Chapter 12
Gamification in Classroom Management

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ABSTRACT
This chapter is going to focus on the topic of gamification in classroom management. In this context, firstly, the definition, characteristics, theories of class management, and the strategies used in classroom management are going to be defined, and then gamification as the next generation strategy is going to be discussed. Although there are many studies on classroom management strategies that have been designed to make the education environment more effective in the literature, the use of these strategies in classroom applications may vary according to the practitioner and the classroom climate. However, it is seen that gamification has become increasingly important with the change in the perspectives and expectations of people and the advancement of the methods and techniques used in education.

INTRODUCTION
As everything transforms and develops according to human needs, does classroom management change in the same way based on the needs. In 21st century, the changes brought since the very beginning requires technological developments in education system. For this reason, this chapter is going to focus on the topic of gamification in classroom management. In this context, firstly the definition, characteristics, theories of class management and the strategies used in classroom management is going be defined and then gamification as the next generation strategy is going to be discussed. Although there are many studies on classroom management strategies which have been designed to make education environment more effective in the literature, the use of these strategies in classroom applications may vary according to the practitioner and the classroom climate. However, it is seen that the gamification has become increas-
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ingly important with the change in the perspectives and expectations of people and the advancement of the methods and techniques used in education. In the end, educational environments require a climate in which both individual differences are considered important and all of these differences is formed as a whole. This climate is inherent in gamification since it enables on one hand individual characteristics to be revealed on the other hand to be adapted to teamwork. In this way, it also serves directly to the formation of an effective classroom management.

   Classroom management refers to the creation of a regular and safe classroom environment that helps students learn, and it focuses on the development and implementation of effective teaching and learning strategies (Çalık, 2012). According to the traditional classroom management approach, the teacher is active and the student is passive in the classroom experiences and educational activities in which these experiences are transferred. In traditional classroom management, blame, judgment and punishment are dominant. On the other hand, the contemporary classroom management approach is student-centered and it follows a humane model that fits the student’s emotional, intellectual and mental development. In contemporary classroom management, the sustainability of education is enhanced by providing a collective and sensitive classroom atmosphere (Aydın, 2013). In this case, when the traditional and contemporary approach to classroom management is compared, it can be said that the created education environment and the strategies applied vary. Especially with the increasing inclusion of technology in the education system in recent years, the influence of technology in the creation of these environments and strategies has started to increase. Therefore, the use of technology and the diversification of technology have become important for effective classroom management. Because according to Schussler, Poole, Whitlock and Evertson (2007), if Elmore (1996) is correct in positing that teachers are at the “core” of school reform, and money invested in technology for schools is intended to precipitate reform, then it is vital to understand teachers’ knowledge related to technology, teachers’ use of technology in their classrooms, and how professional development affects both (Schussler, Poole, Whitlock, & Evertson, 2007). One of this technological development which is recently preferred in classroom management is gamification.

GAMIFICATION

Digital games have become a part of our daily lives. With the widespread use of digital games on smartphones, people play these digital games for various reasons in their daily activities on their way to home, to work or in their spare time. According to the Statista (2019) report, the number of video players, which was 2.21 billion worldwide at the end of 2017, is estimated to reach 2.73 billion by the end of 2021. These statistics show that the number of individuals who are familiar with digital gaming culture is increasing day by day. Especially the new generation grows with this culture. The virtual world of games for these individuals, which can be expressed as players, contains elements of the game that motivate them. McGonigal (2011) states that the experience generated by interacting with these gaming elements that motivate players is not as safe and satisfying as in the virtual world of games. Gamification has the potential to make our real-life experiences as satisfying and enjoyable as in digital games.

The concept of gamification was first mentioned in 2002 by Nick Pelling (Marczewski, 2015). The inclusion of the gamification in the academic documents corresponds to 2008, and the popularization of the gamification corresponds to second half of 2010 due to the influence of the conferences and players (Deterding, Khaled, Nacke, & Dixon, 2011). Detering et al. (2011) defined gamification as use of game design elements in non-game contexts. According to Zichermann and Cunningham (2011) gamification
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