

# Editorial



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Gamification is incorporated into the educational field as a pedagogical trend that has increased exponentially due to the use of digital devices and the incorporation of games in portable formats among students, promoting ubiquitous learning. Some characteristics of learning increased by and in the post-digital society and its applications mean that, through gamification, the use of game elements that are discovered as a spiral of an activity, a practice, or a training proposal with a clear final intention are suggested. It involves establishing a specific objective, which should be the focus in analog and digital learning environments, in order to make proper use of gamification.

In the specific context of the educational world, there are many practices in which gamification has already achieved great success, either because it has reached a high degree of acceptance in its extrinsic motivation system (where rewards do their job of motivation and encouragement very well), or because the simulated environment that is provided generates a sense of security for the students.

A methodology where the technological and the digital acquire a fundamental role in carrying out these practices, but which curiously is presented as a strategy that does not inexorably need them, since it can be developed from an analog level without any difficulty. All these aspects give gamification a wide range of possibilities that, through its priority themes (gamification in education, results from gamified experiences, gamification, and transmedia narrative, among others), will reflect advances in gamified learning processes, training plans, experiences, design, and results of gamified methodologies, and research in which this strategy is the central object of study.

From this monographic issue of the «Alteridad Journal», the team of editors wanted to deepen and inquire on the reflections, studies, and conclusions with the purpose of generating a framework from which to analyze the experiences of educational innovation in educational settings; from the deepening in the concepts, definitions, characteristics, and classification of gamified educational actions, to the implications which can be extrapolated in the digital training of teachers or students.

With the enthusiasm of contributing to the training of educators and researchers interested in this methodology, the Monographic Section “Gamification in learning: Methodological strategy for student motivation” is structured around five manuscripts. Under the title “Gamification, “I have no idea what it is”: a study in the Initial Training of Physical Education Teachers”, the authors De Sousa, De Lima, and Reis, through a qualitative study, try to identify the most relevant elements in initial training teachers (PEFI), highlighting among its most significant results that the association of gamified actions with digital technologies enhances the development of education in digital culture. The section continues with a quantitative analysis of a gamification experience using three different

strategies: PET Triad, Story Telling, and Escape Room. From the article by William Reyes, entitled “Gamification and collaborative online learning: an analysis of strategies in a Mexican university”, it is highlighted that the three strategies had a significant impact on collaborative learning and that these are decisive for achieving online collaborative learning. On the other hand, and from the training of university teachers, gamification is addressed from the university to achieve and develop optimal skills that benefit students, both personally and professionally, where the perception of the methodological strategy was studied from a Latin American university through the Technology Acceptance Model (TAM). Martín, Palacios, and Gallego present under the title “Do we play or gamify, the evaluation of a training experience on gamification to improve the digital skills of university teachers” how all the participants perceived this appropriate strategy, highlighting dimensions such as: ease of use in the classroom, integration, transformation of interest in learning or ability to show a positive attitude in its use.

If there is an area that presents great difficulties when it comes to assimilating concepts, it is probably mathematics. Thus, a multi-case study called “Perception of gamification strategies in Italian secondary schools” combining quantitative and qualitative techniques, and with a sample of 4845 students, plus 12 teacher interviews, yielded very interesting results such as the fact that the students barely perceive the use of games, analogical or digital, by teachers, and at the same time, they state that they have little knowledge about gamification and its possibilities. That is why Malvasi and Recio point out in their conclusions the need for a solid training of students and teachers to optimize the possibilities of gamification in educational settings.

Lastly, from the incorporation of educational applications and the use of mobile devices to the gamification strategy, the study, under the title “A mobile app enhances the motivation of students in a university gamification experience” describes the «In TIME» application designed ad hoc with the intention of managing the different elements that made up the gamification project based on the film «In Time» in university spaces.

We hope, as happens to the thematic editors who have had the privilege of being part of this issue, that it will become a point of reference for researchers and teachers who are interested in identifying good educational practices linked to the strategy of the gamification, allowing you to advance in obtaining future results and conclusions that have a direct or indirect impact on the exercise of your teaching and research practice.

The Miscellaneous Section includes various topics related to education, in particular, with learning such as service-learning, learning in the context of COVID-19, social interaction between teachers and students, motivation in learning through the use of ICT and the incidence of visual fixations in text comprehension. The article “Service Learning in Higher Education between Spain and Mexico. Towards the SDGs”, deals with a current and interesting topic, giving an account, on the one hand, of the philosophical and pedagogical foundations and the models that support it; and on the other, of the experiences designed by some Spanish and Mexican universities, applied by students in vulnerable social sectors linked to children, adolescents, youth, women, indigenous communities, among others. The result of these learning experiences in real contexts not only generate motivation and personal growth in students, but also their social commitment, aimed at the progressive achievement of the SDGs. The article makes visible the possibilities that APPS offers to articulate theory and practice in university education, as well as to strengthen and give more coherence to the work that universities carry out in the field of linking with society.

In the context of the COVID-19 pandemic, knowing how to assess learning has become very relevant. The article “Monitoring learning in Chilean public schools in the COVID-19 context” tries



to respond to this problem that some researchers call emergency teaching-learning process. This research provides the opportunity to think about the conditions of learning and evaluation in remote education. The in-depth interviews conducted with school managers show the diversity of concepts and purposes of monitoring, its systematic nature, and the concentration of communication on social networks such as WhatsApp and email, as well as the difficulties in addressing the diversity and uniqueness of each student.

With the purpose of analyzing how the school and, in particular, the teaching staff contribute to the autonomous and dynamic formation of the student body, the article “Interaction, dialogue and practices in high school” proposes the case study of a public school in Ceilândia (Brazil), with a high level of vulnerability due to socioeconomic issues, violence, family problems, teenage pregnancies, and drug addiction. The triangulation between documentary analysis, semi-structured interviews, and participant observation allows the identification of various circles of exclusion; and proposes pedagogical strategies based on active methodologies, in which the students, in a resilient manner, become protagonists of their own learning.

Based on the conception that motivation is the engine for learning, the article “Motivational study on learning religion in Basic Education through ICT” seeks to identify the causes of demotivation in learning religion in an institution of Basic Education. The results of the study carried out with 268 students and eight religion teachers show low motivational levels due to deficiencies in the learning environments and the use of traditional teaching methodologies; to increase motivation, the use of participatory methodologies mediated by ICTs is suggested.

The article “Visual fixations and characters: incidents in the understanding of expository texts” completes the miscellaneous section. Reading comprehension has several social, cultural, and emotional factors that can increase or decrease its levels and influence motivation for learning. Among them, visual fixation is analyzed in an original manner in this study. The research is carried out with the participation of 80 high school students, who read three texts related to electromagnetism on the Eye tracher T.120 screen, the number of fixations is analyzed using the Tobii 3.4.6 software. The results indicate that visual fixations play an important role in reading comprehension since information enters through sight.

This issue of *Alteridad* closes with the following question: Can we talk about post-pandemic education? Two years have passed since the start of COVID-19 and there is still no unified scientific answer about the behavior of the virus and people; and, consequently, any planning becomes emergent and circumstantial. Although, on the one hand, the use of ICT for the teaching-learning process has increased considerably in an innovative way; on the other, the pandemic has revealed that not all families have cell phones, tablets or computers, let alone the internet. In this context, various challenges arise for education: how and when to help students who dropped out of school to return to their studies? Is the hybrid modality here to stay? Are the various Apps valid and reliable?; what to say about the curricular flexibility, the validity of the online evaluation, the academic quality with which the new professionals graduate. There are more questions than answers, which we hope we can solve together teachers, researchers, students, computer scientists, psychologists, sociologists, politicians, among others. We hope that *Alteridad* becomes that space for discussion to debate the new challenges.

Teachers and researchers are invited to submit articles for the next issue on “Teaching and learning mathematics: different approaches and educational levels”. The Call will be open until February 28, 2022.

