

References

1. Britannica, "Encyclopedia Britannica," Encyclopædia Britannica. 2023. Available: <https://www.britannica.com/>
2. Vercel.app, 2023. <https://weather-wise-omega.vercel.app/chat> (accessed Aug. 29, 2023).
3. "Australia's Defining Moments Digital Classroom | National Museum of Australia," digital-classroom.nma.gov.au. <https://digital-classroom.nma.gov.au/>
4. History.com Editors, "This Day in History," HISTORY, Feb. 07, 2019. <https://www.history.com/this-day-in-history>
5. Topic 1 | Modern nations | Content | Subject outline | Stage 2 - Modern History - South Australian Certificate of Education. (n.d.). <https://www.sace.sa.edu.au/web/modern-history/stage-2/subject-outline/content/modern-nations/topic-1>
6. Clark, L. (2018, March 13). Almost half of Australian school students bored or struggling, says Grattan Institute. The Guardian. <https://www.theguardian.com/australia-news/2017/feb/05/almost-half-of-australian-school-students-bored-or-struggling-says-grattan-institute>
7. Hyland, J., & Australia, B. J. H. F. D. M. (2023, July 5). Aussie students prefer Indigenous history over "boring" Anzac history, Western Sydney uni says. Mail Online. <https://www.dailymail.co.uk/news/article-12265183/Aussie-students-prefer-Indigenous-history-boring-Anzac-history-Western-Sydney-uni-says.html>
8. History. (n.d.-b). <https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history/>
9. C. Dobbins. (2023). DECO7250 Lecture 7: Tasks and user goals UX Goals and Metrics [PowerPoint slides]. Available: https://learn.uq.edu.au/ultra/courses/_173266_1/cl/outline
10. Aussie students prefer Indigenous history over "boring" Anzac history, Western Sydney uni says | Daily Mail Online. (n.d.). Retrieved September 19, 2023, from <https://www.dailymail.co.uk/news/article-12265183/Aussie-students-prefer-Indigenous-history-boring-Anzac-history-Western-Sydney-uni-says.html>
11. Cózar-Gutiérrez, R., & Sáez-López, J. M. (2016). Game-based learning and gamification in initial teacher training in the social sciences: An experiment with MinecraftEdu. *International Journal of Educational Technology in Higher Education*, 13(1), 2. <https://doi.org/10.1186/s41239-016-0003-4>
12. Eleftheria, C. A., Charikleia, P., Iason, C. G., Athanasios, T., & Dimitrios, T. (2013). An innovative augmented reality educational platform using Gamification to enhance lifelong learning and cultural education. *IISA 2013*, 1–5. <https://doi.org/10.1109/IISA.2013.6623724>
13. Kusuma, G. P., Wigati, E. K., Utomo, Y., & Putera Suryapranata, L. K. (2018). Analysis of Gamification Models in Education Using MDA Framework. *Procedia Computer Science*, 135, 385–392. <https://doi.org/10.1016/j.procs.2018.08.187>
14. Majuri, J., Koivisto, J., & Hamari, J. (2018, May 21). Gamification of Education and Learning: A Review of Empirical Literature.
15. Moseikina, M., Toktamysov, S., & Danshina, S. (2022). Modern Technologies and Gamification in Historical Education. *Simulation & Gaming*, 53(2), 135–156. <https://doi.org/10.1177/10468781221075965>
16. Student Learning Circuits, War Memorials and Anzac—Public History Weekly—The Open Peer Review Journal. (2023, January 26). *Public History Weekly*. <https://public-history-weekly.degruyter.com/11-2023-1/learning-circuits-anzac/>