INTEGRATING GAME-BASED LEARNING IN TEACHING

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In this modern era, teachers have many opportunities to integrate game-based learning in our lessons, in order to facilitate and enhance the educational experiences of the pupils. Game-based learning is a fundamental learning method for the young generations. Game-based learning is useful because it is designed to balance subject matter with gameplay that can eventually heightens pupils’ emotion, engagement, attention and creativity while giving them an engaging experience.

These are the following suggested phases to follow in conducting a game-based learning:

1. **Introduction.** In this phase, game-based learning can function as individual or group learning activities. They are introduce to the materials that will be used in the game as well as its mechanics. In order to deliver content as a game, teachers must divide the topics into levels through which pupils must progress and most importantly, the game should be align to the day’s learning objectives.

2. **Physical exploration.** In this phase, pupils will try to find out the concept underlying the game. This is the actual execution of the game. Each pupil will discuss strategies or ways to get the correct answer and record their thinking as their output. From this collaborative nature of work, it can build rapport between the pupils. It allows pupils to listen to and learn from each other’s perspectives. It also permits pupils with different level of comprehension to practice and learn. Pupils with lower level of skill can make guesses based on intuition and common sense while pupils with higher levels of skill can use more learning strategies. However, game-based learning is not about competition of pupils against other pupils, but against the game itself, as well as against themselves.
3. Pupil presentation. After an individual, partner or team discussion, the teacher will facilitate a pupil-led discussion about the various insights and strategies used. The output of them will serve as a visual representation of their thinking.

4. Formal Learning. In this phase, the teacher provides the pupils with direct instruction. Evidently, game-based learning can be used as a springboard for the new lesson, application of what the pupils learned or a form of assessment. In this case, the game became a part of the learning process.

Generally, with an effective game-based learning environment, pupils work toward a goal and can eventually possess 21st century competencies like creativity, collaboration, critical thinking and communication. This will keep them highly engaged in transferring thought processes to real life situations, which is the ultimate goal of education.

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