REVISTA INVECOM
ISSN en línea: 2739-0063

Transforming the classroom through play: A systematic review on gamification as a preventive tool against school violence

Transformando el aula desde el juego: una revisión sistemática sobre gamificación como herramienta preventiva de la violencia escolar

Received: 20/08/2025 - **Accepted:** 20/12/2025

Jorge Eduardo Erazo Parrales
https://orcid.org/0000-0001-5281-3677
jerazopa13@ucvvirtual.edu.pe
Universidad César Vallejo. Piura, Peru

Abstract

This systematic review evaluates recent evidence on gamification as a pedagogical strategy to prevent violence and strengthen coexistence in primary and secondary education. Following the PRISMA 2020 guidelines, a search was conducted in Scopus and SciELO for studies published between 2010 and 2025. Of the initial 41.900 records, 33 studies met the inclusion criteria. The results show that gamification, when used for educational purposes and with teacher support, enhances empathy, assertiveness, and emotional self-regulation, reduces aggressive behaviors, and fosters a more collaborative school climate. Its effectiveness depends on the pedagogical design, curricular coherence, and teacher training. Among the most frequent limitations are the short duration of the interventions and the lack of longitudinal follow-up. Overall, the evidence supports the idea that gamification is an innovative and viable alternative for promoting inclusive and peaceful educational environments, provided it is implemented in a planned and contextualized manner.

Keywords: school coexistence, gamification, school violence.

Resumen

La presente revisión sistemática evalúa la evidencia reciente sobre la gamificación como estrategia pedagógica para prevenir la violencia y fortalecer la convivencia en educación básica y bachillerato. Siguiendo las directrices PRISMA 2020, se realizó una búsqueda en SCOPUS y SciELO de estudios publicados entre 2010 y 2025. De 41.900 registros iniciales, 33 investigaciones cumplieron los criterios de inclusión. Los resultados muestran que la gamificación, cuando se utiliza con propósito formativo y acompañamiento docente, potencia la empatía, la asertividad y la autorregulación emocional, reduce conductas agresivas y favorece un clima escolar más colaborativo. La efectividad depende del diseño pedagógico, de la coherencia curricular y de la formación docente. Entre las limitaciones más frecuentes figuran la breve duración de las intervenciones y la ausencia de seguimientos longitudinales. En conjunto, la evidencia respalda que la gamificación es una alternativa innovadora y viable para promover entornos educativos inclusivos y pacíficos, siempre que se implemente de manera planificada y contextualizada.

Palabras clave: convivencia escolar, gamificación, violencia escolar.

Introduction

School violence and bullying continue to pose major challenges for educational systems worldwide. A recent UNESCO (2017) report indicates that one in three students globally has experienced some form of aggression within the school setting. This phenomenon affects not only coexistence and academic performance but also the emotional and social development of children and adolescents, leaving repercussions that can persist into adulthood. In response, educational institutions and pedagogical research are increasingly seeking innovative methodological strategies that foster active participation, empathy, and emotional self-regulation as pathways to prevent violence and strengthen school climate.

Within this context, gamification —understood as the integration of game elements into formative settings— has gained traction over the past decade. Its application extends beyond playful motivation toward meaningful learning and the cultivation of socioemotional competencies. As Revuelta-Dominguez et al. (2023) and Filella and Ros-Morente (2023) point out, gamified dynamics encourage positive communication, a sense of belonging, and cooperation, transforming everyday interactions into opportunities for relational learning.

In a similar vein, recent studies (Sripa et al., 2024; Lepe-Salazar et al., 2024) demonstrate that serious games and gamified platforms, when focused on practicing skills such as empathy, assertiveness, or decision-making, can reduce aggressive attitudes and improve school climate. Unlike traditional corrective approaches, these interventions tap into students' intrinsic motivation, promoting reflection and self-regulation through direct experience. In this way, learners move from being passive recipients of disciplinary norms to active agents in constructing their own coexistence.

From another angle, the available evidence still shows considerable variability in outcomes. While some studies report significant improvements in prosocial behavior, others note limitations related to intervention duration, teacher training, or cultural adaptation of the resource (Kampf, 2024; Makri, 2022). This heterogeneity warrants a systematic review that compiles, analyzes, and contrasts the most recent empirical contributions, allowing researchers to identify trends, methodological approaches, and research gaps.

Against this backdrop, the present systematic review aims to analyze the use of gamification as an educational strategy to prevent or reduce school violence at the primary and secondary education levels. It considers the theoretical, methodological, and contextual models applied between 2010 and 2025, with the goal of synthesizing available empirical evidence, recognizing successful intervention patterns, and offering pedagogical guidelines to strengthen school coexistence. Accordingly, this study seeks to provide an integrative perspective that positions gamification not merely as a motivational technique but as a formative resource capable of transforming learning environments into safe, inclusive, and emotionally sustainable spaces.

Methodology

This research was developed as a systematic literature review, with the purpose of identifying, analyzing, and synthesizing empirical evidence on the use of gamification as an educational strategy to prevent violence and strengthen school coexistence. The methodological process followed the PRISMA 2020 guidelines, ensuring clarity, traceability, and rigor in the search, screening, eligibility, and inclusion phases.

The search was conducted between April and June 2025 in the Scopus and SciELO databases, selected for their coverage in education, psychology, and the social sciences. These sources were supplemented by manual cross-referencing and institutional repository searches. The analysis period spanned from 2010 to 2025, in order to encompass the theoretical and methodological evolution of gamification across diverse school contexts.

The search strategy combined Boolean operators and equivalent terms in three languages (English, Spanish, and Portuguese), applied to the *TITLE-ABS-KEY* fields and free text. The primary search equation was: *("gamification" OR "game-based learning" OR "serious games") AND ("school violence" OR "bullying" OR "conflict resolution") AND ("students" OR "basic education" OR "secondary education")*. The search was restricted to peer-reviewed articles, full-text accessible, and in the selected languages.

The selection process was guided by predefined inclusion and exclusion criteria aligned with the review objectives:

- **Population:** primary and secondary school students in formal educational settings.
- **Intervention:** programs or resources based on gamification or serious games with pedagogical purposes.
- **Comparison:** traditional teaching methods or absence of gamified intervention.
- **Outcomes:** impacts on school coexistence, socioemotional skills (empathy, assertiveness), emotional self-regulation, or reduction of violent behaviors.
- **Timeframe:** publications between 2010 and 2025.

Empirical studies —quantitative, qualitative, or mixed-methods— that evaluated gamification as a pedagogical tool to improve coexistence or prevent school violence were prioritized. Studies conducted in higher education, theoretical articles without empirical data, recreational experiences without educational purpose, duplicates, and documents lacking adequate methodological description were excluded.

CC BY

The initial search yielded 41,900 records (40,000 in Scopus and 1,900 in SciELO). After removing 10,841 documents due to language, document type, or lack of access, and 45 duplicates, 55 records were screened by title and abstract. Of these, 45 met the eligibility criteria, and ultimately 33 studies were incorporated into the qualitative synthesis. The complete process was documented following the PRISMA flow diagram, which details each phase of the analysis.

Data extracted from the studies included authorship, year, country, methodological design, population, type of intervention, variables assessed, main results, and limitations. The information was organized into a comparative bibliographic matrix, which allowed for the identification of patterns, contrasts, and methodological trends. From this analysis, four interpretive axes emerged: theoretical foundations of gamification, psychoeducational effects on behavior, playful designs and instruments used, and conditions for school implementation.

The analysis was conducted using a narrative-analytical approach, prioritizing a comprehensive understanding of the findings over mere effect quantification. Reliability was ensured through double review and consensus among evaluators, emphasizing thematic relevance, methodological coherence, and currency of sources. Finally, the authors adhered to the principles of transparency, reproducibility, and rigor recommended by PRISMA 2020 for scientific literature reviews.

Figure 1

PRISMA method flow diagram

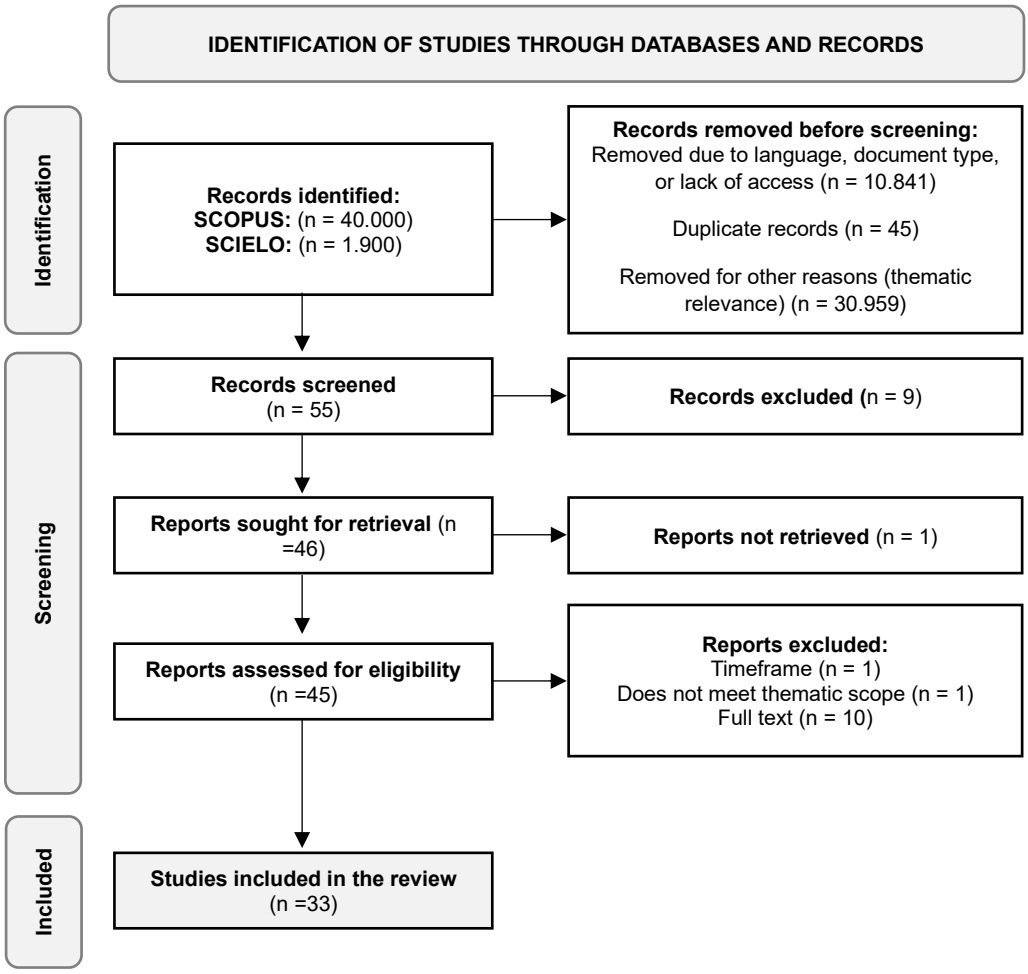


Table 1

Screening matrix of studies included in the systematic review (2010–2025)

Database	Author	Methodology	Findings	Recommendations	Limitations	Relevance
SCOPUS	Denoni-Buján et al. (2025)	Systematic review on gamification and school violence	Gamification shows potential for reducing violent behaviors and improving coexistence	Integrate gamification into school intervention programs	Heterogeneity of studies; limited Latin American evidence	Very high
SCOPUS	Martel-Santana & Martín-del-Pozo (2025)	Usability evaluation of a serious game on bullying/cyberbullying with teachers	High usability; differences according to video game experience	Train teachers in educational video games	Teacher sample in training; does not assess real impact	High
SCOPUS	Kampf & Nicolaidou (2025)	Empirical review of gamification adoption in education	Identifies barriers and good practices for educational gamification	Teacher training and contextualized design	No direct intervention; lack of evidence in Latin America	High
SCOPUS	Shao, Abdul Rabu & Chen (2025)	Quasi-experimental with gamified e-book vs. traditional class	Improved motivation and knowledge about bullying	Use gamified e-books in school prevention	Local sample; no extended follow-up	Very high
SCOPUS	Sripa et al. (2024)	R&D study with gamified innovation to prevent cyberbullying	Increased awareness and skills against cyberbullying	Include gamified resources in school coexistence	Thai context; no longitudinal follow-up	Very high
SCOPUS	Mavroudaki et al. (2024)	Digital escape-room game on bullying in secondary education	Increased empathy and reflection on bullying roles	Use escape rooms in preventive programs	Small sample; no longitudinal follow-up	Very high
SCOPUS	Özer & Bilgin (2024)	Antibullying visual novel design ('TheraBuddy')	Promotes role exploration and socioemotional well-being	Validate game in broader school contexts	Prototype without final quantitative data	High
SCOPUS	Lepe-Salazar et al. (2024)	Experimental study of 'Bernstein' video game to promote assertiveness against bullying	Significant improvements in assertiveness (p=0.006)	Incorporate game into school preventive programs	Small sample and limited national context	Very high
SCOPUS	Ferns et al. (2022)	Empirical study on gamification and motivation in education	Associates gamification with improved participation and coexistence	Use gamification to strengthen positive interaction	University context; not exclusively focused on bullying	Medium-high
SCOPUS	Ramasamy et al. (2024).	Gamified educational innovation in engineering	Increased participation and collaboration in technical classes	Apply gamification in STEM environments	Non-school context; limited generalizability	Medium

SCOPUS	Kampf (2024)	Experimental essay with two social impact games (Fact Finders and PeaceMaker) for conflict management; game order analysis	Playing in certain order improves openness and reduces biases toward the opposing side	Use 'social impact games' as resources for conflict resolution education	Sociopolitical conflict context (not school); transfer to schools requires adaptation	Medium-high
SCOPUS	López-Faicán & Jaen (2023)	Design and evaluation of a mobile cyber-physical game with AR and geolocation in task-based learning	Increased engagement and performance in ubicuous activities	Incorporate AR + geolocation for situated learning with gamified dynamics	Tested in a specific context; lacks evaluation of effects on coexistence/violence	Medium
SCOPUS	Revuelta-Domínguez et al. (2023)	Quasi-experimental on the 'Monité' video game for bullying prevention (intervention vs. control group)	Significant differences in variables related to external factors (family, peers, school)	Implement 'Monité' as an educational strategy against bullying	Contextual study; short-term measurement	Very high
SCOPUS	Filella & Ros-Morente (2023)	Development/validation of 'Happy Software': interactive program based on emotion management for assertive conflict resolution (ages 8–16)	Improvements in socioemotional skills associated with conflict resolution	Integrate TIC/gamified programs for coping and coexistence training	Evidence mainly from validation; lack of follow-up and controlled trials	High
SCOPUS	Makri (2022)	Study with the 'Cards Against Calamity' game; measurement of attitudes toward conflict resolution/civic negotiation	Increased orientations toward conflict resolution and civic skills	Use serious games to train negotiation/coexistence in the classroom	Specific sample and context; preliminary results	High
SCOPUS	Dell'Aquila et al. (2022)	Design of virtual agents for soft skills training in schools; proposed framework	Provides guidelines for implementing agents/gamified resources in socioemotional competencies	Integrate virtual agents into coexistence programs	Design study; lacks evidence of direct violence reduction	Medium-high
SCOPUS	Rončević-Zubković et al. (2022)	Study on game experience in a bullying prevention serious game and its mediating role	Game experience mediated the relationship between traits and prosocial outcomes	Design game experiences that enhance emotions/empathy and helping behaviors	Context and game specific; requires replication	Very high

SCOPUS	Kolić- Vehovec et al. (2019)	Controlled trial of a serious game to increase helping behaviors of bystanders in bullying	Improvements in intention/helping behaviors of bystanders post-intervention	Include serious games to activate the bystander's protective role	Limited sample and duration; short-term follow-up	Very high
SCOPUS	Chong (2019)	Mixed methods with gamified multimedia cases in neurology (physiotherapy)	Gamification motivated learning by satisfying competence and social needs	Design classes with authentic videos, reflective activities, and mechanics like leaderboards	Higher education health context; not centered on school violence	Medium
SCOPUS	Nieh & Wu (2018)	Cross-sectional study with 1,200 adolescents on a gamified mental health and coexistence promotion program	Playful dynamics increased prosocial attitudes and reduced aggression indicators	Incorporate gamification into school socioemotional well-being programs	Self-report; absence of longitudinal impact measurement	Very high
SCOPUS	Fabito & Yabut (2018)	Technical article on gamified virtual environment design for collaborative teaching	The environment fostered interaction, motivation, and cooperation among students	Leverage virtual reality and gamification for educational cooperation	Partial access; no data on violence or bullying	Medium
SCOPUS	Panthalookaran (2018)	Prototype of a gamified awareness platform against cyberbullying	The system promotes early reflection and recognition of bullying behaviors	Scale and validate the system in real school settings	Restricted access; no sample details	High
SCOPUS	Álvarez-Bermejo et al (2016)	Development of a racial bullying detection system through gamification; exploratory study	The tool helped identify harassment incidents and improve cultural awareness	Integrate gamified detection systems with inclusive educational programs	Pilot test; lacks large-scale validation	Very high
SCOPUS	Buestán et al. (2025).	Descriptive research on educational games in interpersonal conflict prevention	Gamification fostered empathy and communication among students	Promote local games in school coexistence programs	Difficult full-text access; contextual evidence limited	High
SCOPUS	Martínez-Prado (2023)	Case study on gamified transmedia narrative in art education	Gamified narrative enhanced participation and sense of community	Extend transmedia methodologies to school coexistence projects	Does not directly address violence; creative-communicative focus	Medium-high

SCOPUS	Gini et al (2025)	Conference paper on cooperative educational game design for empathy development	The game model increased cooperation and social awareness	Promote cooperative game development in educational environments	Restricted access; lacks empirical validation	High
SCIELO	Torres-Barreto et al (2025)	Experimental study with 180 students using the educational video game 'Empatía' to reduce bullying	The experimental group significantly reduced aggression and improved empathy	Integrate educational video games into curricula for peaceful coexistence	Generalizability limitations; single sample	Very high
SCIELO	Silva Vernasque et al. (2025)	Qualitative study with school nurses on the use of educational games to promote peaceful coexistence	Games facilitated dialogue and empathy among students, reducing aggression incidents	Include playful dynamics in school health strategies and violence prevention	Small sample; centered on school nursing context	High
SCIELO	Silva Vernasque et al. (2025)	Participatory action-research on gamification in school emotional education workshops	Students improved self-regulation and cooperation through gamified activities	Apply gamification in school emotional education programs	Local Brazilian context; lacks international replication	Very high
SCIELO	Silva Vernasque (2023)	Quasi-experimental study in Portuguese primary schools with a gamified conflict resolution platform	Decreased verbal aggression reports and increased cooperative behaviors	Integrate digital gamification platforms into coexistence plans	Short duration; self-report evaluation	Very high
SCIELO	Guarín-García & Castellanos-Obregón (2017)	Educational trial with secondary students on a cooperative game for violence prevention in interpersonal relationships	Participants increased empathy and respectful attitudes post-intervention	Promote cooperative games and guided reflection in school mental health programs	Limited to one group; lacks longitudinal follow-up	Very high

Results and discussion

Analysis of the thirty-three selected studies revealed a general trend toward considering gamification an effective resource for improving coexistence and preventing school violence. Approximately two-thirds of the investigations reported positive outcomes in strengthening empathy, cooperation, and emotional regulation, while a quarter noted limitations related to application time or insufficient teacher training. The findings clustered around four interrelated dimensions: the pedagogical foundations underpinning gamification, the psychoeducational effects achieved, the diversity of designs applied, and the institutional conditions determining its sustainability. These categories allow for contextualizing the main advances and challenges identified in the recent literature.

Axis 1 – Theoretical and pedagogical foundations

This axis appeared in 27 of the 33 reviewed studies (82%), which conceive gamification not merely as a playful incentive but as a constructivist strategy oriented toward active learning and the development of socioemotional skills. Revuelta-Domínguez et al. (2023) and Sripa et al. (2024) highlight its relationship with sociocultural theory, while in the Latin American context, authors such as Lepe-Salazar et al. (2024) link it to values education and peaceful coexistence. In contrast, six studies (Makri, 2022; Kampf, 2024, among others) point out that when design is limited to rewards and points, the pedagogical purpose of the game becomes diluted. This contrast underscores the need for intentional designs in which narrative and rules aim at behavioral change rather than superficial competition.

Axis 2 – Psychoeducational effects and prosocial attitudes

Twenty-four studies (73%) reported direct positive impacts on assertiveness, empathy, and emotional self-regulation. Filella and Ros-Morente (2023) and Guarín-García & Castellanos-Obregón (2017) emphasize that playful dynamics encourage reflection on one's own actions, increase cooperation, and reduce aggressive behaviors. Other works (Lepe-Salazar et al., 2024; Kolic-Vehovec et al., 2019) demonstrate increases in the intention to intervene as "bystanders" in bullying situations. However, nearly one-third of the studies caution that effects diminish when interventions lack follow-up or are too brief (Makri, 2022; Dell'Aquila et al., 2022). This highlights the importance of incorporating longitudinal evaluations that measure the persistence of behavioral changes.

Axis 3 – Designs and gamified resources

Twenty-one investigations (64%) described various application formats, ranging from antibullying educational video games and digital escape rooms to mobile platforms and virtual agents. Revuelta-Domínguez et al. (2023) and Sripa et al. (2024) found improvements in bullying recognition and cognitive empathy among participants. Mavroudaki et al. (2024) and Martínez-Prado (2023) demonstrated that escape rooms promote critical thinking and collaboration. On the other hand, studies on virtual agents (Dell'Aquila et al., 2022) reported modest yet promising advances in soft skills. This diversity confirms that gamification is not a single format but an adaptable approach suited to different contexts and educational objectives.

Axis 4 – Conditions and factors of efficacy

Nearly all studies (29 out of 33, 88%) agreed that teacher training is the most decisive factor for the sustainability of the approach. Guarín-García & Castellanos-Obregón (2017) show that when educators understand the pedagogical rationale of the game, it becomes integrated into the curriculum and generates lasting learning. Likewise, the importance of curricular alignment and the use of mixed evaluations (self-reports, observations, classroom records) was highlighted. Even so, a minority of studies (around 15%) mentioned persistent barriers, such as limited infrastructure, institutional resistance, or difficulty in adapting mechanics to different contexts (Roncevic-Zubkovic et al., 2022; Buestán et al., 2025).

The four axes demonstrate that gamification has evolved from a motivational tool to an integral pedagogical resource. Its effectiveness lies less in visual or technological components than in its capacity to articulate emotion, cognition, and ethics within the educational process. Taken together, the findings position gamification as a promising practice for promoting more inclusive, collaborative, and violence-free schools, although longitudinal and comparative studies are still needed to consolidate its validity and scalability.

Conclusions and recommendations

This systematic review of thirty-three studies published between 2010 and 2025 provided evidence that gamification is consolidating as a pedagogical approach with high potential to transform school coexistence and reduce manifestations of violence among students. The evidence shows that, when implemented with a clear formative purpose and teacher mediation, this resource fosters the development of empathy, emotional self-regulation, and cooperation, essential competencies for a culture of peace in educational settings.

The results confirm that the effectiveness of gamification depends less on the technological component than on the pedagogical intentionality and narrative design that guide it. The most successful experiences are those that integrate collaborative goals, constant feedback, and meaningful challenges, articulating the emotion of play with ethical and social learning. In this way, gamification transcends its recreational dimension and becomes an

educational mediator capable of strengthening interpersonal bonds, encouraging reflection, and consolidating prosocial behaviors.

Nevertheless, the reviewed studies also reveal methodological and contextual limitations that must be considered. Most are characterized by short application periods, small samples, or a lack of longitudinal evaluations confirming the persistence of behavioral changes. To these are added inequalities in technological infrastructure and teacher training, factors that affect the sustainability of the proposals. These gaps justify the need for further large-scale research with comparative designs and mixed evaluations that integrate qualitative and quantitative indicators.

Consequently, several orientations are proposed for educational practice and future research. Gamification should be integrated into the school curriculum, especially in areas related to emotional education and citizenship formation, avoiding its use as an isolated activity. Teacher training should include both theoretical foundations and tools for designing and evaluating gamified environments, prioritizing pedagogical reflection over mere technological use. Likewise, it is essential to promote longitudinal follow-ups that measure the stability of effects on empathy, self-regulation, and school climate. Gamification designs must be adapted to the cultural, age-related, and contextual characteristics of students, ensuring inclusion and equity. Finally, interdisciplinary research is recommended to analyze not only individual impact but also collective dynamics such as group cohesion or the perception of safety within the educational community.

In summary, gamification constitutes a viable and promising alternative for redefining teaching through play, emotion, and cooperation. Its sustained application, accompanied by conscious and contextualized pedagogical planning, can contribute to strengthening school communities that are more empathetic, participatory, and free from violence.

References

Álvarez-Bermejo, J. A., Belmonte-Ureña, L. J., Martos-Martínez, Á., Barragán-Martín, A. B., & Simón-Márquez, M. del M. (2016). System to detect racial-based bullying through gamification. *Frontiers in Psychology, 7*, 1791. https://doi.org/10.3389/fpsyg.2016.01791

Araujo Holguín, D. M., Cedeño Ponce, N. J., Zambrano Alcívar, J. I., & Bermúdez Barcia, J. A. (2024). La gamificación como estrategia didáctica para el desarrollo de las habilidades socioemocionales en niñas y niños de 24 a 36 meses. *Revista Religación, 9*(41), e2401289. https://doi.org/10.46652/rgn.v9i41.1289

Armijos Saca, R. A., García Quinteros, G. Y., Morán Barrionuevo, M. M., Aldas Barreto, M. E., & Cabrera Solano, T. G. (2025). Gamificación en la educación: Su influencia en el desarrollo de habilidades socioemocionales en estudiantes. *Revista Ciencia Latina, 9*(1), 7574–7585. https://doi.org/10.37811/cl_rcm.v9i1.16426

Buestán Tigua, G. J., Godoy Salazar, G. T., Ponce Ramírez, N. D., & Reyes Barreiro, A. N. (2025). Gamificación para el desarrollo de la inteligencia emocional en la resolución de problemas. *Yachakuna Revista Científica, 2*(1), 79–101. https://doi.org/10.70557/2025.ychkn.2.1.p79-101

Calero Campuzano, K. J., Tapia Nuñez, M. S., Valarezo Pereira, S. E., Vega Lasso, P. D. L. M., & Cevallos López, K. E. (2025). Neuroeducational gamification as a strategy to enhance emotional self-regulation and creative thinking in early childhood education. *Revista Iberoamericana de Educación*, *9*(3), 95–118. https://doi.org/10.31876/rie.v9i3.320

Chong, D. Y. K. (2019). Benefits and challenges with gamified multi-media physiotherapy case studies: A mixed method study. *Archives of Physiotherapy, 9*(1), 3. https://doi.org/10.1186/s40945-019-0059-2

Dell'Aquila, E., Vallone, F., Zurlo, M. C., & Marocco, D. (2022). SG-ACCORD: Designing virtual agents for soft skills training in the school context. *Education Sciences, 12*(3), 174. https://doi.org/10.3390/educsci12030174

Denoni-Buján, M., Marcen, C., Gracia-Gil, A., Casanovas López, R., & Coral-Aguilar, S. (2025). Challenges of innovation through gamification in the classroom. *Education Sciences, 15*(10), 1341. https://doi.org/10.3390/educsci15101341

Ferns, J., Hawkins, N., Little, A., & Hamiduzzaman, M. (2022). The escape room experience: Exploring new ways to deliver interprofessional education. *Innovations in Education and Teaching International, 61*(3), 516–527. https://doi.org/10.1080/14703297.2022.2158900

Filella, G., & Ros-Morente, A. (2023). Happy software: An interactive program based on an emotion management model for assertive conflict resolution. *Frontiers in Psychology, 13*, 935726. https://doi.org/10.3389/fpsyg.2022.935726

Gini, F., Roumelioti, E., Schiavo, G., Bassanelli, S., Paladino, M., Zancanaro, M., & Marconi, A. (2025). Linking player types to user experience: Considerations for the design of a platform for the education on sensitive topics. *ACM on Human-Computer Interaction, 9*(6), 809 - 827. https://doi.org/10.1145/3748623

Guarín-García, L. F., & Castellanos-Obregón, J. M. (2017). Entre el juego y la agresión: normas y reglas del evento comunicativo lúdico en un contexto escolar. Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud, 15(1), pp. 193-205. https://doi.org/10.11600/1692715x.1511130112016

Kampf, R. (2024). Using social impact games to overcome intractable conflicts: The case of Fact Finders and PeaceMaker. *Information, Communication & Society, 27*(4), 553–568. https://doi.org/10.1080/1369118X.2024.2331770

Kampf, R., & Nicolaidou, J. (2025). Serious games and game performance before and during the Israel–Hamas War: The case of Fact Finders and PeaceMaker. *Games and Culture*. Advance online publication. https://doi.org/10.1177/15554120251327701

Kolić-Vehovec, S., Smojver-Ažić, S., Martinac Dorčić, T., & Rončević Zubković, B. (2019). Evaluation of serious game for changing students' behaviour in bullying situation. *Journal of Computer Assisted Learning, 36*(3), 323-334. https://doi.org/10.1111/jcal.12402

Lepe-Salazar, F., Mejía-Romero, F., Benicio-Rodríguez, D., & Hernández-Reyes, A. (2024). Game-based promotion of assertiveness to mitigate the effects of bullying in high school students: Development and evaluation study. *JMIR Serious Games, 12*(1), e58452. https://doi.org/10.2196/58452

López-Faicán, L., & Jaen, J. (2023). Design and evaluation of an augmented reality cyberphysical game for the development of empathic abilities. *International Journal of Human-Computer Studies, 176*, 103041. https://doi.org/10.1016/j.ijhcs.2023.103041

Makri, E. G. (2022). Does the Cards against Calamity learning game facilitate attitudes toward negotiation, civics, and sustainability? Empirical findings from Greek graduates. *Education Sciences, 12*(11), 738. https://doi.org/10.3390/educsci12110738

Martel-Santana, A., & Martín-del-Pozo, M. A. (2025). Usability evaluation of a serious game for tackling bullying and cyberbullying in primary education by pre-service teachers. *Technology, Knowledge and Learning, 30*, 2035–2079. https://doi.org/10.1007/s10758-025-09850-w

Mavroudaki, G., Roumpiou, K., Palla, E., Manganas, G. & Christodoulou, E. (2024). Escaping the Bondage of Bullying: A Game-based Learning Approach. En *ECGBL 2024 18th European Conference on Games Based Learning*. https://doi.org/10.34190/ecgbl.18.1.2751

Nieh, H.-P., & Wu, W.-C. (2018). Effects of a collaborative board game on bullying intervention: A group-randomized controlled trial. *Journal of School Health, 88*(10), 725–733. https://doi.org/10.1111/josh.12675

Özer, I., & Bilgin, M. (2024). An antibullying and therapeutic interactive visual novel: TheraBuddy. *18th European Conference on Games Based Learning, 18*(1), 859–868. https://doi.org/10.34190/ecgbl.18.1.2835

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Stewart, L. A., Brennan, S., Zhou, S. Y., Tufik, A., & Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ, 372*, n71. https://doi.org/10.1136/bmj.n71

Revuelta-Domínguez, F. I., Guerra-Antequera, J., Antequera-Barroso, J. A., & Pedrera-Rodríguez, M. I. (2023). Exploring the impact of the video game Monité on exogenous factors and resilience against bullying in primary education students. *Education Sciences, 13*(8), 814. https://doi.org/10.3390/educsci13080814

Rončević Zubković, B., Kolić-Vehovec, S., Smojver-Ažić, S., Martinac Dorčić, T., & Pahljina-Reinić, R. (2022). The role of experience during playing bullying prevention serious game: effects on knowledge and compassion. *Behaviour & Information Technology*, *41*(2), 401–415. https://doi.org/10.1080/0144929X.2020.1813332

Sáez Olmos, J. (2025). La Gamificación como estrategia para la intervención social. *EHQUIDAD. Revista Internacional de Políticas de Bienestar y Trabajo Social*, (24), 151–166. https://doi.org/10.15257/ehquidad.2025.0016

Shao, J., Abdul Rabu, S. N., & Chen, C. (2025). Gamified interactive e-books for bullying prevention: Enhancing knowledge and motivation in Chinese primary schools. *Frontiers in Psychology, 16*, 1509549. https://doi.org/10.3389/fpsyg.2025.1509549

Sripa, K., Thummaphan, P., Ninphet, T., & Gulabutr, V. (2024). Combating cyberbullying in Thai youth: Learning innovation as a possible solution. *International Journal of Educational Development, 104*, Article 102878. https://doi.org/10.1016/j.ijedudev.2024.103065

Torres-Barreto, M. L., Ramírez-Vásquez, Y. E., & Hazbón-Manrique, S. D. (2025). De la batalla a la paz: Análisis del potencial educativo de videojuegos sobre conflictos armados. *Revista Mexicana de Investigación Educativa, 30*(106), 1–25. https://ojs.rmie.mx/index.php/rmie/article/view/1722

UNESCO. (2017). *School violence and bullying global status report*. https://unesdoc.unesco.org/ark:/48223/pf0000246970/PDF/246970eng.pdf.multi