful Therapies: Use of Gamification in School Counselling

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ABSTRACT

This chapter focuses on using gamification techniques by school counsellors as a part of psychotherapies and psychoeducation. Application of psychological theories would further explain the effectiveness of game mechanics. Multiple gamification apps and their effectiveness and usability will also be explored. In addition to promoting intrinsic motivation, high levels of engagement, pleasing competition, collaboration, improved performance, problem-solving, critical and creative thinking, etc., it also offers students individualised learning opportunities. The chapter provides suggestions for further research in this sector and the implication of gamification in school counselling. Overall, this chapter emphasises how gamification in school counselling may be innovative in providing insightful information to teachers,

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counsellors, and researchers who want to use game-based approaches to promote students' psychological well-being and therapeutic outcomes.

INTRODUCTION

Overview of Gamification

With the implementation of the New Education Policy, 2020 in the schools, the focus has been shifted towards individualized or customized teaching, conceptual knowledge, creative and critical thinking, outstanding research, extensive use of technology (digital literacy), and life skills such as communication, cooperation, teamwork, and resilience. To work effectively with the students, school authorities are using gamification techniques to engage the students in better learning and understand their personal needs and learning skills. Gamification in education is a process of using various game mechanics in classroom settings that motivates children to not only learn to concepts but also to utilise them appropriately. The origin of gamification can be traced from the 1960s to the 1980s when the renowned behaviourist, B.F. Skinner used various game mechanics of reinforcement, reward-punishment, etc. for learning. Later with the rise in technology and computer usage, various educational software was using the methods of levels, rewards, badges, and many more. It was due to designer Nick Pelling that the term gamification gained its popularity by the year 2008. The usage of gamification software became more popular due to the easy availability of the internet and mobile phones. 2010 onwards gamification techniques proliferated with the advent of Massive Open Online Courses (MOOCs) and online learning platforms. Businesses started using components from games, such as leaderboards, points, and badges, to entice students. Personalised learning experiences and gamified progress monitoring were made possible by platforms such as Khan Academy. The year 2010 brought a great revolution in the educational system. Many schools started using terms like ‘play-way learning’, ‘game-based learning’ as their motto of school. There were research-based pieces of evidence available in support of gamification in education. (Hebebc, & Alan, 2021)

The emergence of the Learning Management System (late 2010 onwards) made it easier to use technology in traditional classroom settings. Teachers started using Quizlet, ClassDojo, and Google Classroom, among other technologies, to incorporate game dynamics into their lessons and foster competition and teamwork. This further increased in 2019 when COVID hit and the whole education system shifted to virtual classrooms. Since 2020, with an emphasis on customised learning experiences and adaptable learning platforms, gamification is still developing. The emergence of Augmented Reality (AR) and Virtual Reality (VR) in education also points to

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