



Critical Curation and Collaboration in Learning (Cur8)

Edutainment – Using gamified tools for language learning Case Study from Sweden

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Sweden: Edutainment – Using gamified tools for language learning

It was a typical day in the English class. The students, ranging from all ages and backgrounds, were excited to learn new things and practice their language skills. The day's lesson was about using digital tools and approaches to optimize learning. The trainers, sensing the students' enthusiasm, decided to incorporate a few digital tools into the class. Using Kahoot and Mentimeter, the students were asked to answer questions and participate in various activities.

At first, there were a few students who were hesitant to use the digital tools. Some of them had never used a camera before and felt a bit intimidated. But, as the class went on, the trainers could see that the students' level of engagement was increasing. Soon enough, even the most shy students had their cameras on and were actively participating in the activities. The trainers noticed that the students, who were once passive learners, had now become active participants. They were excited to be in the class and were showing great enthusiasm when using the digital tools.

The trainers were delighted to see the transformation in the students' attitude towards the class. It was clear that the use of digital tools had left a very positive impact on the students' learning process. They felt empowered and successful, and this was reflected in their performance. By the end of the module, the trainers were very pleased with the results. They knew that the digital tools had been the key to encouraging the students to become more active and engaged in the class.

The trainers had a great example of how digital tools could be used to optimize learning, and they were excited to share their experience with other teachers. They knew that this was a very good practice and would be beneficial to other classes as well.