

Teachers' Perspectives on Integrating Adaptive Gamification Applications into Science Teaching

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Abstract:

This study explores the views of six teachers on the use of adaptive gamification environments in science education and the professional development program they had followed. Specifically, teachers in this study were interviewed after receiving training based on the Technological Pedagogical and Science Knowledge (TPASK) model and employed an adaptive gamification environment to teach scientific concepts regarding the water cycle. The findings showcase teachers' views regarding the benefits and cons of utilizing the application in science education, possible improvements to the app and their attitudes towards the professional training program they followed. These findings provide support for the development of adaptive gamification application and for the need to design and implement appropriate training programs for current and future teachers.

Keywords:

Adaptive Gamification, Teacher perspectives, Science education.