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Exploring Frontiers: A Playful Journey towards Mastering Mathematical Modeling in University Education

[1]Illych Alvarez *, [2]Silvia Placencia, [3]Nancy Tapia, [4]Jesus Murillo , [5]Erwin Segura , [6]Eladio Vera , [7]Illych Alvarez

[1]Facultad de Ciencias Naturales y Matemáticas Escuela Superior Politécnica del Litoral Campus Gustavo Galindo Km 30.5 via perimetral, Guayaquil, Ecuador ialvarez@espol.edu.ec

[2]Facultad de Filosofía y Letras de la Educación Universidad de Guayaquil Av. Delta y Av. Kennedy, Guayaquil, Ecuador Silvia.placenciai@ug.edu.ec

[3]Facultad de Filosofía y Letras de la Educación Universidad de Guayaquil Av. Delta y Av. Kennedy, Guayaquil, Ecuador nancy.tapiay@ug.edu.ec

[4]Facultad de Filosofía y Letras de la Educación Universidad de Guayaquil Av. Delta y Av. Kennedy, Guayaquil, Ecuador jesus.murillom@ug.edu.ec

[5]Facultad de Filosofía y Letras de la Educación Universidad de Guayaquil Av. Delta y Av. Kennedy, Guayaquil, Ecuador erwin.seguraes@ug.edu.ec

[6]Facultad de Filosofía y Letras de la Educación Universidad de Guayaquil Av. Delta y Av. Kennedy, Guayaquil, Ecuador eladio.verar@ug.edu.ec

[7]Facultad de Filosofía y Letras de la Educación Universidad de Guayaquil Av. Delta y Av. Kennedy, Guayaquil, Ecuador illych.alvareza@ug.edu.ec

Abstract: In this paper, we discuss how to introduce students to the process of mathematical modeling while emphasizing its utility as an essential tool for this purpose. We propose a specific challenge aimed at university students based on a game called "Derivarius," intended to reinforce the understanding of the definition and use of the derivative in professional applications.

Keywords: Modeling; Rate of Change; Monotonicity; Mean Value Theorem; Neighborhood.

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1. Introduction

Teaching the theory of differential calculus by highlighting its wide applicability can be approached in various ways. Often, following a "traditional" approach in the classroom leads students to adopt a passive role, making them mere recipients of content seemingly disconnected from reality and lacking critical thinking.

To revitalize this dynamic and increase interest and motivation in mathematics, this article proposes mathematical modeling as an effective strategy for learning the theory of the derivative, as presented in [1-3]. Authors like Wilhelm Leibniz [4] consider the use of differential calculus as a conceptual tool in model construction; problem-solving facilitates the acquisition and development of skills such as intuition, exploration, discovery, and hypothesis design, contributing to the development of logical thinking, spatial vision, and abstract reasoning in students. Despite this, we have noticed that the definition and applications of the derivative are sometimes taught without due attention to modeling.

Mathematical modeling in teaching lacks a consensus definition, mainly due to the various ways of approaching this methodology in the classroom. From a realistic perspective, modeling focuses primarily on the relationship between the model and the context in which it arises, emphasizing incorporating all constraints into the model. A more cognitive perspective of this methodology centers on the mental and psychological processes that take place during model creation; lastly, the most didactic perspective uses these problems to structure and enhance students' learning process, thus generating interest in introducing new concepts or deepening already known ones.

Considering these diverse methodologies, in this article, we adopt a conception of mathematical modeling that we have found effective in our interactions with students. We define it as the representation of a real problem that allows the use of mathematical tools for its analysis and total or partial resolution [5]. This description enables us to examine the process through the modeling framework proposed by Blum and Leiss [6], which identifies seven distinct phases:

1. Understanding the problem
2. Organizing and structuring the problem
3. Transforming the real problem into mathematical terms
4. Applying appropriate mathematical tools and skills
5. Evaluating the results
6. Validating the results in context
7. Presenting the complete or partial solution obtained

Although these stages are common, the inherent complexity of working with real problems involves advances and setbacks in them [7-10]. This is due to the significant difficulties that sometimes arise in translating natural language into the mathematical formulation of the problem.

When applying mathematical modeling in educational settings, it is crucial to consider the degree of teacher involvement in the process, as outlined by Barbosa [11]. These degrees reflect the level of teacher commitment in creating and solving problems.

At the first level, the teacher plays a more active role. They select the topic, simplify and develop a problematic situation, provide the necessary data for its resolution, construct a mathematical model, and guide students in discussing the solution to the problem, directing each step towards appropriate modeling.

At the second level, teacher supervision decreases. Although they propose a problematic situation and guide its resolution, it is the students who simplify the problem and collect the necessary data to arrive at the final solution.

At the third level, although the teacher continues to direct the work, students enjoy greater autonomy in all areas. They are free to select a topic, simplify and develop each problematic situation, and collect and analyze the necessary data to provide a solution to the proposed model.

The choice between these options when implementing modeling in the classroom depends on the teacher's experience and the particular interests and characteristics of the students. In this work, we focus on the didactic perspective and the second level.

By carrying out modeling, we apply mathematical concepts to various scientific areas, contributing to perceiving mathematics as a useful tool, not just a set of isolated techniques to be memorized. However, we are aware that modeling in the classroom represents a challenge for teachers, as it involves significant effort and dedication in planning, evaluation, updating, and revising activities.

In this study, we propose a challenge inspired by the mechanics and aesthetics of a medieval game as a means to stimulate the understanding of fundamental modeling concepts in differential calculus. The game presented in this work has been designed to be tackled with paper and pencil, except for the application of algorithms for which software support is available.

The problem formulation is inserted in the context of using games in education, a practice increasingly popular in higher education. In [12], the authors present the results of a survey showing that students, especially in engineering, recognize considerable potential in the use of educational games. In [13], it is shown how engineering students positively evaluate this educational modality.

The effectiveness of games in illustrating course topics and the mathematical calculations employed in the STEM discipline has been proven. A flipped classroom approach combined with games, as described in [14], has demonstrated strengthening and improving the implementation of content, strategies, and teaching and learning methods in mathematics, covering various educational levels, including higher education. In [15], an analysis of the most recent results of the literature related to the use of games in science teaching is offered. Recent analyses conclude that using games in education has a significant positive impact on the learning process of students [16, 17].

Student evaluations of their understanding of the definition of the derivative through modeling were very positive, as evidenced in a brief questionnaire they completed at the end of the course; these results are examined in section four. To conclude, in the last section, we present our conclusions.

In this article, the first part aims to present the principles and concepts related to learning derivatives, accessibility, and essential algorithms for solving the shortest path problem. The second section focuses on this problem and poses several questions directed at students during its resolution to stimulate the development of their reasoning and modeling skills. This challenge, along with other practical cases related to real-world situations, was included in the instruction on derivatives in the first Mathematics course of the Calculus I program at the Polytechnic School of the Coast. Students' perception of their learning of derivatives through modeling was highly satisfactory, as reflected in a brief questionnaire they completed at the end of the course; these results are analyzed in the fourth section. Finally, in the last section, we present our conclusions.

2. Theoretical Overview of the Main Concepts

In this section, we present the theoretical foundations and key concepts related to mathematical modeling and its application in education. This overview is essential for understanding the innovative approach proposed in this study, which integrates game-based learning into the teaching of differential calculus.

Mathematical Modeling

Mathematical modeling is defined as the representation of real-world problems using mathematical tools to analyze and solve them either partially or completely. This process involves several phases as identified by Blum and Leiss:

1. **Understanding the Problem**: Comprehending the real-world scenario that needs to be modeled.
2. **Organizing and Structuring the Problem**: Breaking down the problem into manageable parts and structuring them logically.
3. **Transforming the Real Problem into Mathematical Terms**: Translating the problem from natural language into mathematical expressions.
4. **Applying Appropriate Mathematical Tools and Skills**: Utilizing mathematical techniques and knowledge to address the problem.
5. **Evaluating the Results**: Assessing the mathematical solutions obtained for accuracy and relevance.
6. **Validating the Results in Context**: Ensuring that the solutions are applicable and make sense in the real-world context.
7. **Presenting the Complete or Partial Solution Obtained**: Communicating the results effectively (Mathematical Modelling ...).

These stages are iterative and may involve revisiting previous steps due to the complexities inherent in real-world problems(Mathematical Modelling ...).

Differential Calculus and Modeling

The application of differential calculus within mathematical modeling focuses on understanding and utilizing the derivative. Authors like Wilhelm Leibniz have emphasized the derivative as a fundamental tool in constructing models, solving problems, and facilitating the acquisition of skills such as intuition, exploration, discovery, and hypothesis design(Mathematical Modelling ...). Despite its importance, the teaching of the derivative often lacks adequate attention to modeling, which is addressed in this study through an innovative approach.

Educational Games in STEM

The study introduces "Derivarius," a game designed to integrate mathematical strategy and action in a fictional medieval setting. The game uses derivative graphs to influence gameplay, thereby providing a practical framework for students to apply mathematical concepts. The game includes various modes such as one-on-one matches, team battles, and survival challenges, each requiring strategic use of mathematical principles (Mathematical Modelling ...).

Teacher Involvement in Modeling

The degree of teacher involvement in the modeling process varies and can significantly impact the effectiveness of the learning experience. Barbosa outlines three levels of teacher involvement:

1. **Active Role**: Teachers select the topic, simplify and develop the problem, provide necessary data, construct the mathematical model, and guide students through the solution.
2. **Supervisory Role**: Teachers propose the problem and guide its resolution, but students simplify the problem and collect necessary data.
3. **Facilitative Role**: Students have greater autonomy in selecting the topic, developing the problem, and analyzing the data, with teachers providing minimal direction(Mathematical Modelling ...).

In this study, the focus is on the second level, balancing teacher guidance with student autonomy to enhance learning outcomes (Mathematical Modelling ...).

By incorporating these theoretical concepts and innovative approaches, the study aims to transform the traditional methods of teaching differential calculus, making it more interactive, engaging, and effective for students.

3. Methodology

Description of the Game. “Derivarius" is a battle game that combines mathematical strategy and action in a fictional medieval setting. In this game, players take on the role of legendary warriors who face off in intense duels in different scenarios and arenas.

The game's premise centers on using powers derived from mathematics to influence the outcome of battles. Each character has assigned energy that determines their ability to perform moves and attacks during the battle. This energy is affected by derivative graphs that players can strategically use to increase or decrease the strength of their actions.

Players must wisely calculate and select which derivative graphs to use at any moment to optimize their moves and defeat their opponents. For example, a player could choose to use a positive derivative to increase their energy and perform a powerful attack or a negative derivative to weaken the opponent and protect themselves from their attacks.

The game features a variety of game modes, including one-on-one matches, team battles, and survival challenges. As players progress, they unlock new characters, abilities, and more complex derivative graphs, increasing the strategic depth and excitement of the battles.

With a unique combination of action, strategy, and mathematical concepts, "Derivarius" offers an exciting and educational gaming experience that challenges players to think creatively while mastering derivatives and fighting for victory on the medieval battlefield.

Development of the Rules. Game Start.

1. Each player chooses a character to represent during the game.
2. The initial energy of each character is established according to the game rules.

Turns.

1. The game is played in alternating turns between the players.
2. In each turn, a player can perform a series of actions, including:

- Selecting a derivative graph to influence their character's energy.
- Moving within the battlefield.
- Attacking the opponent.

Derivative Graphs.

1. Before each turn, players choose a derivative graph from a list available in the game.
2. Each derivative graph has a unique effect on the character's energy, which can increase, decrease, or maintain energy unchanged.
3. Players must strategically calculate which derivative graph to use to maximize their advantage in the battle.

Movements and Attacks.

1. Players can move freely within the battlefield, with a limit of movements per turn.
2. Attacks are performed when a player is within the attack range of their opponent.
3. The strength and reach of attacks depend on the character's energy at that moment, influenced by the selected derivative graph.

Damage and Defeat.

1. When a player receives an attack, their energy decreases according to the damage inflicted by the opponent.
2. A player is defeated when their energy reaches zero, losing the game.

Game End.

1. The game ends when one player defeats the opponent.
2. The player who defeats the opponent is declared the winner of the game.

Additional Game Modes. Besides the standard one-on-one mode, the game can offer additional modes such as team battles, tournaments, and survival challenges.

These rules provide a basic framework for the gameplay of "Derivarius," allowing players to strategically use derivative graphs to influence the outcome of battles while fighting for victory on the medieval battlefield.

Design of the Derivative Graph. The design of derivative graphs in "Derivarius" is a fundamental part of the strategy and game mechanics. Here is a detailed description of how these graphs are implemented and used in the game:

Visual Aspect

1. Derivative graphs are visually represented in the game by lines and curves plotted on a Cartesian plane.
2. Each graph has a distinctive appearance that reflects its mathematical function, such as slope, concavity, and inflection points.
3. The graphs are designed to be easily recognizable and distinguishable from each other, allowing players to strategically select the one that best suits their needs at the moment.

Function and Effects

1. Each derivative graph has a specific function that affects the player's character's energy.
2. Some derivative graphs increase the player's energy, allowing them to perform more powerful moves or stronger attacks.
3. Other graphs can decrease the player's energy, reducing their ability to move or attack during their turn.

4. There can also be neutral derivative graphs that keep the player's energy unchanged.

Selection and Use

1. Before each turn, players choose a derivative graph from a list available in the game.
2. Players must carefully evaluate the current battle conditions and strategically calculate which derivative graph to use to maximize their advantage.
3. Once the derivative graph is selected, it affects the player's energy during that turn, influencing their ability to move and attack on the battlefield.

Difficulty and Complexity

1. As players progress through the game, they unlock more complex and powerful derivative graphs.
2. These graphs can have more subtle effects or multiple components, requiring a higher level of skill and strategy to use effectively.
3. Including more complex derivative graphs adds strategic depth to the game and increases its replayability.

Visual Feedback

1. During the game, instant visual feedback is provided on the effect of the selected derivative graph on the player's energy.
2. This can include changes in the character's energy indicator, visual effects on the battlefield, or animations representing the impact of the derivative graph.

In summary, the design of derivative graphs in "Derivarius" is a distinctive feature of the game that combines visual and mathematical elements to offer a strategic and exciting gaming experience. Players must wisely choose from a variety of derivative graphs to influence the outcome of battles and achieve victory on the medieval battlefield.

Damage and Defeat In "Derivarius," the design of damage and defeat is crucial for the development of battles and determines the final outcome of the game. Here is a description of how this design is implemented in the game:

Damage Calculation

1. The damage inflicted during an attack is calculated based on the attacker's energy, the opponent's defense, and other relevant factors.
2. The attacking character's energy is influenced by the derivative graph selected before the attack, which can increase or decrease its power.
3. The target character's defense can also be influenced by derivative graphs or special abilities.

Energy Reduction

1. When a character receives a successful attack, their energy is reduced by an amount determined by the damage inflicted.
2. This energy reduction is visually reflected in the character's energy bar, allowing players to easily track their status during the battle.

Defeat Conditions

1. A character is defeated when their energy reaches zero or a specific value determined by the game rules.
2. When a character is defeated, an animation shows their surrender or fall on the battlefield, clearly indicating the end of the game.

Game End

1. When one of the characters is defeated, the other player is declared the game winner.
2. A summary screen shows the battle results, including the winner's name, the amount of damage inflicted, and any other relevant data.

Visual and Auditory Feedback

1. During the battle, visual and auditory feedback is provided to indicate when an attack is successful and when a character receives damage.
2. This can include hit animations, impact sound effects, and changes in the user interface to reflect energy reduction.

Possible Adjustments

1. Depending on the specific game rules and player preference, adjustments can be made to the amount of damage inflicted, the characters' energy values, or defeat conditions to balance the gaming experience.

In summary, the design of damage and defeat in "Derivarius" is an integral part of the game mechanics that provides an exciting and challenging experience for players. Careful implementation of these rules ensures fair and balanced battles while visual and auditory feedback enhances immersion and player satisfaction.

Additional Game Modes Team Battles

1. In this mode, players group into teams and face off in team battles.
2. Each team has a specific number of players, and the objective is to defeat all team members or reach a specific goal, such as capturing a flag or controlling an area of the map.

Elimination Tournament

1. In this mode, players participate in a knockout tournament where they face off in a series of battles.
2. Winners advance to the next round while losers are eliminated from the tournament.
3. The tournament continues until only one player remains, who is declared the tournament champion.

Survival Challenges

1. In this mode, players must face waves of enemies controlled by artificial intelligence.
2. Each wave becomes progressively more difficult, and the objective is to survive as long as possible.
3. Players can earn rewards and bonuses for each wave overcome.

Skill Challenges

1. In this mode, players compete in a series of challenges based on specific game skills, such as precision in using derivative graphs, reaction speed, or combat strategy.
2. Players can compare their results with other players on leaderboards and win prizes for reaching certain goals.

Cooperative Mode

1. In this mode, players can join friends or online players to face cooperative challenges such as powerful bosses or randomly generated dungeons.
2. Cooperation and coordination are key to overcoming obstacles and completing the objectives of the cooperative mode.

These are just a few examples of possible additional game modes that could be incorporated into

"Derivarius" to offer a varied and exciting gaming experience for players. Including additional game modes increases the game's replayability and allows players to explore different playstyles and challenges.

Technological Implementation To implement a game like "Derivarius" in MATLAB, you would need a set of algorithms that control the game rules, gameplay logic, and player interaction. Here is an algorithm in MATLAB that simulates a battle game using derivative graphs:

matlab

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```
% Variable definition
energia_jugador1 = 100; % Initial energy of player 1
energia_jugador2 = 100; % Initial energy of player 2
grafico_derivada_jugador1 = []; % Derivative graph selected by player 1
grafico_derivada_jugador2 = []; % Derivative graph selected by player 2

% Main game loop
while energia_jugador1 > 0 && energia_jugador2 > 0 % While both players have positive energy
  % Turn of player 1
  % Implementation of the selection of the derivative graph by player 1
  grafico_derivada_jugador1 = seleccionarGraficoDerivada();
  % Update of player 1's energy according to the selected derivative graph
  energia_jugador1 = calcularEnergia(energia_jugador1, grafico_derivada_jugador1);

  % Turn of player 2
  % Implementation of the selection of the derivative graph by player 2
  grafico_derivada_jugador2 = seleccionarGraficoDerivada();
  % Update of player 2's energy according to the selected derivative graph
  energia_jugador2 = calcularEnergia(energia_jugador2, grafico_derivada_jugador2);

  % Show current game status
  fprintf('Player 1 Energy: %d\n', energia_jugador1);
  fprintf('Player 2 Energy: %d\n', energia_jugador2);

  % Implementation of combat logic
  % (you can define how attacks are performed and how damage is calculated)
end

% Determine the winner
if energia_jugador1 <= 0
  fprintf('Player 2 has won!\n');
elseif energia_jugador2 <= 0
  fprintf('Player 1 has won!\n');
end
```

```
% Function to select a derivative graph
function grafico_derivada = seleccionarGraficoDerivada()
   % Implementation for the player to select a derivative graph
   % (you can use keyboard input or implement a graphical interface)
end

% Function to calculate player energy according to the selected derivative graph
function energia_actualizada = calcularEnergia(energia_actual, grafico_derivada)
   % Implementation to calculate the player's updated energy according to the selected derivative graph
   % (you can define the specific rules of how energy is affected)
end
```

Battle Code.

matlab

Copy code

```
% Game parameters
energia_jugador1 = 100;
energia_jugador2 = 100;

% Random selection of derivative graphs for each player (just as an example)
grafico_derivada_jugador1 = rand(1, 10);  % Generates a random derivative graph for player 1
grafico_derivada_jugador2 = rand(1, 10);  % Generates a random derivative graph for player 2

% Energy calculation for each player (simple simulation)
energia_jugador1 = energia_jugador1 + sum(grafico_derivada_jugador1);
energia_jugador2 = energia_jugador2 + sum(grafico_derivada_jugador2);

% Graphical representation of players' energies
figure;
bar([energia_jugador1, energia_jugador2]);
title('Player Energy');
xlabel('Player');
ylabel('Energy');
xticklabels({'Player 1', 'Player 2'});
```

This is just the basic code to illustrate how to structure an algorithm in MATLAB to simulate a battle game using derivative graphs. This code should be adapted and expanded according to the specific rules and game mechanics you want to implement in "Derivarius." Additionally, you can add graphics, animations, and a graphical interface to enhance the player experience.

This MATLAB code simulates a simple game where two players have initial energy of 100 units each. It then generates.

4. Discussion

The implementation of mathematical modeling in education has proven to be an effective tool for enhancing the understanding of complex concepts such as differential calculus. In this study, a challenge inspired by the mechanics and aesthetics of a medieval game was proposed to stimulate the comprehension of fundamental modelling concepts in differential calculus. The methodology used focused on the design of a game called "Derivarius," which combines mathematical strategy and action in a fictional medieval setting. Student evaluations of their understanding of the definition of the derivative through modeling were very positive.

At the end of the course, they were asked to complete a brief questionnaire that reflected high satisfaction with the adopted learning approach. Students highlighted that the use of educational games facilitated the practical application of theoretical concepts, which in turn improved their retention and understanding.

The use of games in education, especially in STEM disciplines, has proven to be effective in illustrating course topics and performing mathematical calculations. A flipped classroom approach combined with games, as described in previous studies, has strengthened and improved content strategies and teaching and learning methods in mathematics, covering various educational levels, including higher education (Mathematical Modelling ...).

However, implementing modelling in the classroom presents significant challenges for teachers. It requires considerable effort in planning, evaluation, updating, and revising activities. Additionally, it is crucial to consider the degree of teacher involvement in the process, which can range from a very active role to a more supervised one, where students enjoy greater autonomy (Mathematical Modelling ...).

5. Synopsis of the Main Research Outcomes

The research presented in the paper "Exploring Frontiers: A Playful Journey towards Mastering Mathematical Modeling in University Education" focuses on the innovative use of mathematical modeling to enhance the learning experience in higher education. The key outcomes of the research are summarized below:

Positive Impact on Learning

- Student Satisfaction: Evaluations from students indicated a high level of satisfaction with the learning approach. The integration of the game "Derivarius" facilitated a deeper understanding of the derivative and its applications, making the learning process more engaging and effective.

Effectiveness of Educational Games

- Enhanced Engagement: The use of educational games, particularly in STEM disciplines, has been shown to significantly improve student engagement and comprehension. Games like "Derivarius" offer an interactive and enjoyable way to illustrate complex mathematical concepts .
- Improved Retention: The flipped classroom approach combined with game-based learning has proven to enhance content retention and the practical application of theoretical knowledge .

Challenges in Implementation

- Teacher Involvement: Implementing mathematical modeling in the classroom requires considerable effort from educators in terms of planning, evaluation, and updating activities. The degree of teacher involvement can vary, impacting the overall effectiveness of the approach.

Methodology and Game Design

- "Derivarius" Game: The game combines mathematical strategy with action in a medieval setting, using derivative graphs to influence gameplay. This innovative approach allows students to apply mathematical concepts in a dynamic and engaging context.
- Variety of Modes: "Derivarius" includes multiple game modes such as one-on-one matches, team battles, and survival challenges, each requiring strategic use of mathematical principles to succeed .

Positive Educational Outcomes

- Conceptual Understanding: The game-based approach helped students to better understand and apply mathematical concepts such as the derivative. The strategic use of derivative graphs in gameplay provided a practical framework for learning .
- Student Evaluations: The positive feedback from students, as evidenced by questionnaire results, underscores the potential of game-based learning to enhance mathematical education in higher education settings .

6. Conclusions

This study presents an innovative approach to teaching differential calculus through the integration of mathematical modeling and educational games. The development and implementation of the game "Derivarius" aimed to create an engaging and interactive learning environment that enhances students' understanding and application of mathematical concepts.

The positive feedback from students indicates a high level of satisfaction with this learning methodology. The use of "Derivarius" not only facilitated the comprehension of the derivative but also made the learning process more enjoyable and practical. Students were able to see the relevance of mathematical concepts in a dynamic and strategic context, which significantly improved their engagement and retention of the material.

Educational games, particularly those designed with a strong mathematical foundation, have proven to be effective tools in STEM education. The flipped classroom approach, combined with game-based learning, supports the development of critical thinking, problem-solving skills, and a deeper understanding of theoretical knowledge.

However, the implementation of such innovative methods requires considerable effort from educators in terms of planning, evaluating, and updating activities. The degree of teacher involvement can vary, and it is crucial to find a balance that maximizes the benefits for students while ensuring the feasibility of the approach.

In conclusion, the integration of mathematical modeling and educational games represents a promising direction for enhancing mathematics education in higher education. The success of "Derivarius" suggests that similar approaches can be adopted to teach other complex mathematical concepts, making learning more interactive, engaging, and effective. The positive outcomes of this study provide a strong foundation for further research and development in this area, with the potential to transform the educational landscape in mathematics and beyond.

7. Limitations, Implications, and Further Directions of Research

Limitations

1. Sample Size and Diversity: The study was conducted with a relatively small sample size, limited to students from a single institution. This limits the generalizability of the findings to a broader population.
2. Resource Intensive: Implementing the "Derivarius" game and similar educational tools requires significant resources, including time, effort, and technological infrastructure, which might not be readily available in all educational settings.
3. Teacher Training: Effective use of mathematical modeling and educational games demands extensive training for teachers. The varying degrees of teacher involvement and expertise can impact the effectiveness of the implementation (Mathematical Modelling ...).

Implications

1. Enhanced Engagement: The positive reception of "Derivarius" indicates that incorporating game-based learning can significantly enhance student engagement and motivation in learning complex mathematical concepts. This suggests a potential shift towards more interactive and student-

centered learning approaches in higher education.

2. Practical Application of Theoretical Concepts: The study highlights the effectiveness of using games to bridge the gap between theoretical knowledge and practical application. This approach can be particularly beneficial in STEM education, where students often struggle to see the real-world relevance of abstract concepts (Mathematical Modelling ...).
3. Curriculum Development: The findings support the integration of mathematical modeling and educational games into the curriculum. This could lead to the development of new teaching methodologies and curricula that are more aligned with the needs and preferences of modern students (Mathematical Modelling ...).

Further Directions of Research

1. Expanding the Sample Size and Diversity: Future research should aim to include a larger and more diverse sample of students from multiple institutions to validate and extend the findings of this study.
2. Longitudinal Studies: Conducting longitudinal studies to assess the long-term impact of game-based learning on students' understanding and retention of mathematical concepts will provide more comprehensive insights.
3. Cross-Disciplinary Applications: Investigating the effectiveness of similar game-based learning approaches in other STEM disciplines and beyond can help generalize the benefits observed in this study.
4. Technological Advancements: Exploring the integration of advanced technologies such as augmented reality (AR) and virtual reality (VR) in educational games could further enhance the learning experience and engagement levels.
5. Teacher Training Programs: Developing and evaluating comprehensive teacher training programs focused on the use of mathematical modeling and educational games will be crucial for the successful implementation of these methodologies in diverse educational contexts (Mathematical Modelling ...).

In conclusion, while the study has demonstrated the potential benefits of integrating mathematical modeling and educational games into higher education, further research is needed to address the limitations and explore new directions for enhancing the learning experience and outcomes for students.

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