# Article information:

Evaluating a tactile and a tangible multi-tablet gamified quiz system for collaborative learning in primary education - ScienceDirect  
<https://www.sciencedirect.com/science/article/pii/S036013151830099X>

# Article summary:

1. Gamification is an effective technique for fostering collaboration in primary education, but it is not widely used.

2. The Quizbot system is a collaborative gamified quiz application that allows educators to define questions for students.

3. The system was evaluated with 80 primary-school children and found to be equally fun and easy to use, but the tangible version supported collaboration better in terms of reaching consensus, splitting work, and treating each other with respect.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Evaluating a tactile and a tangible multi-tablet gamified quiz system for collaborative learning in primary education" discusses the use of gamification in primary education to foster collaboration. The authors present Quizbot, a collaborative gamified quiz system that allows educators to define questions. They implemented two versions of the system: one purely digital and tactile running on a multi-tablet environment, and another tangible version where tablets are scattered on the floor.

The article highlights that there are not many approaches that combine gamification and computer-supported collaborative learning, and even fewer evaluations. It argues that traditional video consoles and desktop computers, which are still popular in classrooms, are not optimal for collaborative activities due to their mono-user nature. The recent popularity of handheld devices like tablets and smartphones has made it possible to create affordable, scalable, and improvised collaborative gamified activities.

The authors conducted an evaluation with 80 primary-school children to assess user experience and quality of collaboration supported by both versions of Quizbot. They found that both versions were equally fun and easy to use but had some differences in how they supported collaboration. The tangible version outperformed the digital version in terms of making children reach consensus after a discussion, splitting and parallelizing work, treating each other with more respect but had poorer time management.

While the article provides valuable insights into the potential benefits of using gamification for collaborative learning in primary education, there are several limitations and biases worth considering.

Firstly, the article does not provide a comprehensive review of existing literature on gamification in educational contexts or computer-supported collaborative learning. This limits the reader's understanding of the broader context and previous research findings.

Secondly, the study only evaluates two versions of Quizbot without comparing them to other existing gamified quiz systems or alternative methods of fostering collaboration. This narrow focus limits the generalizability of the findings.

Additionally, there is limited discussion about potential risks or drawbacks associated with gamification in primary education. The article primarily focuses on the benefits and positive outcomes, which may present a biased view of the topic.

Furthermore, the article does not explore potential counterarguments or alternative perspectives on gamification in collaborative learning. This one-sided reporting limits the reader's ability to critically evaluate the effectiveness and appropriateness of gamification in primary education.

The article also lacks detailed information about the methodology used in the evaluation, such as the specific criteria for assessing user experience and quality of collaboration. Without this information, it is challenging to determine the validity and reliability of the study's findings.

In conclusion, while the article provides some insights into using gamification for collaborative learning in primary education, it has several limitations and biases that should be considered. The narrow focus on Quizbot and limited discussion of potential risks or alternative perspectives weaken the overall credibility and generalizability of the findings. Further research is needed to provide a more comprehensive understanding of how gamification can effectively support collaboration in primary education.

# Topics for further research:

* Comprehensive review of gamification in educational contexts and computer-supported collaborative learning
* Comparison of different gamified quiz systems for collaborative learning in primary education
* Risks and drawbacks of gamification in primary education
* Alternative perspectives on gamification in collaborative learning
* Methodology for evaluating user experience and quality of collaboration in gamified learning systems
* Effectiveness and appropriateness of gamification in primary education

# Report location:

<https://www.fullpicture.app/item/ef5e9d207f5ae057d9209ce9247be412>