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Isi Kandungan:

Dari Meja Pengarang

The 4th bulletin, the 2nd issue for 2022 of our bulletins, is finally ready. The world is opening, welcoming travellers from everywhere. It is like the world is coming to life again, and so are the campuses. Life started to get busier, but it is a relief that many are still taking precautions to avoid spreading C-19. In all the excitement, we must remember that C-19 is still lurking around so as online scammers. The digital world has opened more opportunities for scammers to carry out their dirty acts to con victims. Please stay safe and play our roles in curbing the spread of both the virus and scams. Enjoy the reading!

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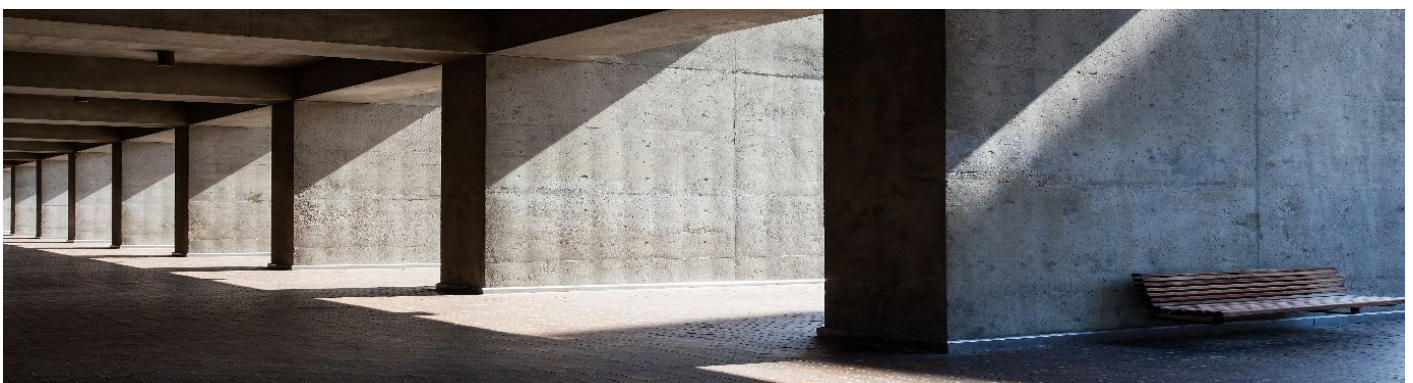
Game Design Elements to Motivate Students

by Akma Hidayu Dol@Abdul Wahid & Rafizan Abdul Razak

To us, it is a big success if we were able to attract the non-accounting students to love the accounting courses. The implementation of Open Distance Learning (ODL) in all public universities in Malaysia has led us to the creation and development of digital games as a tool to attract the non-accounting students to learn accounting in easy and fun ways. The idea was that if the learning was fun, it would encourage students to spend a significant amount of their free time on learning to acquire as much knowledge as they could.

In creating a digital game, it is essential to recognise its own purpose in the learning process. Digital games created for education are not the same as for entertainment, which focus on entertaining (Tay et al, 2022). Prior to the development of a game, educators need to know the purpose of the various game features and how the design elements can help achieve the learning objectives. Through analysis of a few articles, we would like to highlight three basic game design element that are used to motivate players and sustain their engagement in learning.

1 **Feedback**

2 **Story plots**

3 **Multisensory integration**
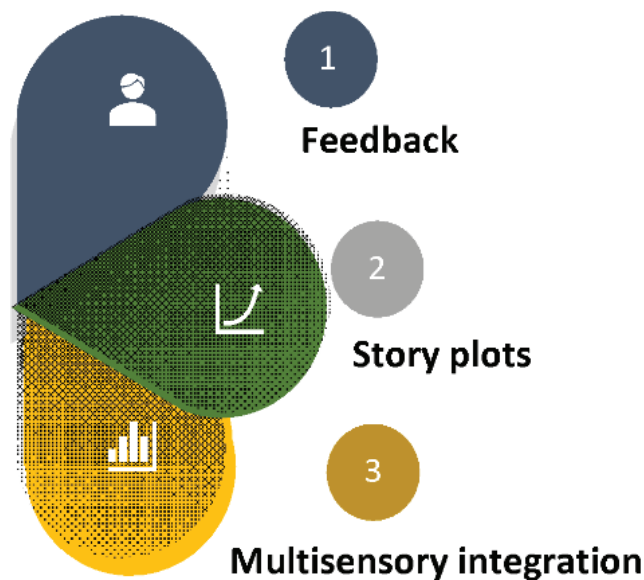
A reward or scoring system is the most highlighted game design element by many articles to be used as game achievements. The achievement could be measured by using points or coins. Some might want to use a recognition system which focuses on the completion and quality of work. For example, the player has 30 minutes to complete each of the game tasks and receive a badge or certificate. A leader board and levelling systems also can be used to encourage the player to compete with each other. The element provides engaging and interactive learning experience among the students and can be further expanded by including inter-player interactions (Kucher, 2021) such as within a small group of members.

Other elements that are often used to engage and motivate the students are the use of story plots. However, story plots may affect the duration and complexity of the game. Thus, it is important to consider the details and information that need to be included in the story plots as some researchers found that, in highly complex simulations, the learning process could be impeded.

Multisensory integration of gaming components is achieved through the inclusion of sound effects, music, narrators' speaking voice, videos, animation, and other media elements. High level emotional involvement along with the improvement of player learning skills are attributed to the multi-sensory immersion in the game (Maraffi et al., 2017). Other than that, role-playing or character's identity also affect student's motivation and engagement.

References:

Kucher, T. (2021). Principles and best practices of designing digital game-based learning environments. International Journal of Technology in Education and Science (IJTES), 5(2), 213-223.

Maraffi, S., Sacerdoti, F. M., & Paris, E. (2017). Learning on gaming: A new digital game-based learning approach to improve education outcomes. US-China Education Review A, 7(9), 421-432.

Tay, J., Goh, Y. M., Safiena, S., & Bound, H. (2022). Designing digital game-based learning for professional upskilling: A systematic literature review. *Computers and Education*, *184*.

'Tell me and I forget. Teach me and I remember. Involve me and I learn'

–Benjamin Franklin–