

SERIOUS GAMES

Serious Games & Emotional Competence
in Higher Education



EVENT HOST



Universidade do Minho

PROJECT PARTNERS



Co-funded by the
Erasmus+ Programme
of the European Union



Università
di Genova



universidad
de león



INSTITUTO POLITÉCNICO
DE BRAGANÇA



L-Università
ta' Malta



Universitatea
Ștefan cel Mare
Suceava

Title Serious Games & Emotional Competence in Higher Education

Design Project logo: Ritta Castro
Cover and back cover: eventQualia

Editors Lisa GOMES, University of Minho, Portugal
Rui PEREIRA, University of Minho, Portugal
Maria Augusta BRANCO., Polytechnic Institute of Bragança, Portugal
João CAINÉ, University of Minho, Portugal

Publication Date February 2024

ISBN 978-989-35409-3-0

URI <https://hdl.handle.net/1822/88785>

DOI 10.21814/1822.88785

SGECHI-11093

Sociodemographic Of The Sample Under Study, The Dimensions Of The Emotional Competence Profile

Carina Maria Pires Mendes - Instituto Politécnico de Bragança

Alexandre Ribeiro - Instituto Politécnico de Bragança

Maria Augusta Romão Da Veiga Branco - Instituto Politécnico de Bragança

Maria José Gomes - Instituto Politécnico de Bragança

Olga Moura Ramos - Hospital Pedro Hispano

Diana Filipa Mendes Machado - Instituto Politécnico de Bragança

Abstract:

Aim: To analyze the relationship between the sociodemographic characteristics of nursing students, the dimensions of the Emotional Competence (EC) profile and the overall ec.

Methods: a quantitative, descriptive, cross-sectional and correlational study was developed, from the application of the Emotional Competence Veiga Scale (ECVS), to a sample of 103 nursing students at an institution in the northeast of Portugal. mostly female (n=82; 79.6%), and in the marital status of single (n=96; 93.2%) and between 19 and 23 years old (n=79; 76.6%). the data were subjected to statistical analysis using the statistical package for the social sciences®.

Results: It appears that the sample is in the 4th year of the degree (n=55; 53.4%); 3rd year of degree (n= 35; 34%) and 2nd year of degree (n=13; 12.6%). The average household consists of three members, including the respondent himself. Regarding the weekly workload, it appears that only 17 individuals are working students (16.5%) and that, on average, they work 25.6 hours/week. The analysis of these sociodemographic variables and the dimensions of the EC and the global EC allows to verify that there is no correlation between them.

Conclusions: It is concluded that these variables are not decisive in the EC profile, therefore ce must be developed through specific training. it is therefore not expectable that any life context variables can be determinant, alone, in the acquisition of skills in this matter.

Palavras chave: Social Demographic Variables; Emotional Competence; Nursing Students.

SGECHI-12068

Review Quizzes VS. Gamified Review Quizzes: Some Similarities And Differences

Fátima Faya - University of Santiago de Compostela

Abstract:

The introduction of gamification in the classroom since the early 2010s (Deterding et al, 2011) has been accompanied in the last few years by a plethora of apps and websites that have made the design and implementation of interactive quizzes easier than ever.

Taking advantage of one these tools, namely Socrative, with two groups of university students taking similar courses in Education degrees: one of them at Master's level and one of them with undergraduates in their last year.

In both courses the methodology included different review activities using Socrative to check contents regularly, following a simple quiz format. A new review quiz was designed, adding gamified elements, such as badges, challenges, and team competitions, among others.

The aims of this piece of research are to check whether there are differences (i) in students' ove-