

GAMIFICATION IN ADULT EDUCATION: DIDACTIC POTENTIALS AND LIMITATIONS

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ABSTRACT

The use of game mechanics such as points, badges, levels, and achievements in non-gaming settings has become extremely popular in recent years and so is the area of adult education. The conventional educational models tend to overlook the needs of adult learners, which are complex and multidimensional and they lack motivation and engagement in particular. Adults are usually faced with conflicting obligations including those in the work place, family and within the social setup and this may make them not continue with the educational process. The use of gamification as an effective method can be a good answer to this question and will help learners find learning more interactive, entertaining, and inspiring. It can create a learning environment in which it engages people to participate in it and apply their skills through game mechanics. Self-Determination Theory (SDT) is a motivational theory, at the center of a significant number of gamified systems, which focuses on the satisfaction of three psychological needs: autonomy, competence, and relatedness. When these needs are met within the learning environment, they might result in better motivation and involvement in the educational materials. Regardless of the possible advantages, there are some challenges related to gamification, such as the overemphasis on the extrinsic rewards, the high level of difficulty in the creation of successful systems, and the issue of their accessibility. The purpose of the paper is to discuss different aspects of the gamification in adult learning and to estimate its possibilities and challenges. Based on the review of the existing literature and case studies, the paper will explain how gamification may be used to promote motivation, increase the engagement of the adult learners, and results in their intercultural competence development.

Keywords: Gamification, Self-Determination Theory, Intrinsic Motivation, Engagement, Game-Based Learning.