

Game on: from bored to a higher engaged students in education

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Abstract: Actively involving as many students as possible in the teaching and learning process is perhaps one of the major problems academics face today. Gamification could be a viable option in the modern technology and digital society. In recent years, the idea of gamification in higher education has gained popularity. There are still many of unanswered concerns regarding the true effects and advantages of gamification, even in light of the expanding body of research in this field. The purpose of this article is to examine how gamification affects student involvement across five foreign universities. Additionally, the study examines the effects of a pilot program on students who take on the role of mayor for four years in a scenario that simulates a game. The primary goal of the research is to shed light on the viability of gamification, or game-based learning. In order to create a number of recommendations for raising students' current engagement levels, the research is based on a qualitative methodology and is an exploratory study that uses two research methods: (1) the analysis of official documents and specialized literature; and (2) the opinion survey based on an interview. The study's conclusions demonstrate how gamification in e-learning might provide students with the extra spark of motivation they occasionally require in higher education. The emergence of digital and other new abilities emphasises how play-based learning routines may be an effective tool for teachers to utilise to increase student engagement. To be relevant and successful, gamification needs to be thoroughly examined before being put into practice. Therefore, gamification might be a must for contemporary universities looking to boost student engagement and provide them with opportunities for professional and personal growth.