

## MODEL FOR IMPLEMENTING GAMIFICATION IN HEIS

**Martin Kiselicki**

*Teaching and Research Assistant at Faculty of Economics - Skopje*

[Martin.kiselicki@eccf.ukim.edu.mk](mailto:Martin.kiselicki@eccf.ukim.edu.mk)

**Saso Josimovski**

*Full-time professor at Faculty of Economics - Skopje*

[Saso.josimovski@eccf.ukim.edu.mk](mailto:Saso.josimovski@eccf.ukim.edu.mk)

**Lidija Pulevska Ivanovska**

*Full-time professor at Faculty of Economics - Skopje*

[Lidija.pulevska@eccf.ukim.edu.mk](mailto:Lidija.pulevska@eccf.ukim.edu.mk)

### **ABSTRACT**

*The paper focuses on the topic of gamification in higher education, with specific emphasis on different models of gamification that can be utilized. Gamification in HEIs has been a prominent topic in recent years, with many researches outlining the benefits that can be achieved. However, to ensure a successful implementation, the general recommendation is to follow existing models which comprise from several phases. The research continues by presenting existing models for implementing gamification in education, which provide the foundation to build upon when introducing a new model focused solely on higher educational institutions, since existing ones are focused on broader educational levels, including primary, secondary and tertiary education. Since higher education has differentiating characteristics, it is necessary to propose a tailor-made solution that will address potential differences and challenges. The proposed model is based on three key principles: (1) the advancement of existing models, with the goal of overcoming their inherent limitations and serving as an improved successor; (2) the development of a clear and well-organized framework, tailored for educational institutions that are new to gamification, to ensure that it can be easily understood and implemented even by individuals who are unfamiliar with gamification concepts; and (3) a strategic emphasis on sustainability. In contrast to existing models that mainly depend on operational specifics that may be rendered outdated by technological progress, this particular model employs a strategic perspective, hence reducing the potential hazards associated with obsolescence.*

*Based on traditional project management methodologies, the model is composed of four primary phases, namely analysis, planning, implementation, and control. By setting a clear structure for implementation and strategic goals, the proposed model aligns with wider business implementations, hence enabling a smooth comprehension for individuals responsible for designing and implementing gamification solutions within the context of higher education. Further testing of the proposed model can be performed to evaluate its efficacy in HEIs in North Macedonia and broader regions.*

**Keywords:** *Gamification, HEI, Model, Implementation*

**JEL classification:** *I21, I23*

<http://doi.org/10.47063/EBTSF.2023.0023>

<http://hdl.handle.net/20.500.12188/28861>