Gaming in the classroom is challenging for teachers and students to balance learning material in a fun setting. Instructional and motivational components are common reasons for gamification (Martinez et al., 2022). Benefits also include: interdisciplinary uses, collaboration, competency-based levels, and positive behaviorism (Hughes & Roblyer, 2023; Lopez et al., 2021). Challenges present the following causes: teacher willingness, finding the suitable game to fit the curriculum, and adaptability to all, including those with limited accessibility or devices (Hughes & Roblyer, 2023; Martinez et al., 2022)

I like to show different perspectives and usages of a topic. Gaming is a way to present multiple scenarios to reinforce the material. Combining games or videos with questions bridges disciplines and home-to-school experiences. Rewards can be given for certain levels or tasks performed.

Any digital presentation must be age-relevant, have a positive user experience, be mentally and physically aware, and be culturally and socially appropriate, or the setting becomes inappropriate (Hughes & Roblyer, 2023; Martinez et al., 2022).

**References**

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