Pros and Cons of Using Gamification in Tourism Education as a Motivational Tool

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ARTICLE INFO	Abstract
	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 with each other. The technique of gamification in education is to give students practical commands and feedback, and this is done via game mechanics added to online platforms, which will lead to achieve its aims and objectives. This study analyses pros and cons of using gamification in education as a motivational tool. The main data collection method involved a questionnaire conducted with a sample of academic professors; second questionnaire administered to students who applied gamification in their syllabus in order to investigate the effect of gamification on students' motivation in learning. The paper recommends that successful and sustainable gamification can convert students into fans and make learning a joy. In addition, a gamified application must offer a valuable experience; otherwise students are not going to use it.

1. Introduction

The main idea of gamification is not innovative, but the word itself emerged in the 21st century at the English dictionary. Gamification refers to the merge of game elements, like marks, points and reward systems to tasks as incentives for students to contribute (Faiella & Ricciardi, 2015). Also, gamification is useful because it uses student's natural desires for competition and achieving goals (Hamari et al., 2014). Teachers and managers use gamification to increase involvement and develop efficiency. Gamification is frequently a crucial characteristic in apps and websites designed to motivate students to meet personal challenges, like learning specialized foreign languages; where following your improvement is more amusing if it feels like a game (Merriam-Webster Dictionary, 2020a).

Gamification can be described as adding games into non-game environments in order to increase people who take part in it, such as websites and learning management system. The main aim of gamification in education is to let students participate, contribute and cooperate with each other (Bouchrika et al., 2019; Amriani, et al., 2014; Poole et al., 2014).

The technique of gamification in education is to give students practical commands and feedback, and this is done via game mechanics added to online platforms, which will lead to achieve its aims and objectives (Bi Worldwide, 2020; Auvinen, et al., 2015; Poole et al., 2014).

A convincing gamification experience affects the student's emotions and shows easily the greatest actions that the student can complete which affect the shared goals. Students who participate with a gamification technique will obtain instant feedback on their performance which will guide them to new accomplishments (Bi Worldwide, 2020; Barata et al., 2015).

2. Research Question
The current research is designed to answer the following question: "To what extent using gamification in tourism education at the faculties of Tourism and Hotel Management will be motivating for students?"

2.1 Aim and specific objectives
The study aims to explore the effect of gamification on student's motivation in learning Specialized English Language. The English Language curriculum was chosen because it is commonly teached by the researchers at the faculty of tourism and hotel management- Helwan university- First year- in the academic year 2019-2020- English Section- in order to let the students interact effectively with the curriculum. When students participate with gamification, they will discover the best method to participate with the syllabus in an effective way.

In order to fulfill this aim, eight specific objectives were undertaken:

2.1.1 Define gamification

2.1.2 Explain the history of gamification

2.1.3 Explore the technique of using gamification in tourism education

2.1.4 Identify the main benefits of using strategy of gamification

2.1.5 Illustrate best practices of applying gamification in an effective way

2.1.6 Clarify Game Based Learning

2.1.7 Study motivation as an effective tool in gamification for tourism education

2.1.8 Identify the challenges of applying gamification in tourism education

3. Review
3.1 Gamification and Game
It is obvious that there is a difference between game and gamification. Gamification is defined according to (Merriam-Webster Dictionary, 2020a, p.1) as:

The process of adding games or game like elements to something (such as a task) so as to encourage participation. Gamify means easy-to-use Web- and mobile-based learning platforms take the boredom out of long training sessions by gamifying the entire process. A training manual is replaced by an interactive game that allows participants to win awards and be acknowledged.

According to Kapp, Gamification is defined as:

Using game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems (Kapp, 2012, p.5).

While the term "Game", according to Merriam- Webster Dictionary (2020b), can be defined as:

A physical or mental competition conducted according to rules with the participants in direct opposition to each other; A division of a larger contest; The manner of playing in a contest ; A particular aspect or phase of play in a game or sport; The set of rules governing a game and The number of points necessary to win.

While English Language Learners define "Game" as

A physical or mental activity or contests that has rules and that people do for pleasure; A particular occurrence of a game; One of the games that are part of a larger contest (such as a tennis match).

A game is considered as a self-contained experience, where any one may win or lose, defined by the player's interaction with the game itself while gamification involves outward interaction. When playing the game, the players interact with the game only. They may take that experience, what they learned from, and apply it anywhere else. At that time, however, they are no longer playing the game and have moved onto changing something of their own will outside the game. Conversely, gamification has some necessity or function outside of just "playing." It is defined by the outward interaction it encourages. This is because gamification is a means to an end; it is meant to motivate and encourage people to do something, whatever the designer of the application wants them to (Christians, 2018; Cohen, 2011).

3.2 History of Gamification

Although gamification is a quite new idea in the 21st Century, it has been found for a considerably longer time. In the year 1896, the company of Sperry and Hutchinson ran a catalog from which customers could buy commodities. The aim was that the purchases were made through using (Sperry and Hutchinson) Green Stamps instead of money. The stamps were obtained by shopping at sellers that were contributing in the program. Spending a certain amount of money at these retailers would reward the consumer with a stamp, more money spent leading to more stamps (Christians, 2018; Seaborn & Fels, 2015).

One of the most extensively known uses of gamification stems back to the year 1908 where the Boy Scouts awarded members with badges in order to identify and distinguish their accomplishments. Scouts could get badges for becoming talented in an activity (Christians, 2018; Knolskape, 2015).

Many decades later, the idea of adding game elements to work appeared in 1973, as an author named Charles Coonradt wrote a book named "The Game of Work". The idea of the book appeared when he observed that efficiency in America's workforce was falling, while sales of sporting equipment was rising up (Christians, 2018). Coonradt recommended that fun-and-games could be the solution to the problem of employee engagement (Growth Engineering, 2020). Coonradt wrote another book in 1984 about "How to Enjoy Work as Much as play", which assisted companies to visualize tools which make work more pleasurable while increasing productivity (Knolskape, 2015).

In 1978, it was basically the first time in history where people could share an online world, where Social Video Games appeared through Roy Trubshaw and Richard Bartle. They invented Multi-user Dungeon game, where this program was a text-based interface that allows multi-player experience (Growth Engineering, 2020; Knolskape, 2015).

Malone wrote academic researches related to gamification, mainly about the potential of video games in 1980. He illustrated how these elements could be taken and applied to other areas, essentially in education (Christians, 2018; Knolskape, 2015).

In 1994, Sony invented the first console game" play station1", while in 1996 Richard Bartle identified four gamer types which depend on how different people approach playing a game (Growth Engineering, 2020 and Knolskape, 2015). More People start to identify the value of "fun", where Stephen Draper in 1999, wrote a paper recommending that user satisfaction should be a main condition of all software design (Growth Engineering, 2020).

In 2002, Nick Pelling was the first one who used the word gamification, while inventing a game-like user interface for business electronic devices. Following that, games were made in 2002 by Ben Sawyer and David Rejecsk. This program permitted for the use of games for various purposes (Knolskape, 2015 ; Ibanez et al., 2014), while 2005 is considered as the first modern gamification platform, as Rajat Paharia founded Bunchball, a platform designed to increase sharing on websites by adding a layer of game mechanics (Growth Engineering, 2020).

In 2007, many corporations such as Bunchball and Ripple started to appear and present gamification services to different companies. In 2008, a Blog article was written by Bret Terrill about gamification for the first time, while in 2010 many conferences and summits were held about gamification, whereas the first annual gamification summit was held in California in 2011 (Growth Engineering, 2020; Knolskape, 2015).

Gamification started to appear in various fields, as in 2009 was the beginning of "Seek to Learn", in which a student's class were placed into a gamified learning

environment, to see if it improved the student's preservation of information. Following this, was the introduction of a gamified map named Foursquare. This map gave users the ability to check into a location, which would become visible to their friends so that they could meet. However, the gamified segment of the platform gave badges and leader boards to users depending on amount of check ins. The badge system once more showed to be an influential method to drive engagement (Christians, 2018; Nicholson, 2015).

Nowadays, the field of gamification as a tool of attracting and motivating people has grown all over the world, as it gained recognition on an organizational level (Werbach, 2014).

3.3 Game Mechanics and Dynamics
The term "Gamification" is said to have been coined in 2003 by Nick Pelling, a British computer programmer and inventor (Patel, 2019; Knolskape, 2015). Gamification is divided into two parts; the first part is game elements, or mechanics, which are methods used by developers to make their games engaging and keep players coming back for more (Christians, 2018; Cohen, 2011).

Game mechanics can be explained as the policy, regulations and incentives that emerge on a digital platform, such as marks and points, as game mechanics make the student's work more obvious, by making goals easy to follow. These are generally proven tactics that have been used in games for decades. The student is capable to observe improvement on performance, obtain instant feedback on achievements through cooperation and competition (Christians, 2018).

The second part is game dynamics that can be illustrated as group of student's behaviors, feelings and aspirations which exist in game mechanics, which include cooperation through carrying out team missions. Both game mechanics and dynamics are used to encourage interaction and motivate students (Patel, 2019; Barrio, et al., 2015; Boskic & Hu, 2015).

3.4 Gamification Tools
There are many methods that can be used by teachers while applying gamification such as:

3.4.1 Duolingo: is a gamified language-learning website. By turning examinations and courses into challenges and keeping track of improvement, Duolingo keeps students engaged and motivated, even when they might otherwise be frustrated or bored (Ingwersen, 2017).

3.4.2 Socrative: is a vital tool which gives an instant feedback as a part of the educational process. Socrative is an effective method to observe and evaluate learning that saves time for students while carrying fun and engaging interactions for students (Kiryakova et al., 2014).

3.4.3 Kahoot: it is a web-based learning, which allow access at anytime and from any location, where through Kahoot, it is easy to launch a topic, learning an idea, practicing a skill, or reviewing a lecture, while having fun (Kiryakova et al., 2014)

In addition to the above tools, there are other tools like Flip Quiz; Ribbon Hero; Class Dojo; and Goal book (Kiryakova et al., 2014).

3.5 Gamification Elements

The most common gamification elements used in education can be illustrated as follows (Christians, 2018; Adukaite, 2016):

3.5.1 Reward explains the incentive arrangement within the gamified application that supports students to continue and that can maintain a high level of motivation. Even negative rewards, which could be considered as punishment within the game, can facilitate learning. Thus, points and badges are common gamification features, and serve as a form of rewards.

3.5.2 Challenge is the range to which student skills match the challenges presented by the digital game. Suitable challenges will let the student engaged and motivated throughout the game and the good humor of the experience will be higher. Elements of challenge within games are regularly supported by different difficulty levels.

3.5.3 Feedback is a typical game feature, which is usually immediate, obvious and direct. Depending on feedback, students can make certain decisions, which can lead to correct their performance. Individual feedback lets the student know which parts they achieved well in, and which others require work. It can allow for creativity in problem solving.

3.5.4 Competition among players is a common game element, where each participant strives to improve their performance and to reach the best possible achievement against the other participants. The competition is often getting stronger with another gamification feature which is leader boards. The leader board is a social component rooted into the digital game, consisting of a list of players with top scores.

3.5.5 Replay is also a familiar feature of games, letting students to try again and improve their score.

3.5.6 Visual aesthetics include visual elements and the general look and feel that create an appealing and immersive environment; also it influences the overall user experience.

3.5.7 Time or timer is a motivator that puts players under pressure and makes them concentrate and take action.

3.5.8 Narrative is the story line following the game application, leading to attract learner attention and motivation.

3.6 Best Practices of using Gamification

In order to apply Gamification in an effective way, there are some best practices such as**:** (Bi Worldwide, 2020; Barrio, et al., 2015; Amriani, et al., 2014; Caponetto, et al., 2014).

3.6.1 Identifying How Compelling the Content of the Curriculum is, as the content of the syllabus must be ideal for gamification, where the strategy of

gamification cannot make the inferior user experience successful, while it works better when transforming an attractive experience into a richer one.

3.6.2 Setup a Timeframe, where gamification is considered as a continuous long-standing program, not just starting the strategy then simply leaving it. So, it is vital to arrange the right and perfect timeframe, so students can set up their know-how in the end.

3.6.3 Understand the Proper Time to Market, where gamification must be applied strategically and not so quickly. Identify how to gamify the application and what stage will be essential to do.

3.6.4 Evaluate Results, as it is essential to explore what the business goals are; whether gamification is successful or not; what the results will be; and how it can be developed.

3.7 Motivation as an Effective Tool in Gamification

Motivation is illustrated as a condition that strengthens, directs and maintains behavior. Motivation includes goals and needs activity. Goals offer the motion and the direction of action, while action requires effort and perseverance in order to keep up an activity for a long time (Hurst, 2020). Moreover, motivation is increasingly observed as an evolving phenomenon, which means that it can develop over time and change as a result of one's experience with learning and other circumstances (National Academies of Sciences, Engineering, and Medicine, 2018; Nicholson, 2015).

There are well-known indicators of motivation that are essential to be aware of. Indicators in general set a value or quantity on an idea; by this, the value or quantity of motivation for student can be recognized through these indicators. Identifying a task under free-choice circumstances signifies the motivation to achieve the task. High effort levels, particularly when working on different duties and assignments, are also indicative of motivation. Also working for a longer period of time, particularly after coming across many problems, is also connected with motivation. Lastly, level of accomplishment is affected by choice, effort and perseverance. The higher these indicators, the higher the motivation and the more likely task attainment will happen (Hurst, 2020; Sillaots, 2014).

Motivation is an important tool that drives learning, as the student's motivation can be increased through using games for educational reasons. At the present time, game uses technology, which allows and facilitates students to practice pleasure and satisfaction in an easy way, where the execution of gamification in a curriculum provides as a key to motivate students (Anisa et al., 2020; Nicholson, 2015).

The main factor in motivation is Student's mindset: the set of assumptions, principles, morals and beliefs about oneself and the world that affect how one perceives, understands, and takes action upon one's environment. Students are motivated to improve proficiency and solve problems through rewards and punishments. In addition, there are basic reasons for learning that may be more influential. Students who spotlight on learning much more than performance or who have an essential

motivation to learn, have a tendency to set goals for themselves and look upon increasing their capability (National Academies of Sciences, Engineering, and Medicine, 2018 ; Leach et al., 2014).

It is clear that motivation has some effects on students' learning and behavior, as it directs behavior toward specific goals, as motivation verifies the specific goals toward which students strive; therefore, it influences the choices students make. Also, motivation leads to improved effort and energy. In addition, motivation clarifies whether a student will practice a task with interest or a boring attitude. Moreover, motivation enlarges the initiation and perseverance of activities. Furthermore, motivation increases students' time on task and is also an important issue affecting their learning and accomplishment which leads to improve cognitive processing. Finally, motivation affects what and how information is processed because motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner (Hurst, 2020; Leach et al., 2014).

Applying gamification could offer some clarifications to the decrease in student's motivation the university system is facing nowadays. Mostly, the university environment possibly will gain a lot from using gamification in graduate employment policies and using syllabus in an effective way (Alsawaier, 2018).

The strategy of gamification in education is to affect and motivate the student's behavior. Gamification is appropriate to be applied across a wide scale of situations, where students need to be motivated in order to follow certain activities. Gamification can raise the student's engagement to increase the performance. Generally, applying gamification strategy in the place of work can lead to increase the student's motivation (Brain, 2018; Codish & Ravid, 2015; Lambruschini & Pizarro, 2015).

The main benefits of using strategy of gamification in the place of work can develop business outcomes in many ways, such as raising the use of learning management tools; increase student's knowledge and information sharing in order to improve service levels; finding the main influential incentives for students and identifying student's preferences (Bi Worldwide, 2020; Patel, 2019; Brain, 2018; Enders & Kapp, 2013).

3.8 Game Based Learning

Game-based learning is playing a game with defined learning goals, and designed to present topic issue in the structure of a game to assist students understand the idea - regularly in a simulated environment- and gain knowledge of their applications in a virtual environment before applying them in the real world (Europass Teacher Academy, 2020; Hurix Digital, 2019).

By using Game Based Learning, it is clear that keeping the information that is displayed in an interactive environment is much higher than traditional textbook reading, which allows for a more personalized learning experience (Europass Teacher Academy, 2020; Christians, 2018).

Game-based learning can take location in virtual surroundings or simulated surroundings formed by augmented reality. Virtual environments appear as real-life settings while augmented reality goes a step forward by presenting an enhanced version of reality. It is mainly a computerized simulation of a real-world system or method. In business, these games imitate real-world processes in many fields such as sales, training, and development, and allow employees to increase their skills (Hurix Digital, 2019; Stott & Neustaedter, 2018).

There are many advantages of using Game Based Learning (GBL), as it helps in keeping learning insights, which let all colleagues take an advantage from the combined knowledge pool; Learning through familiar devices like smart phones that simplifies learning; Game-Based Learning motivates the imagination, as it permits learners to visualize 3D models in real-time, which helps to make learning more real; Game-based learning can offer a learning knowledge that can last forever, as it helps to make realistic circumstances through simulations to allow employees gain practical knowledge; Game-Based Learning assists in facilitating complicated ideas which allow employees look at them from a different perspective; learning by Doing as it helps to get learners closer to reality; and Collaborate with the team as the entire team can cooperate with each other in the learning environment, brainstorm on the probable results and distribute their ideas to overcome problems (Hurix Digital, 2019; Christians, 2018; Stott & Neustaedter, 2018).

Gamification can be distinguished from Game Based Learning as is in gamification the entire learning methods will be turned into a game. Gamification uses game mechanics such as badges, points, leader boards, etc and applies them to existing learning classes and syllabus in order to motivate and engage students. While in Game-Based Learning, a game is considered as a part of the learning method. Game Based Learning is aimed at teaching a distinct skill or specific learning result, rather than being a complete educational system (Ingwersen, 2017). Gamification in education is an approach for encouraging learners' motivation and engagement by incorporating game design principles in the learning environment (Dichev & Dicheva, 2017).

4. Methodological Approach
This study analyses pros and cons of using gamification in education as a motivational tool. The main data collection method involved a questionnaire conducted with a sample of academic professors, second questionnaire administered to students at the faculty of tourism and hotel management- Helwan university- who applied Kahoot application as a gamification tools in the Specialized English Language Syllabus.

The survey aimed to seek feedback from professors about using gamification in their syllabus, its advantages and disadvantages. The questionnaire comprised two sections. The first section was designed to gather demographic information about the academic professors; the second section gathered feedback on using technology in teaching, using digital games/ quizzes in their syllabus or using non-digital games at classrooms. The questionnaire was distributed through a facebook group that included

297 professors at faculties of Tourism and Hotel Management in Egypt at that time, where 173 forms were returned, representing 58.2% of the sample. The questionnaire was directed to academic professors within one month (May 2020- June 2020).

A second questionnaire was directed to a sample of students at the faculty of tourism and hotel management- Helwan university- First year- in the academic year 2019-2020- English Section- Group A1 (where Group A included 147 students was divided into three parts A1, A2, A3, where the sample representing 34% of the total students) who applied Kahoot application as a gamification tools in the specialized English Language syllabus. The questionnaire was distributed to fifty students, where 50 forms were returned representing 100% of the sample.

The most common gamification elements used in the second questionnaire was the reward structure where students collected points after answering questions, feedback as they receive immediate feedback if the answer was correct, or incorrect as well as aesthetics was used by showing different pictures in every question to enhance experience. One of the main gamification elements as well was time, as a restriction of 30 seconds was used to answer a question making the game more intense by pressuring players. In addition to replay which is an option offered at the end of the game allowing the players to improve on their performance.

5. Research findings
5.1 Academic Professors' questionnaire survey
The results of the academic professors' questionnaire survey that gathered feedback on using gamification tools in teaching, whether using digital games/ quizzes in their syllabus or using non digital games at classrooms, revealed the following statements:

5.1.1 Gender of the academic professors
Fifty-seven percent of the respondents were female (98); while 43% of them were male (75).

5.1.2 Age of the academic professors
Thirty-two percent of the respondents (55) were from 40 to less than 50 years old, 25% of them (44) were from 30 to less than 40 years old, 18% of them (32) were from 50 to less than 60 years old, 16% of them (27) were 60 years old or above, while 9 % of them (15) were less than 30 years old.

5.1.3 Occupation of the respondents
Fifty-seven percent of the respondents (98) were professors, 23% of them (40) were assistant professors, while 20% of them (35) were lecturers.

Table 1
Demographic information about the participants

		Number	Percent
Gender	Male	75	43
	Female	98	57
Total		173	100
Age	Less than 30 years	15	9
	30- less than 40 years	44	25
	40- less than 50 years	55	32
	50- less than 60 years	32	18
	60 years or above	27	16
Total		173	100
Occupation	Professors	98	57
	Assistant Professors	40	23
	Lecturers	35	20
Total		173	100

5.1.4 Years of teaching
Sixty-eight percent of the respondents (118 professors and assistant professors) were teaching for 20 years and over, 11.6% of them (20 professors) were teaching from 15 to less than 20 years, 13.9% of them (24 lecturers and assistant professors) were teaching from 10 to less than 15 years, while 6.5 % of the respondents (11 lecturers and assistant professors) were teaching from 5 to less than 10 years ago.

5.1.5 The best professional development experience with technology
Fifty-nine percent of the respondents (102 professors) did not have any technological training at all, 26% of the respondents (45 professors) have had occasional technology training, 15% of them (26 professors) have had moderate technology training, while none of them have had extensive technology training.

5.1.6 Using technology for teaching purposes
All the professors have previously used technology for teaching purposes before.

5.1.7 Using digital games/ quizzes in teaching
Twenty-two percent of the respondents (38 professors) illustrated that they are using digital games/quizzes in teaching, where the main tools used were Duolingo and Kahoot.

5.1.8 Have an experience in using non-digital games in the lectures
Forty– nine percent of the respondents (85 professors) had an experience in using non-digital games in the lectures.

5.1.9 Looking for ways to experiment new information technology tool
Fifty-five percent of the respondents (95 professors) strongly agree to experiment ways to new information technology tool, 30.6% of them (53 professors) agree for using ways to experiment new information technology tool, while 14.4% of them (25

professors) neither agree nor disagree to experiment such new information technology tool.

5.1.10 Using new information technology as a priority among colleagues
Forty-eight percent of the respondents (83 professors) strongly agree on using new information technology as a priority among colleagues, 35% of them (61 professors) agree on using this new information technology as a priority, while 17% of them (29 professors) neither agree nor disagree on using new information technology as a priority among colleagues.

5.1.11 Hesitation in using new information technology
Fifty- nine percent of the respondents (102 professors) strongly disagree on being hesitant in using new information technology, 33% of them (57 professors) disagree on being hesitant in using new information technology, while 8% of them (14 professors) neither agree nor disagree on being hesitant in using new information technology.

5.1.12 Obstacles in applying games and gamification tools
There are many obstacles in applying games and gamification tools such as faculties do not have resources to apply games or gamification tools in lectures, some professors do not believe that games can advance learning, some lecturers illustrated that games do not fit with their teaching style, as well as games do not fit with the subject area. In addition to these obstacles Adukaite, (2016) mentioned lack of training, and lack of time as well.

5.2 Student's questionnaire survey
5.2.1 Gender of the students
Seventy-six percent of the respondents were female (38 students); while 24% of them were male (12 students).

5.2.2 Feeling rewarded when getting points for correct answers
Eighty-eight percent of the respondents agree for feeling rewarded when getting points for correct answers, while 12% of the students (6 students) neither agree nor disagree for feeling rewarded when getting points.

5.2.3 Feedback provided after each question was important for learning
All the students agree that feedback provided after each question was totally important for learning.

5.2.4 Experiencing suitable level of challenge when playing the online quiz
Eighty- four percent of the respondents (42 students) agree for experiencing suitable level of challenge when playing the online quiz, while 16% of them (8 students) neither agree nor disagree for experiencing challenge when playing the online quiz.

5.2.5 Using Kahoot application enhanced the student's knowledge of the English Language
All the students agree that using Kahoot application enhanced the knowledge of the English Language.

5.2.6 Using Kahoot application motivated the students to learn more about English Language

All the students agree that using Kahoot application motivated the students to learn more about English Language.

5.2.7 Kahoot application was easy and enjoyable to use

All the students agree that using Kahoot application was easy and enjoyable to use.

5.2.8 Students did not realize the time passed when using the tool

Eighty percent of the respondents agree that they did not realize the time passed when using the tool, while 20% of the respondents (10 students) neither agree nor disagree.

5.2.9 Using Kahoot application in other classes

All the students agree that Kahoot application can be used in other classes.

5.2.10 Feeling confident in playing an online quiz for the first time

Sixty-six percent of the respondents (33 students) agree that they felt confident in playing an online quiz even if they have never played it before, while 34% of them (17 students) neither agree nor disagree for feeling confident in playing an online quiz.

5.2.11 Main barriers of using Kahoot application as a tool

The students illustrated more than one barrier of using Kahoot application as a tool, where 54% of them (27 students) mentioned that lack of internet connection is the main barrier, 28% of the respondents (14 students) illustrated that lack of access to technology is the main barrier, while 18% of them mentioned that lack of technological assistance is considered as a main barrier, where none of them mentioned that the tool was not suitable for the English Language curriculum.

6. General Discussion

Gamification can be described as adding games into non-game environments in order to increase people who take part in it, such as websites and learning management system. The main aim of gamification in education is to let students participate, contribute and cooperate with each other.

The current study evaluated pros and cons of using gamification in tourism education as a motivational tool. The main data collection method involved a questionnaire directed to 173 academic professors; second questionnaire administered to 50 students who applied gamification application in the Specialized English Language Syllabus.This leads to the following results:

6.1 Gamification can be considered as an important tool to attract and persuade students for the uptake of educational systems and increase their interactivity and engagement.

6.2 Student's motivation to study and learn is affected by the multiple goals that students create for themselves as a result of their life, the experience at their university, as well as the social and cultural background in which learning takes place.

6.3 Successful and sustainable gamification can convert students into fans, make learning a joy. In addition, a gamified application must offer a valuable experience; otherwise students are not going to use it.

6.4 Gamification is more flexible and individual-oriented, making it an enormous path for the future of learning. In the near future, learning through gamification will replace what is now done through PowerPoint presentations. Interactive assignments will take the place of traditional assignments used nowadays. It will motivate students to explain what they did wrong and how they can develop for the next attempt.

6.5 Educational platforms benefit deeply from quick feedback and tracing progress. Students can understand how close they are to completing a lesson or module if it is relayed through a simple progress bar. They can realize better the pacing of the lessons, and how long it may take to complete.

7. Recommendations

7.1 The Ministry of Higher Education should apply gamification in an academic context, as it offers some cure for many students who find themselves separated away from traditional techniques of teaching.

7.2 Lecturers should maintain student's motivation by attending to their engagement, persistence, and performance through : Assisting students to set desired learning goals and suitably challenging goals for performance; creating learning experience that they value; supporting their sense of control and autonomy; developing their sense of competency by helping them to recognize, monitor, and strategize about their learning progress; and creating an emotionally supportive and non threatening learning environment where learners feel safe and valued.

7.3 Since E-learning is suitable for easy and efficient combination of gamification, lecturers should execute game methods in the learning process as activities intended to achieve certain learning objectives and increase learners' motivation.

7.4 Lecturers should benefit from gamification by applying feedback element through quizzes at the end of the course, where quick feedback gives students a better understand of where they currently stand, what sections they are strong in, and others they might have to study more before a real exam.

7.5 The Universities should provide technological training for the teaching staff through university training centers.

7.6 The Ministry of Higher Education should provide the necessary resources (such as technological tools and high speed internet) that would enable lecturers to use gamification in their classrooms.

Recommendations for future research on this topic, the following points will be suggested for further exploration:

• Explore the perspective lifelong learning within tourism education in Egypt.
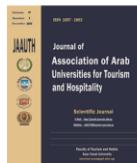
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إيجابيات وسلبيات استخدام التلعيب في التعليم السياحي كأداة تحفيزية

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الملخص	معلومات المقالة
إن التلعيب عبارة عن استخدام التفكير، النهج والعناصر في سياق مختلف عن الألعاب التقليدية. فهي أداة هامة يجب معرفتها لأنه سيكون لها دور كبير شبه مؤكد في مستقبل التعليم. إن استخدام ميكانيكا التلعيب يطور الدافع والتعلم في جميع الظروف. الهدف الرئيسي من استخدام التلعيب في التعليم هو السماح للطلاب بالمشاركة، المساهمة والتعاون مع بعضهم البعض. إن تقنية استخدام التلعيب في التعليم هو إعطاء الطلاب الأوامر العملية والتغذية المرتدة، ويتم ذلك عن طريق ميكانيكا اللعبة المضافة إلى منصات على الإنترنت، والتي سوف تؤدي إلى تحقيق أهدافها وغاياتها. تسلط هذه الدراسة الضوء على إبراز إيجابيات وسلبيات استخدام التلعيب في التعليم كأداة تحفيزية. تم جمع البيانات الأولية من خلال تحليل استمارات الاستبيان التى وزعت على عينة من الأساتذة الأكاديميين، كذلك تحليل استمارات استبيان موجهة للطلاب الذين طبقوا استخدام التلعيب في منهجهم الدراسي من أجل التحقق من تأثير التلعيب على تحفيز الطلاب في التعلم. خلصت الدراسة إلى بعض التوصيات, والتي تتمثل في أن النجاح والاستدامة في عملية استخدام التلعيب فى المناهج الدراسية يمكن أن تحول الطلاب إلى معجبين وأن تجعل التعلم متعة. بالإضافة إلى ذلك، فإن تطبيق التلعيب يجب أن تقدم تجربة قيمة؛ وإلا فإن الطلاب لن تقم باستخدامه.	**معلومات المقالة** **الكلمات المفتاحية** التلعيب؛ ميكانيكا التلعيب؛ ديناميكا التلعيب؛ التعلم القائم على التلعيب؛ مشاركة الطلاب. **(JAAUTH)** **المجلد 19، العدد 3، (2020)،** **ص 131-152.**

Questionnaire distributed to Academic Professors

Dear_____:

Thank you for your participation in this questionnaire survey, about Pros and Cons of Using Gamification in Tourism Education as a Motivational Tool. Your responses are confidential and will be used only for the purpose of the study. Your cooperation is greatly appreciated.

[1] What is your Gender?
☐ Male
☐ Female

[2] What is your Age?
☐ Less than 30 Years
☐ 30 - Less than 40 Years
☐ 40 - Less than 50 Years
☐ 50 – Less than 60 Years
☐ 60 Years and Over

[3] What is your occupation?
☐ Lecturer
☐ Assistant Professor
☐ Professor

[4] How many years have you been teaching?
☐ 1- Less than 5 Years
☐ 5- Less than10 Years
☐ 10- Less than 15 Years
☐ 15- Less than 20 Years
☐ 20 Years and Over

[5] Which of the following statements best characterizes your professional development experience with technology? Please choose only one of the following
☐ I have had extensive technology training
☐   I have had moderate technology training
☐ I have had occasional technology training
☐ I have had No technology training

[6] I have previously used technology for teaching purposes
☐   Yes   ☐   No

[7] I have experience with the use of digital games/quizzes for teaching
☐   Yes   ☐   No

If yes, what are the tools you are using?
…………………………………………………………………………

[8] I have experience with the use of games (not digital) in the lectures

☐   Yes   ☐   No

[9] If you heard about a new information technology tool, you would look for ways to experiment with it

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

[10] Among your colleagues, you are usually the first to try out new information technologies

☐ Strongly agree
☐ Agree
☐ Neither agree nor disagree
☐ Disagree
☐ Strongly disagree

[11] In general, you are hesitant to try out new information technologies
☐ Strongly agree
☐ Agree
☐ Neither agrees nor disagrees
☐ Disagree
☐ Strongly disagree

[12] If you are using Gamification in your syllabus, what are the obstacles facing you in using it?
………………………………………………………………………………………

Thank You

Questionnaire distributed to Students

Dear_____

Thank you for your participation in this questionnaire survey, about Pros and Cons of Using Gamification in Tourism Education as a Motivational Tool. Your responses are confidential and will be used only for the purpose of the study. Your cooperation is greatly appreciated.

[1] What is your Gender?
- ☐ Male
- ☐ Female

[2] I felt rewarded when I got points for correct answers.
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree

[3] I found that the feedback provided after each question was important to my learning.
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree

[4] When playing the online quiz, I experienced suitable level of challenge.
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree

[5] The tested tool enhanced my knowledge of the English language.
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree

[6] Using Kahoot application motivated me to learn more about English language.

- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree

[7] Kahoot application was easy and enjoyable to use.

- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree

[8] When using the tool, I did not realize how the time passed.

☐ Agree
☐ Neither agree nor disagree
☐ Disagree

[9] I would favor using this tool in other classes.

☐ Agree
☐ Neither agree nor disagree
☐ Disagree

[10] I felt confident playing an online quiz even if I have never played it before.

☐ Agree
☐ Neither agree nor disagree
☐ Disagree

[11] The main barriers of using the tool [choose one only]
☐   Lack of access to technology
☐   Lack of technological assistance
       Lack of internet connection
☐   The tool was not suitable for the curriculum

Thank You