



Gamification Techniques in Innovating Science Curriculum Design for Remote Ethiopian Schools: A Survey Study

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Abstract

Gamification techniques have been identified as a promising approach to enhance educational engagement in remote settings, particularly for subjects like science where traditional teaching methods may not be effective. A survey was conducted among teachers and students from various remote Ethiopian schools, focusing on their perceptions of existing curricula and preferences regarding gamified teaching methods. The survey revealed that a majority of respondents preferred interactive games and quizzes over traditional lectures, indicating a strong interest in gamification. However, there is a need for more culturally relevant content to enhance engagement. While gamification shows promise as an innovative pedagogical tool, it requires further customization to align with local educational contexts and student needs. Curriculum designers should focus on developing locally relevant game scenarios that incorporate traditional science concepts. Schools should also invest in training teachers on how to effectively integrate gamified methods into their teaching practices. gamification, curriculum design, remote education, Ethiopian schools, science education

Keywords: *Ethiopia, Geographic Mapping, Participatory Design, Constructivism, Technoculture, Digital Pedagogy, E-learning*

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