POST-EVENT REPORT
Workshop on Gamification in Medical Education

Date: 17 September 2026

Venue: Coral Hall, Malabar Medical College Hospital & Research Centre

Organized by: Medical Education Unit, Malabar Medical College Hospital & Research Centre

Number of Delegates: 40

Introduction

The Medical Education Unit (MEU), Malabar Medical College Hospital & Research Centre, successfully organized a workshop on “Gamification in Medical Education” on 17 September 2026 at Coral Hall. The workshop was designed to introduce faculty members to the concept of gamification and demonstrate how game-based strategies can be effectively incorporated into medical education to promote active participation, engagement, decision-making and meaningful learning.

A total of 40 delegates participated in the workshop. The programme provided an interactive platform for faculty members to explore innovative teaching-learning methodologies that can be adapted to undergraduate and postgraduate medical education.

Objectives

- Introduce the concept and principles of gamification in medical education.
- Demonstrate practical, technology-enabled gamification strategies.
- Familiarize participants with digital tools that can be used to create engaging learning activities.
- Encourage active participation and learner-centred teaching.
- Provide hands-on exposure to different game-based educational activities.
- Enable faculty members to identify ways of integrating gamification into their existing teaching sessions.

Conduct of the Workshop

The workshop followed a highly interactive and activity-oriented format. Rather than relying solely on conventional didactic teaching, participants were actively involved in demonstrations and hands-on activities.

The sessions included the use of interactive platforms and game-based approaches such as Slido, BookWidgets and Socrative, along with decision-making cards, escape-room-based learning and Jeopardy-style activities. These activities demonstrated how elements such as challenges, competition, problem-solving, immediate feedback and active participation can be incorporated into classroom teaching.

The delegates were encouraged to participate directly in the activities, allowing them to experience the learning process from the perspective of both the teacher and the learner. The hands-on nature of the workshop enabled participants to understand not only the theoretical basis of gamification but also its practical application in medical education.

Participation and Interaction

The workshop witnessed enthusiastic participation from all 40 delegates. The interactive format encouraged faculty members to engage with the facilitators, experiment with different digital platforms and discuss possible applications in their respective departments.

The activities also provided opportunities for participants to appreciate the potential of gamification in improving learner engagement, encouraging collaborative learning and making classroom sessions more interactive and enjoyable.

Outcome

The workshop successfully sensitized faculty members to the possibilities of incorporating gamification into medical education. Participants gained practical exposure to multiple tools and strategies that can be adapted for classroom teaching, formative assessment and learner engagement.

The programme also promoted the idea of moving beyond traditional teacher-centred approaches towards more interactive and learner-centred educational practices. The hands-on activities provided participants with practical ideas that could be implemented in their own teaching sessions.

Conclusion

The Gamification Workshop conducted on 17 September 2026 at Coral Hall, Malabar Medical College Hospital & Research Centre was successfully completed with the participation of 40 delegates. The programme provided an engaging and practical learning experience and served as a platform for faculty development in innovative teaching-learning methodologies.

The Medical Education Unit plans to encourage faculty members to explore and integrate suitable gamification strategies into their regular academic activities, thereby promoting greater learner engagement, participation and active learning in medical education.

Photographs from the Workshop



Faculty participants engaging in an interactive gamification activity using digital platforms.



Facilitator briefing participants on the pre-test.



Resource person explaining game attributes such as rewards, leaderboards, badges and points.



Delegates participating in the live digital activities.



Faculty members engaged in hands-on gamified activities.



Token of appreciation being presented to participants after the group activity.



Felicitation of the resource person.



Felicitation of the resource person.



Group photograph of the facilitators and delegates.