

1. Introduction	11
2. Gamification during the COVID-19 crisis	15
2.1. Introduction	15
2.2. Areas of application during COVID-19	18
2.2.1. Health	18
2.2.1.1. Patient management	19
2.2.1.2. Contact tracing	20
2.2.1.3. Physical activity	22
2.2.1.4. Training and awareness	22
2.2.2. Education	23
2.2.2.1. Gamified experiences, the results and areas of knowledge	24
2.2.2.2. Gamified educational platforms	25
2.2.3. Other	28
3. Artificial intelligence during the COVID-19 crisis	31
3.1. Introduction	31
3.2. Areas of application of AI to COVID-19	34
3.2.1. Health	34
3.2.1.1. Prediction and monitoring	34
3.2.1.2. Patient management	36
3.2.1.3. Diagnosis and prognosis	40
3.2.1.4. Drugs and vaccines	41
3.2.2. Education	44
3.2.2.1. Areas of application	45
3.2.2.2. Barriers and digital transformation process	47

3.2.3. Other	49
3.2.3.1. Social media and misinformation	50
4. Gamification and artificial intelligence applications during the COVID-19 crisis	55
4.1. Introduction	55
4.2. Applications in health	57
4.2.1. DreamLab: Corona-AI	57
4.2.1.1. DreamLab: Corona-AI during the COVID-19	57
4.2.1.2. Gamification and AI in DreamLab: Corona-AI	58
4.2.2. uMore app	60
4.2.2.1. uMore during the COVID	60
4.2.2.2. Gamification and AI in uMore	61
4.3. Applications in education	62
4.3.1. Century	62
4.3.1.1. Century during COVID-19	63
4.3.1.2. Gamification and AI in century	64
4.3.2. ELSA Speak	65
4.3.2.1. ELSA Speak during COVID-19	66
4.3.2.2. Gamification and AI in ELSA Speak	66
5. Ethical issues in gamification and artificial intelligence during the COVID-19 crisis	69
5.1. Introduction	69
5.2. Digital divide	70
5.3. Transparency	74
5.4. Privacy	80
5.5. Legal issues	84

6. Conclusions and final reflections	89
Acknowledgments	93
References	95