EFFECTIVENESS OF GAME-BASED INSTRUCTION: A REVIEW

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Playfulness is one of the children’s characteristics and natures. Majority if not all would agree about it. Integrating play or games to curriculum and instruction would definitely give a boost for the young learners to enjoy while learning. On this regard, several studies proved that game-based instruction has great impact on the teaching and learning process for years now for it makes the learning more fun and interesting.

In a study conducted by Wouters and Ostendorp (2012), they found that instructional support in game-based learning facilitates the acquisition of skills and knowledge, and the selection of relevant information.

Meanwhile, according to the findings of Erhel and Jamet (2013), a serious game environment can promote learning and motivation, providing it includes features that prompt learners to actively process the educational content.

According to Chen (2017), game-based instruction would influence learning achievement, and affect learning motivation. Likewise, learning motivation presents significantly positive effects on learning effect in learning achievement; as well as remarkably positive effects on learning harvest in learning achievement.

Moreover, Felszeghy et al (2019) stated that gamification program was successful and resulted in learning gains. It gains motivation to learn. The gaming approach seemed to enable the students to overcome individual difficulties and to set up collaboration. Furthermore, collaborative team- and gamification-based learning viewed positively.
On the other hand, Franciosi (2017) explained that computer game-based methodologies can improve transferability of learned vocabulary to foreign language education in real-world classrooms.

On a recent study by Thompson and Gillern (2020), they found that video-game based learning can make a significant difference in promoting English vocabulary acquisition and can result in substantial student learning gains that of integrating entertainment video games into educational contexts.

Game-based learning is not simply providing learners educational games but about altering the tactic of learners towards learning and the approach of learning towards learners instead. To adore the process of learning itself by learners is the prime purpose.

Learning games also deliver learners a safe atmosphere for failure. Games provide them a chance to try out new things. If they fail, they can basically try over again and learn from their errors. Instead of rote memorization, learners learn through testing and trial and error.

References:


