

GAME-BASED LEARNING INFLUENCE ON PRIMARY STUDENTS' LEARNING OUTCOMES IN BASIC SCIENCE

Ezeoguine, Ebere Pearl (Ph.D.)
ebere.ezeoguine@uniport.edu.ng

&

Augustine, Sandra Eberechukwu (Ph.D.)
sandra.augustine@uniport.edu.ng

Department of Curriculum Studies and Educational Technology, Faculty of Education, University of Port Harcourt, NIGERIA

ABSTRACT

In recent years, the interest in choosing game use in primary schools has increased and improved; this includes educational games, digital game-based learning, and applied games. Studies have revealed that students' learning motivation, performance, and efficiency can be enhanced through educational games, and the recent introduction of enhanced game elements has made such games increasingly popular. The purpose of this study was to ascertain if participating in an educational card game named Pictionary and Matching Games can help primary (5 and 6) school pupils learn science-related concepts. The researchers explored the pupils' perceptions/acceptance based on the incorporation of the game into science learning. A one-group pretest-posttest design was used with eighteen (18) primary five (5) and primary six (6) pupils from a single primary school. A pilot test was administered to twenty students. Reliability analysis of the pilot test results were =0.84 and 4 items in perceived usefulness, =0.66 and 3 items in perceived ease-of-use, =0.78 and 4 items in attitude towards usage, and =0.63 and 3 items in intention to use. The questionnaire included 14 question items, with a reliability coefficient of =.82. The pupils revealed positive attitudes toward the use of educational games in science learning. The result also established that educational card games help to motivate and improve the pupils' scientific knowledge.

Keywords: Game-based learning, Primary education, Learning outcomes, Science Learning, Pictionary, and Matching Games.