

Leveraging Active and Inclusive Learning in Marketing through Gamified Activities

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Abstract

Gamification or the use of game design elements in the non-game contexts has been studied in various contexts and it was found to be a powerful tool in teaching and learning by engaging students, fostering active learning, and reinforcing key concepts in a fun, knowledgeable and interactive way. Whereas inclusive learning strives to accommodate the diverse needs, different backgrounds and various abilities of all learners to have a learning experience that removes barriers, respects diversity, and enables participation. Building upon previous research in gamification in higher education and inclusive learning, this study explores the pedagogical value of gamification to enhance student's active and inclusive learning in Marketing studies at the college level. This study aims to answer the following two research questions: How do students experience active and inclusive learning with gamification in Marketing studies? To what extent does teaching with gamification affect student learning in Marketing? A mixed-methods approach with exploratory sequential design will be used to collect the data from both undergraduate and graduate level from the School of Management at Ritsumeikan Asia Pacific University to investigate the student learning in terms of academic effectiveness, perceived enjoyment, learning engagement, learning motivation, inclusion, and skills enhancement. The findings will extend current knowledge of gamification and its application in the field of business studies. Additionally, they will provide insights to marketing educators on the studied variables, considering the impact and effectiveness of gamification at all college levels in promoting active and inclusive teaching and learning in marketing.

Keywords: Gamification; active learning; inclusive learning; learning with technology; higher education