

Bibliografía

- AARSETH, E. *ET AL.* (2017). Scholars' open debate paper on the World Health Organization ICD11 Gaming Disorder proposal. *Journal of Behavioral Addictions*, 6(3), 267-270.
- ABT, C. (1987). *Serious Game*. University Press of America
- ADACHI, P. J. C. y WILLOUGHBY, T. (2011). The effect of video game competition and violence on aggressive behavior: Which characteristic has the greatest influence? *Psychology of Violence*, 1(4), 259-274. doi:10.1037/a0024908
- ADACHI, P. J. C. y WILLOUGHBY, T. (2013). Demolishing the competition: The longitudinal link between competitive video games, competitive gambling, and aggression. *Journal of Youth and Adolescence*, 42(7), 1090-1104.
- : (2013b). Do Video Games Promote Positive Youth Development? *Journal of Adolescent Research*, 28(2), 155-165. <https://doi.org/10.1177/0743558412464522>
- ADACHI, P. J. C. y WILLOUGHBY, T. (2016). The longitudinal association between competitive video game play and aggression among adolescents and young adults. *Child Development*, 87(6), 1877-1892.
- ADAMS, J. A., GALLOWAY, T. S., MONDAL, D., ESTEVES, S. C. y MATHEWS, F. (2014). Effect of mobile telephones on sperm quality: a systematic review and meta-analysis. *Environ. Int.*, 70, 106-112.
- AFIFI, T. D., ZAMANZADEH, N., HARRISON, K. y ACEVEDO CALLEJAS, M. (2018). WIRED: The impact of media and technology use on stress (cortisol) and inflammation (interleukin IL-6) in fast paced families. *Computers in Human Behavior*, 81, 265-273. <https://doi.org/10.1016/j.chb.2017.12.010>
- ALTARRIBA BELTRÁN, F. (2019). *Los tipos de jugadores en Gamification: teorías Bartle, Amy Jo Kim y Marczewski*. <https://www.iebschool.com/blog/tipos-jugadores-innovacion/>
- ALTENBURG, T. M., SINGH, A. S., VAN MECHELEN, W., BRUG, J. y CHINAPAW, M. J. (2012). Direction of the association between body fatness and self-reported screen time in Dutch

- adolescents. *The international journal of behavioral nutrition and physical activity*, 9(4). <https://doi.org/10.1186/1479-5868-9-4>.
- ANDERSON, C. A. y CARNAGEY, N. L. (2009). Causal effects of violent sportsvideo games on aggression: Is it competitiveness or violent content? *Journal of Experimental Social Psychology*, 45, 731-739.
- ANDERSON, C. A. y DILL, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology*, 78, 772-790.
- ANDERSON, C. A. y MURPHY, C. R. (2003). Violent video games and aggressive behavior. *Aggressive Behavior*, 29, 423-429.
- ANDERSON, C. A., BUCKLEY, K. E. y CARNAGEY, N. L. (2008). Creating your own hostile environment: A laboratory examination of trait aggressiveness and the violence escalation cycle. *Personality and Social Psychology Bulletin*, 34, 462-473.
- ANDERSON, C. A., CARNAGEY, N. L., FLANAGAN, M., BENJAMIN, A. J., EUBANKS, J. y VALENTINE, J. C. (2004). Violent video games: Specific effects of violent content on aggressive thoughts and behavior. *Advances in Experimental Social Psychology*, 36, 199-249.
- ANDERSON, C. A., SHIBUYA, A., IHORI, N., SWING, E. L., BUSHMAN, B. J., SAKAMOTO, A., ... SALEEM, M. (2010). Violent video game effects on aggression, empathy, and prosocial behavior in Eastern and Western countries: A meta-analytic review. *Psychological Bulletin*, 136(2), 151-173.
- ANDREASSEN, C. S., BILLIEUX, J., GRIFFITHS, M. D., KUSS, D. J., DEMETROVICS, Z., MAZZONI, E. y PALLESEN, S. (2016). The relationship between addictive use of social media and video games and symptoms of psychiatric disorders: a large-scale cross-sectional study. *Psychol. Addict. Behav*, 30(2), 252-262.
- ANYAEGBU, R., TING-JESSY, W. y LI, Y. (2012). Serious game motivation in an EFL classroom in Chinese primary school. *TOJET: The Turkish Online Journal of Educational Technology*, 11(1), 154-165.
- ARAUJO, T. (2018). Living up to the chatbot hype: The influence of anthropomorphic design cues and communicative agency framing on conversational agent and company perceptions. *Computers in Human Behavior*, 85, 183-189.
- ARORA, T., BROGLIA, E., THOMAS, G. N., y TAHERI, S. (2014). Associations between specific technologies and adolescent sleep quantity, sleep quality, and parasomnias. *Sleep medicine*, 15(2), 240-247. <https://doi.org/10.1016/j.sleep.2013.08.799>
- ARROYO, D. (2019). La OMS hace oficial la adicción a los videojuegos como trastorno mental. https://as.com/meristation/2019/05/26/noticias/1558879918_863987.html
- ASOCIACIÓN SOMOS DIGITAL (2020). *Súmame al reto. Tú puedes hacer un uso de la tecnología más responsable con el medio ambiente*. https://somos-digital.org/wp-content/uploads/2020/03/Guia-Tecnologias-para-la-sostenibilidad-ambiental_Asociacion_Somos_Digital.pdf
- AVEDON, E. M. y SUTTON-SMITH, B. (1971). *The Study of Games*. Wiley.
- BAILEY, C. y BURNETT, C. (2014). Conceptualising collaboration in hybrid sites: playing Minecraft together and apart in a primary classroom. In C. Burnett, J. Davies, G. Merchant y J. Rowsell (Ed.) *New literacies around the globe* (pp. 70-91). Routledge.
- BAILEY, D. (2019). Chatbots as Conversational Agents in the Context of Language Learning. *The Fourth Industrial Revolution and Education*, 32-41.

Bibliografía

- BAILEY, K., WEST, R. y ANDERSON, C. A. (2011). The influence of video games on social, cognitive, and affective information processing. In J. Decety y J. Cacioppo (Eds.), *The Oxford handbook of social neuroscience* (pp. 1001-1011). Oxford University Press.
- BANDURA, A. (1982). Self-efficacy mechanism in human agency. *The American Psychologist*, 37(2), 122-147.
- BARAB, S. A., DODGE, T., INGRAM-GOBLE, A., PEPPLER, K., PETTYJOHN, P. y VOLK, C. (2010). Pedagogical dramas and transformational play: Narratively rich games for learning. *Mind, Culture, and Activity*, 17(3), 235-264. doi: 10.1080/10749030903437228
- BARR, M. (2017). Video games can develop graduate skills in higher education students: A randomized trial. *Computers and Education*, 113, 86-97.
- BARTHOLOW, B. D., SESTIR, M. A. y DAVIS, E. B. (2005). Correlates and consequences of exposure to video game violence: Hostile personality, empathy, and aggressive behavior. *Personality y Social Psychology Bulletin*, 31(11), 1573-1586.
- BARTLE, R. (1996). Hearts, clubs, diamonds, spades: players who suit MUDs. *Journal of MUD Research*, 1(1), 19.
- BARTOLOMÉ, A. R. y GRANÉ, M. (2004). Educación y Tecnologías: de lo excepcional a lo cotidiano. *Aula de Innovación Educativa*, 135. <http://www.grao.com/revistas/aula/135-educacion-y-tecnologias-de-laexcepcionalidad-a-la-cotidianeidad/educacion-y-tecnologias-de-lo-excepcional-a-locotidiano>
- BATURO, A. y NASON, R. (1996). Student teachers' subject matter knowledge within the domain of area measurement. *Educational Studies in Mathematics*, 31(3), 235-268.
- BBC (2014). *Computer coding taught in Estonian primary schools*. <http://www.bbc.com/news/education-25648769>
- BELLISSIMO, N., PENCHARZ, P. B, THOMAS, S. G. y ANDERSON, G. H. (2007). Effect of television viewing at mealtime on food intake after a glucose preload in boys. *Pediatric Research*, 61(6), 745-9. <http://dx.doi.org/10.1203/pdr.0b013e3180536591>.
- BENHADI, Y., EL MESSAOUDI, M. y NFISSI, A. (2019). Artificial Intelligence in Education: Integrating Serious Gaming into the Language Class ClassDojo Technology for Classroom Behavioral Management. *IAES International Journal of Artificial Intelligence*, 8(4), 382.
- BENOTTI, L., MARTINEZ, M. C. y SCHAPACHNIK, F. (2018). A tool for introducing computer science with automatic formative assessment. *IEEE Transactions on Learning Technologies*, 11(2), 179-192. <https://doi.org/10.1109/TLT.2017.2682084>
- BENRAZAVI, R., TEIMOURI, M. y GRIFFITHS, M. D. (2015). Utility of parental mediation model on youth's problematic online gaming. *International Journal of Mental Health and Addiction*, 13, 712-727.
- BENTIVOGLIO, C. A., BONURA D., CANNELLA V., CARLETTI S., PIPITONE A., PIRRONE R., ROSSI P. G. y RUSSO G. (2010). Agenti intelligenti supporto dell'interazione con l'utente all'interno di processi di apprendimento. *Journal of e-Learning and Knowledge Society*, 2(6), 27-36.
- BERKOWITZ, L. (1989). Frustration-aggression hypothesis: Examination and reformulation. *Psychological Bulletin*, 106, 59-73.
- BICEN, H. y KOCAKOYUN, S. (2018). Perceptions of Students for Gamification Approach: Kahoot as a Case Study. *International Journal of Emerging Technologies in Learning*, 13(2), 72-93.

- BII, P. (2013). Chatbot technology: A possible means of unlocking student potential to learn how to learn. *Educational Research*, 4(2), 218-221.
- BOND, R. M. y BUSHMAN, B. J. (2017). The contagious spread of violence among US adolescents through social networks. *American Journal of Public Health*, 107, 288-294.
- BONIEL-NISSIM, M., TABAK, I., MAZUR, J., BORRACCINO, A., BROOKS, F., GOMMANS, R. y FINNE, E., (2015). Supportive communication with parents moderates the negative effects of electronic media use on life satisfaction during adolescence. *Int. J. Pub. Health*, 60(2), 189-198.
- BORGONOV F. (2016). Video gaming and gender differences in digital and printed reading performance among 15-year-olds students in 26 countries. *Journal of adolescence*, 48, 45-61. <https://doi.org/10.1016/j.adolescence.2016.01.004>
- BOS, B., WILDER, L., COOK, M. y O'DONNELL, R. (2014). Learning mathematics through Minecraft. *Teaching Children Mathematics*, 21(1), 56-59.
- BOURGONJON, J., VALCKE, M. SOETAERT, R., DE- WAWER, B. y SCHELLENS, T. (2011). Parental acceptance of digital game-based learning. *Computers y Education*, 57, 1434-1444.
- BRAITHWAITE, D. W., PYKE, A. A. y SIEGLER, R. S. (2017). A computational model of fraction arithmetic. *Psychological Review*, 124(5), 603-625.
- BRAND, M., YOUNG, K.S. y LAIER, C. (2014). Prefrontal control and Internet addiction: a theoretical model and review of neuropsychological and neuroimaging findings. *Front. Hum. Sci.* 8(375), 1-13.
- BREUER, J., SCHARKOW, M. y QUANDT, T. (2015). Sore losers? A reexamination of the frustration-aggression hypothesis for colocated video game play. *Psychology of Popular Media Culture*, 4(2), 126-137.
- BRIGHT, G. W. (1991). Effects of Computer Programming on Cognitive Outcomes: A Meta-Analysis, *Journal of Educational Computing Research*, 7, 251-268,
- BROWNING, C., EDSON, A. J., KIMANI, P. y ASLAN-TUTAK, F. (2014). Mathematical content knowledge for teaching elementary mathematics: A focus on geometry and measurement. *The Mathematics Enthusiast*, 11(2), 333-384.
- BRUCK, P. A., MOTIWALLA, L. y FOERSTER, F. (2012). Mobile Learning with Micro-content: A Framework and Evaluation. *25th Bled eConference*, 527-543.
- BRUNBORG, G. S., MENTZONI, R. A., MELKEVIK, O. R., TORSHEIM, T., SAMDAL, O., HETLAND, J. ... PALLESEN, S. (2013). Gaming addiction, gaming engagement, and psychological health complaints among Norwegian adolescents. *Media Psychology*, 16(1), 115-128.
- BUCKLEY, P. y DOYLE, E. (2016). Gamification and student motivation. *Interactive Learning Environments*, 24(6), 1162-1175, <https://doi.org/10.1080/10494820.2014.964263>
- BURKE, A. y PEPPER, E. (2002). Cumulative trauma disorder risk for children using computer products: results of a pilot investigation with a student convenience sample. *Public Health Rep*, 117(4), 350.
- BURKE, R. J. y MATTIS, M. C. (2007). *Women and Minorities in Science, Technology, Engineering and Mathematics*. Elgaronline. <http://www.elgaronline.com/view/9781845428884.00026.xml>
- BYRNE, R. (2013). Free technology for teachers: Kahoot! -create quizzes and surveys your students can answer on any device. <http://www.freetech4teachers.com/2013/11/kahoot-create-quizzes-and-surveysyour.html#.VLnc78buzuU>
- CABERO, J. y MARÍN, V. (2014). Miradas sobre la formación del profesorado en TIC. *Enl@ce. Revista Venezolana de Información, Tecnología y Conocimiento*, 11(2), 11-24.

Bibliografía

- CALLOIS, R. (1994). *Los juegos y los hombres: la máscara y el vértigo*. Fondo de Cultura Económica.
- CALDER, N. (2010). Using Scratch: an integrated problem-solving approach to mathematical thinking. *Australian Primary Mathematics Classroom*, 15(4), 9-14.
- CAMPBELL, S. B., SHAW, D. S. y GILLIOM, M. (2000). Early externalizing behavior problems: Toddlers and preschoolers at risk for later maladjustment. *Development and Psychopathology*, 12, 467-488.
- CARBONE, S., CANADA, J. M., BILLINGSLEY, H. E., SIDDIQUI, M. S., ELAGIZI, A. y LAVIE, C. J. (2019). Obesity paradox in cardiovascular disease: where do we stand?. *Vascular Health and Risk Management*, 15, 89.
- CASTELLS, M. (2011). Democracy in the age of the Internet. *Transfer: Journal of contemporary culture*, 6, 96-103.
- CHARLTON, J. P. (2002). A factor analytic investigation of computer 'addiction' and engagement. *British Journal of Psychology*, 93(3), 329-344.
- CHATBOTS MAGAZINE (2017). 6 artificial intelligence and chatbots are changing education. Chatbots Magazine. Recuperado de <https://chatbotsmagazine.com/six-ways-a-i-and-chatbots-are-changingeducation-c22e2d319bbf>
- CHRISTAKIS, D. A. y ZIMMERMAN, F. J. (2007). Violent television viewing during preschool is associated with antisocial behavior during school age. *Pediatrics*, 120(5), 993-999.
- CHRISTAKIS, N. A. y FOWLER, J. H. (2013). Social contagion theory: Examining dynamic social networks and human behavior. *Statistics in Medicine*, 32, 556-577.
- CHUMBLEY, J. y GRIFFITHS, M. D. (2006). Affect and the computer game player: the effect of gender, personality, and game reinforcement structure on affective responses to computer gameplay. *CyberPsychology y Behavior*, 9(3), 308-316.
- CHURCH, N. J. y IYER, V. (2018). The Future of Marketing: Staying Competitive in a Competitive World». Repositorio De La Red Internacional De Investigadores *Competitividad*, 8(1). <https://riico.net/index.php/riico/article/view/1151>.
- CICCARELLI, M., CHEN, J., VAZ, S., CORDIER, R. y FALKMER, T. (2015). Managing children's postural risk when using mobile technology at home: Challenges and strategies. *Applied Ergonomics*, 51, 189-198. <http://dx.doi.org/10.1016/J.APERGO.2015.04.003>.
- CIECHANOWSKI, L., PRZEGALINSKA, A. y WEGNER, K. (2018). The Necessity of New Paradigms in Measuring Human-Chatbot Interaction. In Hoffman, M. (Ed.). *Advances in Cross-Cultural Decision Making* (pp. 205-214). Cham: Springer.
- CLEMENTS, D. H. y SWAMINATHAN, S. (1995). Technology and School Change New Lamps for Old? *Childhood Education*, 71(5), 275-281.
- CODE.ORG. (2013). What most schools don't teach. *YouTube*. <https://www.youtube.com/watch?v=nKIu9yen5n>
- COLACE, F., SANTO, M. D., LOMBARDI, M., PASCALE, F., PIETROSANTO, A. y LEMMA, S. (2018). Chatbot for E-Learning: A Case of Study. *International Journal of Mechanical Engineering and Robotics Research*, 7(5), 528-533. doi:10.18178/ijmer-r.7.5.528-533
- COLDER CARRAS, M., VAN ROOIJ, A. J., VAN DE MHEEN, D., MUSCI, R., XUE, Q. L., y MENDELSON, T. (2017). Video Gaming in a Hyperconnected World: A Cross-sectional Study of Heavy Gaming, Problematic Gaming Symptoms, and Online Socializing in Adolescents. *Computers in human behavior*, 68, 472-479. <https://doi.org/10.1016/j.chb.2016.11.060>

- COLE, H. y GRIFFITHS, M. D. (2007). Social interactions in Massively Multiplayer Online RolePlaying gamers. *CyberPsychology y Behavior*, 10, 575-583.
- COLLADO, C. (2020). *Si has instalado alguno de estos 47 juegos, bórralo de inmediato: es un malware*. <https://andro4all.com/noticias/juegos-android/juegos-android-malware>
- CONTRERAS ESPINOSA, R. S. y EGUIA, J. L. (2017). Gamificación en aulas universitarias. Bellaterra: Institut de la Comunicació, Universitat Autònoma de Barcelona.
- COURNOT, A. (1838). Recherches sur les Principes Mathématiques de la Théorie des Richesses. English edition (ed. N. Bacon): Researches into the Mathematical Principles of the Theory of Wealth (New York: Macmillan, 1897).
- COWLEY, B., CHARLES, D., BLACK, M. y HICKEY R. (2008). Toward an understanding of flow in video games. *Comput Entertain*, 6(20), 1-20.
- COYNE, S. M., WARBURTON, W. A., ESSIG, L. W. y STOCKDALE, L. A. (2018). Violent video games, externalizing behavior, and prosocial behavior: A five-year longitudinal study during adolescence. *Developmental psychology*, 54(10), 1868-1880.
- CROWLEY, S. J, CAIN, S. W, BURNS, A. C, ACEBO, C. y CARSKADON, M. A. (2015). Increased Sensitivity of the Circadian System to Light in Early/MidPuberty. *The Journal of Clinical Endocrinology y Metabolism*, 100(11), 4067-4073, <http://dx.doi.org/10.1210/jc.2015-2775>.
- CROWN, S., FUENTES, A., JONES, R., NAMBIAR, R. y CROWN, D. (2010). Ann G. Neering: Interactive chatbot to motivate and engage engineering students. *American Society for Engineering Education*, 15(1), 1-13.
- CSIKSZENTMIHALYI, M. (1990). Flow: The Psychology of Optimal Experience. *Journal of Leisure Research*, 24(1), 93-94.
- CSIKSZENTMIHALYI, M. (1992). *Flow. The Psychology of Happiness*. Rider.
- CSIKSZENTMIHALYI, M. (2008). *Flow: The Psychology of Optimal Experience*. Harper Perennial Modern Classics.
- CURTIS, B. M. y O'KEEFE, J. H. (2002). Autonomic tone as a cardiovascular risk factor: the dangers of chronic fight or flight. *Mayo Clin. Proc*, 77, 45-54.
- CURTIS, R. (2012). Einföhlung and Abstraction in the Moving Image: Historical and Contemporary Reflections. *Science in Context*, 25, 425-446.
- DALMAZZO, D. y RAMIREZ R. (2017). Air violin: a machine learning approach to fingering gesture recognition. MIE 2017- Proceedings of the 1st ACM SIGCHI International Workshop on Multimodal Interaction for Education.
- DALMAZZO, D. y RAMÍREZ, R. (2019). Bowing Gestures Classification in Violin Performance: A Machine Learning Approach. *Frontiers in Psychology*, <https://doi.org/10.3389/fpsyg.2019.00344>
- DE GROVE, F., BOURGONJON, J. y VAN LOOY, J. (2012). Digital games in the classroom? A contextual approach to teachers' adoption intention of digital games in formal education. *Computers in Human Behavior*, 28(6), 2023-2033
- DEARY, I. J., JOHNSON, W. y HOULIHAN, L. M. (2009). Genetic foundations of human intelligence. *Human genetics*, 126(1), 215-232. <https://doi.org/10.1007/s00439-009-0655-4>.
- DECI, E. L. y RYAN, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Plenum Press.
- DELISI, M., VAUGHN, M. G., GENTILE, D. A., ANDERSON, C. A. y SHOOK, J. J. (2013). Violent video games, delinquency, and youth violence: New evidence. *Youth Violence and Juvenile Justice*, 11, 132-142.

Bibliografía

- DESMURGET, M. (2020). *La fábrica de cretinos digitales*. Península.
- DETERDING, S. (2012). *The Gameful Classroom. A workshop at Games*. Learning & Society 8.0.
- DETERDING, S., KHALED, R., NACKE, L. E. y DIXON, D. (2011). *Gamification: Toward a Definition*. Proceedings of the 2011 Workshop Gamification: Using Game Design Elements in Non-Game Contexts. ACM.
- DHABHAR, F. S., y McEWEN, B. S. (1997). Acute stress enhances while chronic stress suppresses cell-mediated immunity in vivo: a potential role for leukocyte trafficking. *Brain, behavior, and immunity*, 11(4), 286-306. <https://doi.org/10.1006/brbi.1997.0508>
- DICHEVA, D., DICHEV, C., AGRE, A. y ANGELOVA, G. (2015). Gamification in education: A systematic mapping study. *Educational Technology y Society*, 18(3), 75-88.
- DISHION, T. J. y TIPSORD, J. M. (2011). Peer contagion in child and adolescent social and emotional development. *Annual Review of Psychology*, 62, 189-214.
- DONG, G., DeVITO, E. E., DU, X. y CUI, Z. (2012). Impaired inhibitory control in 'Internet addiction disorder': a functional magnetic resonance Imaging study. *Psychiatry Res.*, 203(2-3), 153-158. 10.1016/j.psychres.2012.02.001
- DOWSETT, A. C. (2017). *The Effect of violent, competitive, and multiplayer video Games on aggression* (Doctoral dissertation).
- DOWSETT, A. y JACKSON, M. (2019). The effect of violence and competition within video games on aggression. *Computers in Human Behavior*, 99, 22-27.
- DRUIN, A. (1998). *The Design of Children's Technology*. San Francisco, CA: Morgan Kaufmann Publishers.
- DUMITH, S., HALLAL, P., MENEZES, A., y ARAÚJO, C. (2010). Sedentary behavior in adolescents: the 11-year follow-up of the 1993 Pelotas (Brazil) birth cohort study. *Cadernos de saude publica*, 26(10), 1928-36.
- DURKIN, K. y BARBER, B. (2002). Not so doomed: Computer game play and positive adolescent development. *Journal of Applied Developmental Psychology*, 23(4), 373-392.
- EBONG, I. A., GOFF JR, D. C., RODRIGUEZ, C. J., CHEN, H. y BERTONI, A. G. (2014). Mechanisms of heart failure in obesity. *Obesity research y clinical practice*, 8(6), e540-e548.
- EDUTRENDS (2016). *Gamificación*. Tecnológico de Monterrey.
- EJMKONYE, P. O. y VLADIMIROVNA, B. I. (2020). Harmful Effects of Video Games on Youths: A Study. *Nutrition*, 30(4), 727-740.
- ELLISON, T.L. y EVANS, J. (2016). Minecraft," Teachers, Parents, and Learning: What They Need to Know and Understand. *School Community Journal*, 26, 25-43.
- EWOLDSSEN, D. R., ENO, C. A., OKDIE, B. M., VELEZ, J. A., GUADAGNO, R. E. y DECOSTER, J. (2012). Effect of playing violent video games cooperatively or competitively on subsequent cooperative behavior. *Cyberpsychology, Behavior and Social Networking*, 15(5), 277.
- EXELMANS, L., CUSTERS, K. y VAN DEN BULCK, J. (2015). Violent video games and delinquent behavior in adolescents: A risk factor perspective. *Aggressive Behavior*, 41, 267-279.
- FARKASH, Z. (2018). Education Chatbot: 4 ways chatbots are revolutionizing education. *Chatbot Magazine*. Recuperado de <https://chatbotsmagazine.com/education-chatbot-4-ways-chatbots-arerevolutionizing-education-33f36627964c>
- FERGUSON, C. J., OLSON, C. K., KUTNER, L. A. y WARNER, D. E. (2014). Violent video games, catharsis seeking, bullying, and delinquency: A multivariate analysis of effects. *Crime y Delinquency*, 60, 764-784.

- FESSAKIS, G., GOULI, E. y MAVROUDI, E. (2013). Problem solving by 5–6 years old kindergarten children in a computer programming environment: a case study. *Computers & Education*, 63, 87-97.
- FESTINGER, L. (1954). A theory of social comparison processes. *Human Relations*, 7, 117-140. <https://doi.org/10.1177/001872675400700202>
- FIGUEIRO, M. y OVERINGTON, D. (2016). Self-luminous devices and melatonin suppression in adolescents. *Lighting Research y Technology*, 48(8), 966-975. <http://dx.doi.org/10.1177/1477153515584979>.
- FINKE, E. H., HICKERSON, B. D., y KREMKOW, J. (2018). “To Be Quite Honest, If It Wasn’t for Videogames I Wouldn’t Have a Social Life at All”: Motivations of Young Adults With Autism Spectrum Disorder for Playing Videogames as Leisure. *American journal of speech-language pathology*, 27(2), 672–689. https://doi.org/10.1044/2017_AJSLP-17-0073
- FLATT, C. R. (2016). *Revolutionizing Schools with Design Thinking y Game-Like Learning. Debates in Education*. Institute of Play. www.fbofill.cat/sites/default/files/RossFlatRevolutionPresentation190416_2.pdf.
- FOERSTER, K. T. (2017). *Teaching spatial geometry in a virtual world: Using Minecraft in mathematics in grade 5/6*. Proceedings of the global engineering education conference (EDUCON) (pp. 1411-1418). Athens: IEEE.
- FOWLER, J. y NOYES, J. (2017). A study of the health implications of mobile phone use in 8- 14s. *DYNA*, 84, 228-233, <http://dx.doi.org/10.15446/dyna.v84n200.62156>.
- FOX, J., BAILENSON, J. N. y TRICASE, L. (2013). The embodiment of sexualized virtual selves: The Proteus effect and experiences of self-objectification via avatars. *Computers in Human Behavior*, 29, 930-938.
- FUNK, B. J. y BUCHMAN. (1997). Children and electronic games in the United States. *Trends in Communication*, 2, 111-26.
- FUNK, J. B., HAGAN, J., SCHIMMING, J., BULLOCK, W. A., BUCHMAN, D. D. y MYERS, M. (2002). Aggression and psychopathology in adolescents with a preference for violent electronic games. *Aggressive Behavior*, 28, 134-144.
- GABBIADINI, A. y RIVA, P. (2018). The lone gamer: Social exclusion predicts violent video game preferences and fuels aggressive inclinations in adolescent players. *Aggressive Behavior*, 44, 113-124.
- GAIRÍN, J. e ION, G. (Eds.). (2021). *Prácticas educativas basadas en evidencias. Reflexiones, estrategias y buenas prácticas*. Narcea.
- GAO, Z., CHEN, S., PASCO, D. y POPE, Z. (2015). A meta-analysis of active video games on health outcomes among children and adolescents. *Obesity Reviews*, 16(9), 783-94, <http://dx.doi.org/10.1111/obr.12287>.
- GARCÍA BRUSTENGA, G., FUERTES-ALPISTE, M. y MOLAS-CASTELLS, N. (2018). *Briefing paper: los chatbots en educación*. Barcelona: eLearn Center. Universitat Oberta de Catalunya.
- GARCÍA, F. J. y DOMÉNECH, F. (1997). Motivación, aprendizaje rendimiento escolar. *Reme*, 1(0), 1-36.
- GEBREMARIAM, M. K., BERGH, I. H., ANDERSEN, L. F., OMMUNDSEN, Y., TOTLAND, T. H., BJELLAND, M., GRYDELAND, M. y LIEN, N. (2013). Are screen-based sedentary behaviors longitudinally associated with dietary behaviors and leisure-time physical activity in the transition into adolescence?. *International Journal of Behavioral Nutrition*, 10(9), <http://dx.doi.org/10.1186/1479-5868-10-9>.

Bibliografía

- GEE J. P. (2003). What videogames have to teach us about learning and literacy. *Comput Entertainment*, 1(1). doi: 10.1145/950566.950595
- GEIS (2015). *Transcript of dinner speech 19 October 2015*. Helsinki, Andreas Schleicher. Recuperado de <https://www.oecd.org/education-industry-summit/home/GEIS-Dinner%20speech-Schleicher.pdf>
- GEISLER, J., ROMANOS, M., HEGERL, U. y HENSCH, T. (2014). Hyperactivity and sensation seeking as autoregulatory attempts to stabilize brain arousal in ADHD and mania? *Atten. Deficit Hyperact. Dis*, 6(3), 159-173.
- GENTILE D. (2009). Pathological video-game use among youth ages 8 to 18: a national study. *Psychological science*, 20(5), 594-602. <https://doi.org/10.1111/j.1467-9280.2009.02340.x>.
- GENTILE, D. A., LYNCH, P. J., LINDER, J. R. y WALSH, D. A. (2004). The effects of violent video game habits on adolescent hostility, aggressive behaviors, and school performance. *Journal of Adolescence*, 27, 5-22.
- GHOSE, S. y BARUA, J. (2013). Toward the implementation of a topic specific dialogue based natural language chatbot as an undergraduate advisor. International conference on informatics, electronics and vision, Dhaka, Bangladesh, 1-5. doi: 10.1109/ICIEV.2013.6572650
- GIBSON, D., OSTASHEWSKI, N., FLINTOFF, K., GRANT, S., y KNIGHT, E. (2013). *Digital Badges in Education. Education and Information Technology*. Springer.
- GIL MADRONA, P. y DÍAZ SUÁREZ, A. (2012). Dominio afectivo de los alumnos de 6º curso de primaria hacia la asignatura de educación física. *Revista de Investigación en Educación*, 10(2), 109-117.
- GIURGIU, L. (2017). Microlearning an Evolving Elearning Trend. *Scientific Bulletin*, 22(1), 18-23. doi:10.1515/bsaft-2017-0003
- GLUCKSBERG, S. (1962). The influence of strength of drive on functional fixedness and perceptual recognition. *Journal of Experimental Psychology*, 63(1), 36-41. <https://doi.org/10.1037/h0044683>
- GNAUK, B., DANNECKER, L. y HAHMANN, M. (2012). Leveraging Gamification in Demand Dispatch Systems. Proceedings of the 2012 Joint EDBT/ICDT Workshops, p. 103, ACM, New York, USA.
- GOLD, V. (2011). Students with disabilities, supporting literacy. *Scratched Discussions*. <http://scratched.media.mit.edu/discussions/researching-scratch/students-disabilities-supporting-literacy>
- GOLDFIELD, G. S., KENNY, G. P., HADJIYANNAKIS, S., PHILLIPS, P., ALBERGA, A. S., SAUNDERS, T. J. y SIGAL, J. (2011). Video game playing is independently associated with blood pressure and lipids in overweight and obese adolescents. *PLoS One*, 6(11), e26643.
- GOLDSTEIN, J. H., DAVIS, R. W. y HERMAN, D. (1975). Escalation of aggression: Experimental studies. *Journal of Personality and Social Psychology*, 31, 162-170.
- GOOCH, D., VASALOU, A., BENTON, L. y KHALED, R. (2016). Using gamification to motivate students with dyslexia. Proceedings of the 2016 CHI Conference on human factors in computing systems (pp. 969-980). ACM.
- GOPINATH, B., BAUR, L. A., HARDY, L. L., KIFLEY, A., ROSE, K. A., WONG, T. Y., MITCHELL, P. (2012). Relationship between a range of sedentary behaviors and blood pressure during early adolescence. *J. Hum. Hypertens*, 26(6), 350-356.

- GOPINATH, B., HARDY, L. L., KIFLEY, A., BAUR, L. A. y MITCHELL, P. (2014). Activity behaviors in schoolchildren and subsequent 5-yr change in blood pressure. *Med. Sci. Sports Exerc*, 46(4), 724-729.
- GOTTSCHALK, F. (2019). *Impacts of technology use on children: Exploring literature on the brain, cognition and well-being*. OECD Education Working Paper No. 195.
- GRANIC, I., LOBEL, A. y ENGELS, R. C. (2014). The benefits of playing video games. *The American psychologist*, 69(1), 66-78. <https://doi.org/10.1037/a0034857>
- GREITEMEYER, T. (2018). The spreading impact of playing violent videogames on aggression. *Computers in Human Behavior*, 80, 216-219.
- GREITEMEYER, T. (2019). The contagious impact of playing violent video games on aggression: Longitudinal evidence. *Aggressive behavior*, 45(6), 635-642.
- GREITEMEYER, T. y MUGGE, D. O. (2014). Video games do affect social outcomes: A meta-analytic review of the effects of violent and prosocial video game play. *Personality and Social Psychology Bulletin*, 20(5), 578-589.
- GRIFFITHS, M. D. (2008). Adolescent video game playing: Issues for the classroom. *Education Today*, 60(4), 32-34.
- : (2014). Gaming addiction in adolescence (revisited). *Education and Health*, 32, 125-129.
- GRIFFITHS, M. D. y MEREDITH, A. (2009). Videogame addiction and treatment. *Journal of Contemporary Psychotherapy*, 39(4), 47-53.
- GRIFFITHS, R. P., EASTIN, M. S. y CICCHIRILLO, V. (2016). Competitive video game play: An investigation of identification and competition. *Communication Research*, 43(4), 468-486.
- GROSSMAN, J., LIN, Z., SHENG, H., WEI, J. T.-Z., WILLIAMS, J. J. y GOEL, S. (2019). MathBot: Transforming Online Resources for Learning Math into Conversational Interactions. Recuperado de <http://logical.ai/story/papers/mathbot.pdf>
- GUPTA, S. y JAGANNATH, K. (2019). Artificially Intelligently (AI) Tutors in the Classroom: A Need Assessment Study of Designing Chatbots to Support Student Learning. *Twenty-Third Pacific Asia Conference on Information Systems*. Xi'an, China.
- HAGSTRÖM, D. y KALDO, V. (2014). Escapism among players of MMORPGs-conceptual clarification, its relation to mental health factors, and development of a new measure. *Cyberpsychology, Behavior, and Social Networking*, 17(1), 19-25.
- HAKALA, P. T., SAARNI, L. A., PUNAMÄKI, R. L. ET AL. (2012). Musculoskeletal symptoms and computer use among Finnish adolescents - pain intensity and inconvenience to everyday life: a cross-sectional study. *BMC Musculoskelet Disord*, 13, 41 <https://doi.org/10.1186/1471-2474-13-41>
- HALBROOK, Y. J., O'DONNELL, A. T., y MSETFI, R. M. (2019). When and How Video Games Can Be Good: A Review of the Positive Effects of Video Games on Well-Being. *Perspectives on Psychological Science*, 14(6), 1096-1104. <https://doi.org/10.1177/1745691619863807>
- HALL J., STICKLER U., HERODOTOU C. y IACOVIDES I. (2020). Expressivity of creativity and creative design considerations in digital games. *Computers in Human Behaviour*, 105. 106206.
- HAMARI, J. y SJÖBLÖM, M. (2017). What is eSports and why do people watch it? *Internet research*, 27(2). doi: 10.1108/IntR-04-2016-0085

Bibliografía

- HANGHØJ, T., LIEBEROTH, A. y MISFELDT, M. (2018). Can cooperative video games encourage social and motivational inclusion of at-risk students?. *British Journal of Educational Technology*, 49(4), 775-799.
- HANSCH, A., NEWMAN, C. y SCHILDHAUER, T. (2015). Fostering Engagement with Gamification: Review of Current Practices on Online Learning Platforms. HIIG Discussion Paper Series. doi: <https://doi.org/10.2139/ssrn.2694736>
- HARDELL, L. (2018). Effects of Mobile Phones on Children's and Adolescents' Health: A Commentary. *Child Development*, 89(1), 137-140.
- HARRINGTON, B. y O'CONNELL, M. (2016). Video games as virtual teachers: Prosocial video game use by children and adolescents from different socioeconomic groups is associated with increased empathy and prosocial behaviour. *Computers in Human Behavior*, 63, 650-658.
- HARRIS, C., STRAKER, L., POLLOCK, C. y SMITH, A. (2015). Children, computer exposure and musculoskeletal outcomes: the development of pathway models for school and home computer-related musculoskeletal outcomes. *Ergonomics*, 58(10), 1611-1623., <http://dx.doi.org/10.1080/00140139.2015.1035762>.
- HASTING, E. C., KARAS, T. L., WINSLER, A., WAY, E., MADIGAN, A., y TYLER, S. (2009). Young children's video/computer game use: Relations with school performance and behavior. *Issues in Mental Health Nursing*, 30(10), 638-649.
- HATTIE, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge.
- HAY, D. F., JOHANSEN, M. K., DALY, P., HASHMI, S., ROBINSON, C., COLLISHAW, S. y VAN GOOZEN, S. (2018). Seven-year-olds' aggressive choices in a computer game can be predicted in infancy. *Developmental science*, 21(3), e12576. <https://doi.org/10.1111/desc.12576>
- HAZZAN, O., GAL-EZER, J. y BLUM, L. (2008). *A model for high school computer science education: The four key elements that make it!* Technical Symposium on Computer Science Education - SIGCSE, 281-285.
- HENDERSON, M., HUANG, H., GRANT, S. y HENDERSON, L. (2009). *Language Acquisition in Second Life: Improving Self-Efficacy Beliefs*. Paper presented at the 26th Annual ASCILITE International Conference, Auckland, NZ
- HENRY, J., FORD, S. y GREEN, J. (2013). *Spreadable Media: Creating Value and Meaning in a Networked Culture*. New York University Press.
- HERODOTOU, C., KAMBOURI, M. y WINTERS, N. (2014). Dispelling the myth of the socioemotionally dissatisfied gamer. *Computers in Human Behavior*, 32, 23-31.
- HERRANZ, E. (2013). *Gamification, I Feria Informática*. Universidad Carlos III Madrid España.
- HIDALGO PÉREZ, M. (2021). 'Gamers' y cazaballenas: así impactan los videojuegos en la privacidad de sus usuarios. <https://elpais.com/tecnologia/2021-08-02/gamers-y-cazaballenas-asi-impactan-los-videojuegos-en-la-privacidad-de-sus-usuarios.html>
- HILBORN, O., CEDERHOLM, H., ERIKSSON, J. y LINDLEY, C. A. (2013). Biofeedback game for training arousal regulation during a stressful task: The space investor. Lecture Notes in Computer Science (Including Subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics). (pp. 403-410). Springer.

- HODGES, C. B. y HUNGER, G. M. (2011). Communicating Mathematics on the Internet: Synchronous and Asynchronous Tools. *TechTrends: Linking Research and Practice to Improve Learning*, 55(5), 39-44.
- HOLDEN, J. I. y WILLIAMS, C. (2014). *How can teachers use video games to teach their students mathematics?* National Council of Teachers of Mathematics
- HOLDEN, J. T., KABURAKIS, A. y RODENBERG, R. M. (2018). Esports: Children, stimulants and video-gaming-induced inactivity. *Journal of paediatrics and child health*, 54(8), 830-831.
- HOLMES, E. A., JAMES, E. L., COODE-BATE, T. y DEEPROSE, C. (2009). Can playing the computer game “Tetris” reduce the build-up of flashbacks for trauma? A proposal from cognitive science. *PLoS one*, 4(1), e4153. <https://doi.org/10.1371/journal.pone.0004153>
- HOPF, W. H., HUBER, G. L. y WEISS, R. H. (2008). Media violence and youth violence: A 2-year longitudinal study. *Journal of Media Psychology: Theories, Methods, and Applications*, 20, 79-96.
- HOROWITZ, K. S. (2019). Video Games and English as a Second Language: The Effect of Massive Multiplayer Online Video Games on the Willingness to Communicate and Communicative Anxiety of College Students in Puerto Rico. *American journal of play*, 11(3), 379-410.
- HUANG, B. y HEW, K.F. (2018). Implementing a theory-driven gamification model in higher education flipped courses: Effects on out-of-class activity completion and quality of artifacts. *Computers y Education*, 125(1), 254-272.
- HUANG, W., HEW, K. F. y GONDA, D. E. (2019). Designing and Evaluating Three Chatbot Enhanced Activities for a Flipped Graduate. *International Journal of Mechanical Engineering and Robotics Research*, 8(5), 813-818. doi:10.18178/ijmerr.8.5.813-818
- HUANHUAN, L. y SU, W. (2013). The role of cognitive distortion in online game addiction among Chinese adolescents. *Children and Youth Services Review*, 35, 1468-1475.
- HUESMANN, L. R. (2012). The contagion of violence: The extent, the processes, and the outcomes. Social and economic costs of violence: Workshop summary (pp. 63-69). IOM (Institute of Medicine) and NRC (National Research Council).
- HUESMANN, R. L. y TAYLOR, L. D. (2006). The role of media violence in violent behavior. *Annu Rev. Public Health*, 27, 393-415.
- HUESMANN, R., MOISE-TITUS, J., PODOLSKI, C. y ERON, L. D. (2003). Longitudinal relations between children’s exposure to TV violence and their aggressive and violent behavior in young adulthood: 1977-1992. *Dev. Psychol*, 39(2), 201-221.
- HUIZINGA, J. (2000). *Homo Ludens*. Alianza.
- HUNG, A. C. Y. (2017). A critique and defense of gamification. *Journal of Interactive Online Learning*, 15(1), 57-72.
- HUOTARI, K., HAMARI, J. A definition for gamification: anchoring gamification in the service marketing literature. *Electron Markets*, 27, 21-31. <https://doi.org/10.1007/s12525-015-0212-z>
- HUSAROVA, D., GECKOVA, A. M., BLINKA, L., SEVCIKOVA, A., VAN DIJK, J. P. y REIJNEVELD, S. A. (2015). Screen-based behaviour in school-aged children with long-term illness. *BMC Public Health*, 16(130).
- IANNACE, G., CIABURRO, G. y TREMATERRA, A. (2020). Video games noise exposure in teenagers and young adults. *Noise y Vibration Worldwide*, 51(1-2), 3-11.

Bibliografía

- IBAR, J. (2014) *Gamification: sus fundamentos*. <http://www.improvein.com/es/blog/81-gamification-fundamentos>.
- ICHHPUJANI, P., SINGH, R. B., FOULSHAM, W., THAKUR, S. y LAMBA, A. S. (2019). Visual implications of digital device usage in school children: a cross-sectional study. *BMC ophthalmology*, 19(1), 1-8.
- INTEF (2017). *Marco Común de Competencia Digital Docente – Septiembre 2017*. Todas las imágenes utilizadas mantienen licencia Creative Commons BY-SA.
- IO, H. N. y LEE, C. B. (2018). Chatbots and conversational agents: A bibliometric analysis. *IEEE International Conference on Industrial Engineering and Engineering Management*. Bangkok, Thailand.
- JACOBS, K. y BAKER, N. (2002). The association between children's computer use and musculoskeletal discomfort. *Work*, 18(3), 221-226.
- JENKINS, H. (2006). *Convergence Culture: Where Old and New Media Collide*. New York University Press.
- JONES, C. M., SCHOLES, L., JOHNSON, D., KATSIKITIS, M. y CARRAS, M. C. (2014). Gaming well: links between videogames and flourishing mental health. *Frontiers in psychology*, 5, 260. <https://doi.org/10.3389/fpsyg.2014.00260>
- JONKMAN, L. M., MARKUS, C. R., FRANKLIN, M. S. y VAN DALFSEN, J. H. (2017). Mind wandering during attention performance: effects of ADHD-inattention symptomatology, negative mood, ruminative response style and working memory capacity. *PLoS One*, 12(7), e0181213.
- JUNG, J., BUSCHING, R. y KRAHÉ, B. (2019). Catching aggression from one's peers: A longitudinal and multilevel analysis. *Social and Personality Psychology Compass*, 13, e12433.
- JUUL J. (2013). *The Art of Failure. An Essay on the Pain of Playing Videogames*. Cambridge: MIT Press.
- KAPENEKAKIS, I. y CHORIANOPOULOS, K. (2017). Citizen science for pedestrian cartography: collection and moderation of walkable routes in cities through mobile gamification. *Hum. Cent. Comput. Inf. Sci.* 7, 10. <https://doi.org/10.1186/s13673-017-0090-9>
- KAPP, K. (2012). *The Gamification of Learning and Instruction*. Pfeiffer.
- KARUNAMOORTHY, R. y TAHAR, M. M. (2020, March). A Gamification Approach to Teaching and Learning for Pupils with Special Needs in Primary Schools. International Conference on Special Education In South East Asia Region 10th Series 2020 (pp. 359-366). Redwhite Press.
- KAZHAMIKIN, R., MARCONI, A., PERILLO, M., PISTORE, M., VALETTO, G., PIRAS, L., ... PERRI, N. (2015). Using gamification to incentivize sustainable urban mobility. *IEEE 1st International Smart Cities Conference, ISC2*, 1-6. <https://doi.org/10.1109/ISC2.2015.7366196>
- KESSLER, G. y BIKOWSKI, D. (2010). Developing collaborative autonomous learning abilities in computer mediated language learning: Attention to meaning among students in wiki space. *Computer Assisted Language Learning*, 23(1): 41-58.
- KHEIFETS, L., REPACHOLI, M., SAUNDERS, R. y DEVENTER, E. (2005). The sensitivity of children to electromagnetic fields. *Pediatrics* 116(2), e303–e313.
- KIM, H., CHOI, H., HAN, J. y SO, H. (2012). Enhancing teachers' ICT capacity for the 21st century learning environment: three cases of teacher education in Korea. *Australasian Journal of Educational Technology (AJET)*, 28(6), 965-982.

- KIM, T.W. (2015). *Gamification ethics: Exploitation and manipulation*. Gamifying Research Workshop Papers, CHI 2015.
- KING, D., DELFABBRO, P., Y GRIFFITHS, M. (2010). The Role of Structural Characteristics in Problem Video Game Playing: A Review. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 4(1), Article 6. <https://cyberpsychology.eu/article/view/4229/3272>
- KIRÁLY, O. y DEMETROVICS, Z. (2017). Inclusion of Gaming Disorder in ICD has more advantages than disadvantages. *Journal of behavioral addictions*, 6(3), 280-284.
- KLEVJER, R. (2006). *What is the Avatar? Fiction and Embodiment in Avatar-Based Single player Computer Games*. Dissertation for the degree doctor rerum politicarum. University of Bergen.
- KLOPFENSTEIN, L. C., DELPRIORI, S., MALATINI, S. y BOGLIOLO, A. (2017). The Rise of Bots: A Survey of Conversational Interfaces, Patterns, and Paradigms. *Proceedings of the 2017 Conference on Designing Interactive Systems, DIS '17*. Edimburgo: ACM Press.
- KONGMEE, I., STRACHEN, R., PICKARD, A. y MONTGOMERY, C. (2011). Moving between Virtual and Real Worlds: Second Language Learning through Massively Multiplayer Online Role-Playing Games (MMORPGs). Paper presented at the 3rd Computer Science and Electronic Engineering Conference (CEEC), Colchester, UK.
- KORDAKI, M. (2012). Diverse categories of programming learning activities could be performed within Scratch. *Procedia – Social and Behavioral Sciences*, 46, 1162-1166.
- KRAHÉ, B. y MÖLLER, I. (2004). Playing violent electronic games, hostileattributional style, and aggression-related norms in German adolescents. *Journal of Adolescence*, 27, 53-69.
- KÜHN, S., ROMANOWSKI, A., SCHILLING, C. ET AL. THE NEURAL BASIS OF VIDEO GAMING. *TRANSL PSYCHIATRY*, 1, e53 (2011). <https://doi.org/10.1038/tp.2011.53>
- KUSS, D. J. y GRIFFITHS, M. D. (2012). Online gaming addiction in adolescence: A literature review of empirical research. *Journal of Behavioral Addictions*, 1, 3-22.
- KUSS, D. y GRIFFITHS, M. (2012). Internet Gaming Addiction: A Systematic Review of Empirical Research. *International Journal of Mental Health and Addiction*, 10(2), 278-296.
- KUSS, D. y GRIFFITHS, M. D. (2012). Adolescent online gaming addiction. *Education and Health*, 30(1), 15-17.
- KUTNER, L. y OLSON, C. (2008). *Grand theft childhood: The surprising truth about violent video games and what parents can do*. Simon and Schuster.
- LA VIGNERA, S., CONDORELLI, R. A., VICARI, E., D'AGATA, R. y CALOGERO, A. E. (2012). Effects of the exposure to mobile phones on male reproduction: a review of the literature. *J. Androl*, 33(3), 350-356.
- LACHLAN, K. A. y MALONEY, E. K. (2008). Game player characteristics and interactive content: Exploring the role of personality and telepresence in video game violence. *Communication Quarterly*, 56(3), 284-302.
- LAFRENIÈRE, M.-A. K., VALLERAND, R. J., DONAHUE, E. G. y LAVIGNE, G. L. (2009). On the costs and benefits of gaming: The role of passion. *Cyberpsychology Behavior: The Impact of the Internet, Multimedia and Virtual Reality on Behavior and Society*, 12(3), 285-290.
- LAMB, A. y JOHNSON, L. (2011). Scratch: computer programming for 21st century learners. *Teacher Librarian*, 38(4), 64-68.

Bibliografía

- LANDERS, R. N., BAUER, K. N., CALLAN, R. C. y ARMSTRONG, M. B. (2015). Psychological theory and the gamification of learning. En *Gamification in Education and Business* (pp. 165-186). Springer International Publishing. https://doi.org/10.1007/978-3-319-10208-5_9
- LEE, J. J. y HAMMER, J. (2011). Gamification in education: What, how, why bother?. *Academic Exchange Quarterly*, 15(2), (2011), 146-151.
- LEJDD (2014). *Hamon : "Le code informatique à l'école dès septembre*. <http://www.lejdd.fr/Societe/Hamon-Le-code-informatiqu-a-l-ecole-des-septembre-675912>
- LEMMENS, J. S., VALKENBURG, P. M. y PETER, J. (2011). The effects of pathological gaming on aggressive behavior. *J. Youth Adolesc*, 40, 38-47.
- LIN, F., ZHOU, Y., DU, Y., QIN, L., ZHAO, Z., XU, J. y LEI, H. (2012). Abnormal white matter integrity in adolescents with internet addiction disorder: a tract-based spatial statistics study. *PLoS One*, 7(1), e30253.
- LISSAK, G. (2018). Adverse physiological and psychological effects of screen time on children and adolescents: Literature review and case study. *Environmental research*, 164, 149-157.
- LIU, D., SANTHANAM, R. y WEBSTER, J. (2017). Toward meaningful engagement: A framework for design and research of gamified information systems. *MIS Quarterly: Management Information Systems*, 41(4), 1011-1034. <https://doi.org/10.25300/MISQ/2017/41.4.01>
- LIU, Q., HUANG, J., WU, L., ZHU, K. y BA, S. (2019). CBET: design and evaluation of a domain-specific chatbot for mobile learning. *Universal Access in the Information Society*, 1-19. doi:10.1007/s10209-019-00666-x
- LOBEL, A., ENGELS, R. C. M. E., STONE, L. L., y GRANIC, I. (2019). Gaining a competitive edge: Longitudinal associations between children's competitive video game playing, conduct problems, peer relations, and prosocial behavior. *Psychology of Popular Media Culture*, 8(1), 76–87. <https://doi.org/10.1037/ppm0000159>
- LOBEL, A., GOTSIS, M., REYNOLDS, E., ANNETTA, M., ENGELS, R. y GRANIC, I. (2016). *Designing and Utilizing Biofeedback Games for Emotion Regulation: The Case of Nevermind*. Proceedings of the 2016 CHI Conference Extended Abstracts on Human Factors in Computing Systems.
- LOCKE, E. A. y LATHAM, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American psychologist*, 57(9), 705-717. <https://doi.org/10.1037/0003-066X.57.9.705>
- LOCKE, E. A., SHAW, K. N., SAARI, L. M. y LATHAM, G. P. (1981). Goal setting and task performance: 1969–1980. *Psychological bulletin*, 90(1), 125.
- LOH, K. K. y KANAI, R. (2014). Higher media multi-tasking activity is associated with smaller gray-matter density in the anterior cingulate cortex. *PLoS One*, 9(9), e106698.
- LONGMAN, H., CONNOR, E. y OBST, P. (2009). The effect of social support derived from World of Warcraft on negative psychological symptoms. *Cyberpsychology y Behavior: The Impact of the Internet, Multimedia and Virtual Reality on Behavior and Society*, 12(5), 563-566.
- LÓPEZ-ESCRIBANO, C. y SÁNCHEZ-MONTOYA, R. (2012). Scratch y necesidades educativas especiales: Programación para todos. *RED, Revista de Educación a Distancia*, 34, 1-14.
- LÓPEZ-MENESES, E., SIRIGNANO, F. M., VÁZQUEZ-CANO Y RAMÍREZ-HURTADO, J. M. (2020). University students' digital competence in three areas of the DigCom 2.1 model: A

- comparative study at three European universities. *Australasian Journal of Educational Technology*, 36(3), 69-88. <https://doi.org/10.14742/ajet.5583>
- LOVE, T., LAIER, C., BRAND, M., HATCH, L. y HAJELA, R. (2015). Neuroscience of Internet pornography addiction: a review and update. *Behav. Sci.*, 5, 388-433.
- LOWDEN, A., AKERSTEDT, T., INGRE, M., WIHOLM, C., HILLERT, L., KUSTER, N., NILSSON, J. P., y ARNETZ, B. (2011). Sleep after mobile phone exposure in subjects with mobile phone-related symptoms. *Bioelectromagnetics*, 32(1), 4-14. <https://doi.org/10.1002/bem.20609>
- LTS. (2010). Curriculum for Excellence. Technologies: experiences and outcomes (Govt. Rep.). Learning and Teaching Scotland (LTS). <http://www.ltscotland.org.uk/curriculumforexcellence/technologies/>
- MAHER, B. (2016). Can a video game company tame toxic behaviour? *Nature*, 531(7596), 568-571.
- MAJURI, J., KOIVISTO, J. y HAMARI, J. (2018). Gamification of Education and Learning: A Review of Empirical Literature. In J. Koivisto, y J. Hamari (Eds.), Proceedings of the 2nd International GamiFIN Conference, GamiFIN 2018 (Vol. 2186, pp. 11-19). (CEUR Workshop Proceedings; Vol. 2186). CEUR-WS.
- MANCINI, T. y SIBILLA F. (2017). Offline personality and avatar customisation. Discrepancy profiles and avatar identification in a sample of MMORPG players. *Comput Human Behav*, 69, 275-283.
- MARCZEWSKI, A. (2013). Marczewski's user types hexad. Andrzej's blog. <http://www.gamified.co.uk/user-types/>
- MARCZEWSKI, A. (2015). User Types. In *Even Ninja Monkeys Like to Play: Gamification, Game Thinking and Motivational Design* (1st ed., pp. 65-80). CreateSpace Independent Publishing Platform.
- MARIN, I. y DEL HIERRO, E. (2013). *Gamificación: el poder del juego en la gestión empresarial y la conexión con los clientes*. Empresa Activa
- MATLIN, M. W. (1993). *The psychology of women*. Harcourt, Brace, Jovanovich.
- MATZAT, U. y SADOWSKI, B. (2012). Does the "do-it-yourself approach" reduce digital inequality? Evidence of self-learning of digital skills. *The Information Society*, 28(1), 1-12. <https://doi.org/10.1080/01972243.2011.629023>.
- MATZAT, U. y VRIELING, E. M. (2015). Self-regulated learning and social Media - a 'natural alliance'? evidence on students' self-regulation of learning, social Media use, and student-teacher relationship. *Learning, Media and Technology*, 41(1), 73-99. <https://doi.org/10.1080/17439884.2015.1064953>
- MAUGHAN, D. R., CHRISTIANSEN, E., JENSON, W. R., OLYMPIA, D. y CLARK, E. (2005). Behavioral parent training as a treatment for externalizing behaviors and disruptive behavior disorders: A meta-analysis. *School Psychology Review*, 34, 267-286.
- MAYER, R. E., PARONG, J. y BAINBRIDGE, K. (2019). Young adults learning executive function skills by playing focused video games. *Cognitive Development*, 49, 43-50. <https://doi.org/10.1016/j.cogdev.2018.11.002>
- MCCARTHY, R. J., COLEY, S. L., WAGNER, M. F., ZENGEL, B. y BASHAM, A. (2016). Does playing video games with violent content temporarily increase aggressive inclinations? A pre-registered experimental study. *Journal of Experimental Social Psychology*, 67, 13-19.

Bibliografía

- MCGONIGAL, J. (2011). *Reality is broken: Why games make us better and how they can change the world*. Penguin Books.
- MEANEY, T. y PAJIC, R. (2018). Minecraft in mathematics classrooms: A teachers perspective. Edited by: Hans-Georg Weigand, Alison Clark-Wilson, Ana Donevska, 179-186.
- MENTZONI, R. A., BRUNBORG, G. S., MOLDE, H., MYRSETH, H., SKOUVERØE, K.J.M., HETLAND, J. y PALLESEN, S. (2011). Problematic video game use: estimated prevalence and associations with mental and physical health. *Cyber. Behav. Soc. Netw.*, 14(10), 591-596.
- MESSINA, M., DI SARNO, A. D., ALFANO, Y. M., GUASTAFERRO, M., NUGNES, N., IENNACO, D. y NASCIVERA, N. (2018, August). Aggression or Aggressiveness?: a research hypothesis on aggression, videogames and executive functions in preschool age. In *2018 9th IEEE International Conference on Cognitive Infocommunications (CogInfoCom)* (pp. 000313-000320). IEEE.
- MIHRSHAHI, S., DRAYTON, B. A., BAUMAN, A. E. y HARDY, L. L. (2017). Associations between childhood overweight, obesity, abdominal obesity and obesogenic behaviors and practices in Australian homes. *BMC Public Health*, 18(44), 1-10.
- MINAUDO, M. (2020). Minecraft and coding in education: an overview of effect of gamification. *Int Rob Auto J.*, 6(1), 17-18.
- MOHAMMED, G. S. y WAKIL, K. (2018). The Effectiveness of Microlearning to Improve Students' Learning Ability. *International Journal of Educational Research Review*, 3(3), 32-38.
- MOLINE, T. (2010). Video Games as Digital Learning Resources: Implications for Teacher-Librarians and for Researchers. *School Libraries Worldwide*, 16, 1-15.
- MOLYNEUX, L., VASUDEVAN, K. y DE ZÚÑIGA, H. G. (2015). Gaming social capital: Exploring civic value in multiplayer video games. *Journal of Computer-Mediated Communication*, 20(4), 381-399. <https://doi.org/10.1111/jcc4.12123>.
- MØRCH, A. I. y THOMASSEN, I. (2016). From wooden blocks and Lego to Minecraft: Designing and playing with blocks to learn in a 3D virtual world. In B. R. BarriCELLI, G. FISCHER, D. FOGLI, A. MØRCH, A. PICCINNO, y S. VALTOLINA (Eds.) *Proceeding of the 4th international workshop on cultures of participation in the digital age* (pp. 61- 67).
- MORIN-MAJOR, J. K., MARIN, M. F., DURAND, N., WAN, N., JUSTER, R. P. y LUPIEN, S. J. (2016). Facebook behaviors associated with diurnal cortisol in adolescents: Is befriending stressful?. *Psychoneuroendocrinology*, 63, 238-246. <https://doi.org/10.1016/j.psyneuen.2015.10.005>.
- MORSCHHEUSER, B., WERDER, K., HAMARI, J. y ABE, J. (2017). How to gamify? A method for designing gamification. In *Proceedings of the 50th Annual Hawaii International Conference on System Sciences (HICSS)*, Hawaii, USA, January 4-7, 2017.
- MUSTAFAOĞLU, R., ZIREK, E., YASACI, Z. y RAZAK ÖZDİNÇLER, A. (2018). The negative effects of digital technology usage on children's development and health. *Addicta: the Turkish Journal on addictions*, 5(2), 13-21.
- NAKAMURA, J., y CSIKSZENTMIHALYI, M. (2009). Flow theory and research. In S. J. Lopez y C. R. Snyder (Eds.), *Oxford handbook of positive psychology* (pp. 195-206). Oxford University Press.
- NARTGÜN, S. S. y CICIOĞLU, M. (2015). Problematic Internet use and cyber bullying in vocational school students. *Int. Online J. Educ. Sci.*, 7(3), 10-26.

- NAVARRO-PATÓN, R.; BASANTA-CAMIÑO, S.; ABELAIRAS-GÓMEZ, C. (2017). Los juegos cooperativos: incidencia en la motivación, necesidades psicológicas básicas y disfrute en Educación Primaria. *Sportis*, 3(3), 589-604. <https://doi.org/10.17979/sportis.2017.3.3.2088>
- NELSON, J. (2009). Celebrating Scratch in libraries: creation software helps young people develop 21st-century literacy skills. *School Library Journal*, 20-21.
- NEMATI, S. y FARNAZ, M. M. (2016). The Relationship between life satisfaction and happiness: the mediating role of resiliency. *Int. J. Psychol. Stud.*, 8(3), 194-201.
- NERI DE SOUZA F. (2016). Science education with and through ICT: Curriculum design and questioning to promote active learning. En Fonseca D, Redondo E, eds. *Handbook of Research on Applied E-Learning in Engineering and Architecture Education* (pp. 133-158). IGI Global.
- NICKS, D. (19 Junio 2014). The ambitious plan to teach 100,000 poor kids to code. *Time*. <http://time.com/2901198/computer-code-van-jones-prince-yeswecode/>
- NIKKELEN, S.W.C. y VALKENBURG, P. M. (2014). Media use and ADHD-related behaviors in children and adolescents: a meta-analysis. *Dev. Psychol.*, 50(9), 2228-2241.
- NIKOU, S. A. y ECONOMIDES, A. A. (2017). Mobile-Based Assessment: Integrating acceptance and motivational factors into a combined model of Self-Determination Theory and Technology Acceptance. *Computers in Human Behavior*, 68, 83-95. doi: 10.1016/j.chb.2016.11.020.
- NORRIS, E., HAMER, M. y STAMATAKIS, E. (2016). Active Video Games in Schools and Effects on Physical Activity and Health: A Systematic Review. *The Journal of Pediatrics*, 172, 40-46. <http://dx.doi.org/10.1016/j.jpeds.2016.02.001>.
- NPR STAFF. (25 Enero 2014). Computers are the future, but does everyone need to code? All tech considered. Disponible <http://www.npr.org/blogs/alltechconsidered/2014/01/25/266162832/computers-are-the-future-but-does-everyone-need-to-code>
- OCÓN GALILEA, R. (2017). *La gamificación en educación y su trasfondo pedagógico*. en: <http://webs.ucm.es/BUCM/revcul/e-learning-innova/187/art2664.pdf>
- OECD (2015). *The ABC of Gender Equality in Education: Aptitude, Behaviour, Confidence*. PISA, OECD Publishing. <http://dx.doi.org/10.1787/9789264229945-en>
- OECD (2019). *How's Life in the Digital Age?: Opportunities and Risks of the Digital Transformation for People's Well-being*. OECD Publishing. <https://doi.org/10.1787/9789264311800-en>.
- ONU (2019). *Los desechos electrónicos, una oportunidad de oro para el trabajo decente*. <https://news.un.org/es/story/2019/04/1455621>
- ONU (Asamblea General, Convención sobre los Derechos del Niño) (1989) United Nations, Treaty Series, vol. 1577, p. 3. <https://www.refworld.org/es/docid/50ac92492.html>. Carta de los Derechos Fundamentales” de la Unión Europea, artículo 24.
- ORTIZ-COLÓN, A. M.; JORDÁN, J.; AGREDAL, M. (2018). gamificación en educación: una panorámica sobre el estado de la cuestión. *Educaçãoe Pesquisa*, 44. <https://doi.org/10.1590/S1678-4634201844173773>
- OSMANOVIC, S, Y PECCHIONI, L. (2015). Beyond entertainment: Motivations and outcomes of video game playing by older adults and their younger family members. *Games Cult*, 11(1),1-20.
- OULASVIRTA, A. RATTENBURY, L. y RAITA, E. (2012). Habits make smartphone use more pervasive. *Pers. Ubiquitous Comput.*, 16(1), 105-114.

Bibliografía

- PAGANI, L.S., LÉVESQUE-SECK, F. y FITZPATRICK, C. (2016). Prospective associations between televiewing at toddlerhood and later self-reported social impairment at middle school in a Canadian longitudinal cohort born in 1997/1998. *Psychiatr. Med*, 46(16), 3329-3337.
- PALAU, M., MARRON, E.M., VIEJO-SOBERA, R., REDOLAR-RIPOLL, D., 2017. NEURAL BASIS OF VIDEO GAMING: A SYSTEMATIC REVIEW. *FRONT. HUM. NEUROSCI.* 11 (248).
- PALLAVICINI, F., FERRARI, A. y MANTOVANI, F. (2018). Video Games for Well-Being: A Systematic Review on the Application of Computer Games for Cognitive and Emotional Training in the Adult Population. *Frontiers in psychology*, 9, 2127. <https://doi.org/10.3389/fpsyg.2018.02127>.
- PAPPAS, C. (2013). *Gamify the Classroom*. <http://elearningindustry.com/gamify-the-classroom>
- PASCHOAL, L. N., TURCI, L. F., CONTE, T. U. y SOUZA, S. R. S. (2019). Towards a Conversational Agent to Support the Software Testing Education. XXXIII Brazilian Symposium on Software Engineering. Salvador, Bahia, Brazil.
- PEDRAZ, P. (2019). *Las 3 motivaciones (y el viaje de las jugadoras)*. <https://www.alaluzdeunabombilla.com/2019/05/14/las-3-motivaciones-y-el-viaje-de-las-jugadoras/>
- PEITZ, M. y WALDFOGEL, J. (2012). *The Oxford Handbook of the Digital Economy*. Oxford University Press.
- PETERSON, M. (2010). Massively Multiplayer Online Role-Playing Games as Arenas for Second Language Learning. *Computer Assisted Language Learning*, 23, 429-439.
- PIAGET, J. (1977). *La formación del símbolo en el niño. Imitación, juego y sueño. Imagen y representación*. Fondo de cultura Económica.
- PINK, D. (2009). *Drive: The Surprising Truth About What Motivates Us*. Penguin
- PLUMP, C. M. y LAROSA, J. (2017). Using Kahoot! in the Classroom to Create Engagement and Active Learning: A Game-Based Technology Solution for eLearning Novices. *Management Teaching Review*, 2(2), 151-158 <https://doi.org/10.1177/2379298116689783>
- PORTER, A. M. y GOOLKASIAN, P. (2019). Video games and stress: How stress appraisals and game content affect cardiovascular and emotion outcomes. *Frontiers in psychology*, 10, 967.
- PRESTOPNIK, N. y TANG, J. (2015). Points, stories, worlds, and diegesis: Comparing player experiences in two citizen science games. *Computers in Human Behavior*, 52, 492-506.
- PRIETO, ANDRÉU. J. (2020). Una revisión sistemática sobre gamificación, motivación y aprendizaje en universitarios. *Revista Interuniversitaria*, 32(1), 73-99.
- PRIMACK, B. A., CARROLL, M. V., MCNAMARA, M., KLEM, M. L., KING, B., RICH, M., CHAN, C. W., & NAYAK, S. (2012). Role of video games in improving health-related outcomes: a systematic review. *American journal of preventive medicine*, 42(6), 630-638. <https://doi.org/10.1016/j.amepre.2012.02.023>.
- PROVENZO, J. E. (1992). What do video games teach. *Education Digest*, 58(4), 56-58.
- PRZYBYLSKI, A. K., WEINSTEIN, N., MURAYAMA, K., LYNCH, M. F., & RYAN, R. M. (2012). The ideal self at play: the appeal of video games that let you be all you can be. *Psychological science*, 23(1), 69-76. <https://doi.org/10.1177/0956797611418676>.
- PUJOL, J., FENOLL, R., FORNS, J., HARRISON, B. J., MARTÍNEZ-VILAVELLA, G., MACIÀ, D., ALVAREZ-PEDREROL, M., BLANCO-HINOJO, L., GONZÁLEZ-ORTIZ, S., DEUS, J., & SUNYER, J.

- (2016). Video gaming in school children: How much is enough?. *Annals of neurology*, 80(3), 424-433. <https://doi.org/10.1002/ana.24745>.
- RABBIA, F., SILKE, B., CONTERNO, A., GROSSO, T., DE VITO, B., RABBONE, I., ... y VEGLIO, F. (2003). Assessment of cardiac autonomic modulation during adolescent obesity. *Obesity research*, 11(4), 541-548.
- RAE, L. (1996). Gender Related to Success in Science and Technology. *Journal of Technology Studies*, 22(2),21-29.
- RAJANEN, M. y RAJANEN D. (2017). Usability benefits in gamification. Proc. of he 1st International GamiFIN Conference, Pori, Finland, Mayo 9-10, 2017. CEUR-WS.org.
- RAMA, P., BLACK, R., VAN ES, E., & WARSCHAUER, M. (2012). Affordances for second language learning in World of Warcraft. *ReCALL*, 24(3), 322-338. doi:10.1017/S0958344012000171.
- RAMÍREZ, J. L. (2014). *Gamificación. Mecánicas de juegos en tu vida personal y profesional*. SC Libro.
- REHBEIN, F., KLEIMANN, M. y MOSSLE, T. (2010). Prevalence and risk factors of video game dependency in adolescence: Results of a German nationwide survey. *CyberPsychology y Behavior and Social Networking*, 13(3), 269-277.
- REINDERS, H. y WATTANA, S. (2011). Learn English or die: The effects of digital games on interaction and willingness to communicate in a foreign language. *Digital Culture & Education*, 3, 4-28..
- RESNICK, M., MALONEY, J., MONROY-HERNANDEZ, A., RUSK, N., EASTMOND, E., BRENNAN, K., MILLNER, A., ROSENBAUM, E., SILVER, J., SILVERMAN, B. y KAFAI, Y. (2009). Scratch: Programming for all. *Comm. ACM* 52(11), 60-67.
- REVUELTA DOMÍNGUEZ, F. I., GUERRA ANTEQUERA, J., PEDRERA RODRÍGUEZÓN, M. I. (2017). En Experiencias de gamificación en aulas / coord. por Ruth Sofia Contreras Espinosa, José Luis Eguia Gómez (pp. 21-32).
- REY, J. M. y MORRIS-YATES, A. (1993). Are oppositional and conduct disorders of adolescents separate conditions? *Australian and New Zealand Journal of Psychiatry*, 27, 281-287.
- REYES-REINA, D., VILAÇA, L., SPOLIDORIO, S. y MARTINS, M. (2019). El desarrollo socio-técnico de un chatbot o ¿Cómo se construye una caja negra? *Revista Tecnologia e Sociedade*, 16(39), 23-40.
- RICHARDS, J. y GUMZ, M. (2012). Advances in understanding the peripheral circadian clocks. *The FASEB Journal*, 26(9), 3602-3613. <http://dx.doi.org/10.1096/fj.12-203554>.
- RICHARDS, R., MCGEE, R., WILLIAMS, S. M., WELCH, D. y HANCOX, R. J., 2006. Adolescent screen time and attachment to parents and peers. *Arch. Pediatr. Adolesc. Med.*, 164(3), 258-262.
- ROBERTSON, L. A., MCANALLY, H. M. y HANCOX, R. J. (2013). Childhood and adolescent television viewing and antisocial behavior in early adulthood. *Pediatrics*, 131(3), 439-446.
- ROBSON, K., PLANGGER, K., KIETZMANN, J., MCCARTHY, I., Y PITT, L. (2015). Is it all a game? Understanding the principles of gamification. *Business Horizons* 58, 411-420. doi: <http://dx.doi.org/10.1016/j.bushor.2015.03.006>
- RODRÍGUEZ, J. M. R., CABRERA, A. F., JIMÉNEZ, C. R., Y FERNÁNDEZ, C. R. F. (2019, March). Gamification of teaching with ClassDojo app: an experience in the Primary Education Degree. In *Conference Proceedings EDUNOVATIC 2018: 3rd Virtual International Conference on Education, Innovation and ICT* (p. 75). Adaya Press.

Bibliografía

- ROMERO-RODRÍGUEZ, L., TORRES-TOUKOMIDIS, A. y ROMERO-RODRIGUEZ, L. (2018). Gamificación en Iberoamérica. Universidad Abya-Yala.
- ROSYATI, T., PURWANTO, M. R., GUMELAR, G., YULIANTI, R. T. y MUKHARROM, T. (2020). Effects of Games and How Parents Overcome Addiction to Children. *Journal of Critical Reviews*, 7(1), 65-67.
- RUAN, S., WILLIS, A., XU, Q., DAVIS, G. M., JIANG, L., BRUNSKILL, E. y LANDAY, J. A. (2019). BookBuddy. ACM Conference on Learning @ Scale - L@S '19. Chicago. Illinois.
- RUMPF, H. J., ACHAB, S., BILLIEUX, J., BOWDEN-JONES, H., CARRAGHER, N., DEMETROVICS, Z., HIGUCHI, S., KING, D. L., MANN, K., POTENZA, M., SAUNDERS, J. B., ABBOTT, M., AMBEKAR, A., ARICAK, O. T., ASSANANGKORNCHAI, S., BAHAR, N., BORGES, G., BRAND, M., CHAN, E. M., CHUNG, T., ... POZNYAK, V. (2018). Including gaming disorder in the ICD-11: The need to do so from a clinical and public health perspective. *Journal of behavioral addictions*, 7(3), 556–561. <https://doi.org/10.1556/2006.7.2018.59>
- RUSSONIELLO, C., O'BRIEN, K. y PARKS. J. (2009). EEG, HRV and Psychological Correlates while Playing Bejeweled II: A Randomized Controlled Study. *Studies in health technology and informatics*, 144, 189-92, <http://www.ncbi.nlm.nih.gov/pubmed/19592761>
- RYAN, R. M. y DECI, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>
- SÁEZ LÓPEZ, J. M. y DOMÍNGUEZ GARRIDO, C. (2014). Integración pedagógica de la aplicación Minecraft Edu en educación primaria: un estudio de caso. *Pixel-Bit. Revista de Medios y Educación*, 45, 95-110.
- SÁEZ-LÓPEZ, J. M., MILLER, J., VÁZQUEZ-CANO, E. y DOMÍNGUEZ-GARRIDO, M. C. (2015). Exploring Application, Attitudes and Integration of Video Games: MinecraftEdu in Middle School. *Educational Technology y Society*, 18(3), 114-128.
- SAHA, R. MANNA, R. y GEETHA G. (2012). *Captchino-a gamification of image-based captchas to evaluate usability issues*. 2012 International Conference on Computing Sciences (pp. 95-99).
- SAILER, M., HENSE, J. U., MAYR, S. K. y MANDL, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. *Computers in Human Behavior*, 69, 371-380. <https://doi.org/10.1016/j.chb.2016.12.033>
- SALISBURY, J., REES, G., y GORARD, S. (1999). Accounting for the Differential Attainment of Boys and Girls at School. *School Leadership y Management*, 19, 403-426.
- SALVAT, B. G., PAMPOLS, C. F., DÍAZ, P. L., BOLÓS, A. C., ZABALLOS, L. M., MARTÍNEZ, J. J. y BALLESTERO, J. J. (2008). Videojuegos y aprendizaje, 245. <https://goo.gl/pdK9p8>
- SÁNCHEZ-MENA, A. y MARTÍ-PARREÑO, J. (2017). Teachers' Acceptance of Educational Video Games: a Comprehensive Literature Review. *Journal of e-Learning and Knowledge Society*, 13(2).
- SÁNCHEZ-MONTOYA, R. (2011). ¿Más avance tecnológico implica mayor inclusión? *VII Jornadas de Cooperación Educativa con Iberoamérica sobre Educación Especial e Inclusión Educativa*. Octubre, 2011, Montevideo, Uruguay.
- SANGRÀ, A. y GONZÁLEZ, M. (coords.) (2004). *La transformación de las universidades a través de las tic. Discursos y prácticas*. UOC.

- SCAFFIDI, C. y CHAMBERS, C. (2012). Skill progression demonstrated by users in the Scratch animation environment. *International Journal of Human-Computer Interaction*, 28(6), 383-398.
- SHAIL, M. S. (2019). Using Micro-learning on Mobile Applications to Increase Knowledge Retention and Work Performance: *A Review of Literature*. *Cureus*, 11(8), e5307. doi:10.7759/cureus.5307
- SHELDON, L. (2012). *The Multiplayer Classroom: Designing Coursework as a Game*. Cengage Learning.
- SHETH, A., YIP, H. Y., IYENGAR, A. y TEPPER, P. (2019). Cognitive Services and Intelligent Chatbots: Current Perspectives and Special Issue Introduction. *IEEE Internet Computing*, 23(2), 6-12. doi:10.1109/mic.2018.2889231
- SHIN, MIKYUNG Y DIANE, P. D. (2013). A Synthesis of Mathematical and Cognitive Performances of Students with Mathematics Learning Disabilities
- SILVA, G. R., PITANGUI, A. C., XAVIER, M. K., CORREIA-JÚNIOR, M. A., & DE ARAÚJO, R. C. (2016). Prevalence of musculoskeletal pain in adolescents and association with computer and videogame use. *Jornal de pediatria*, 92(2), 188–196. <https://doi.org/10.1016/j.jpmed.2015.06.006>.
- SKINNER, B. F. (1950). Are theories of learning necessary? *Psychological Review*, 57(4), 193–216. <https://doi.org/10.1037/h0054367>
- SKINNER, E., FURRER, C., MARCHAND, G., y KINDERMAN, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology*, 100, 765-781. <http://dx.doi.org/10.1037/a0028089>
- SKORIC, M. M., CHING TEO, L. L., y NEO, R. L. (2009). Children and video games: Addiction, engagement and scholastic achievement. *CyberPsychology y Behavior*, 12(5), 565-572.
- SMITH, A. C. (2010). Dialando: tangible programming for the novice with Scratch, processing and arduino. In *6th International Workshop on Technology for Innovation and Education in Developing Countries, Maputo, Mozambique, 21-23 January 2010*, 1-4.
- SOPHIE GAETAN, VINCENT BRÉJARD, AGNÈS BONNET. Video games in adolescence and emotional functioning: Emotion regulation, emotion intensity, emotion expression, and alexithymia. *Computers in Human Behavior*, 61, 344-349. [ff10.1016/j.chb.2016.03.027](https://doi.org/10.1016/j.chb.2016.03.027).
- STARCEVIC, V. (2017). Internet gaming disorder: Inadequate diagnostic criteria wrapped in a constraining conceptual model. *Journal of behavioral addictions*, 6(2), 110-113.
- STEINBERGER, J. y DANIELS, S. R. (2003). Obesity, insulin resistance, diabetes, and cardiovascular risk in children: an American Heart Association scientific statement from the Atherosclerosis, Hypertension, and Obesity in the Young Committee (Council on Cardiovascular Disease in the Young) and the Diabetes Committee (Council on Nutrition, Physical Activity, and Metabolism). *Circulation*, 107 (10), 1448-1453.
- STOVER, J. B., BRUNO, F. E., URIEL, F. E. y FERNÁNDEZ LIPORACE, E. M. (2017). Teoría de la Autodeterminación: una revisión teórica. *Perspectivas en Psicología: Revista de Psicología y Ciencias Afines*, 14(2), 105-115
- SUBHASH, S., y CUDNEY, E. (2018). Gamified learning in higher education: A systematic review of the literature. *Comput. Hum. Behav.*, 87, 192-206.

Bibliografía

- SUBRAMANIAM, N. K. (2019). Teaching & learning via chatbots with immersive and machine learning capabilities. International Conference on Education (ICE 2019). Kuala Lumpur.
- SULS, J., MARTIN, R., Y WHEELER, L. (2002). Social Comparison: Why, With Whom, and With What Effect? *Current Directions in Psychological Science*, 11(5), 159–163. <https://doi.org/10.1111/1467-8721.00191>
- TARABAN, R. (2018). *Practicing Metacognition on a Chatbot. Improve with Metacognition*. Recuperado de <http://www.improvewithmetacognition.com/2035-2/>
- TEGOS, S., PSATHAS, G., TSIATSOS, T. y DEMETRIADIS, S. (2019). Designing Conversational Agent Interventions that Support Collaborative Chat Activities in MOOCs. EMOOCs 2019: Work in Progress Papers of the Research, Experience and Business Tracks. Naples, Italy.
- THE GUARDIAN (2012). A manifesto for teaching computer science in the 21st century. <http://www.theguardian.com/education/2012/mar/31/manifesto-teaching-ict-education-minister>
- TOPPO, G. (2015). *The Game Believes in You: How Digital Play Can Make Our Kids Smarter*. Palgrave Macmillan.
- TORRES-TOUKOMIDIS, A. y ROMERO-RODRIGUEZ, L. (2018). Gamificación en Iberoamérica. Quito: Universidad Abya-Yala.
- TOUKOUMIDIS, Á. y AGUADED, I. (2017). Ludificación y educación para la ciudadanía. Revisión de las experiencias significativas. *Educación*, 53(1), 109-28, <https://raco.cat/index.php/Educación/article/view/317273>
- TURAN, Z., AVINC, Z., KARA, K. y GOKTAS, Y. (2016). Gamification and Education: Achievements, Cognitive Loads, and Views of Students. *International Journal Of Emerging Technologies In Learning (IJET)*, 11(07), pp. 64-69. doi:<http://dx.doi.org/10.3991/ijet.v11i07.5455>
- UNICEF (2017). *Estado Mundial de la Infancia. Niños en un mundo digital*. División de Comunicaciones de UNICEF.
- VAN ROSMALEN, P., EIKELBOOM, P., BLOEMERS, E., VAN WINZUM, K. y SPRONCK, P. (2012). Towards a Game-Chatbot: Extending the Interaction in Serious Games. 6th European Conference on Games Based Learning. Cork, Ireland.
- VÁZQUEZ-CANO, E. (2012). Mobile learning with Twitter to improve linguistic competence at Secondary Schools. *The New Educational Review*, 29(3), 134-147.
- : (2014). Mobile Distance learning with Smartphones and Apps in Higher Education. *Educational Sciences: Theory & Practice*, 14(4), 1-16. doi: 10.12738/est.2014.4.2012
- : (2021). *Medios, Recursos Didácticos y Tecnología Educativa*. UNED
- VÁZQUEZ-CANO, E. y SEVILLANO, M.^a L (2011). *Educadores en Red. Elaboración de materiales audiovisuales para la enseñanza*. Madrid: Ediciones Académicas-UNED.
- : (2021). Gamificación en el aula. McGrawHill.
- VÁZQUEZ-CANO, E., FOMBONA, J., & FERNÁNDEZ, A. (2013). Virtual Attendance: Analysis of an Audiovisual over IP System for Distance Learning in the Spanish Open University (UNED). *The International Review of Research in Open and Distance Learning (IRRODL)*, 14(3), 402-426. doi: <http://dx.doi.org/10.19173/irrodl.v14i3.1430>

- VÁZQUEZ-CANO, E., SEVILLANO, M.^a L. y MÉNDEZ, M.A. (2011). *Programar en Primaria y Secundaria*. Pearson.
- VIJAYAKUMAR, R., BHUVANESHWARI, B., ADITH, S., & DEEPIKA, M. (2019). AI Based Student Bot for Academic Information System using Machine Learning. *International Journal of Scientific Research in Computer Science, Engineering and Information Technology*, 5(2), 590-596. <https://doi.org/10.32628/CSEIT1952171>
- VON NEUMANN, J. AND MORGENSTERN, O. (2007). *Theory of Games and Economic Behavior (Commemorative Edition)*. Princeton University Press.
- WALLENIUS, M., PUNAMÄKI, R. L., y RIMPELÄ, A. (2007). Digital game playing and direct and indirect aggression in early adolescence: The roles of age, social intelligence, and parent-child communication. *Journal of Youth and Adolescence*, 36(3), 325-336.
- WANG, A. I. y LIEBEROTH, A. (2016). The effect of points and audio on concentration, engagement, enjoyment, learning, motivation, and classroom dynamics using Kahoot!. Reading: Academic Conferences International Limited (Oct 2016), 738-746.
- WANG, A. I., ZHU, M. y SÆTRE, R. (2016). The effect of digitizing and gamifying quizzing in classrooms. Proceedings of the 10th European Conference on Games Based Learning. University of the West of Scotland, Paisley, Scotland
- WARTELLA, E. A. y JENNINGS, N. (2000). Children and computers: New technology-old concerns. *Children and computer technology*, 10(2), 31-43.
- WEIZENBAUM, J. (1966). ELIZA-A computer program for the study of natural language communication between man and machine. *Communications of the ACM*, 9(1), 36-45.
- WERBACH, K. y HUNTER, D. (2012). *For the Win: How Game Thinking Can Revolutionize Your Business*. Wharton Digital Press,
- WIDOM, C. S. (1989). Does violence beget violence? A critical examination of the literature. *Psychological Bulletin*, 106, 3-28.
- WIKLUND, E. y WAKERIUS, V. (2016). *The gamification process: a framework on gamification*. Tesis doctoral, Jönköping University.
- WILLOUGHBY, T., ADACHI, P. J., & GOOD, M. (2012). A longitudinal study of the association between violent video game play and aggression among adolescents. *Developmental psychology*, 48(4), 1044-1057. <https://doi.org/10.1037/a0026046>.
- WILSON, A., HAINEY, T. y CONNOLLY, T.M. (2013). Using Scratch with primary school children: an evaluation of games constructed to gauge understanding of programming concepts. *International Journal of Game-Based Learning*, 3(1), 93-109.
- WOO, E., WHITE, P. y LAI, C. (2016). Impact of information and communication technology on child health. *Journal of Paediatrics and Child Health*, 52(6), 590-594, <http://dx.doi.org/10.1111/jpc.13181>.
- WOOLFOLK, A. E. (1998). *Educational psychology*. Allyn y Bacon.
- WORLD HEALTH ORGANIZATION (2015). *Public health implications of excessive use of the internet, computers, smartphones and similar electronic devices: meeting report*. Foundation for Promotion of Cancer Research, National Cancer Research Centre.
- WORLD HEALTH ORGANIZATION (2015). *Public health implications of excessive use of the internet, computers, smartphones and similar electronic devices: meeting report*. Foundation for Promotion of Cancer Research, National Cancer Research Centre.
- WRIGHT, T., BORJA, E. y BREIDENBACH, P. (2002). Creative player actions in FPS online video games. Playing Counter-Strike. *Game Studies*, 2(2), 103-123.

Bibliografía

- WU, X.-S., ZHANG, Z.-H., ZHAO, F., WANG, W.-J., LI, Y.-F., BI, L. y SUN, Y.-H. (2016). Prevalence of Internet addiction and its association with social support and other related factors among adolescents in China. *J. Adolesc.* 52, 103e111.
- XINO GALOS, S. (2012). An evaluation of knowledge transfer from microworld programming to conventional programming. *Journal of Educational Computing Research*, 47(3), 251-277.
- YEE, N. (2006). Motivations of play in online games. *CyberPsychology y Behavior*; 9, 772-775.
- YEN, C.-F., TANG, T.-C., YEN, J.-Y., LIN, H.-C., HUANG, C.-F., LIU, S.-C. y KO, C.-H. (2009). Symptoms of problematic cellular phone use, functional impairment and its association with depression among adolescents in Southern Taiwan. *Journal of Adolescence*, 32(4), 863-873.
- YEN, J.-Y., KO, C.-H., YEN, C.-F., WU, H.-Y. y YANG, M.-J. (2007). The comorbid psychiatric symptoms of Internet addiction: attention deficit and hyperactivity disorder (ADHD), depression, social phobia, and hostility. *J. Adolesc. Health*, 41, 93-98.
- YILMAZ, E. (2018). Teaching with educational computer games according to classroom teachers and candidate teachers' opinion. *Gazi University Journal of Gazi Education Faculty*, 38(1), 263-298.
- YILMAZ, E., YEL, S. E. L. M. A. y GRIFFITHS, M. D. (2018). The impact of heavy (excessive) video gaming students on peers and teachers in the school environment: A qualitative study. *Addicta: The Turkish Journal on Addictions*, 5(2), 147-161.
- ZAFAR, A., y CHAUDHARY, U. G. (2018). Effects of violence shown in media on children: A study of parent's perspective. *Journal of Early Childhood Care and Education*, 2, 61-73.
- ZASTROW, M. (2017). News Feature: Is video game addiction really an addiction?. *Proc. Natl. Acad. Sci.*, 114(17), 4268-4272.
- ZICHERMANN, G. y CUNNINGHAM, C. (2011). *Gamification by Design: Implementing Game Mechanics in Web and Mobile Apps*. O'Reilly Media.

Legislativas

- CONSTITUCIÓN ESPAÑOLA. BOLETÍN OFICIAL DEL ESTADO, 29 DE DICIEMBRE DE 1978, NÚM. 311, pp. 29313 A 29424 CITA EN TEXTO: (CE 1978).
- REAL DECRETO 1720/2007, DE 21 DE DICIEMBRE, POR EL QUE SE APRUEBA EL REGLAMENTO DE DESARROLLO DE LA LEY ORGÁNICA 15/1999, DE 13 DE DICIEMBRE, DE PROTECCIÓN DE DATOS DE CARÁCTER PERSONAL.
- REGLAMENTO (UE) 2016/679 del Parlamento Europeo y del Consejo de 27 de abril de 2016 relativo a la protección de las personas físicas en lo que respecta al tratamiento de datos personales y a la libre circulación de estos datos y por el que se deroga la Directiva 95/46/CE (Reglamento general de protección de datos).
- SENTENCIA 292/2000, DE 30 DE NOVIEMBRE DE 2000. RECURSO DE INCONSTITUCIONALIDAD 1.463/2000. PROMOVIDO POR EL DEFENSOR DEL PUEBLO RESPECTO DE LOS ARTS. 21.1 Y 24.1 Y 2 DE LA LEY ORGÁNICA 15/1999, DE 13 DE DICIEMBRE, DE PROTECCIÓN DE DATOS DE CARÁCTER PERSONAL. VULNERACIÓN DEL DERECHO FUNDAMENTAL A LA PROTECCIÓN DE DATOS

Juegos y gamificación. Evidencias científicas para su integración en educación

- PERSONALES. NULIDAD PARCIAL DE VARIOS PRECEPTOS DE LA LEY ORGÁNICA. (BOE núm. 4, de 4 de enero de 2001, páginas 104 a 118).
- LEY ORGÁNICA 1/1982, DE 5 DE MAYO, DE PROTECCIÓN CIVIL DEL DERECHO AL HONOR, A LA INTIMIDAD PERSONAL Y FAMILIAR Y A LA PROPIA IMAGEN. (BOE núm. 115, de 14 de mayo de 1982)
- LEY ORGÁNICA 3/2020, DE 29 DE DICIEMBRE, POR LA QUE SE MODIFICA LA LEY ORGÁNICA 2/2006, DE 3 DE MAYO, DE EDUCACIÓN.
- REAL DECRETO LEGISLATIVO 1/1996, DE 12 DE ABRIL, POR EL QUE SE APRUEBA EL TEXTO REFUNDIDO DE LA LEY DE PROPIEDAD INTELECTUAL, REGULARIZANDO, ACLARANDO Y ARMONIZANDO LAS DISPOSICIONES LEGALES VIGENTES SOBRE LA MATERIA. (BOE núm. 97, de 22/04/1996).