

Videogames in Real Life as a Form of Learning

Darja Pipuš

OŠ Gustava Šiliha Laporje, Slovenia

ABSTRACT

This paper explores the innovative use of gamified real-life activities as a tool for enhancing learning, fostering emotional development, and reducing stress, all while improving student motivation. By integrating game design principles into hands-on activities, gamification creates an engaging and interactive approach to education, encouraging students to think critically, work collaboratively, and develop emotional intelligence.

Drawing on recent studies and insights from the *Digital Me Erasmus+ project*, this paper examines the benefits and challenges of gamification in educational settings. The project involved over 100 students aged 13–15 from Slovenia, Germany, and Spain, who collaborated to create and play real-life adaptations of video games. Students used their familiarity with digital gaming concepts to design creative, team-based activities, discovering that learning can be fun, interactive, and physically engaging. These activities not only reduced digital stress by shifting focus away from screens but also promoted teamwork, problem-solving, and communication.

Furthermore, the paper discusses the potential of gamification to address critical educational needs in today's digital age. By providing a balance between digital engagement and outdoor, hands-on learning, gamified activities support emotional regulation, encourage physical activity, and foster interpersonal connections. The findings from the project suggest that educators can leverage gamification to build a more holistic learning environment that enhances academic, emotional, and social outcomes for students.

Keywords: digital stress; emotional intelligence; gamification; learning; outdoor learning; videogames