GAME-BASED INSTRUCTION IN TEACHING MATHEMATICS

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So far, many studies on educational approaches used in teaching different discipline have been carried out on different countries all over the world. As teachers are facing variety of learners, teachers have to consider what approach is appropriate to them because no two teachers will teach in a similar way, just as no two students learn something in a similar way. Most of correlational studies focusing on factors that affect the academic performance of students revealed that teaching approaches have significant relationship to the academic performance of students.

Some learners learn more if they have experienced what is taught. If there are different activities or games to support their learning this can also have positive effect to their academic performance in Mathematics. As cited by Karen A. Milczynski (2010) on her study “Effectiveness of Gaming in the Classroom” Marzano (2010) describes that of the 60 studies he has been involved in regarding the effects of games on student interest, “on average, utilizing games inside the classroom is associated with a 20-percentile point gain in student achievement”.

Moreover, using game-based instruction cannot just develop the critical thinking of the learners but also their physical, mental and emotional ability. They are able to engage in different games wherein they can foster creativity and also, they will develop cooperation towards their classmate.
References: