

A Review of the Effectiveness of Educational Game-Based Learning on Students in Tertiary Institutions

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Abstract

The higher institution's evolution to a more digital era is increasingly making the long-standing learning approaches redundant and ineffective in maintaining student engagement. The digitalization of the educational system sometimes results in a misalignment of the learning approaches with contemporary students' skill sets and experiences. Many studies have attributed the increase in students' dropout and poor academic performance to this misalignment in the teaching approaches. Thus, adopting new and innovative teaching methods is essential in the process of improving and uplifting the learning experiences of students across the globe in addition to, successfully increasing the level of engagement in the learning process. Adopting the desktop literary review and the interpretivism paradigm, the study utilizes relevant literature in its interrogation of digital game-based learning to better understand their effectiveness among our students. This research study aims at advancing conversations about the contributions of educational game-based learning on students in tertiary institutions. It will also be significant and helpful to educators with the provision of valuable information on new and innovative teaching methods that can be used to promote positive changes in the learning environment. The study will conclude with a deep engagement of the positive influence of the game-based learning on students' ability to focus and pay attention in the learning environments. Finally, it argues for the game-based learning propensity to improving students processing and comprehension of information within and beyond the academic institution.

Keywords: Game-based learning, tertiary institution, academic, cognitive function, behavioral sciences