AY2023 Center for Inclusive Leadership（CIL）
Research Project Grant

研究代表者 Research Representative	所属・職位 Affiliation/Position	International college of management	氏名 Name	Santiago ruiz navas

研究課題名 Research Title	Exploring gamification theory and practice for cultivating diversity and inclusion in classrooms			

研究メンバー Research Group Members	氏名 Name	所属 Affiliation	職位 Position
	Ackaradejruangsri Pajaree	College of International Management	Associate Professor
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2023 年度 研究成果（研究経過・到達点を明確にご記入ください。800〜1,000 字）
AY2023 Research Results (Please state clearly the research progress, results, approx. 400 words.)

The project's main results are summarized in the following three points: outputs, recommendations, and future research suggestions.

Outputs: we presented our work at four international conferences and published in an international journal

- RMER conference 2022, Innsbruck, Austria: Exploring Gamification Theory and Practice for Cultivating Diversity and Inclusion in Classrooms – Part 1: How Gamification is Used to Foster Inclusive Teaching and Learning
- APU conference 2022 and 2023, Beppu, Oita: Exploring Gamification Theory and Practice for Cultivating Diversity and Inclusion in Classrooms and A Scoping Review of Literature Reviews About Gamification: Do Inclusive Teaching and Learning Gamification Literature Review Exists?
- ACEID 2024 Tokyo, Japan: The Evolution of Gamification and Inclusive Teaching and Learning: The Systematic Literature Review

We published our research paper "Are there literature reviews about gamification to foster inclusive Teaching? A scoping review of gamification literature reviews" at an international journal Frontiers in Education, with a Scopus indexed:

Link to the paper: https://www.frontiersin.org/articles/10.3389/feduc.2024.1306298/full

Recommendations:

In our work, we made evident the potential benefit of using gamification to solve some of the issues of Inclusive Teaching. There is practical evidence that gamification can be used to foster Inclusive Teaching. However, the evidence is not commonly reported in research, for example, in literature reviews. We suggest researchers, professors, and practitioners report their efforts exploring the benefits of gamification to support Inclusive Teaching and share their results. Furthermore, universities in charge of fostering Inclusive Teaching look towards the power of fun to bring people together and improve engagement, incentivize and support its use to make their learning environments more inclusive, including classes and even faculty and staff development programs.

As future research: We proposed three paths for future research.

- Generate more literature reviews about gamification, its use, and its impact in more contexts and specific areas. We reported there are themes in which we did not find literature reviews even for

the central theme of education, for example, the use of gamification to foster IT, understanding the impacts of gamified curriculums, and recompilation of best implementation practices to evaluate or implement gamification in education, among others. There are even more opportunities in peripherical themes such as citizen science research and adaptative or tailored gamification.

- Further research on the ethical implications of using gamification to modify behaviors and adaptative and tailored gamification. Technological advances such as Large Language Models and machine learning algorithms to create recommendations tailored to users bring about social and ethical risks with their implementations. Thus, we must consider managing these risks and using these technologies to create gamified activities that positively impact people's lives.

- We suggest to actors interested in gamification to look beyond game elements and see how game design elements support their objectives. Games research evolves quickly, revealing novel insights into game elements such as mechanics, psychology, technology, and their combination. Therefore, keeping up with game research can provide enriching insights for gamification practice; for example, when looking for means to gamify your classroom, look at the present (what gamification research reports) and at the possible future (what game designers are doing that could be helpful for your objectives).

2023 年度中の研究発表（予定を含めてご記入ください）
Research Publications in AY2023 (journal articles, conferences, etc.) (Please include future plans as well)

発表方法 Publication Methods	詳細 Details		
著書・論文等 Books or Articles	著書・論文名等 Title of Books or Articles	出版社／掲載誌・巻号等 Name of Publisher / Name and Volume of Journal	刊行年月日 Date of Publication
学会等 Presentation at an Academic Conference	タイトル Title	学会名 Name of an Academic Conference	発表年月日 Date of Presentation
	Exploring Gamification Theory and Practice for Cultivating Diversity and Inclusion in Classrooms – Part 1: How Gamification is Used to Foster Inclusive Teaching and Learning	RRMER conference 2022	2022/09/27
	1)Exploring gamification theory and practice for cultivating diversity and inclusion in classrooms and 2) A Scoping Review of Literature Reviews About Gamification: do Inclusive Teaching and Learning Gamification Literature Review Exists?	APU conference 2022 and 2023	2022/12/03 2023/12/04

	The Evolution of Gamification and Inclusive Teaching and Learning: The Systematic Literature Review	ACEID 2024	2024/03/24
その他 Others			

2023 年度 開催イベント（予定を含めてご記入ください） **Events in AY2023** (Please include future plans as well)			
	イベントタイトル Title of Events	イベント詳細 Event Description	開催年月日 Date of Event
イベント Event			