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Gamification module for the technology classroom of the XAUCE-ATCNEA project

[1]Yandielys Reyes Plano, [2]Karina Vargas González, [3]Michel Alejandro García Torres

[1]**Universidad de las Ciencias Informáticas (UCI), Cuba**
[2]**Universidad de las Ciencias Informáticas (UCI), Cuba**
[3]**Universidad de las Ciencias Informáticas (UCI), Cuba**

The development of Information and Communication Technologies has promoted a great advance in the educational sector. An example of this has been the creation of technological classrooms that provide a more active participation of students through the use of technology. Cuba, in its eagerness to progress in education, proposed creating the conditions to establish technological classrooms, to which the FORTES Center of the University of Informatic Sciences responded by developing the XAUCE–ATcnea platform, which will be part of the Cuban technological classrooms. Currently, this platform, despite having multiple advantages, lacks game elements that allow students to feel more motivated when interacting with it, and in turn facilitate decision–making by the teacher. Therefore, this work aims to develop an investigation that allows defining a solution proposal to be implemented in the XAUCE–ATcnea software to provide it with competition dynamics and raise the motivation of the students who interact on this platform. To carry out the research, theoretical methods were used in

order to analyze the concepts of gamification, the elements that compose it and the technological classroom, in addition to studying tools that are currently gamified to interpret their operation and take it into account in the solution. As a result, a proposal was obtained that includes the development of a ranking–based gamification module that allows students to place themselves in a position table.

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