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Serious Gaming and Gamification Education in Health Professions: Systematic Review (summery)

- Innovative ways and modalities for health professions education are constantly being pursued in order to improve teaching and learning, as well as patient care and outcomes. One such invention may be digital education.
- There is a worldwide shortage of health workers, and this issue requires innovative education solutions.
- We can say that gaming/gamification has the potential to provide learners with opportunities to be part of active learning, solving clinical problems, and gaining experience in risk-free surroundings , without needing to involve patients.
- Also gaming/gamification can be used at a time and place that suits the learner. The reusable nature of serious gaming/gamification may allow more frequent or longer interactions, free up lecturer time, and provide monetary savings .

- gaming/gamification, like other kinds of e-learning, may ease the process of updating materials, as modifications to content can be made continuously, unlike with a text book.
- The quality rating assessed using GRADE was very low.
- There was considerable heterogeneity in the results, particularly for skill outcomes, which we were unable to explain by systematic consideration of the types of intervention, population, and comparison group.
- A scoping review of serious gaming/gamification in health professions highlighted the need for economic evaluation of interventions, particularly when studies show no difference in efficacy between a serious game and traditional learning .
- If this approach is equivalent to other kinds of education in terms of outcome but more costeffective or able to offer greater access, it may provide further reasons to recommend serious gaming/gamification interventions, but no studies assessing these factors were identified.