


## Chapter 8

# Endorsing Gamification Pedagogy for Nurturing Employability Skills in Higher Education Institutions (HEI)

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### ABSTRACT

*The COVID-19 pandemic has disrupted pedagogical approaches. University campuses across the globe shuttered to prevent virus transmission and provided online and hybrid modes of courses to teach online. Notwithstanding this attention, how online teaching tools contribute to employability skills remains primarily unaddressed. Similarly, in this study, the term gamification (an emerging education tool) in higher education institutions is significant to foster employability skills. The main aim of gamification in education is to let students participate, contribute, and cooperate. The technique of gamification in higher education institutions is to give students practical commands and feedback, and this is done via game mechanics added to online platforms, which will lead to achieving its aims and objectives. This chapter aims to investigate the effect of gamification on students' motivation in learning. Moreover, it shows how successful and sustainable gamification can convert students into fans and make learning a joy.*

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## **INTRODUCTION**

Gamification or game-based learning incorporates game mechanisms, dynamics, and concepts into non-game environments. Gamification is the use of game thinking, approaches, and elements in a context different from the games. It is an important tool to know because it will almost certainly have a big role in the future of education. Using game mechanics develops motivation and learning in all circumstances (Singh, 2022; Ridhima & Singh, 2024). The main aim of gamification in education is to let students participate, contribute and cooperate. The technique of gamification in higher education institutions is to give students practical commands and feedback, and this is done via game mechanics added to online platforms, which will lead to achieving its aims and objectives. The concept of gamification was first mentioned in 2008 and many projects and articles have been written on the subject since then. Of course, the mass adoption of new technology by the masses makes the game optimal for attracting new users and retaining existing ones (Singh, 2022; Singh & Kumar, 2024; Ridhima & Singh, 2024). Some examples of games are: Foursquare, Red Critter Tracker, Crowdrise, Open Badges, etc. But learning as play is an old phenomenon, dating back to the 1970s. While gamification uses game mechanics to turn experiences into games, gamification integrates games into the learning process to teach specific skills or accomplishments. This study proposes analyses of using gamification in education as a motivational tool. Gamification is the use of game thinking, approaches, and elements in a context different from the games. It is an important tool to know because it will almost certainly have a big role in the future of education. Using game mechanics develops motivation and learning in all circumstances. The main aim of gamification in education is to let students participate, contribute and cooperate. The technique of gamification in higher education institutions is to give students practical commands and feedback, and this is done via game mechanics added to online platforms, which will lead to achieving its aims and objectives. This study proposes analyses of using gamification in education as a motivational tool. This chapter aims to investigate the effect of gamification on students' motivation in learning. Moreover, it shows how successful and sustainable gamification can convert students into fans and make learning a joy. Gaming has also increased over the past few years as video games have become more colorful and realistic. Creating instant interactions between customers and rewards has helped build relationships in higher education. However, many concepts of gamification have been expanded simultaneously; the last one was the concept of Deterting. He defines gamification as the design, implementation and use of game systems in nongame contexts. This definition was used in the study because it fits the determined objectives. The study was conducted on two groups of university students (IT students and nonIT students) to evaluate the effect of games on academic performance. In

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