



La Gamificación como Metodología Didáctica en la Enseñanza de la Interpretación Consecutiva [

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text (article)

Analítica

Teaching methodologies involve strategies used in educational contexts to optimize learning and achieve specific objectives. Numerous studies have addressed this issue of its effectiveness, and another of the fundamental elements in this field will be to investigate the effects that these have on the development of competencies inherent to a profession. The objective of this investigative work was to determine the effects of the use of gamification concerning the concepts of memory and note-taking in the teaching of consecutive interpreting according to the perceptions of the student body. The exploration was based on an inductive-deductive method with a pragmatic paradigm, a mixed approach, a case study design, and a concurrent type. A methodological intervention was carried out in the classroom with 24 subjects. The results obtained through a questionnaire suggest that using this methodology can have a positive impact as long as the available resources are used strategically and frequently. The relevance of this exploration lies in the need to cover different aspects of training environments that align with a profession's particularities

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