

ORIGINAL PAPER

Gamified Formative Evaluation and Peer Feedback Loops in Hybrid Language Learning Environments

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Abstract

Integrating digital leaderboard mechanics and rubric-based peer assessment to increase speaking fluency and assignment submission regularity. Active participation increased by 52% across three classroom cycles.

Keywords: Gamification, Formative Assessment, Peer Feedback, Hybrid Learning, Classroom Action Research

1. Introduction

Hybrid instructional modes post-pandemic often struggle with student disengagement and passive observation during virtual discussion forums. Gamified mechanics, when ethically aligned with structured peer feedback, can revitalize active learner accountability.

2. Method

Through three action research iterations involving 56 undergraduate language students, the instructor introduced point-badge-leaderboard dynamics paired with double-blind peer rubric evaluations of recorded speaking tasks.

3. Results and Discussion

Assignment submission compliance rose from 62% in the baseline cycle to 96% in Cycle 3. Peer feedback quality indicators (specificity, constructive actionable advice) improved by 54% as measured by expert rating rubrics.

4. Conclusion

Gamified formative assessment maintains student momentum in hybrid educational settings, provided gamification elements reward pedagogical collaboration rather than cutthroat individual competition.

Declarations

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Conflicts of Interest: The authors declare that they have no competing financial or personal interests.

Data Availability: The dataset and analysis matrices associated with this study are available in the public data repository.

Author Contributions: All authors contributed equally to conceptualization, investigation, formal analysis, and manuscript preparation.

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