

Gamified Faith Education: A Pedagogy Wheel–Informed Analysis of the Christian Living and Values Education Curriculum in Philippine Catholic Education

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Abstract

The rise of digital-native learners presents both opportunities and challenges for religious education, particularly in sustaining meaningful engagement and fostering authentic values formation. Today's students are immersed in a fast-paced, technology-driven environment that shapes how they process information, interact with others, and make meaning of their experiences. As a result, traditional methods of teaching Christian Living and Values Education may no longer be sufficient to fully engage learners or to deepen their understanding of faith and moral responsibility. This study responds to this shifting educational landscape by examining the Christian Living and Values Education curriculum proposed by the Catholic Educational Association of the Philippines. Through a systematic content analysis of its learning competencies, the study seeks to determine how well the curriculum addresses the developmental needs of digital-native students while remaining rooted in Catholic identity and values.

Central to this analysis is the alignment of the curriculum's learning competencies with the Pedagogy Wheel, which is grounded in Bloom's taxonomy. Bloom's taxonomy provides a hierarchical framework for categorizing learning objectives across cognitive levels, ranging from

basic knowledge and comprehension to higher-order thinking skills such as analysis, evaluation, and creation. By mapping the competencies onto this framework, the study is able to examine how effectively the curriculum promotes not only intellectual growth but also deeper reflection and application. Furthermore, the Pedagogy Wheel incorporates digital tools and strategies that correspond to each level of Bloom's taxonomy, making it a relevant model for integrating technology into teaching and learning processes.

The study goes beyond a purely cognitive analysis by thematically mapping the competencies across cognitive, affective, and spiritual domains. This holistic approach recognizes that Christian Living and Values Education is not solely about acquiring knowledge but also about shaping attitudes, nurturing faith, and inspiring action. The findings of the analysis reveal several strengths within the curriculum, particularly in its emphasis on moral reasoning, personal reflection, and community engagement. However, the study also identifies areas where the integration of innovative teaching methods could further enhance student learning, especially in fostering sustained engagement and deeper internalization of values.

In response to these identified gaps, the study explores the potential of gamification as a complementary pedagogical strategy. Gamification involves the use of game-based elements—such as points, challenges, narratives, and rewards—in non-game contexts to motivate and engage learners. Within the context of Christian Living and Values Education, gamification strategies may include interactive digital platforms, virtual quests that simulate real-life moral dilemmas, and cooperative challenges that encourage collaboration and empathy among students. These approaches have the potential to make learning more dynamic and participatory, allowing students to actively engage with content rather than passively receive it.

The presentation highlights how these gamified strategies can improve not only engagement but also retention and values internalization. For example, interactive platforms can provide immediate feedback, helping students reflect on their decisions and understand the consequences of their actions. Digital quests can immerse students in scenarios that require ethical discernment, encouraging them to apply Christian values in context. Cooperative challenges, on the other hand, promote a sense of community and shared responsibility, which are essential aspects of Catholic education. By integrating these strategies, educators can create learning experiences that are both meaningful and relevant to the lived realities of digital-native students.

To ensure a systematic and structured approach, the study employs Kern's Six-Step Approach to Curriculum Development (2009). This model provides a comprehensive framework for designing and evaluating educational programs, beginning with problem identification and needs assessment, and culminating in implementation and evaluation. By applying this approach, the study systematically maps the learning competencies of Christian Living and Values Education onto Bloom's taxonomy as structured in the Pedagogy Wheel. This process allows for a clear identification of strengths, gaps, and opportunities for enhancement, particularly in relation to the integration of gamified strategies.

The expected outcome of the study is the development of a Gamified Christian Living and Values Education Curriculum Framework. This framework is designed to integrate cognitive, affective, and spiritual development in a cohesive and intentional manner. It offers practical, faith-centered strategies that educators can use to strengthen their pedagogy, particularly at the Grade 11 level. By incorporating gamification within a structured and values-oriented framework, the study aims to ensure that students experience holistic learning that bridges knowledge, reflection, and action.

Ultimately, this research underscores the evolving role of pedagogy in religious education. It highlights the need for faith-based education to remain responsive to contemporary learning contexts while staying faithful to its core mission of forming individuals who are morally grounded and spiritually mature. By contextualizing gamification within Catholic educational goals, the study contributes to the ongoing reimagining of Christian Living and Values Education in the digital era. It affirms that innovation and tradition need not be in conflict but can work together to create meaningful and transformative learning experiences for today's learners.

Keywords: Christian and Values formation; Learning competencies; Gamification; Pedagogy Wheel; Technology Integration