

Learning Can Be Fun: A Mapping of Scientific Literature on the Adoption of Gamification in Management Education

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Resumo

Gamification has gained prominence in the educational landscape due to its potential to transform learning into a more engaging, interactive, and meaningful experience. In Management Education, this approach emerges as a promising strategy to increase student engagement, enhance knowledge retention, and encourage active participation. However, tailoring gamification to different player profiles remains an underexplored challenge. This study aims to map the accumulated scientific knowledge on gamification, focusing on the most frequently used elements and the Digital Information and Communication Technologies (DICTs) that enable its implementation. Through a bibliometric analysis using data from the Web of Science (WoS) and Scopus databases, and employing the Bibliometrix R package, 1,722 articles were initially identified, of which 219 were included in the final sample. Additionally, a systematic review complemented the analysis with 70 selected studies. The findings indicate that the most recurrent features include immediate feedback, level progression, and symbolic rewards, with frequent use of tools such as Kahoot, Moodle, and business simulators. The results highlight the need for further research considering diverse cultural contexts and integrating gamification with other active learning methodologies to maximize its educational impact.