

TEACHERS' EXPERIENCES ON THE BLOOKET APPLICATION AS A LEARNING TOOL IN THE ENGLISH LANGUAGE

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Abstract

This study aimed to explore English teachers' experiences on using the Blooket application as a digital learning tool in a junior high school context in Medan, Indonesia. In response to the growing emphasis on gamification in education, particularly in language learning, the study sought to understand how game-based platforms such as Blooket are implemented and perceived by educators. Using a qualitative case study approach, data were collected through semi-structured interviews with three English teachers whose teaching experience ranged from two to ten years. Thematic analysis was employed to examine the data. The findings revealed that teachers were primarily motivated to use Blooket due to its perceived ability to increase student engagement and improve vocabulary acquisition. Additionally, the platform positively influenced classroom dynamics by encouraging active participation and fostering a more inclusive learning environment. Despite these benefits, teachers also reported several challenges, such as unstable internet connectivity and the difficulty of aligning gamified content with curriculum objectives. These experiences reflect the need for thoughtful integration of gamification strategies alongside pedagogical goals. Grounded in principles of constructivist and behaviourist learning theories, the study highlights the potential of Blooket as a supplementary instructional tool when supported by sufficient technological infrastructure and reflective teaching practices. However, as a small-scale study, these findings are context-specific and should be interpreted with caution. Future research is recommended to include a broader participant sample and to compare the use of different gamified platforms across varied educational settings to further assess their impact on language learning.

Keywords: Blooket, Educational Technology, English Language Learning, Gamification, Teacher Perspectives.

INTRODUCTION

Educational technology has become a key element in modern teaching and learning systems. Its primary aims are to improve learning outcomes, foster student engagement, and provide

creative and contextually relevant instructional approaches (Kristriani & Usodo, 2022). The importance of technology integration became even more pronounced during the COVID-19 pandemic, which led to global school closures and affected around 1.2 billion students who were unable to access face to face learning (Huntington et al., 2023). In such emergency situations, teachers were required to adapt rapidly by utilising digital platforms to maintain the continuity of instruction (Rahmatsyah & Dwiningsih, 2021). This phenomenon reinforced the role of technology as a vital instrument in ensuring uninterrupted education during times of crisis.

Beyond emergency measures, educational technology has evolved into a long-term strategy for enhancing learning quality. One prominent approach arising from this development is gamification the application of game elements in educational contexts to increase motivation and engagement. The advancement of information and communication technologies (ICT) has contributed to the growth of the digital games industry, encouraging educators to design more interactive and engaging instructional strategies (Kristriani & Usodo, 2022; Hadi Nugroho & Romadhon, 2022). Gamification offers a competitive yet enjoyable learning environment, while remaining aligned with academic objectives.

The characteristics of today's learners commonly referred to as Generation Z further highlight the need for interactive, technology integrated pedagogies. Gen Z has grown up with digital devices, is accustomed to instant feedback, and tends to prefer experiential, kinaesthetic learning supported by dynamic multimedia (Buzzetto & Quinn, 2024). For teachers, this presents a strong incentive to adopt teaching strategies that sustain students' attention and cultivate intrinsic motivation. Gamification is one such strategy, offering a balance between enjoyment and academic focus.

Numerous gamified platforms such as Quizizz and Wordwall have been adopted in classrooms to deliver interactive and customisable quizzes. Among these, Blooket stands out due to its flexible features and teacher-friendly design. Blooket provides multiple game modes (e.g., Gold Quest, Tower Defence, Battle Royale) that can be selected to suit different instructional aims and classroom dynamics (Faruq & Amri, 2023). Real time scoring, competitive leaderboards, and an anonymous participation option help to reduce anxiety, especially for less confident pupils. In addition, the platform allows easy question importation and content moderation, offering teachers control over the pacing and structure of learning.

Another notable advantage of Blooket is its immediate feedback system, which enables students to track their progress while teachers receive performance summaries for formative assessment (Sartika et al., 2023). Recent studies confirm that Blooket's simple interface facilitates use by teachers with varying levels of digital literacy (Thu & Dan, 2023). From a pedagogical perspective, Blooket's alignment with constructivist and behaviourist theories emphasising experiential learning and positive reinforcement makes it a valuable tool for promoting student engagement and cognitive development.

While existing research has shown that Blooket enhances student engagement and vocabulary acquisition in English language learning, most studies have concentrated on students' perceptions (Hadi Nugroho & Romadhon, 2022; Fatoni et al., 2024; Sartika et al., 2023). These studies typically explore learners' responses to game elements, their behavioural

changes, and their test performance. However, there is still a significant lack of research exploring the experiences of teachers, despite their pivotal role in designing, adapting, and facilitating classroom-based technology use.

Understanding teachers' reflections and experiences is essential, as they are not merely passive users of digital tools, but active pedagogical agents. In practice, teachers face numerous challenges, including infrastructural limitations, technical disruptions, and the need to balance entertainment with academic rigour. Without a comprehensive understanding of teachers' perspectives, the integration of gamified media such as Blooket risks becoming superficial or unsustainable.

This study, therefore, aims to explore the experiences of junior secondary school English teachers regarding their use of the Blooket application. It focuses on three aspects: (1) how teachers implement Blooket in classroom practice, (2) the challenges they encounter during the process, and (3) their perceived impact on student engagement and learning outcomes. The study highlights the importance of capturing teachers' voices in order to evaluate the effectiveness of gamification more contextually and realistically.

This research offers contributions on both theoretical and practical levels. Theoretically, it enriches the academic discourse on educational technology and gamification by examining how Blooket, as a digital learning tool, aligns with constructivist and behaviourist learning theories. Blooket supports language learning through repeated, student centred interaction and positive reinforcement, particularly in vocabulary development. Furthermore, the study demonstrates that the effectiveness of gamification is not solely dependent on technical features, but also on teachers' capacity to interpret and adapt them to suit instructional goals and learner profiles.

Practically, the findings offer valuable insights for English language teachers seeking to adopt more innovative strategies. Blooket is shown to improve motivation, increase classroom participation, and contribute to learning outcomes especially when used with a clear pedagogical structure. The study also offers implications for school leaders, curriculum developers, and policymakers. Sustainable integration of gamified tools requires not only technological infrastructure but also professional development and institutional support. Without these, gamification may fail to produce meaningful educational transformation. Accordingly, this study contributes to both academic and practical understandings of how gamified learning tools can support effective language teaching when thoughtfully implemented by teachers within their unique classroom contexts.

METHOD

This study employed a qualitative research design using a case study approach to explore English teachers' experiences in using Blooket as a digital learning tool. A case study is a qualitative method that allows researchers to investigate a particular phenomenon in depth within its real-life context, particularly when the boundaries between the phenomenon and the context are not clearly evident (Creswell, 2014). This approach was considered appropriate for gaining a holistic understanding of teachers' motivations, implementation strategies, and challenges related to Blooket in English language teaching.

The study involved three English teachers from junior secondary schools in Medan, Indonesia. Participants were selected using purposive sampling to represent diverse teaching experiences and Blooket usage backgrounds. The first participant was a mid-career teacher with four years of experience in teaching English and over three months of experience using Blooket. The second participant was a senior teacher with more than seven years of teaching experience and had used Blooket for less than five months. The third was a novice teacher from a different school, with under two years of teaching experience but had used Blooket for more than three months. Two of the participants were recognised by students and peers as highly engaging and well-liked teachers, which further enriched the data obtained.

Data were collected through semi-structured interviews designed to explore teachers' experiences, perceptions, and the challenges they encountered. Each interview lasted between 45 to 60 minutes and was conducted in person or via video conferencing, depending on the participant's preference. The interviews were audio-recorded with participants' consent and subsequently transcribed verbatim. Although classroom observations were initially planned, they were not systematically conducted across all participants and are therefore not included as a formal data source. The focus of this study remained on the rich qualitative insights gained from the interviews. To ensure ethical research practice, ethical clearance was obtained from the authors' institution. Participants were informed about the aim of the study, and their informed consent was secured prior to data collection. All personal identifiers were anonymised to protect confidentiality, and participants were assured that their involvement was voluntary and that they could withdraw at any time without consequence.

Thematic analysis was used to analyse the data. This involved familiarisation with the transcripts, generation of initial codes, categorisation of similar codes into themes, and interpretation of the patterns that emerged. Coding was conducted manually by the primary researcher and later discussed with a second reviewer to reduce bias and enhance reliability. To strengthen trustworthiness, the study employed member checking, whereby participants reviewed and confirmed the accuracy of the transcriptions and interpretations. In addition, the research process included reflexive journaling to acknowledge the researcher's positionality, potential biases, and interpretive role throughout the study. This comprehensive methodological approach aimed to provide a credible and context-sensitive understanding of how Blooket is perceived and implemented by English teachers in actual classroom settings.

RESULTS AND DISCUSSION

This section presents the main findings of the study based on the thematic analysis of interview data with three English teachers. It explores their experiences on using Blooket in English language classrooms, focusing on teacher motivation, implementation experience, encountered challenges, and observed student outcomes.

Table 1. Teachers' experiences on blooket application

No.	Themes	T1	T2	T3
1.	Teacher's motivation for using blooket:			
	Desire to make learning more engaging	✓	✓	✓
	Recommendation from colleagues	✓		

Attending webinar			✓
2. Teachers' implementation experience using the Blooket application in English learning:			
Increased student participation	✓	✓	✓
Memorable positive moments	✓	✓	✓
3. Teacher's challenges in implementation:			
Internet connectivity issues	✓	✓	
Need for classroom management adjustments	✓		✓
Time-consuming material preparation		✓	
4. Student Engagement Outcomes:			
Increased desire to learn English	✓	✓	✓
Improve English test scores	✓	✓	✓

Teacher's motivation for using blooket

Teachers were initially drawn to Blooket by their desire to make English learning more engaging and student-centred. Each participant had distinct but complementary reasons for exploring the application.

T1 explained that peer influence played a role in motivating him to try the platform:

"As an English teacher, I continue to look for learning innovations to improve students' vocabulary mastery, because I saw many recommendations for the Blooket application from fellow teachers in Facebook groups, so I tried it."

T2 shared a more intrinsic motivation, driven by boredom with conventional approaches:

"I felt that conventional learning methods such as LKS or presentations were starting to get boring."

T3 noted the influence of professional development on her decision:

"After attending a webinar on gamification in education, I was interested in trying Blooket as a new learning tool."

These statements suggest that teachers were motivated by both extrinsic factors—such as exposure to new tools via colleagues or webinars—and intrinsic factors, including the desire to enhance student engagement and break free from monotonous routines. Their openness to experimentation also reflects an awareness of the needs of Generation Z students, who favour fast-paced, interactive, and tech-integrated learning environments.

The motivation to use Blooket, therefore, was not incidental, but indicative of a broader pedagogical shift. Teachers were not merely following trends; rather, they were intentionally responding to classroom realities by incorporating innovative tools aligned with contemporary learner preferences.

Implementation Experience in the Classroom

Having explored the teachers' motivations for adopting Blooket, this section discusses their experiences implementing the platform in English language classrooms. All three participants reported noticeable improvements in classroom atmosphere and student engagement following the integration of Blooket. T1 noted a shift in student behaviour, particularly among low-achieving learners:

"They became more active because they were motivated to win the game. One of the students who usually got low scores even often entered the top three on the Blooket leaderboard. Seeing his development like that, I was really touched because a small effort like using Blooket could actually have a significant impact."

T2 highlighted how Blooket's anonymous participation feature encouraged shy students:

"The most touching thing was seeing students who were usually shy to answer questions in class become more willing to participate because of the anonymous feature in Blooket. This proved that Blooket not only improves academic understanding but also students' self-confidence."

T3 shared a similar experience with reluctant learners:

"My low-confidence students showed significant changes after using Blooket. Because Blooket doesn't highlight individual mistakes, they feel more comfortable participating."

These accounts indicate that Blooket's game-based format provided a more inclusive and psychologically safe environment. Students who were typically passive or anxious felt empowered to engage due to the platform's friendly interface and reward-based structure. In turn, teachers observed more balanced participation across academic levels and personality types. This supports the notion that digital gamification, when used thoughtfully, can reduce participation gaps and encourage equity in the classroom.

Teacher' challenges in implementation

Despite the advantages, the teachers faced various challenges during the implementation of Blooket. T1 and T2 mentioned issues with unstable internet connectivity, a problem that directly affected the flow of lessons:

"One of the main challenges was the internet connection which was sometimes unstable, so I had to use a personal hotspot so that the Blooket session can run smoothly. Another solution that I apply was to limit the time of using Blooket and combine it with group discussions so that learning remains balanced between fun and education."

T2 also spoke about the time demands involved in content creation:

"Preparing games and creating questions takes time, especially if you want to match the theme to the content. To cut down on time, I started making a question bank that I could use again and again. Another challenge I faced was technical issues that could come up, like network outages or access issues during the game."

T3 identified a different challenge student becoming overly focused on rewards:

"The main challenge was the tendency of students to focus too much on points and prizes, rather than on their English learning materials. To overcome this, I always hold a reflection session after the game was over, for example by discussing the wrong answers so that they understand where their mistakes were."

These reflections demonstrate that while Blooket adds value to instruction, its success depends on factors such as infrastructure, teacher preparation, and classroom management strategies. Teachers must ensure that the game remains a tool to enhance, not replace, pedagogical goals. The responses also highlight the importance of maintaining academic

rigour and creating reflective moments that help students internalise learning beyond the surface level of gameplay.

Student Engagement Outcomes

Teachers reported a significant increase in student engagement, confidence, and academic performance as a result of using Blooket in their English classes. These outcomes were visible in both affective and cognitive domains of learning.

T1 noted improved vocabulary retention and heightened enthusiasm for learning:

"I see that students find it easier to remember the material in English because of the repetition of the material through games. They also often ask when they will use it (Blooket) again, which showed that their desire to learn English was increasing."

T2 observed deeper cognitive engagement:

"They become more active in asking about material that they do not understand so that they can answer questions correctly. Therefore, their vocabulary knowledge and English test results increase."

T3 discussed how Blooket transformed the participation level of previously passive or restless students:

"Student engagement had increased rapidly in this English lesson, especially for those who were quiet in class and those who find it difficult to sit still. They always want to be active to get points. However, I always emphasise that the main goal was to learn, not just win the game. Their test scores have shown improvement."

These insights confirm that Blooket supports more than just short-term excitement; it contributes to sustained motivation and learning gains. Through its repetitive, reward-based format, Blooket enhances vocabulary mastery, encourages active questioning, and provides opportunities for even the most hesitant students to thrive. Importantly, these benefits appeared to extend beyond the duration of gameplay, influencing students' long-term interest in English language learning.

DISCUSSION

The findings of this study reinforce prior research that supports the use of gamified digital platforms such as Blooket in enhancing student motivation, engagement, and achievement. Groening and Binnewies (2019) emphasise that effective gamification relies on elements such as challenge, reward, and enjoyment—features clearly reflected in the classroom experiences shared by all three teachers.

One particularly important contribution of this study lies in the observed shift in classroom dynamics. Blooket helped create a learning environment where shy, passive, or underperforming students were more willing to engage. These results align with Buzzetto and Quinn (2024), who noted that Generation Z learners respond well to interactive, visually rich, and feedback-oriented tools. Likewise, Sundari (2024) argues that strategic use of digital media can personalise learning and reduce classroom inequalities.

Despite these promising outcomes, the study also reveals important limitations in the form of technical and pedagogical challenges. Unstable internet connectivity disrupted learning, as noted by T1 and T2. These issues mirror findings by Rahmatsyah and Dwiningsih

(2021), who stressed that infrastructure plays a crucial role in the success of digital learning—particularly in regions with limited technological access.

Moreover, T3's approach to counter the overemphasis on winning by integrating post-game reflections points to the need for teacher control and intentional planning. These findings highlight that gamification should not be seen as a one-size-fits-all solution, but as a flexible strategy that must be aligned with pedagogical intent. This study also contributes new insights by centring the voices of teachers, rather than students. While most existing literature focuses on learner perception, this research foregrounds teachers as active agents who mediate between technological tools and educational goals. The participating teachers were not merely users of Blooket; they adapted and contextualised it in accordance with student needs, instructional time, and content objectives.

Implications for Practice and Policy

The findings of this study offer several practical implications for educators, school leaders, and policymakers who aim to support the meaningful integration of gamified tools like Blooket in language learning environments.

Firstly, while Blooket was shown to increase student motivation and participation, its effective implementation requires reliable digital infrastructure, including strong internet connectivity and access to appropriate devices. Schools in areas with unstable internet coverage may need to invest in technological upgrades or alternative offline strategies to ensure all students benefit equally from digital innovations.

Secondly, teacher professional development plays a pivotal role. The teachers in this study demonstrated creativity and adaptability in designing lessons, managing time constraints, and addressing behavioural challenges. However, not all educators may possess the same level of confidence or skill in using technology. As such, education authorities should provide continuous professional development (CPD) opportunities focused on gamification, digital literacy, and pedagogical integration of online platforms. This includes hands-on training, peer mentoring, and practical workshops.

Thirdly, gamification should be supported by institutional policies that encourage experimentation while safeguarding instructional quality. Teachers should be empowered to align gamified tools with curriculum objectives and have the autonomy to integrate such methods meaningfully, rather than merely adding novelty to the classroom. School leaders must also recognise that preparation time and technical troubleshooting are part of the implementation process and allow for flexible planning.

Furthermore, teacher efforts to include post-game reflection sessions, as observed in this study, highlight the need for structured pedagogical models that go beyond surface-level engagement. Gamification is most impactful when accompanied by teacher-led guidance that helps students connect game content with learning objectives. Therefore, future instructional designs should encourage a blended approach, combining digital engagement with reflective, goal-oriented learning activities.

Summary of Key Contributions

In summary, this study contributes to the growing literature on gamified learning by offering teacher-based insights into the use of Blooket in English classrooms. It illustrates that while Blooket has the potential to transform student participation and motivation, its success is closely linked to teachers' professional judgement, classroom management strategies, and the institutional contexts in which it is applied.

What distinguishes this study from previous work is its explicit focus on teachers' voices—highlighting them as central actors in the integration of educational technology. Rather than simply adopting tools, the teachers in this study customised and critically applied Blooket in ways that reflected awareness of learner needs, content goals, and classroom realities.

The findings underscore that effective gamification is not just about the game itself, but about the teacher's ability to harness it as part of a thoughtful, responsive, and student-centred pedagogy.

CONCLUSION

In response to the research questions, this study explored English teachers' experiences on the use of Blooket as a learning tool in junior high school English language classrooms. The findings revealed that Blooket may enhance student engagement, motivation, and learning outcomes particularly in vocabulary mastery when implemented strategically. Teachers reported that its game-based structure contributed to a more interactive and inclusive classroom environment. However, the study also identified key challenges, such as unstable internet access and the need to align game elements with academic objectives. Despite these obstacles, the overall perception was that the benefits of using Blooket outweighed the limitations.

These results suggest that gamified digital platforms like Blooket may serve as effective instructional strategies, especially when integrated thoughtfully and supported by sufficient technological infrastructure. Teacher adaptability and reflective teaching practices played a central role in optimising the tool's potential, highlighting the importance of professional competence in digital pedagogy. To that end, institutional support in the form of continuous professional development and equitable access to technology is essential for ensuring the successful and sustainable implementation of such innovations in classrooms.

Future research may consider investigating the long-term effects of Blooket on language acquisition, or comparing its efficacy with other gamified tools in different educational contexts. Additionally, further studies could examine how students themselves perceive gamified learning tools and how those perceptions influence learning behaviour and academic performance. With appropriate support and thoughtful implementation, gamified platforms such as Blooket hold the potential to reshape English language instruction and enrich digital learning experiences for students in increasingly tech driven classrooms.

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