Co-funded by the
Erasmus+ Programme
of the European Union

Collected Resources

No.	Title of the material	Author(s)	Country	Language	Link (if applicable)	Other bibliography data	Terms of use*	Short description of the contents
1.	Using Video Games in Intercultural, Diversity and Inclusive Education.	Shliakhovchuk, E.	Spain	EN	https://www.researchgate.net/publication/329223382_USING_VIDEO_GAMES_IN_INTERCULTURAL_DIVERSITY_AND_INCLUSIVE_EDUCATION	2018, Conference Proceedings of 11th annual International Conference of Education, Research and Innovation (pp. 12-14).	copyrighted materials	This article examines how video games could be used in classrooms to promote cultural values, to reduce stereotype thinking and prejudice. The main focus of the paper is placed on games designed with an intended outcome to help people learn about current global challenges, including migrant issues, refugee problems, intercultural communication, etc. Several learning elements common to video games that could be used in intercultural, diversity and inclusive education are presented.
2.	Intercultural simulation games: A review (of the United States and beyond).	Fowler, S. M., & Pusch, M. D.	USA	EN	https://www.researchgate.net/publication/240280894_Intercultural_Simulation_Games_A_Review_of_the_United_States_and_Beyond	2010, Simulation & Gaming, 41(1), 94-115.	copyrighted materials	This article examines the conceptual bases for intercultural simulation games, their history, contexts in which they are being or have been used, their efficacy, and the current situation for intercultural simulation games.
3.	Intercultural Perspective on Impact of Video Games on Players: Insights from a Systematic Review of Recent Literature.	Shliakhovchuk, E., & Muñoz García, A.	Spain	EN	https://www.google.com/search?client=firefox-b-d&q=3.%09Shliakhovchuk%2C+E.%2C+%26+Muñoz+García%2C+A.+(2020).+Intercultural+Perspective+on+Impact+of+Video+Games+on+Players%3A+Insights+from+a+Systematic+Review+of+Recent+Literature.+Educational+Sciences%3A+Theory+and+Practice%2C+20(1)%2C+40-58.	2020, Educational Sciences: Theory and Practice, 20(1), 40-58.	copyrighted materials	This paper examines the recent literature regarding the impact of video games on players from an intercultural perspective. The findings of analysed materials suggest that video games have the potential to help to acquire cultural knowledge and develop intercultural literacy, socio-cultural literacy, cultural awareness, self-awareness, and the cultural understanding of different geopolitical spaces, to reinforce or weaken stereotypes, and to some extent also facilitate the development of intercultural skills.
4.	Designing intercultural education and training programs: An evidence-based approach.	Stephan, W. G., & Stephan, C. W.	USA	EN	https://www.researchgate.net/publication/256976746_Designing_intercultural_education_and_training_programs_An_evidence-based_approach	2013, International Journal of Intercultural Relations, 37(3), 277-286.	copyrighted materials	In this article authors describe a six stage model for the design of evidence-based intercultural education and training programs. The effects of the program on intergroup understanding, intergroup relationships, and social justice oriented actions are presented along with a causal model of these outcomes. The article concludes with a discussion of the utility of the six stage model.
5.	Intercultural education in two teacher-training courses in the north of the Netherlands.	Hermans, P.	Netherlands	EN	https://www.researchgate.net/publication/249003794_Intercultural_Education_in_Two_Teacher_training_Courses_in_the_North_of_the_Netherlands	2002, Intercultural Education, 13(2), 183-199.	copyrighted materials	This paper examines the implementation of intercultural education in two teacher-training courses in the north of the Netherlands. The place of intercultural education in the formal curriculum was examined as well as the assessment by the students and teachers of its implementation.
6.	Intercultural education in the system of training future teachers.	Achaeva, M., Daurova, A., Pospelova, N., & Borysov, V.	Russia	EN	https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjF8e7XvOnwAhVQyqQKHSFJBgUQFjAAegQIAhAD&url=http%3A%2F%2Ffiles.eric.ed.gov%2Ffulltext%2FEJ1190156.pdf&usg=AOvVaw0-8Tl1N1Ok6h8POoU43os_	2018, Journal of Social Studies Education Research, 9(3), 261-281.	copyrighted materials	The objective of this work is to identify and theoretically substantiate the pedagogical conditions for the effectiveness of the formation of cultural pluralism of young professionals working at schools. The authors of the article offer a number of recommendations for a more effective cross-cultural education. Polycultural education promotes harmonization of relations between representatives of different civilizations and cultures.
7.	Listening to children's voices on intercultural education policy and practice.	Hajisoteriou, C., & Angelides, P.	Cyprus	EN	https://pure.unic.ac.cy/en/publications/listening-to-childrens-voices-on-intercultural-education-policy-a	2015, International Journal of Qualitative Studies in Education, 28(1), 112-130.	copyrighted materials	The overarching purpose of this research is to investigate native and immigrant children's experiences of intercultural pedagogical practices in Cyprus schools. It also explores their suggestions for the improvement of policies and practices for intercultural education.
8.	The role of intercultural simulation games in the study process: the impact on the development of intercultural competence.	Gerulaitienė, E.	Lithuania	EN	http://journals.ru.lv/index.php/SIE/article/view/531	2013, Proceedings of the International Scientific Conference (Vol. 1, pp. 222-231).	copyrighted materials	This article examines the conceptual bases for intercultural simulation games in the study process and its impact or efficacy on the development of intercultural competence. Intercultural simulation games are designed and conducted to develop skills and inoculate participants for future experience in a different or unknown cultural environment.
9.	Stories from intercultural education in Serbia: Teacher leadership and parent participation.	Vranješević, J., & Frost, D.	Serbia	EN	https://www.researchgate.net/publication/298728113_Stories_From_Intercultural_Education_in_Serbia_Teacher_Leadership_and_Parent_Participation	2018, European Education, 48(1), 63-78.	copyrighted materials	This article explores the potential of teacher leadership as a strategy to promote intercultural education by empowering parents and members of ethnic minority groups to participate in the life of the school. Conclusions are drawn about the relationship between teacher leadership and a transformative approach to the intercultural education.

	Title	Author	Country	Language	Link	Publication	Copyright	Description
10.	Education pack: Ideas, resources, methods and activities for informal intercultural education with young people and adults.	Brander, P., & Gomes, R.	Hungary	EN	https://book.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/7234-education-pack-all-different-all-equal-ideas-resources-methods-and-activities-for-non-formal-intercultural-education-with-young-people-and-adults-3rd-edition.html	2004, Council of Europe.	copyrighted materials	The Education Pack is a reference work for those involved in intercultural education and training with young people across Europe and beyond.The usefulness of the pack stems from the variety and creativity of the methodologies proposed. More than twenty years after the "all different - all equal" campaign, the role plays, simulation exercices, case studies and cooperative group work.
11.	Gamification in Education: Breakthroughs in Research and Practice	Information Resources Management Association	USA	EN		Release Date: 2018	Copyright: © 2018	It is an innovative reference source for the latest academic material on the different approaches and issues faced in integrating games within curriculums. Highlighting a range of topics, such as learning through play, virtual worlds, and educational computer games, this publication is ideally designed for educators, administrators, software designers, and stakeholders in all levels of education.
12.	Introducere in gamificare didactica	Vaidahazan, R.	Romania	RO		Release Date: 2020	Copyright: © 2020	It is organized into 4 chapters: Conceptual delimitations; Research and trends in the literature; Own didactic gamification system; Collection of teaching resources.
13.	Hooked: How to Build Habit-Forming Products	Eyal, N.	USA	EN		Release Date: 2014	Copyright: © 2014	It describes how successful companies create products people can't put down - and how you can too.
14.	Gamify: How Gamification Motivates People to Do Extraordinary Things	Burke, B.	UK	EN		Release Date: 2014	Copyright: © 2014	It provides sheer number of examples and mini-case studies, valuable information about what to consider in projects so as to deliver effective solutions for the players.
15.	Reality is Broken: Why Games Make Us Better and How They Can Change the World	McGonigal, J.	UK	EN		Release Date: 2012	Copyright: © 2012	It describes how we can harness the power of games to boost global happiness.
16.	For the Win: How Game Thinking Can Revolutionize Your Business	Werbach, K.; Hunter, D.	USA	EN		Release Date: 2012	Copyright: © 2012	It describes how game thinking—addressing problems like a game designer—can motivate employees and customers and create engaging experiences that can transform your business.
17.	Gamify Your Classroom: A Field Guide to Game-Based Learning, Paperback - Matthew Farber	Farber, M.	USA	EN		Release Date: 2012	Copyright: © 2012	It describes how to implement game-based learning and gamification techniques to the everyday teaching.
18.	Power Up Your Classroom: Reimagine Learning Through Gameplay	Blass, L.	USA	EN		Release Date: 2019	Copyright: © 2019	It helps educators understand the benefits of gamification and game-based learning, and empowers them to design learning experiences that leverage gameplay to increase motivation and engagement, and build classroom community.
19.	Level Up Your Classroom: The Quest to Gamify Your Lessons and Engage Your Students	Cassie, J.	USA	EN		Release Date: 2016	Copyright: © 2016	This book covers: what happens to student learning when it is gamified, why you might want to gamify instruction for your students, the process for gamifying both your classroom and your lessons.
20.	Make Learning Magical: Transform Your Teaching and Create Unforgettable Experiences in Your Classroom	Richmond, T.	USA	EN		Release Date: 2018	Copyright: © 2018	The actionable techniques Tisha shares will equip you to put your students center stage in their learning experiences.
21.	eLearning Gamification: How to Implement Gamification in Your Learning Strategy	ELM Learning	USA	English	https://elmlearning.com/gamification/		Free	If the idea of gaming at work conjures images of isolated employees hunkering over their laptops and secretly playing Minecraft in their cubicles—think again. Gamification training, or the use of game play elements in a learning experience, is one of the hottest trends in corporate training.

22.	Gamification	Economou Vasiles	Greece	Greek	https://bit.ly/3yI2YPs	http://www.elearningap.com/eLAP 2008/Online/36_fullpaper_Jintave e%20Monsakul_Revised.pdf http://jolt.merlot.org/vol3no1/desha rnais.pdf http://www.instructionaldesigncent ral.com/htm/IDC_instructionaldesi gnmodels.htm http://michelemartin.typepad.com/ ADDIE.pdf http://www.gameit.gr	Free	With these new approaches we try to arouse interest and desire for learning, cultivating 21st century skills
23.	Playfulness in Education through the prism of Critical Pedagogy	Pantazides & Avgoustaki (2019)	Greece	Greek	https://bit.ly/3oTVN26	Apple, M. W. (2004). Ideology and curriculum. NewYork &London: Routledge. Bogost, I. (2014). Why gamification is bullshit. In S. Walz and S. Deterding (Ed.), The gameful world: Approaches, issues, applications (pp 61-80). Cambridge: MITPress. Chou, Y. K. (2015). Actionable gamification: Beyond points, badges, and leaderboards. S.I.: Createspace. Costa, C. J., Aparicio, M., Aparicio, S., & Aparicio, J. T. (2017, August). Gamification usage ecology. In Proceedings of the 35th ACM International Conference on the Design of Communication (p. 2). ACM.	Free	The present work is a theoretical synthesis that aims to connect two concepts of education, Playfulness and Critical Pedagogy.
24.	Corporate Gamification	Μαρκόπουλος Πάνος	Greece	Greek	https://bit.ly/3hXkoBs		Free	Gamification is not just a science of developing fun or strategy games, but a new concept that brings the gaming experience to business in different ways and for different purposes.
25.	What Is Interculturality?	Andreas Jacobsson	USA	English	https://link.springer.com/chapter/10.1007%2F97 8-3-030-66337-7_2	Baumann, G. (1996). Contesting culture: Discourses of identity in multi-ethnic London. Cambridge University Press. Google Scholar Bergson, H. (1946). The creative mind. Kessinger Pub. Google Scholar	Buy	In this chapter, the authors problematise, un- and re-think the notion of interculturality. They recommend moving away from traditional intercultural communication education based on national cultures, which simplify and fixate individuals.
26.	DEVELOPING INTERCULTURAL COMPETENCES AND CREATIVITY: THE FOUNDATION FOR SUCCESSFUL INTERCULTURAL COMMUNICATION	Justinas Braslauskas	Lithuania	English	10.3846/cs.2021.14583	Berardo, K., & Deardorff, D. K. (2012). Building cultural competence: innovative activities and models. Stylus Publishing, LLC.Beresnevičius, G. (2010). Kūrybiškumo ir kūrybinio mąstymo edukacinės dimensijos [disertacija]. Lu-cilijus	Free	Although various aspects of intercultural communication have been examined in the works of various authors, there is still a lack of more in-depth research to analyse effective intercultural interaction in the context of combining intercultural competences and creativity competences.

	Title	Author	Country	Language	Link	References	Access	Description
27.	Study of the Effect of Gambling on Involvement in the Learning Process	E. Katsigiannakis, Ch. Karagiannides	Greece,Thessaloniki	Greek	https://bit.ly/3usP28E	Botturi, L. & Loh, C. S. (2009). Once Upon a Game: Rediscovering the Roots of Games in Education. In C. T. Miller (ed.), Games: purpose and potential in education, (pp. 1-22). New York: Springer. Caponetto, I., Earp, J. & Ott, M. (2014). Gamification and Education: A Literature Review. Genova, Italy: ITD-CNR. Deci, E., Koestner, R., & Ryan, R. (2001). Extrinsic rewards and intrinsic motivations in education: Reconsidered once again. Review of Educational Research, 71(1), 1-27.	Free	The paper presents a study of the practical application of gamification and game-based e-learning mechanisms
28.	Proposed Framework for the Development of Played Educational Applications	E. Katsigiannakis, Ch. Karagiannides	Greece,Thessaloniki	Greek	https://bit.ly/2SsZWxE	Bartle, R. (1996). Hearts, clubs, diamonds, spades: Players who suit MUDs. Journal of MUD research. Cheong, C., Cheong, F., and Filippou, J. (2013). Quick Quiz: A Gamified Approach for Enhancing Learning.PACIS. Deterding, S., Dixon, D., Khaled, R., and Nacke, L. (2011). From Game Design Elements to Gamefulness: Defining "Gamification". Proceedings of the 15th International Academic MindTrek Conference Envisioning Future Media Environments	Free	The purpose of the proposed approach is to systematically select the appropriate game elements for the respective type of users, in order to maximize the performance of these elements in motivating and engaging students.
29.	Gamification as tool to raise sociocultural awareness	Evaggelos Sitas, Phd Candidate, University of the Basque Country,Greek Open University, vagsit@gmail.com	Greece, Patra	English	http://dx.doi.org/10.12681/icodl.1123	Rifkin, J. (2001). The age of access: The new culture of hypercapitalism. Penguin. Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55, 68–78.	Free	Nowadays, digital games have emerged from the background to the foreground of our cultures, playing a key role to an increasing area of purposes. To give an answer to this question, a few examples will be presented here, i.e. games from the United Nations website, which offer intercultural experiences and aim to develop socio-cultural awareness.
30.	MOSAIC: Gamification and intercultural education: an educational intervention for 2nd grade students.	Goula Vasiliki	Greece, Thessaloniki	Greek	https://dspace.lib.uom.gr/handle/2159/23260	Caponetto, I., Earp, J. & Ott, M. (2014). Gamification and Education: A Literature Review. Genova, Italy: ITD- CNR. Retrieved 18-05-19 from https://www.itd.cnr.it/download/gamificationECGBL2014.pdf	Free	This Master's Thesis concerns gaming and intercultural education. More specifically, it deals with the study of applications with play elements such as points, ranking tables, etc., in an intercultural class of BD elementary students, who come from different countries and therefore, Greek is not their mother tongue.
31.	Digital narration and gamification in Intercultural Education	Alkisti Vasiliki	Greece, Athens	Greek	https://pergamos.lib.uoa.gr/uoa/dl/frontend/file/lib/default/data/2914946/theFile	Α.Αρχάκης, Μ. Κονδύλη, εισαγωγή σε ζητήματα κοινωνιογλωσσολογίας, νήσος, Αθήνα, 2011 Β. Κόμης, εισαγωγή στις εκπαιδευτικές εφαρμογές των τεχνολογιών της πληροφορικής και των επικοινωνιών, εκδόσεις νέων τεχνολογιών, Αθήνα 2004	Free	The gamification movement has taken on global proportions. Many companies like google and amazon and others have adopted a different strategy regarding the gamification movement in learning. It is a technique, a movement that is widely used in cognitive subjects such as language and mathematics but also in educational institutions for both minors and adults.
32.	Use of knowledge mining techniques in the design of game applications	Tasioloulou, A. (2020)	Greece, Patra	Greek	https://www.didaktorika.gr/eadd/handle/10442/48275		Free	The topic of this Doctoral Thesis is the study of options in the behavior of a person, user of an information platform based on the gamification methodology.
33.	Interculturality and gamification in teacher training	Fernando Gonzalez Alonso	Spain	English	https://www.researchgate.net/publication/336172933_INTERCULTURALITY_AND_GAMIFICATION_IN_TEACHER_TRAINING		Free access	This article refers to gamification in the context of Intercultural Education, as a playful technology that motivates and stimulates students' effort and acuity and, in addition to teamwork, enables students to learn to work in cooperation with others, to achieve the goal with a specific, neuroeducational style, methodology and resources, a science that develops brain functions with certain educational strategies and technologies.

34.	The game as an early childhood learning resource for intercultural education	Francisco Manuel Moreno Lucas	Spain	English	https://www.researchgate.net/publication/314783039_The_Game_as_an_Early_Childhood_Learning_Resource_for_Intercultural_Education		Free access	This article refers to the early childhood where through games and toys, children will be able to experiment, discover, know the whole world around him in a natural way, while being a flattering place to promote intercultural matters. As well discussing games as the main learning methodology to the interculturalism.
35.	Call in climate of change: Adapting to turbulent global conditions; (The TeCola project :Pedagogical differentatiation through telecollaboration and gaming for intercultural and content integrated language teaching)	Kristi Jauregi and Sabela Melchor-Couto	England	English	https://research-publishing.net/book?10.14705/rpnet.2017.eurocall2017.9782490057047		Free access	Aims of this aticle are to develop and test innovative gamified telecollaboration approaches for secondary schools that adress issues of learning diversity In intercultural and integrated language and teaching.
36.	The use of gamification in education: a bibliometric and text mining analysis	J. Martí-Parreño, E. Méndez-Ibáñez & A. Alonso-Arroyo	Spain	English	https://onlinelibrary.wiley.com/doi/abs/10.1111/jcal.12161	https://www.researchgate.net/publication/306012133_The_use_of_gamification_in_education_A_bibliometric_and_text_mining_analysis	Request for free acces or purchase access	Most of researches on the topic has focused to develop theoretical frameworks or to conduct experiments as a means to analyse learning outcomes such as knowledge retention, problem-solving skills gains or attitudes toward game-based learning. In this study is used a bibliometric, social network and text mining analysis in order to provide useful up-to-date information to picture the state of the art about current research and evolution of the topic.
37.	An Overview and Study on the Use of Games, Simulations, and Gamification in Higher Education	Bradley E. Wiggins	Austria	English	https://www.researchgate.net/publication/291139939_An_Overview_and_Study_on_the_Use_of_Games_Simulations_and_Gamification_in_Higher_Education/link/6054b216a6fdccbfeaf0a340/download		Free access	This article use of both game-based learning (GBL) and gamification in tertiary education.This study focuses specifically on the use of games and/or simulations as well as familiarity with gamification strategies.
38.	My Way to You: How to Make Room for Transformative Communication in Intercultural Education	Elisabet Langmann	Sweden	English	https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9752.12203		Purchase access	This paper explores some implications of the post-colonial critique of intercultural education by following Luce Irigaray's writings on language and communication. Taking as its point of departure the Western 'common sense' conception of language as an instrument for communication and transfer of information, the paper first elaborates on the importance of exploring new ways of relating to language if we want to speak and listen to the other as other.
39.	Intercultural education in Europe: policies, practices and trends	Daniel Faasa, Christina Hajisoteriou and Panayiotis Angelides	Cyprus	English	https://www.researchgate.net/publication/261675132_Intercultural_education_in_Europe_Policies_practices_and_trends/link/5c504a57458515a4c7480e88/download		Free access	This article draws on 30 European level policy documents published within the last decade to analyse the dynamics influencing intercultural education in Europe. These include European Union institutions (such as European Commission, European Council, and Council of Ministers) and Council of Europe documents. In this article are the discussions that are situated within historical and contemporary European immigration policy developments.
40.	Problems of Intercultural Education	Harry H. Giles, Victor E. Pitkin, and Thelma Ingram	USA	English	https://journals.sagepub.com/doi/10.3102/00346543016001039		Purchase access	Intercultural education is education to improve understandings and practices of good human relations between individuals of the many culture groups. The basic problems can perhaps be placed under three main categories: What are the goals of intercultural education? What are the hypotheses on which work can be based to reach these goals? and last one What are the practices that require testing in action? An examination of these three major areas and attendant issues will reveal how deeply intercultural education cuts into the pattern of general education, both as to content and practices.
41.	L1 versus L2 online intercultural exchanges for the development of 21st century competences: The students' perspective	Ana Sevilla-Pavon	Spain	English	https://bera-journals.onlinelibrary.wiley.com/doi/epdf/10.1111/bjet.12602		Purchase access	One of the most promising educational approaches resulting from this revolution is online intercultural exchange or telecollaboration, which has been reported to contribute towards the development of 21st century competences. Many of the benefits of online intercultural exchange have been extensively explored in the literature and numerous studies have been carried out.
42.	The power of Game Based Learning and Gamification in education		Italy	English	https://www.erasmustrainingcourses.com/gamification.html		Free access	The general aim of this course is to foster excellence in education by empowering teachers, school staff and managers with the needed knowledge and skills to use game thinking, approaches and elements in education and effectively apply gamification principles and mechanisms in school settings.
43.	A Practitioner's Guide To Gamification Of Education	Wendy Hsin-Yuan Huang and Dilip Soman	Canada	English	https://inside.rotman.utoronto.ca/behaviouraleconomicsinaction/files/2013/09/GuideGamificationEducationDec2013.pdf	10 December 2013, Toronto		This report is to define gamification, deconstruct the process of gamify ing a learning program, explore the limitations, and review successful implementa tions of gamification.

44.	A PROPOSAL OF AN INSTRUCTIONAL DESIGN MODEL FOR GAMIFIED LEARNING ENVIRONMENTS: GELD MODEL	TUĞÇE ALDEMİR	Turkey	English	http://etd.lib.metu.edu.tr/upload/12618924/index.pdf	2015 Ankara		This study is an attempt to develop an instructional design model for gamified learning environments. It is hoped that the model developed in this study could be used as a guide in designing a gamified instructional environment. The main contention of the study is that combining the methods of the traditional teaching with the methods made possible by the computer age would open up new possibilities to enhance the motivations of learners
45.	A Course Gamification Platform Supporting Student Motivation and Engagement	Darina Dicheva, Keith Irwin, Christo Dichev, and Swapna Talasila	USA	English	https://www.researchgate.net/publication/282981572_A_course_gamification_platform_supporting_student_motivation_and_engagement	2015		Gamification – the use of game design elements in non-game contexts – has seen rapid adoption in various areas in recent years. Its application in education is particularly promising, due to its potential to shape user behavior in desirable directions through increasing user motivation and engagement. This work-in-progress paper presents a course gamification platform aimed at supporting instructors to gamify courses that target skill development, such as computing-related courses.
46.	Interactive Technology and Smart Education A gamification design for the classroom	Michael Hitchens, Rowan Tulloch	Australia	English	https://eric.ed.gov/?id=EJ1172597	Hitchens, M. and Tulloch, R. (2018), "A gamification design for the classroom", Interactive Technology and Smart Education, Vol. 15 No. 1, pp. 28-45. https://doi.org/10.1108/ITSE-05-2017-0028 Publisher: Emerald Publishing Limited Copyright © 2018, Emerald Publishing Limited Related articles The effect of gamification on motivation and engagement Raed S. Alsawaier, International Journal of Information and Learning Technology, 2018 The effects of gamified flipped instruction on learner performance and need satisfaction: A study in a low-tech setting Zamzami Zainuddin et al., Information and Learning Science, 2019 Instructional design talks to game design Cheryl Pendry Keener, On the Horizon, 2017 Protocol for a randomised trial evaluating the effect of applying gamification to simulation-based endoscopy training Michael A Scaffidi et al., BMJ Open, 2019 Gestational Weight Gain Linked to...	permissions@emeraldinsight.com Access to this document was granted through an Emerald subscription provided by emerald-srm:320271	The research described here presents an approach to gamification for the classroom. The purpose of this paper is to determine whether students would perceive the gamification activities in a positive light. Previous research has contended that students need a positive mental attitude for effective learning. The core question was to examine student attitudes to gamification, not the success of the gamification itself.
47.	INTERCULTURALITY AND GAMIFICATION IN TEACHER TRAINING	Fernando González Alonso	Spain	English	https://www.scilit.net/article/d86c710f70ab1cc5217c8e67c9269397	Rev. Ciências Humanas Frederico Westphalen, RS Pg. 38-62 Maio/Agosto 2019 Recebido em: 10/06/2019 Aceito em: 16/08/2019		The present work refers to gamification in the context of Intercultural Education, as a playful technology that motivates and stimulates students' effort and acuity and, in addition to teamwork, enables students to learn to work in cooperation with others, to achieve the goal with a specific, neuroeducational style, methodology and resources, a science that develops brain functions with certain educational strategies and technologies.
48.	Intercultural Perspective on Impact of Video Games on Players: Insights from a Systematic Review of Recent Literature	Elena Shliakhovchuk, Adolfo Muñoz García	Spain	English	https://www.researchgate.net/publication/338892013_Intercultural_Perspective_on_Impact_of_Video_Games_on_Players_Insights_from_a_Systematic_Review_of_Recent_Literature	DOI 10.12738/jestp.2020.1.004 January 2020 20(1) 40-58		This paper examines the recent literature regarding the impact of video games on players from an intercultural perspective.

	Title	Authors	Country	Language	Link	Source/Date	Copyright	Description
49.	Spaces for Intercultural Learning	Sarah Stack, Anja Stofberg and Mascha Letiche	Finland	English	https://static1.squarespace.com/static/58170ad5b8a79bcbacb30b54/t/5badc6e1e2c483d01059344d/1538115304959/GUIDEBOOK+%281%29.pdf	2016	© 2018 Fondazione Istituto dei Sordi di Torino	This guidebook offers a further viewpoint to intercultural learning. It is a process of developing new knowledge together with people from different cultural backgrounds in order to tackle society's issues. This interpretation focuses not just on the individual's transformation but on the transformation of the collective group which can cultivate social and cultural change in communities, evidenced by the formation of civilisations or the evolution of mankind.
50.	DETERMINANTS OF INTERCULTURAL EDUCATION	Yelena Bystray[1]*, Elena Baronenko[2], Larissa Belova[3], Julia Raisvich[4], Tatiana Shtykova[5]	Russia	English	https://giapjournals.com/hssr/article/view/2285	https://doi.org/10.18510/hssr.2019.76141	© Bystray et al.	The article aims to identify the determinants of intercultural education and describe their essence
51.	Minecraft: A Game as an Education and Scientific Learning Tool	Glenn Ekaputra, Charles Lim, Kho I. Eng	Indonesia	English	https://www.researchgate.net/publication/261671901_Minecraft_A_Game_as_an_Education_and_Scientific_Learning_Tool	2013 Indonesia	Copyright © 2013 Information Systems International Conference. All rights	The article contains reviews on aspects to be used for learning in Minecraft that can be integrated as a wondrous teaching media on scientific and social aspects in real case studies. By adopting Minecraft in education it will benefit the education by the use entertainment aspect of the game which will create enjoyment in learning itself.
52.	Teaching Interculturalism by Resort to Gamification and E-Learning	Alexandra MĂRGINEAN	Romania	English	https://www.proquest.com/openview/34ab81585845f697b79348694a77a9d4/1?pq-origsite=gscholar&cbl=1876338	DOI:10.12753/2066-026X-18-041		This paper explores the extent to which the teaching of interculturalism in a higher education environment may become more effective by resort to gamification and e-learning.
53.	EFFECTIVENESS OF GAMIFICATION ELEMENTS IN BLENDED LEARNING ENVIRONMENTS	Dr. Can MESE, Dr. Ozcan Ozgur DURSUN	Turkey	English	https://dergipark.org.tr/tr/download/article-file/779459	Turkish Online Journal of Distance Education-TOJDE July 2019 ISSN 1302-6488 Volume: 20 Number: 3 Article 9		The purpose of this study was to determine the effectiveness of blended learning environments enriched with the use of gamification elements.
54.	The Bright and Dark Sides of Gamification	Fernando R. H. Andrade[1], Riichiro Mizoguchi[2], Seiji Isotani[1]	Japan	English	https://www.researchgate.net/publication/301749533_The_Bright_and_Dark_Sides_of_Gamification	DOI:10.1007/978-3-319-39583-8_17		In this paper, we discuss some of the problems of gamification, namely, addiction, unde sired competition, and off-task behavior. Furthermore, to deal with both bright and dark sides of gamification at the same time, we propose a framework for intelligent gamification (FIG) that can offer the necessary infrastructure for ITS to personalize the use of gamification by monitoring risk behavior, exploring how best use game design elements to avoid their overuse and finally supporting "fad ing" mechanisms that gradually reduces the use of gamification and help students to concentrate on learning and not only on extrinsic motivators.
55.	The Dimensions of Intercultural Education	Cristian STAN, Adriana Denisa MANEA	Romania	English	https://www.researchgate.net/publication/328513971_The_Dimensions_of_Intercultural_Education	October 2018 Project: Studia Unversitstis		The forthcoming society will be a mixed society from a cultural, ethnic, racial and religious point of view. One of the most important indicators of maturity and sustainability of a society is represented by its ability to articulate and translate into practice an educational system capable of valorizing the educational potential offered by the heterogeneity of its structure. Contrary to general opinion, students are not the only bearers of biases generated by this diversity and, as such, intercultural education will have to go beyond the sphere of formal education and engage in non-formal and informal education.
56.	The Use of Virtual Worlds for Developing Intercultural Competences	Lisiane Machado Amarolinda Zanela Klein Angilberto Freitas, Eliane Schlemmer,Cristia	Brazil	English	https://www.researchgate.net/publication/304630597_The_Use_of_Virtual_Worlds_for_Developing_Intercultural_Competences	DOI:10.4018/IJICTE.2016070105		In this research, the authors present a framework for developing Intercultural Competence (IC) and use Tridimensional Digital Virtual Worlds (3DVW) as environments for developing Intercultural Competence.
57.	Exploring Application, Attitudes and Integration of Video Games: MinecraftEdu in Middle School	José-Manuel Sáez-López[1]*, John Miller[2], Esteban Vázquez-Cano[1] and María-Concepción Domínguez-Garrido[1]	Spain	English	https://www.researchgate.net/publication/282289417_Exploring_Application_Attitudes_and_Integration_of_Video_Games_MinecraftEdu_in_Middle_School	July 2015Educational Technology & Society 18(3):114-128		The aim of this study is to assess the use of MinecraftEdu in classroom practice analyzing the outcomes and attitudes of all members of the educational community through a quasi-experimental approach

58.	Gamification of in-class activities in flipped classroom lectures	Michael Sailer and Maximilian Sailer	Britain	English	https://www.researchgate.net/publication/341119842_Gamification_of_in-class_activities_in_flipped_classroom_lectures	DOI:10.1111/bjet.12948	© 2020 The Authors. British Journal of Educational Technology published by John Wiley & Sons Ltd on behalf of British Educational Research Association	This paper suggests a gamified flipped classroom approach to address this challenge.
59.	Gamifying intercultural telecollaboration tasks for pre-mobility students	Marta Giralt1 and Liam Murray2	Ireland	English	https://www.semanticscholar.org/paper/Gamifying-Intercultural-Telecollaboration-Tasks-for-Giralt-Murray/8b859d242829839ac38534941ecbd37381ac095b	Giralt, M., & Murray, L. (2019). Gamifying intercultural telecollaboration tasks for pre-mobility students. In A. Turula, M. Kurek & T. Lewis (Eds), Telecollaboration and virtual exchange across disciplines: in service of social inclusion and global citizenship (pp. 65-71). Research-publishing.net. https://doi.org/10.14705/rpnet.2019.35.941	© 2019 Marta Giralt and Liam Murray (CC BY)	This paper argues that gamification may be effectively employed in engaging students' participation in pre-mobility preparation telecollaborative programmes, paying particular attention to environment and task design
60.	Identifying and Measuring the Intercultural Competencies of Educators in International School Settings	Ross, Martha	Britain	English	https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.809759	Identifying and Measuring the Intercultural Competencies of Educators in International School Settings Ross, M. (Author). 24 Jun 2020	Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights. • Users may download and print one copy	This study identifies and measures the use of twenty intercultural competencies (ICs), identified in the literature, and evaluates their use in four international school settings. The study has evaluated the competencies as having a positive effect on students when they are educated equitably and with a positive identification. In cases where there is a lack of intercultural competencies, there can be practice that is to the detriment of learning. This study advocates for international educators to resist cultural stereotypes and the anticipation of complexity and seek to positively mediate cultural influences in the international school classroom.
61.	New immigrants. An incentive for intercultural education?	Yvonne Leeman & Erna van Koeven	Netherlands	English	https://www.researchgate.net/publication/329326158_New_immigrants_An_incentive_for_intercultural_education	https://doi.org/10.1080/20004508.2018.1541675	© 2018 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group.	This study was inspired by an inclusive intercultural perspective on education, and developed empirical knowledge concerning the intercultural professional development of in-service teachers.
62.	The use of Minecraft in education and experimental research	Dominik Hemeli, Steve Nebel*, Sascha Schneider, Günter Daniel Rey	Germany	English	https://www.researchgate.net/publication/290444298_The_use_of_Minecraft_in_education_and_experimental_research	DOI:10.13140/RG.2.1.1266.2802	Content may be subject to copyright.	Poster presented at the The 9th Conference of the Media Psychology Division in Tübingen 2015

o copyright/licence