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Nota di contenuto	Part I Fundamentals Gamification for Education -- Armando Toda, Alexandra I. Cristea, Seiji Isotani -- 1 Games and Gamification -- 2 Gamification in Education -- 3 For Practitioners -- References -- Gamification and Motivation -- Paula T. Palomino, Luiz Rodrigues, Armando Toda -- 1 Introduction -- 2 Self-determination theory -- 2.1 Dissecting Self-Determination Theory -- 2.2 Application -- 2.3 Summary -- 21 3 Flow Theory -- 3.1 Dissecting Flow Theory -- 3.2 Application -- 3.3 Summary -- 4 Cognitive load theory -- 4.1 Dissecting Cognitive Load Theory -- 4.2 Application -- 4.3 Summary -- 5 Goal-setting Theory -- 5.1 Dissecting Goal-setting Theory -- 5.2 Applications -- 5.3 Summary -- 6 Theory of Gamified Learning -- 6.1 Dissecting the Theory -- 6.2 Applications -- 6.3 Summary -- 7 Gamification Science -- 7.1 Dissecting Gamification Science -- 7.2 Applications -- 7.3 Summary -- 8 Concluding Remarks -- References -- Ethical challenges in gamified education research and development:

Sommario/riassunto	Have you ever wondered how to best add game-like elements to your (online) courses? What makes some game features desirable, and others boring? This book covers gamification design in educational domains. It is aimed at practitioners, researchers and academics alike. Gamification design is a recent and relevant topic in many domains; however, it is not well explored in the domain of education, with only a few frameworks available and most of these being only academic (e.g., theoretical) and not addressing practical issues related to education practitioners (e.g., teachers and instructors). The book is divided into 3 parts, in part 1 we explain some basic concepts related to gamification and gamification design, its importance for the education domain, possible negative effects if gamification design is neglected, and

aspects that are still not encompassed by this field. Following, part 2 focus on explaining data-driven gamification design concepts as well as a research framework on how to use data mining algorithms to analyze and interpret data to generate strategies that can be used in education domain. It also presents a conceptual framework on how to apply those strategies in the education domain, focusing on the teacher and instructor; Finally, part 3 presents discussions regarding the concepts covered in the book, as well as possible research directions.