

Researchers' and Students' Opinions on the Implementation of User Type-Based Gamified Lesson Plans

Kullanıcı Tiplerine Dayalı Oyunlaştırılmış Ders Planlarının Uygulanmasına İlişkin Araştırmacı ve Öğrenci Görüşleri*

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ABSTRACT

Gamification is increasingly used to enhance student participation in education, with research indicating that its effectiveness depends largely on instructional design and sensitivity to individual learner characteristics. Accordingly, this study examines the implementation process of gamified lesson plans designed according to user types in Turkish language courses, focusing on students' experiences and process-based reflections. A qualitative case study design was employed with 60 sixth-grade students selected through purposive sampling. The eight-week implementation was conducted in Turkish lessons. Data were collected via semi-structured student interviews and a researcher's journal. User types were identified using the "Player Types Scale for Gamification" adapted into Turkish by Akgün and Topal (2018). Data were analyzed through content analysis with reliability supported by expert review. The findings indicate that students evaluated the gamified lesson plans positively, describing the activities as enjoyable and engaging. Student opinions revealed increased participation, satisfaction, and collaboration. The researcher's diary showed a gradual improvement in classroom participation following revisions based on student feedback. Overall, the study suggests that gamified lesson plans designed according to user types can enhance student participation in Turkish lessons and support enjoyable learning experiences, highlighting the importance of flexible, student-centered gamification designs sensitive to individual differences and classroom dynamics.

Keywords: Gamification, gamified design, user types, Turkish lesson, student engagement.

ÖZ

Oyunlaştırma, eğitimde öğrenci katılımını artırmak için giderek daha fazla kullanılmaktadır ve araştırmalar, oyunlaştırmanın etkinliğinin büyük ölçüde öğretim tasarımına ve bireysel öğrenci özelliklerine duyarlılığa bağlı olduğunu göstermektedir. Bu çalışma, Türkçe derslerinde kullanıcı tiplerine göre tasarlanmış oyunlaştırılmış ders planlarının uygulama sürecini, öğrencilerin deneyimlerine ve süreç temelli yansımalarına odaklanarak incelemektedir. Amaçlı örnekleme yöntemiyle seçilen 60 altıncı sınıf öğrencisiyle nitel bir vaka çalışması tasarımı kullanılmıştır. Sekiz haftalık uygulama Türkçe derslerinde gerçekleştirilmiştir. Veriler, yarı yapılandırılmış öğrenci görüşmeleri ve araştırmacı günlüğü aracılığıyla

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toplanmıştır. Oyuncu tipleri, Akgün ve Topal (2018) tarafından Türkçeye uyarlanan “Oyunlaştırma için Kullanıcı Tipleri Ölçeği” kullanılarak belirlenmiş, veriler uzman incelemesiyle desteklenen güvenilirlik ile içerik analizi yoluyla analiz edilmiştir. Bulgular, öğrencilerin oyunlaştırılmış ders planlarını olumlu değerlendirdiğini ve etkinlikleri eğlenceli ve ilgi çekici olarak tanımladığını göstermektedir. Öğrenci görüşleri, katılımda, memnuniyette ve iş birliğinde artış olduğunu ortaya koymuştur. Araştırmacı günlüğü, öğrenci geri bildirimlerine dayalı düzeltmelerin ardından sınıf içi katılımda kademeli bir iyileşme olduğunu göstermiştir. Genel olarak, çalışma, kullanıcı tiplerine göre tasarlanmış oyunlaştırılmış ders planlarının Türkçe derslerinde öğrenci katılımını artırabileceğini ve keyifli öğrenme deneyimlerini destekleyebileceğini, bireysel farklılıklara ve sınıf ortamına duyarlı, esnek, öğrenci merkezli oyunlaştırma tasarımlarının önemini vurgulamaktadır.

Anahtar Kelimeler: Oyunlaştırma, oyunlaştırılmış tasarım, oyuncu tipleri, Türkçe dersi, öğrenci katılımı.

INTRODUCTION

In contemporary instructional processes, any factor capable of supporting meaningful learning experiences and facilitating students’ engagement with instructional activities must be systematically integrated into educational frameworks. Gamification, commonly defined as the use of game elements in non-game contexts, has demonstrated empirically supported potential across various organizational and social domains. Initially applied in professional and corporate environments, gamification has gradually been adapted to educational settings, where it has been associated with increased learner motivation and participation. In this context, gamification has been considered particularly compatible with the learning characteristics of the generation often described as “digital natives” (Kondakov & Kiseleva, 2019; Prensky, 2001), who are accustomed to interactive, technology-rich environments.

The effectiveness of gamification is closely related to the theoretical frameworks upon which it is constructed. Previous research has associated gamification with a range of learning and motivation theories, including intrinsic motivation, self-regulation, social learning, and engagement-oriented instructional design (Kapp, 2012). When learning environments are designed in accordance with these perspectives and take into account learners’ individual and psycho-developmental characteristics, gamification has the potential to support meaningful engagement rather than merely provide external incentives (Mubarrat vd., 2026). However, examining whether and how learners experience such theoretically grounded designs requires a process-oriented, interpretive research approach.

In educational contexts, discussions surrounding play and games have focused on distinctions related to structure, purpose, and learning outcomes. While play is generally associated with open-ended and enjoyment-oriented activities, games are characterized by defined rules, goals, and feedback mechanisms. This distinction forms the basis of game-based learning, where structured game elements are purposefully integrated into instructional designs (Kapp, 2012; Samur & Cömert, 2022). Educational games typically incorporate dynamics such as challenge and progression, mechanics such as feedback and rewards, and components such as points and levels to support learning objectives.

Distinguishing between gamification and playing games is crucial for understanding student participation in gamified teaching processes. In classroom settings, gamification affects not only academic achievement but also how students experience learning activities and engage in instructional interactions. Therefore, examining gamification from a qualitative perspective can provide a deeper insight into students' experiences in gamified learning environments. In educational settings, the effectiveness of gamification largely depends on the design framework that guides the selection and integration of game elements. Among the various models proposed in the literature, Werbach and Hunter's (2012) D6 Gamification Design Model is the most widely adopted model in educational research (Şenocak & Bozkurt, 2020). The D6 model conceptualizes gamification as a structured design process that harmonizes instructional

objectives, student behaviors, and motivational strategies. In this study, the D6 model was used as an application framework for the design of gamified Turkish lessons, providing a systematic yet flexible structure adaptable to student characteristics and classroom conditions.

While a coherent design framework is essential in gamification, sustained engagement also requires attention to individual differences in students' motivational orientations. Research consistently shows that learners respond differently to gamification elements based on their motivational preferences. In this regard, Marczewski's Hexad User Types Framework (2015) provides a gamification-specific classification grounded in intrinsic and extrinsic motivation theories. The model defines six user types with distinct engagement patterns and conceptualizes them as dynamic tendencies shaped by contextual factors. In the present study, the Hexad framework was employed as an analytic lens to interpret students' engagement in gamified Turkish lessons.

The gamification method, when carefully designed with attention to individual differences (Fiş-Erümit, 2016; Hanus & Fox, 2015; Hong & Masood, 2014; Jaramillo-Mediavilla vd. 2024) and when fostering students' voluntary and active participation in the course (Malta, 2010; Şahin, 2016), enables learners to experience game-based environments and become more willing to acquire the targeted behaviors. As a result, students' interest and motivation toward the lesson increase (Ambikapathy et al., 2024; Hamari, 2017; Kapp, 2012; Kirriemuir & McFarlane, 2004; Lee & Hammer, 2011; Linderoth et al., 2002; Sappaile vd., 2025). A considerable number of studies conducted with students have further demonstrated that the carefully selecting of gamification elements in accordance with instructional needs positively influences learners' attitudes toward the subject and their motivation.

According to studies in the field, gamification applications have been found to have positive effects on student motivation, participation, and academic performance, particularly in language teaching (Alimovna et al., 2026; Almufarreh, 2026; Nandhu & Maheswari, 2026). Systematic literature reviews have revealed that gamification increases student autonomy, vocabulary acquisition, and classroom participation in young learners' language learning; and that game elements support intrinsic motivation and self-regulation skills beyond merely providing external rewards (Hamuddin vd., 2024; Nurhayati & Fathurrohman, 2025; Zambrano et al., 2025). Table 1 presents the findings of prior research in the field, specifically those related to language education and Turkish lesson instruction:

Table 1

An Overview of Previous Studies on Gamification in Mother Tongue Education and Turkish Lesson Contexts

Topic and Sample	Research	Findings
Gamification studies in Turkish education (middle school)	(Akçay & Şahin, 2012; Aşcı, 2019; Cığerci & Gültekin, 2017; Cin-Şeker, 2020; Çayır, 2021; Çetin, 2018; Genç-Ersoy, 2017; Genç-Ersoy & Ersoy, 2021; Karakuş-Tayşi, 2019; Kayan & Aydın, 2020; Keskin, 2021; Kurudayıoğlu & Bal, 2014; Mete & Batıbay, 2019; Özerbaş & Öztürk, 2017; Özipek, 2019; Soylu, 2020; Şahin, 2019; Yüksel & Canlı, 2019)	A review of the literature indicates that studies integrating Web 2.0 tools and gamification in Turkish education report increased student achievement and motivation, alongside positive changes in attitudes.
Gamification-based studies on language teaching at the primary-elementary school level	(Berns et al., 2013; Buranova & Quchqorova, 2026; Dehghanzadeh, 2021; Duisenova et al., 2026; Fortunato & Cruz, 2018; Jayanti et al., 2026; Kıyanççek & Uzun, 2022; Khoirunnisa & Farah, 2025; Li et al., 2018; Li & Chu 2021; Mohammed et al., 2024; Nasution et al., 2026; Noviarini et al., 2026; Qiao et al., 2023; Oliva-Maza,	Findings suggest that gamification enhances both intrinsic and extrinsic motivation, supports the development of language skills, and promotes collaborative, enjoyable learning experiences.

	2021; Rachels & Rockinson-Szapkiw, 2018; Ratsamee et al., 2026; Sauerland et al., 2015; Zarzycka-Piskorz, 2015; Zhang & Yu, 2022)	
Gamification studies based on personalised approaches and the Hexad model	(Alsofyani, 2023; Andrias, 2019; Beça et al., 2020; Chen et al., 2020; Ding et al., 2017; Ferro et al., 2013; Fortuna et al., 2023; Hong & Masood, 2014; Ibáñez et al., 2014; Kuo & Chuang, 2016; Leaning, 2015; Lopez & Tucker, 2019; Nousiainen et al., 2020; Orji et al., 2018; Poondej & Lerdpornkulrat, 2016; Rodríguez et al., 2021; Taspinar et al., 2017; Rojas-Lopez et al., 2019; Santos et al., 2020; Taşkın & Çakmak, 2023)	The findings underline that effective gamification design requires attention not only to game elements but also to user types and motivational styles. Several studies emphasize the importance of integrating frameworks such as the Hexad user types into gamified environments.

In line with learner-centered educational approaches and The Türkiye Century Maarif Model Curriculum Common Text (Millî Eğitim Bakanlığı [MEB], 2024), gamification should be treated as a design-oriented instructional practice rather than a mere collection of game elements. Previous research emphasizes that gamification is most effective when its elements are systematically structured and aligned with learners' motivational orientations and user types (Bennani et al., 2022; Hanus & Fox, 2015; Kapp, 2012; Mekler et al., 2017; Panjaitan et al., 2026; Qasim vd., 2024; Santos, 2025). Accordingly, this study seeks to address an identified gap by providing process-oriented insights into the implementation of gamified Turkish lesson plans designed according to user types, drawing on student views and the researcher's reflective diary. Within this scope, the study addresses the following research questions:

- What are the views of sixth-grade students regarding the activities implemented through gamified lesson plans designed according to user types?
- How does the gamification process unfold based on the data obtained from the researcher's reflective diary?

METHOD

This study was designed within a qualitative research framework. A case study design (Yin, 2003) was adopted, as it enables an in-depth investigation of a phenomenon within its real-life context by drawing on multiple sources of evidence. Case studies are widely employed in educational research because they allow a holistic examination of a problem or situation in its natural setting (Gall et al., 2003; McMillan & Schumacher, 2014; Punch, 2014). In this research, lesson plans structured user type were implemented, and students' perspectives on both the lesson plans and the implementation process were collected through a semi-structured interview. Additionally, a researcher's diary was used to document critical observations and noteworthy aspects of the process.

2.1. Study Group

The sample represents a subset of the population from which data were obtained. Sampling in qualitative research aims to ensure information-rich cases rather than statistical generalizability (Creswell, 2011). For this study, purposive sampling was employed. Purposive sampling involves selecting participants who meet predefined criteria, thereby allowing for a detailed investigation of cases aligned with the research objectives (Büyüköztürk et al., 2013, p. 92). The criteria for selecting the study group were as follows:

- Students not included in central placement examinations,
- A class group with adequate mastery of grammar-related learning outcomes.

The rationale for these criteria was to ensure that students had acquired the outcomes necessary to address the topics through gamified lesson plans. The study group consisted of 30 male and 30 female sixth-grade students attending a public middle school, for a total of 60 students. There is no universally fixed number of participants for qualitative research. According to Creswell (2011), sampling for case studies can be determined by reviewing studies conducted with similar designs. This research was conducted with 60 sixth-grade students, and the researcher maintained a reflective diary throughout the implementation.

2.2. Data Collection Tools

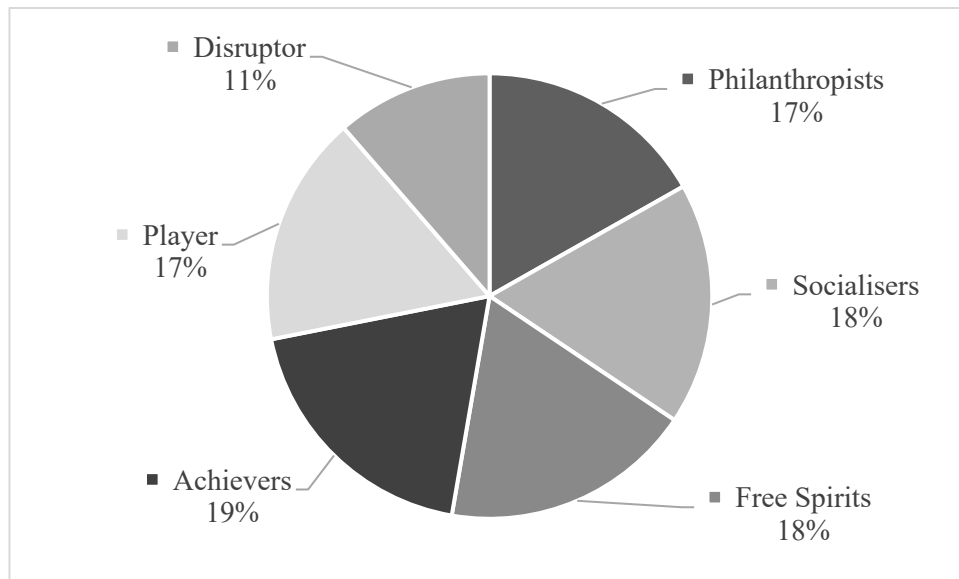
The “User Types Scale for Gamification,” adapted into Turkish by Akgün and Topal (2018), was employed in this study with prior permission obtained for its use. The qualitative data collection tools included the researcher’s diary and a semi-structured interview form for students.

2.2.1. User Types Scale

To identify students’ user types, the study employed the Gamification User Types Hexad Framework, originally proposed by Marczewski (2015) and later validated by Tondello et al. (2016). The scale was adapted into Turkish by Akgün and Topal (2018) and consists of 22 items organized under six user types: Philanthropists, Socialisers, Free Spirits, Achievers, Disruptors, and Players. Responses are recorded on a seven-point Likert-type scale ranging from “Strongly disagree” to “Strongly agree.” The Turkish adaptation of the scale has been reported as valid and reliable, with an overall Cronbach’s alpha coefficient of .89 (Akgün & Topal, 2018). In the present study, the scale was used to identify students’ dominant user types in order to inform the design and implementation of the gamified lesson plans. The results from the scale were not used for statistical comparisons but served as a guiding tool for instructional design decisions and for organizing gamification elements throughout the implementation process. In this study, the distribution of user types among the sampled students, as measured by the scale, is presented in Figure 1:

Figure 1

Proportions According to the Gamification User Types Scale (Hexad)



According to Figure 1, the proportions of user types within the study group are relatively close to one another; however, “Achievers” emerged as the most frequently observed user type

(19%). Conversely, “Disruptors” constituted the least common user type (11%). Adjustments were made to the lesson plans based on students’ feedback. Figure 2 presents the gamification elements as they were operationalized and implemented within the scope of this study:

Figure 2

Gamification Elements Implemented in This Study According to User Types

Philanthropists
•Purposeful tasks in storytelling, cooperation.
Disruptor
•Increasing difficulty, challenge, struggle with the change of the story.
Free Spirits
•To be able to choose between tasks, unlocking, passing the stage, and the specified contents in the out-of-class clue finding activity.
Achievers
•Mission, leaderboard, challenge, certificate, level up in the ranked stages.
Players
•Rewards, points, ranks, badges, leaderboards, element of luck.
Socialisers
•Opportunity to distribute tasks within the group, group races, statuses.

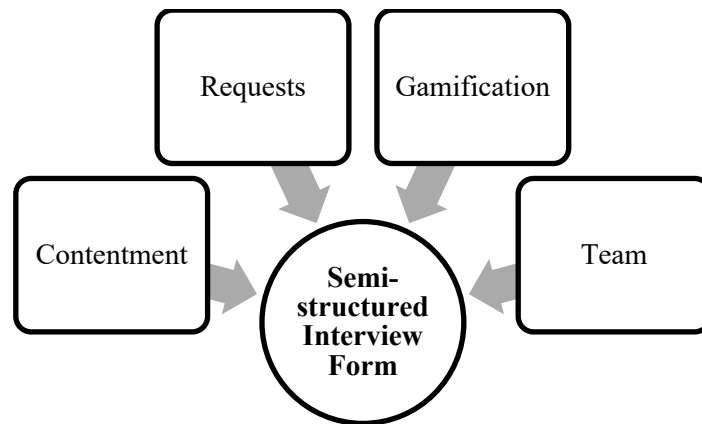
As shown in Figure 2, the game elements suggested in the literature (Marczewski, 2015; Tondello et al., 2016) for each user type were distributed throughout the gamification narrative, and efforts were made to include elements addressing each user type. Due to the relatively high proportions of “Achievers,” “Free Spirits,” and “Socialisers,” the design incorporated a greater emphasis on individualized tasks and extrinsic motivational rewards. Students whose user types were identified were also assigned specific responsibilities by the teacher. Teams were formed so that each group included at least one student from a different user type. The rationale for not assigning all user types to every group was to prevent dominant teams and unfair competition, as advised by classroom teachers. To avoid conditioning effects, students were not informed of their respective user type classifications.

2.2.2. Semi-Structured Interview Form

In parallel with the implementation process, students’ views were collected through a semi-structured interview form. Semi-structured interviews allow researchers to explore participants’ experiences in depth while maintaining flexibility in probing emerging issues (Harrell & Bradley, 2009; Merriam, 2009). In this study, the questions prepared for the semi-structured interview form were reviewed by two experts in Turkish education, two faculty members specializing in Turkish education, and one expert in educational sciences. After necessary additions and revisions were made based on their feedback, the form was finalized. Figure 3 presents the content of the questions included in the semi-structured interview form administered to the students:

Figure 3

Content of the Questions in the Semi-Structured Interview Form for Students



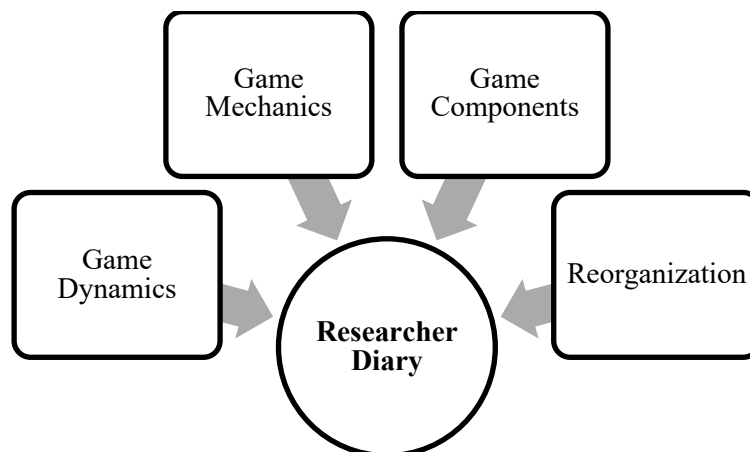
As illustrated in Figure 3, the interview form focused on students' perceptions of the gamified learning experience, their participation in group activities, and their overall evaluations of the instructional process. Following each implementation cycle, students' responses were examined and used to inform minor adjustments in subsequent lesson plans.

2.2.3. Researcher's Diary

In addition to student interviews, a researcher's diary was used as a complementary qualitative data source. Researcher diaries are commonly used in qualitative studies to document observations, reflections, and critical incidents that occur during the research process (Charmaz, 2006; Galili, 2014). Throughout the implementation, the researcher systematically recorded observations of game dynamics, mechanics, components, and instructional reorganization. The diary also included reflections on classroom interaction, student responses, and emerging challenges:

Figure 4

Content of the Questions in the Researcher's Journal



As presented in Figure 4, the diary entries were structured to capture both the pedagogical flow of the gamified lessons and the researcher's ongoing interpretive reflections. The diary's content and structure were reviewed by experts prior to use. Notes from the diary were later analyzed alongside student interview data to provide a holistic understanding of the implementation process.

2.3. Process

Following the literature review and identification of the research focus and study group, data collection instruments were selected, and the necessary permissions were obtained. Prior to the implementation, students' user profiles were identified using the Gamification User Types Hexad Scale. Gamified lesson plans were then developed based on these profiles, reviewed by field experts, and refined through a pilot study before the main implementation. The implementation lasted 8 weeks and was conducted within the scope of Turkish lesson, for 2 hours per week. Qualitative data were collected through weekly semi-structured student interviews and the researcher's reflective journal. Student feedback was reviewed on a weekly basis, and lesson plans were revised accordingly, allowing the implementation process to remain responsive and iterative.

Gamified lesson plans were designed in line with the D6 gamification model, integrating dynamics, mechanics, and components into a coherent weekly structure aligned with students' user types. Activities were implemented in the classroom and, when appropriate, supported through digital platforms. Students worked in stable groups, and instructions were provided verbally and in written form when necessary. Attendance and participation were encouraged through a point-based reward system displayed on a weekly leaderboard. The overall instructional process was guided by the ADDIE (Branch, 2009) instructional design model, which served as an overarching framework supporting systematic planning and ongoing refinement. Within this structure, ADDIE informed the instructional flow, the D6 model guided gamification design decisions, and user types were used to supported personalization. Table 2 presents an overview of the implementation process within the ADDIE framework.

Table 2

Research process according to the ADDIE Model

Phase	Process Description
Analysis	Identification of the research problem and determination of the qualitative research design. Selection of sixth-grade students as the study group. Identification of students' user types using the Hexad User Types Scale. Clarification of instructional goals and desired learning behaviors within Turkish lessons. Review of the curriculum outcomes and contextual constraints. Expert review of initial plans and revisions.
Design	Structuring the overall gamification framework by planning activity cycles, engagement strategies, and progression mechanisms. Design of weekly lesson plans aligned with curriculum outcomes and learner characteristics. Preparation of semi-structured interview forms and the researcher's diary as data collection tools. Review and refinement of the instructional design through expert feedback.
Development	Development of gamified lesson activities by integrating game dynamics, mechanics, and components in a coherent weekly storyline. Selection and adaptation of gamification tools and Web 2.0 applications in accordance with user types. Preparation of finalized lesson plans. Revisions based on expert feedback and results of the pilot implementation.
Implementation	Implementation of gamified lesson plans during Turkish lessons (2 hours per week over 8 weeks). Organization of students into collaborative groups. Delivery of instructions and facilitation of gamified activities. Continuous collection of qualitative data through student interviews and the researcher's diary. Weekly revisions of lesson plans based on student feedback and observed classroom dynamics.
Evaluation	Process-oriented evaluation of the implementation through analysis of student interview data and researcher reflections. Examination of student engagement, participation, and responses to gamified activities. Ongoing reflection on the instructional design and identification of emerging patterns, challenges, and points for improvement throughout the process.

Table 2 provides an overview of the research process organized according to the ADDIE model.

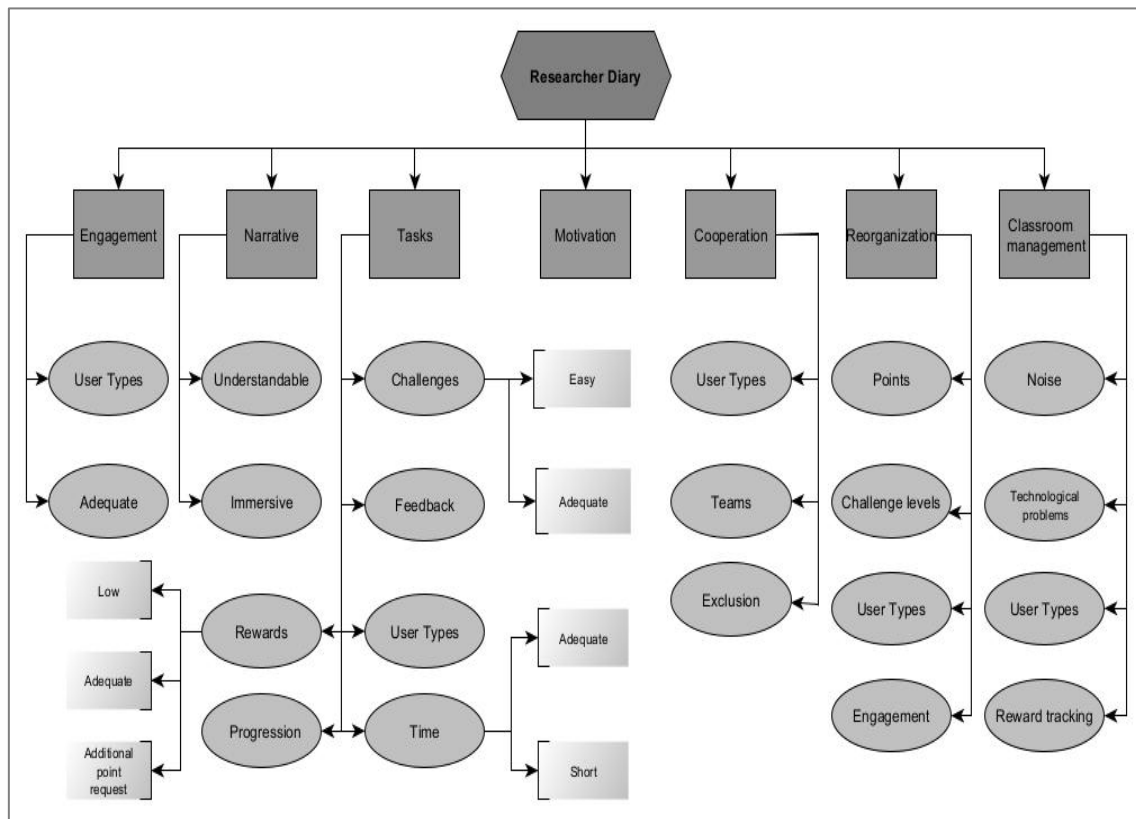
2.4. Data Analysis

For the analysis of the qualitative data in this study, content analysis was employed, as it enables the systematic organization and interpretation of qualitative data (Altunışık et al., 2017, p. 322). The analysis process focused on identifying themes and codes that reflect the implementation process of the gamified lesson plans designed according to user types.

Throughout the implementation process, the researcher recorded weekly observations related to classroom dynamics, instructional decisions, and student responses during the gamified activities. The diary entries were used to document the implementation process and to support the analysis by providing contextual information about the progression of the lessons. These records contributed to understanding how the gamified lesson plans functioned in practice and how the process evolved over time. Figure 5 presents the coding system derived from the researcher's diary, illustrating the analytic framework developed to examine the qualitative data. At this stage, the purpose was not to report findings, but to demonstrate how the data were conceptually structured prior to interpretation:

Figure 5

Coding System Derived from the Researcher's Diary



The coding process began with repeated readings of the researcher's diary to identify meaningful units related to instructional practices, student responses, and implementation-related experiences. Through an inductive approach, initial codes were generated and subsequently grouped into broader categories. These categories were then organized under overarching themes that represent key dimensions of the gamification process.

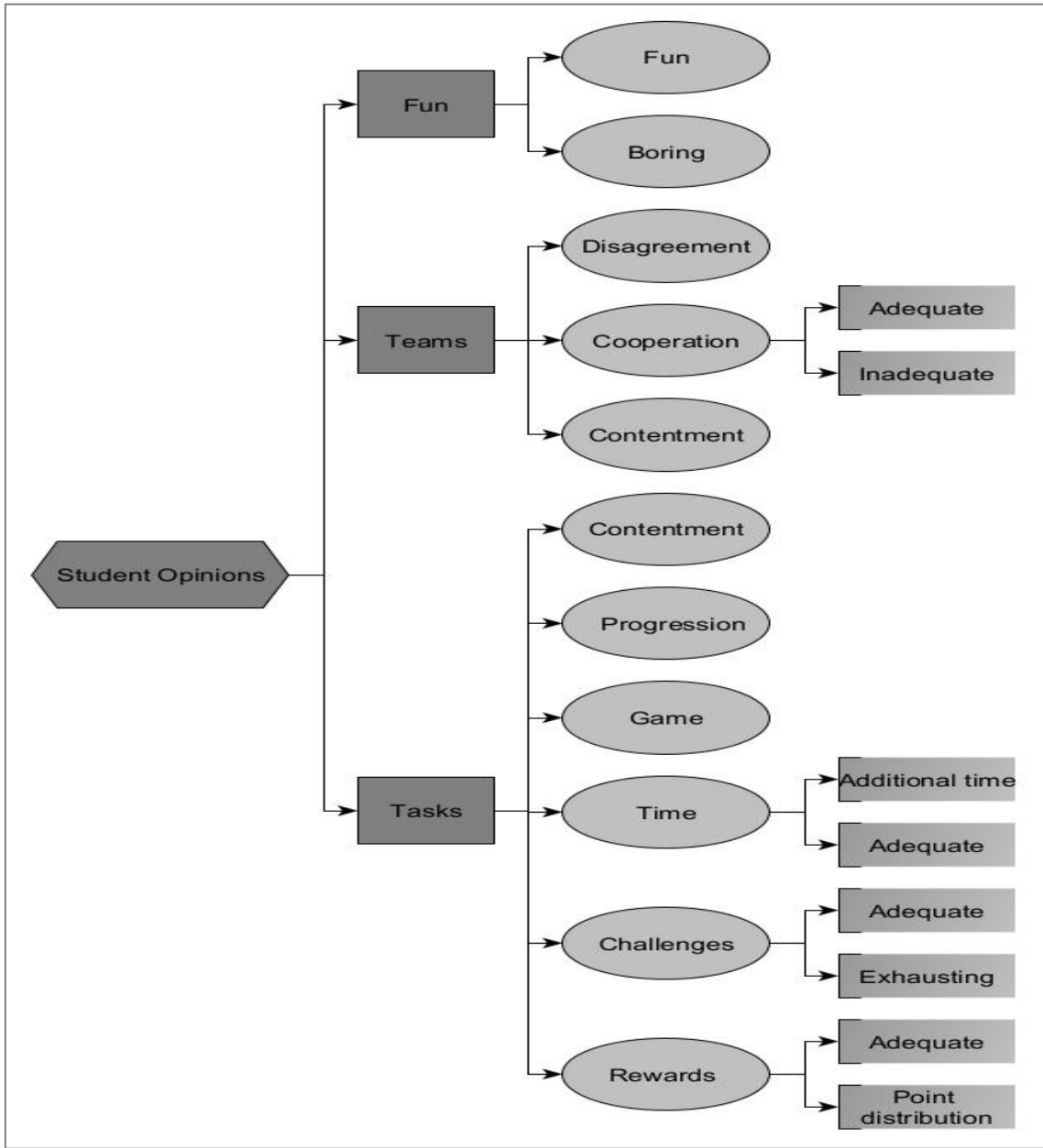
As shown in Figure 5, the coding system consists of themes such as engagement, narrative, tasks, motivation, cooperation, reorganization, and classroom management. Each theme includes sub-codes reflecting both facilitating aspects of the gamified lesson plans (e.g.,

alignment with user types, feedback mechanisms, rewards, teamwork) and challenges encountered during implementation (e.g., time constraints, noise, classroom management issues). This structure was intentionally designed to capture the process in a holistic and balanced manner. To enhance credibility, the coding structure was reviewed by two field experts, and revisions were made based on their feedback until consensus was reached.

The diary data were later supported with direct quotations, indicated with classroom and week references in the format (D1, 1). Figure 6 presents the coding system derived from the semi-structured interview responses collected from the students:

Figure 6

Coding System Derived from Student Responses to the Semi-Structured Interview Form



As shown in Figure 6, student responses were organized under four main themes: tasks, fun, participation, and teams. Each theme was further divided into codes and sub-codes

reflecting students' evaluations of the gamified lesson process, including perceptions of enjoyment, task difficulty, time management, cooperation, and rewards. Students' views were represented through direct quotations, accompanied by identifiers indicating the group, student number, and week in the format "(D1 [1st experimental group], 1 [student], 1 [week])." To avoid redundancy, repetitive responses were excluded from the analysis, and a total of 20 interview forms were included. Two field experts reviewed the coding structure. Inter-coder reliability was calculated using Miles and Huberman's (2015, p. 64) formula-Reliability = Agreement / (Agreement + Disagreement)-and yielded a coefficient of 0.90, indicating a high level of reliability.

2.5. Validity and Reliability

In qualitative research, validity and reliability are addressed through credibility, transferability, dependability, and confirmability (Denzin & Lincoln, 2008). In this study, several strategies were employed to enhance credibility, including prolonged engagement in the research field, the use of multiple data sources (student interviews and the researcher's diary), and expert review during the coding process. Transferability was supported by providing detailed descriptions of the research context, participants, and implementation process. Dependability and confirmability were strengthened through transparent documentation of data collection and analysis procedures, as well as through expert review of the coding structure. Inter-coder reliability calculations further contributed to the trustworthiness of the findings.

2.6. Ethical Issues

This study was approved by the Ethics Committee of the Faculty of Social and Humanities Sciences at Atatürk University (Decision No. 24, October 7, 2022). The research was conducted in accordance with the principles of scientific research and publication ethics. The authors declare that there are no conflicts of interest.

FINDINGS

3.1. Students' Opinions on Activities Conducted with the Gamified Lesson Plan Prepared According to User Types

The coding system of the semi-structured interview data collected from students following the implementation of gamified lesson plans is presented in Table 3:

Table 3

Coding System of Student Opinions

Coding System	<i>f</i>
Fun	27
<i>Fun</i>	25
<i>Boring</i>	2
Tasks	105
<i>Progression</i>	14
<i>Contentment</i>	25
<i>Game</i>	14
<i>Time</i>	
<u>Additional time</u>	4
<u>Adequate</u>	10
<i>Challenges</i>	

	<u>Adequate</u>	20
	<u>Exhausting</u>	2
<i>Rewards</i>		
	<u>Adequate</u>	12
	<u>Point distribution</u>	4
Teams		47
<i>Disagreement</i>		11
<i>Contentment</i>		21
<i>Cooperation</i>		
	<u>Adequate</u>	11
	<u>Inadequate</u>	4
TOTAL		179

According to Table 3, student opinions were examined under three main themes: entertainment, tasks, and teams. The themes, codes, and sub-codes comprise a total of 179 instances. The theme of entertainment was divided into two codes: “enjoyable” and “boring.” The frequency of the “enjoyable” code was 25, while that of “boring” was 2. Examples for the “enjoyable” code include: “It was enjoyable (D1,1,1)”; “It was enjoyable and fun (D2,5,2)”; “It was so much fun (D1,7,6).” For the “boring” code, student statements such as “It was boring (D1,4,1)” and “Since I was not chosen [to participate in the activity/answer the question], it was not enjoyable (D2,8,1)” were reported.

Within the tasks theme (f=105), the “stages” code had a frequency of 14. Students were asked whether they liked the stages of the game and whether they wanted additional ones. Responses included: “I liked them, no need for more (D1,3,1)”; “I liked them, they were sufficient (D2,9,3).” The “process” code had a frequency of 25, with students expressing satisfaction with the course activities: “Not at all [negative], on the contrary, it was great (D1,2,1)”; “I liked it very much (D2,4,6)”; “It was different (D1,10,4).” In the “game” code (f=14), students expressed the types of games they wished to see in class: “Competition (D1,2,1; D2,1,1...)”; “I would like riddles (D2,6,2)”; “Something like football (D2,7,2).”

The “time” code (f=14) was divided into two sub-codes: “sufficient” and “insufficient.” While 10 students found the time sufficient, 4 considered it insufficient. The “difficulty” code (f=22) consisted of “sufficient” (f=20) and “tiring” (f=2) sub-codes. Examples of sufficient difficulty included: “I think it was sufficient (D1,4,3; D2,2,2)”; “The level of difficulty was normal (D2,5,5).” Two students, however, stated that the tasks were tiring: “Yes (D2,4,5)”; “It was exhausting (D2,9,2).” Regarding rewards (f=16), most students found them sufficient (f=12), with responses such as “I liked them (D1,10,6)”; “They were sufficient (D2,8,3).” Some students, however, criticized “point distribution” (f=4), expressing views such as: “Those who know more should get more points (D2,3,1)”; “The points should have been higher (D1,6,2).”

In the teams theme, 47 student views were coded. The sub-codes were “conflict” (f=11), “satisfaction” (f=21), and “cooperation” (f=15). For the “conflict” code, students reported issues such as: “The leader is bad, I want to be in another group (D2,7,3)”; “Group members are being unfair (D1,6,1)”; “I am not satisfied (D2,5,3).” On the other hand, the “satisfaction” code included positive statements such as: “I am satisfied with my group (D1,2,1)”; “We are doing very well (D2,2,4).” The “cooperation” code was divided into “sufficient” (f=11) and “insufficient” (f=4). For instance, students in the sufficient category expressed: “I would have liked to take more responsibility, but it was fair (D1,5,2)”; “The distribution of tasks was good (D1,10,5)”; “Everyone had equal tasks (D2,8,4).” Those in the insufficient category stated: “It was not equal, yes [I wanted to take more responsibility] (D1,9,2).”

3.2. Findings from the Researcher's Diary

The researcher's diary was examined to determine whether the observations recorded during the implementation process were consistent with or divergent from the students' views. Under the main theme of the researcher's diary, the data were categorized into the following sub-themes: Adjustments, tasks, engagement, motivation, classroom management, and cooperation. Tables 4-9 present the codes and frequencies derived from the researcher's diary. Table 4 presents the codes and frequencies related to the "adjustments" category:

Table 4

Codes and Frequencies of the "Adjustments" Category in the Researcher's Diary

Coding System	Content	<i>f</i>
Reorganization		6
<i>Points</i>	"Individual points were awarded increasing according to effort (D1-2,1)."	2
<i>Engagement</i>	" All students were encouraged to participate in group activities; for instance, each student was asked to write a stanza for the poem, the previously excluded student was assigned a presentation, tasks such as spinning the wheel or keeping score records were distributed, and easier questions were directed to individuals in activities involving single responses (D1-2, 5).	1
<i>User types</i>	"For students identified as Free Spirits, it may be effective to emphasize that they cannot remain independent from the groups and that their scores influence one another. In group tasks, alternative options can be developed and personalized tasks can be assigned (D1,2)."	2
<i>Challenge levels</i>	"Additional variables were introduced to increase competition: the time allotted to answer the questions was reduced, and in consultation with the classroom teacher, the level of difficulty of the questions was increased (D1-2,4)."	1

According to Table 4, the adjustments reflected in the research process through the researcher's diary were coded as "extra points, participation, player types, points, and difficulty level." Within the "adjustments" category ($f=6$), it was observed that the most frequent adjustments ($f=2$) were made according to player types. Table 5 presents the codes and subcodes, along with their frequencies, for the "tasks" category of the researcher's diary.

Table 5

Codes and Subcodes with Frequencies Belonging to the "Tasks and Narrative" Category of the Researcher's Diary

Coding System	Content	<i>f</i>
Tasks		59
<i>Progression</i>	In response to the question "Were there any discontinuities in the game stages?", the answer was "No" (D1-2,1-2-3-4-5-6).	7
<i>Feedback</i>	"The time was extended. Students' opinions about the lesson were also obtained verbally." (D1-2,1) "No problems were encountered in providing feedback." (D1-2,1-2-3-4-5-6).	6
<i>User types</i>	"Achievement-oriented students are in the majority. Extrinsic motivational rewards should be further increased." (D1,1) "Additional options should be provided for free-spirited types." (D1-2,2) "For those who enjoy pushing boundaries and rules, individual tasks should be increased." (D2,2)	3
<i>Time</i>		6
<u>Short</u>	"It ended early, and during this time students' opinions were also	2

		gathered verbally. Having the opportunity to converse about the process was beneficial for the planning of subsequent weeks. Additional stages could be incorporated into the tasks (D1-2,1).”, “...the students do not want the tasks to end; they find them too short. Due to the limitation of lesson time, however, it has to proceed in this way (D1-2,2).”	
	<u>Adequate</u>	“One class hour was sufficient (D1-2, 3-4-5-6).”	4
<i>Challenges</i>			8
	<u>Adequate</u>	“No dissatisfaction was experienced regarding the level of difficulty (D1-1,2-3-4-5-6).”	5
	<u>Easy</u>	“Students did not report experiencing difficulty and perceived the tasks as easy (D1-2,1). It was noted that the level of difficulty and challenge needs to be increased (D1,2).”	3
<i>Rewards</i>			9
	<u>Additional points request</u>	“Students who perceived themselves as exerting greater effort requested additional points (D1-2,2).”	1
	<u>Adequate</u>	“The difficulty level of the competition questions, the point distribution, and the rewards were highly appreciated (D1-2,6).” “Since the problem of the previous week was resolved, no issues were encountered. Satisfaction was achieved (D1-2,2).”	6
	<u>Low</u>	“There were students who considered it unfair and stated that those who knew the answers should receive higher scores. They wanted the level of competition to increase. I attribute this to the large number of students with an achievement-oriented player type. The two experimental group classes gave very similar reactions (D1-2).”	2
Narrative			12
	<i>Understandable</i>	In response to the question regarding whether the stages of the story were consistent with the overall coherence of the narrative and whether students experienced confusion, it was reported that students expressed satisfaction and did not encounter any confusion (D1-2,1-2-3-4-5-6).	6
	<i>Immersive</i>	In response to the question of whether the students found the story engaging and were drawn into the plot, it was affirmed positively (D1-2,1-2-3-4-5-6).	6

As shown in Table 5, the data under the category of *Tasks* (f=59) were coded as Progression, Feedback, User Types, Time, Challenges, Rewards, and Narrative. The frequency of the Progression code was 7, while Feedback had a frequency of 6, and User Types had a frequency of 3. The Time code had a total frequency of 6, including the sub-codes Short (f=2) and *Adequate* (f=4). The Challenges code had a total frequency of 8, with the sub-codes *Adequate* (f=5) and *Easy* (f=3). The Rewards code (f=9) consisted of the sub-codes Additional points request (f=1), *Adequate* (f=6), and *Low* (f=2). Within the Narrative code, the sub-codes *Understandable* (f=6) and *Immersive* (f=6) brought the total to 12. It was observed that the majority of the data in the Tasks theme was concentrated under the Narrative code. Table 6 presents the coding system for the Participation category derived from the researcher’s journal. Table 6 presents the coding system of the Participation category in the researcher’s journal:

Table 6

Coding System of the “Engagement” Category in the Researcher’s Journal

Coding system	Content	f
Engagement	Were any students unwilling to participate in the activity? What could be their reasons?	6
<i>Adequate</i>	“No. (D1-2,1-2-3-4-5-6).”	5
<i>User types</i>	“The student, who was known to be the free-spirited type, thought that he	1

would do better on his own and that the group was pulling him down. He said that he would be better alone and that he did not feel that he belonged to the group. He did not want to be in any group (D2,2).”

As shown in Table 6, within the Engagement category, the codes “Adequate” (f=5) and “User types” (f=1) yielded a total frequency of 6. Based on the research data, it can be concluded that the students demonstrated adequate engagement. Table 7 presents the findings related to the Motivation category:Table

Table 7

Coding System of the Researcher’s Diary in the “Motivation” Category

Coding System	Content	f
Motivation	“The students were excited because they would experience a different activity, and their motivation remained high throughout the lesson (D1-2,1).”; “Motivation remained high throughout the lesson (D1-2,2,4,5).”; “This week, with the progression of the narrative, motivation and curiosity further increased, and the students became fully engaged with the story (D1-2,3).”; “Motivation remained high throughout the lesson. During the final competition between groups, motivation increased even more. The fact that it was the last implementation lowered their morale (D1-2,6).”	12

As shown in Table 7, the motivation category was addressed as a whole and was not divided into separate codes. The total frequency of the category is 12. Table 8 presents the coding information for the “classroom management” category of the researcher’s diary:

Table 8

Coding System of the “Classroom Management” Category in the Researcher’s Diary

Coding System	Content	f
Classroom Management		5
Noise	“They are used to extrinsic motivators and a punishment system for classroom management. They expect to be threatened to control classroom noise (D1-2,2).”; “Classroom management can become difficult (D2,4).”	2
User types	“Students were upset that the week’s task ended early. There were many ambitious and competitive students; there were some who were unfair to get ahead of their friends (D1-2,1).”	1
Technological problems	“Some applications were not supported by the smart board, I opened them from my personal computer (D1-2,3).”	1
Reward tracking	“Student assignments are necessary to record the rewards. It can be difficult to follow up (D1-2,2).”	1

As seen in Table 8, the “classroom management” category has a total frequency of 5, with the codes “noise (f=2),” “user types (f=1),” “technological problems (f=1),” and “reward tracking (f=1).” Table 9 presents the coding system of the “engagement” category in the researcher diary:

Table 9

Coding System of the “Cooperation” Category in the Researcher’s Diary

Coding system	Content	f
Cooperation	“Were there factors that made it difficult to cooperate? What could be the reason?”	7
Exclusion	“Some students were excluded by the group because of their low achievement level” (D2,5).	3

<i>User types</i>	“Students known to be free-spirited experienced dissatisfaction in group tasks (D2,2-3).”	2
<i>Teams</i>	“Although there were dissatisfactions when the teams were formed, they adapted (D1-2,1).”	2
TOTAL		89

According to Table 9, the “cooperation” category ($f=7$) was divided into three codes: “exclusion”, “user types”, and “teams”. The frequency of the “exclusion” code was 3, while the frequencies of the “user types” and “teams” codes were 2 each. Based on the data from the researcher’s diary ($f=89$), the highest number of codings was conducted within the “Tasks” sub-theme ($f=59$).

DISCUSSION AND CONCLUSIONS

This study examined sixth-grade students’ opinions on Turkish lessons conducted through gamified lesson plans designed according to player types, together with process data derived from the researcher’s diary. The qualitative findings indicate that students’ satisfaction and engagement increased progressively throughout the implementation. Revisions made to the lesson plans based on student feedback and observations from the researcher’s diary appear to have contributed to maintaining student interest and participation across weeks.

Student opinions revealed that adjustments such as increasing points in proportion to individual effort and revising activities in line with player types were perceived positively. The consistency observed between student feedback and the researcher’s diary suggests that iterative revisions contributed to the continuity of the gamification process. These findings are in line with studies emphasizing that gamified lesson designs should remain flexible and responsive to learner’s characteristics (Aşcı, 2019; Çayır, 2021).

Previous research conducted in Turkish education has similarly reported that classroom-based gamification supports peer interaction, group work, and in-class communication (Çayır, 2021). Studies focusing on language teaching and grammar instruction at the primary and middle school levels have also shown that gamification practices increase students’ achievement, engagement, and satisfaction when implemented through structured designs (Fatimah et al., 2026; Sunarmi, 2022; Ati et al., 2018; Koç, 2022). A shared characteristic of these studies is the emphasis on carefully planned and pedagogically grounded gamified environments.

Research comparing digital and non-digital gamification further supports the present findings. Qiao et al. (2023) reported that both approaches were effective in enhancing achievement and engagement, although non-digital gamification yielded higher satisfaction levels. This finding aligns with the present study, in which gamification activities were implemented in a classroom setting without a software-based system, yet still produced positive outcomes in terms of engagement and cooperation. A study conducted by Cantos Villao and Inzhivotkina (2026) also demonstrates that gamification is an effective strategy for increasing students’ learning motivation and participation in online English teaching, particularly in rural areas. The research findings reveal that gamified activities improve students’ vocabulary and basic language skills and make the learning process more interactive. Similar language teaching studies in the literature have also identified the positive effect of gamification on the development of students’ language skills and increased motivation, emphasising the importance of a flexible learning design sensitive to pedagogical theories. (Duisenova et al., 2025; Fatimah et al., 2026; Jayanti et al., 2024; Mohammed et al., 2024; Nandhu & Maheswari, 2026).

The findings also correspond with research on personalized gamification. Studies grounded in the Hexad user types model have consistently indicated that learner characteristics

and motivational orientations should inform the distribution of game elements (Borotić & Jaguš, 2022; Hallifax et al., 2020; Ibisu, 2024; Jiménez-Valverde, 2025; Puig et al., 2023; Santos, 2025; Sipone vd., 2025; Ünal & Akyüz, 2025). In the present study, student profiles revealed a predominance of Achievers, Free Spirits, and Philanthropists, which may explain students' interest in competition, progression, and effort-based rewards. Similar results have been reported in both secondary and higher education contexts, underscoring the relevance of user type-informed gamification designs (Ding & Kim, 2017; Nousiainen et al., 2020; Taşkın & Çakmak, 2023). Overall, the findings support the view that gamification designs that account for player types, motivational styles, and classroom dynamics can foster engagement and cooperation even in non-digital learning environments.

The findings of this qualitative study indicate that gamified lesson plans designed according to player types can contribute positively to students' engagement, satisfaction, and classroom participation in Turkish lessons. The results suggest that the effectiveness of gamification is closely related to how game elements are distributed and adapted in response to learner characteristics and ongoing classroom observations.

Although the lesson plans were initially prepared for the class as a whole, revisions based on student feedback and researcher's observations allowed the process to remain flexible and responsive. This iterative approach appears to have supported sustained engagement throughout the implementation period. The study demonstrates that meaningful gamification does not necessarily require digital platforms; rather, its effectiveness depends on pedagogically grounded design and sensitivity to individual differences.

Based on these results, efforts to identify and classify student characteristics using software environments or artificial intelligence should be increased (Arslan et al., 2023; Bulut & Ulusoy, 2026; Mubarrat et al., 2026; Nguyen-Viet & Doan, 2026). It may be advisable to develop software that will facilitate teachers' work and continuously identify player/user types during the process. It may also be advisable to design activities not only according to user/player types but also according to intelligence types and learning styles. Future research may further explore player-type-based gamification across different grade levels, subject areas, and instructional contexts. Longitudinal studies examining the durability of engagement and learning outcomes in similar designs would also contribute to the field. From a practical perspective, the findings highlight the importance of designing gamification activities that are adaptable, learner-informed, and aligned with instructional goals in mother tongue education.

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GENİŞLETİLMİŞ ÖZET

Giriş

Son yıllarda eğitim ortamlarında öğrencilerin derse katılımını artırmaya yönelik öğrenci merkezli yaklaşımlar ön plana çıkmıştır. Bu yaklaşımlardan biri olan oyunlaştırma, oyun öğelerinin oyun dışı bağlamlarda kullanılması yoluyla öğrenme sürecini daha etkileşimli ve motive edici hâle getirmeyi amaçlamaktadır. Başlangıçta kurumsal ve profesyonel alanlarda kullanılan oyunlaştırma, zamanla eğitim bağlamına uyarlanmış ve öğrencilerin motivasyonu, katılımı ve öğrenme deneyimleri üzerindeki etkileriyle ele alınmıştır. Özellikle teknolojiyle iç içe büyüyen ve “dijital yerliler” olarak tanımlanan öğrenci profilleri için etkileşim, geri bildirim ve ilerleme gibi unsurların öğrenme süreçlerinde önemli bir rol oynadığı belirtilmektedir (Kondakov & Kiseleva, 2019; Prensky, 2001).

Oyunlaştırmanın eğitsel etkililiği, büyük ölçüde dayandığı kuramsal çerçevelerle ilişkilidir. Önceki çalışmalar, oyunlaştırmanın içsel motivasyon, öz düzenleme, sosyal öğrenme ve akış kuramı gibi farklı öğrenme ve motivasyon yaklaşımlarıyla ilişkilendirilebileceğini göstermektedir (Kapp, 2012). Bununla birlikte, oyunlaştırılmış öğrenme ortamlarının yalnızca sonuç değişkenleri üzerinden değerlendirilmesi, bu tasarımların sınıf içinde nasıl deneyimlendiğine ilişkin sınırlı bilgi sunmaktadır. Bu nedenle, öğrencilerin oyunlaştırılmış derslere ilişkin deneyimlerini, algılarını ve süreç içerisindeki tepkilerini nitel bir bakış açısıyla incelemek önem taşımaktadır.

Ana dili eğitimi kapsamında yer alan Türkçe dersleri, dört temel dil becerisi ile dil bilgisi öğretimini bütüncül biçimde ele almayı gerektirir. Bu derslerde öğrencilerin etkin katılım göstermesi, dili işlevsel bağlamlarda kullanması ve öğrenme sürecini anlamlı deneyimler yoluyla yapılandırması beklenmektedir. Alanyazın, oyunlaştırma uygulamalarının Türkçe derslerinde öğrencilerin motivasyonunu ve katılımını artırabildiğini ortaya koysa da (Çayır, 2021; Keskin, 2021; Kurudayıoğlu & Bal, 2014), kullanıcı tiplerine dayalı tasarımların uygulama sürecini ele alan nitel çalışmaların sınırlı olduğu görülmektedir.

Oyunlaştırma tasarımında bireysel farklılıkların dikkate alınması, öğrencilerin aynı oyun ögesine farklı tepkiler verebileceği varsayımına dayanır. Marczewski (2015) tarafından geliştirilen Hexad Kullanıcı Tipleri Modeli, öğrencilerin motivasyonel yönelimlerine göre oyunlaştırma öğelerini farklı biçimlerde deneyimleyebileceğini ileri sürmektedir. Bu çalışmada, kullanıcı tiplerine göre tasarlanan oyunlaştırılmış Türkçe dersi planlarının uygulama süreci, öğrencilerin görüşleri ve araştırmacı günlüğü verileri üzerinden incelenmiştir.

Yöntem

Araştırma, nitel araştırma yaklaşımı çerçevesinde durum çalışması olarak desenlenmiştir (Yin, 2003). Çalışma grubu, amaçlı örnekleme yöntemiyle seçilen bir devlet ortaokulunda öğrenim gören 60 altıncı sınıf öğrencisinden oluşmaktadır. Araştırmada, bilgi açısından zengin bir durumu ayrıntılı biçimde incelemek amaçlanmıştır (Creswell, 2011). Uygulama 8 hafta boyunca Türkçe dersleri kapsamında yürütülmüştür. Uygulama öncesinde öğrencilerin oyuncu tipleri, Akgün ve Topal (2018) tarafından Türkçeye uyarlanan “Oyunlaştırma için Kullanıcı Tipleri Ölçeği” kullanılarak belirlenmiştir. Elde edilen kullanıcı profilleri istatistiksel analiz amacıyla değil, oyunlaştırılmış ders planlarının tasarımına rehberlik etmek amacıyla kullanılmıştır. Veriler, haftalık yarı yapılandırılmış öğrenci görüşmeleri ve araştırmacı günlüğü aracılığıyla toplanmıştır. Görüşme soruları alan uzmanlarının görüşleri doğrultusunda hazırlanmış; araştırmacı günlüğü ise sınıf içi etkileşimler, öğrencilerin tepkileri ve uygulama sürecindeki düzenlemeleri belgelemek amacıyla kullanılmıştır.

Oyunlaştırılmış ders planları, Werbach ve Hunter’ın (2012) D6 Oyunlaştırma Tasarım Modeli temel alınarak hazırlanmıştır. Oyun dinamikleri, mekanikleri ve bileşenleri haftalık ders akışına bütüncül biçimde entegre edilmiştir. Uygulama sürecinde her hafta öğrenci geri bildirimleri değerlendirilmiş ve elde edilen veriler doğrultusunda ders planlarında sınırlı düzenlemeler yapılmıştır. Veriler içerik analizi yoluyla çözümlenmiş, öğrenci görüşleri ve araştırmacı günlüğü temalar ve kodlar altında düzenlenmiştir. Analiz süreci alan uzmanlarının incelemeleriyle desteklenerek güvenilirlik sağlanmıştır (Miles & Huberman, 2015).

Bulgular

Araştırma bulguları, öğrencilerin oyunlaştırılmış Türkçe derslerini genel olarak olumlu değerlendirdiğini göstermektedir. Öğrenciler etkinlikleri çoğunlukla eğlenceli, ilgi çekici ve motive edici olarak nitelemiştir. Öğrenci görüşleri; eğlence, görevler, katılım ve ekip çalışması temalarında yoğunlaşmıştır. Görevler temasında öğrenciler etkinliklerin zorluk düzeyini genellikle yeterli bulduklarını, bazı etkinliklerde ise süreye ilişkin düzenlemelere ihtiyaç duyduklarını ifade etmiştir. Ödüllendirme ve puanlama unsurlarına ilişkin görüşlerde genel bir memnuniyet gözlenmiş, ancak sınırlı sayıda öğrenci bireysel emeğin daha görünür hâle getirilmesi gerektiğini belirtmiştir.

Grup çalışması temasında öğrencilerin büyük çoğunluğu grup içi iş birliğinin yeterli olduğunu ve sınıf içi etkileşimin güçlendiğini ifade etmiştir. Araştırmacı günlüğü verileri de öğrenci görüşleriyle tutarlı biçimde, haftalar ilerledikçe katılımın ve sürece yönelik memnuniyetin arttığını göstermiştir. Öğrenci geri bildirimlerine dayalı düzenlemelerin, sürecin daha akıcı işlenmesine katkı sağladığı gözlemlenmiştir.

Tartışma ve Sonuç

Araştırma sonuçları, kullanıcı tiplerine göre tasarlanan oyunlaştırılmış Türkçe ders planlarının öğrencilerin derse katılımını ve memnuniyetini artırabildiğini göstermektedir. Bulgular, oyunlaştırmanın etkililiğinin yalnızca oyun öğelerinin kullanımına değil, bu öğelerin pedagojik hedeflerle uyumlu ve öğrenci özelliklerine duyarlı biçimde yapılandırılmasına bağlı olduğunu ortaya koymaktadır. Çalışma, oyunlaştırmanın dijital ortamlara özgü bir yaklaşım olmadığını; sınıf içinde, esnek ve tasarım temelli biçimde uygulandığında da anlamlı öğrenme deneyimleri sunabileceğini göstermektedir. Gelecek araştırmalarda farklı sınıf düzeylerinde, farklı ders alanlarında ve daha uzun süreli uygulamalarla benzer süreç odaklı incelemelerin yapılması önerilmektedir. Öğretmenler açısından ise oyunlaştırmanın, planlama ve sürekli geri bildirimle desteklenen bütüncül bir öğretim yaklaşımı olarak ele alınması önem taşımaktadır. Bununla birlikte, çalışmanın bazı sınırlılıkları da bulunmaktadır. Araştırma, belirli bir okulda ve tek bir sınıf düzeyinde yürütülmüş olup, bulgular bağlamsal özellikler dikkate alınarak yorumlanmalıdır. Uygulama süresinin 8 hafta ile sınırlıdır. Bu bağlamda, gelecekte yapılacak

arařtırmaların daha uzun süreli uygulamalarla, farklı okul türlerinde ve karma yöntem desenleri kullanılarak yürütölmesi, kullanıcı tiplerine dayalı oyunlařtırma tasarımlarının etkililiğine ilişkin daha kapsamlı sonuçlar sunabilir.