GAMIFICATION AND MULTIMEDIA PRESENTATION IN THE ROLE OF EDUCATIONAL PROCESS

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Abstract

 Though university teaching methods have evolved and almost all higher education institutions use e-learning platforms to deliver courses and learning activities. Even these digital learning environments present significant dropout and low completion rates. There is a drawback in the above-mentioned system. This is primarily due to the exclusion of student motivation and engagement. This is quite possibly done using Gamification which can be defined as the application of game design elements in non-game activities has been used to address the issue of learner distraction and stimulate students' involvement in the course. However, choosing the right combination of game elements remains a challenge for gamification designers. Therefore, our study focused on providing a comprehensive overview of the current state of gamification in online learning in higher education that can serve as a resource for gamification practitioners when designing gamified systems. In this paper, we aimed to systematically explore the different game elements and gamification theory to improve the elements of learning process. Transformation is needed in the field of education. We need to propagate interest and curiosity in an ever-expanding interest in preparing students for success in a transforming, technology rich world. There should be in built grades and scores to stimulate the learning and teaching process. Students are interested in consuming colorful video presentations with the assistance of multimedia presentations. Animation tools can be utilized to the fullest. Registration of concepts can be promoted using all the technological patterns. In fact, it can promote the teaching module in the best appealing way. Happy learning process can be inculcated using Gamification and multimedia techniques in a perfect manner. Concept level teaching can be attained only through digital support and assistance. Flipped classroom is the supportive source of exploring web resources and online videos.

  1. *Use of Multimedia techniques*
  2. *Use of variety of resources*
  3. *Utilization of social media*
  4. *Use of Gamification techniques*
  5. *Use of technology to enhance students' status*

Keywords: *Gamification, Digital Enhancement, Multiple Web Resources, Multimedia Presentations, Flipped Classroom*

Introduction

   Game technologies create opportunities for higher education institutions to redesign and renovate their e-learning models to support learning experiences among learners. The introduction and expansion of gamification in education and learning contexts promotes critical reflection on the development of projects that transform students' learning experiences. However, is it that simple to create effective gamified e-learning systems? It's really a hard question to supply with apt answers.

But still, we need to promote and encourage students' reach to the ultimate level. Early applied work on gamification of educational settings suggested positive-learning, but mixed results have been obtained. While gamification in general learning systems is known to have a positive impact on student motivation, evidence on its effectiveness in higher education settings is mixed and still uncertain due to the complicated environment in the higher education context. First, the level of difficulty of study is higher at the university than at lower levels of education, and students are more aware of the importance of education they have chosen. Moreover, tertiary education is characterized by the variety of students' profiles, needs and learning methods; thereby, each game element and even each combination of game elements affects each student differently. Given this diversity of features in the higher education context and the increasing number of inter- and multidisciplinary programs, the process of applying gamification is becoming more complex and complicated. So, Uniformity is needed in the game elements.

Results and Discussion

The purpose of this systematic review was to provide a comprehensive overview of the current state of gamification in e-learning in higher education. We focused on identifying how designers currently deal with gamification in the digital higher education context, what game elements they use, how these elements are combined, and what gamification theories are used. In addition, this study sought to find data on existing gamification approaches in the literature, especially those suggested to be applied in digital higher education. Our study differs from previous studies in several ways. In our study, we first wanted to compare our results with previous research's results that addressed the same research questions in terms of trends in the use of game elements, i.e., whether designers who develop gamified e-learning systems still use classic game elements such as points, badges, and leaderboards, or whether they expand the list of game elements used to include deeper game elements like challenges, storytelling, and so on. We then focused on

the underpinning gamification theories used in empirical work, and specifically we sought to understand whether empirical research is beginning to use the various gamification frameworks available in the literature, or whether it is still relying on theories and methods that are highly theoretical and do not provide clear guidance to designers when choosing the right set of game elements. Also, in our study, we sought to find out how game elements are combined in gamified learning systems in higher education. Previous studies have not fully explored this point, with the exception of the study. Finally, we proposed a classification of gamification approaches proposed in the context of e-learning in higher education based on several relevant criteria.

Though there are many contradictions in the previous gaming strategies, The outcome of video games is so confident driven and drives the process of education in a flexible and adaptable manner. The reach of video games is expansive and superior. Video games are designed in such a way to promote and keep students entertained utmost. We can also apply and implement the same modules and techniques much more to our studies. It can transform the arena of knowledge in the process of education as well. It is highly in demand to incorporate the elements of video games that make it so

interesting and curious. We in case find out the entertaining strategies or pedagogies in a predefined manner. The excellence of gamification consistently encourages the students in the right mode. So, we can pick up such kind of strategies to enhance the educational field with further outlooks. The registration of chemical formula is registered using the innovative story and register each element with the character name of your choice. It is the fantabulous method to register and recall all the parts of the formula with the assistance of story and characters in it. The same method can be followed for the upcoming subject topics. This method is successful and provides abundant positive results for the students at the end.

The incorporation of game elements produces mighty appreciations from both students' side and teachers' side. The end result is great indeed and promotes their level to the highest level.

Multimedia Presentation and its' role in the teaching field:

As per psychologists strip of educational enhancement, images and objects will be registered and stored more effectively than other methods of teaching. Multimedia presentation enables teachers to teach the students using sounds and pictures. Most of the methods used in this have attracted the attention of the students in a crystal-clear manner. Teachers have indeed added certain aspects like animated texts, colorful pictures and moveable objects and texts. It provokes the motivation either in the presentation or in the interest and creative thinking of the students. The planner for the students should go in comparison with interaction, created innovative videos, animated quiz patterns with the elements of gamification.

The approach of animated texts and pictures categorizes encouragement and productivity of the learners. The presentation creator should implement new methods and techniques to impress students towards positive end result. Not only can educators use multimedia to engage students visually, but they can also stimulate active learning by embedding interactive content in the presentations (videos, images, polls, scenarios, etc.)

Multimedia packages can help to go beyond the four walls of the classroom. Multimedia Presentation can be used to develop active and mastery learning. In this learning situation, there is active participation on the part of the learners as opposed to passive learning, listening to lectures and demonstrations. Thus, Multimedia Presentation can be an important feature of self-learning.

The increase in the electronic has created interest in the process of Education. Multimedia presentation evokes academic upliftment and progress. It provides self-autonomy in the studying process. It includes video and audio interactions with the students to regulate their learning strategies. It develops self-paced learning. Group setting diminishes and inhibits individual perceptions. Multimedia has succeeded in psychomotor development and strengthening of visual processing of the intended users in multi-disciplinary multimedia educational programmes where DVDs were also used as multimedia technology.

Figure 1 Multimedia Educational Programmes

Long term memory is stimulated and integrated the studying patterns into verbal model and pictorial model. So, Multimedia Presentation plays a vital role in the role of education process.

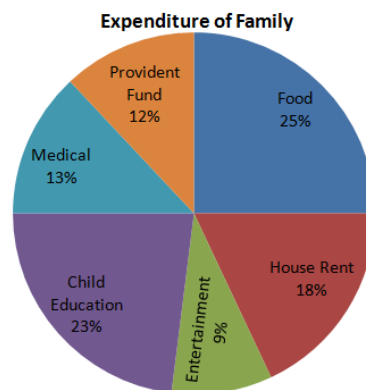Image 1: The cognitive theory of multimedia learning
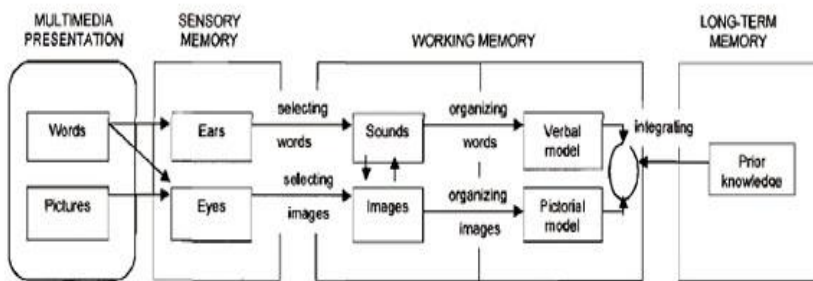
Source: Mayer, 2001:44.

Undoubtedly, the conventional approach of the teaching-learning system has proven to be helpful. However, with the introduction and usage of Multi-Media Presentations, the restructured engineering educational system has been made more interesting, creative, and impressive.

The use of multimedia significantly expands and diversifies foreign language learning, provides access to a variety of authentic materials, strengthens students' motivation to learning in general providing the opportunity to learn foreign language individually. Multimedia tools provide flexibility and integration of different types of multimedia teaching information. Students become the subjects of social communication with a teacher in the training process where network technologies are used which promotes the development of their independence and creative approach in the training activity. An integrated approach to solve basic tasks which combines a set of multimedia technologies with high didactic potential, computer learning of foreign languages and methods of intensive learning of foreign language should be considered as perspective direction in the system of intensive learning of foreign language. The systematic use of the computer on practical classes, presentation systems in particular, leads to the improvement of the quality of the visual aids application; increases productivity; establishes interdisciplinary links. There is an

opportunity to organize project activity for students to create training programmes under the guidance of a teacher. The teacher who makes the presentation has to pay great attention to the logic of the presentation of teaching material which has a positive effect on the level of knowledge of students.

Conclusion

Gamification tool is consistently powerful tool to enhance the knowledge criteria of the students. Even MCQ's with questions and answers enhance the proficiency of the student and Students will receive their score in the display board. It enhances the competitive spirit in the healthy way. Study the chart and answer the questions: The pie chart given here represents the domestic expenditure of a family in percent. Study the chart and answer the following questions if the total monthly income of the family is Rs**. 33,650**

Expenditure of Family

Provident Fund 12%

Food 25%

Medical 13%

Child Education 23%

Entertainment 9%

House Rent 18%

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