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Diagnosing student acceptance and designing digital gamified learning: an integrated UTAUT and TPACK perspective

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Propositions

associated with the dissertation

Diagnosing student acceptance and designing digital gamified learning: An integrated UTAUT and TPACK perspective

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1. Teachers should consider more factors influencing students' learning needs than their preferences for game elements. (subject)
2. Current approaches to tailored gamified learning overemphasize player information while ignoring students' roles as learners in educational contexts. (subject)
3. Dynamic learner data derived from students' interactions with gamified systems provides a more accurate representation of learners' real-time needs than static user profiles. (subject)
4. Future research on tailored gamification for learning is recommended to focus on class implementation instead of how to model users. (subject)
5. In order to motivate all students, we should adapt gamified learning to individual needs and preferences. (scientific)
6. Before integrating digital games/gamification into educational settings, teachers should first diagnose students' acceptance rather than assume its motivational benefits. (scientific)
7. The effectiveness of digital gamified learning depends not only on technological innovation itself, but more fundamentally on teachers' systematic pre-class planning that integrates content, pedagogy, and technology. (scientific)
8. In order to achieve effective instructional design, teachers need to consider both students' self-reported data and their own professional pedagogical judgement, due to students' limited metacognitive awareness to their learning difficulties (scientific)
9. Students should be encouraged to express their own learning needs before being exposed to gamified learning environments. (scientific)
10. The effectiveness of digital gamified learning depends not only on institutional access to technology, but also on the support for pedagogical alignment and curriculum integration. (societal)