



A STUDY OF THE FEASIBILITY OF USING THE GAMING APPROACH IN THE TEACHING LEARNING PROCESS AS PERCEIVED BY STUDENT TEACHERS

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Abstract

Games have always attracted people of all ages. It entertains and also educates. If education has to be more meaningful, purposeful as well as fun, a shift would be needed in the way educators think about teaching and learning. The Gaming Model seems to have all the answers to bringing about the necessary change. However what needs to be seen is how feasible it would be to implement the same in our regular teaching learning situations. Hence 98 student teachers were introduced to the Model and then their opinion was sought regarding the scope and effectiveness of the Model. The findings suggest very promising effect of the Model.

Key words: *Gaming, Simulation, Scope, Effectiveness.*

Introduction: The progress of any nation depends upon the quality of its educational system. Our economy is transforming. The largest and fastest growing segment of the economy is the information segment – generating, analyzing and communicating information. In the present times, when there are radical shifts in our economy, there needs to be a re-examination of our education system. Schools must set as highest priority, the teaching of thinking skills, communication skills and social skills necessary for participation in our increasingly complex, interdependent society and workplace.

Learners need to be provided with challenging tasks rather than make them go through the ordeal of a passive class that is devoid of any interaction. Methods and approaches that promote active interactions among the learners is imperative in order to develop in them superior life skills.

Children love to play; educational endeavors should promote such activities in order that learning becomes fun as well as meaningful. Education and Educational pursuits should be fun and joy. Only then can educators hope to make learning more exciting and adventurous. In the light of the discussions thus far, the Social Simulation through Games Model by Bruce Joyce and Marsha Weil was used for the study. The Gaming Model has its own Syntax, Social

System, Support System and Principles of Reaction. It needs to be seen how the future teachers would perceive this Model.

Variables of the Study: The Dependent Variables were –

- a. Opinion of student teachers on the scope of the Gaming Model
- b. Opinion of student teachers on the effectiveness of the Gaming Model
- c. Attitude of student teachers towards the Gaming Model
- d. Achievement of student teachers in the Gaming Model.

The Independent Variables were –

- a. Qualifications
- b. Methods of Specialization

Aim and Objectives of the Study:

The Major Aim of the study was-

- To study the feasibility of using the Gaming Model in the classroom.

The objectives of the study were as follows;

1. To find out the scope of the Gaming Model
2. To find out the overall effectiveness of the Gaming Model
3. To determine the achievement of student teachers in the Gaming Model
4. To compare the opinion regarding the scope of the Gaming Model between student teachers having different levels of
 - a. Qualifications
 - b. Methods of Specialization
5. To compare the opinion regarding the effectiveness of the Gaming Model between student teachers having different levels of
 - a. Qualifications
 - b. Methods of Specialization
6. To compare the attitude towards the Gaming Model of student teachers having different levels of
 - a. Qualifications
 - b. Methods of Specialization
7. To compare the achievement in the Gaming Model of student teachers having different levels of
 - a. Qualifications

- b. Methods of Specialization
- 8. To design Educational games.

Hypotheses: The following null hypotheses were framed for the study;

1. There is no difference in the opinion regarding the scope of the Gaming Model between student teachers having different levels of
 - a. Qualifications
 - b. Methods of Specialization
2. There is no difference in the opinion regarding the effectiveness of the Gaming Model between student teachers having different levels of
 - a. Qualifications
 - b. Methods of Specialization
3. There is no difference in the attitude towards the Gaming Model of student teachers having different levels of
 - a. Qualifications
 - b. Methods of Specialization
4. There is no difference in the achievement in the Gaming Model of student teachers having different levels of
 - a. Qualifications
 - b. Methods of Specialization

Method of Study: The Descriptive Survey Method was used.

Sample: An available sample of 98 student teachers were taken for the study.

Tools: The tools used for the study were as follows;

- a. Personal Data Sheet
- b. Feasibility Scale
- c. Attitude towards the Gaming Model
- d. Achievement in the Gaming Model

Data Analysis: The data collected was subjected to Descriptive Analysis (Mean, Median, S.D.) and Inferential Analysis (ANOVA, t-test)

Findings of the Study:

The following tables show the summary of the findings;

Variables	Finding	Level of Significance
Scope of the Gaming Model	High opinion	0.01
Effectiveness of the Gaming Model	High opinion	0.01
Attitude towards the Gaming Model	Highly positive	0.01
Achievement in the Model	High	0.01

Findings related to the Comparison of Means:

- There is no significant difference in the opinion of student teachers with different qualifications and methods of specialization regarding the scope of using the Gaming Model in various subjects. The student teachers irrespective of their own subject specialization felt that Gaming could be used in all the subjects
- There is no significant difference in the opinion of the student teachers with different qualifications and methods of specialization regarding the use of the Model at the various stages of the lesson. The student teachers were of the opinion that the Gaming Model could be used at all three stages of teaching learning namely; Set Induction, Presentation, Evaluation and the Review Stage.
- There is no significant difference in the opinion of the student teachers with different qualifications and methods of specialization regarding the surety of occurrence of the Effects of the Gaming Model as stated with reference to the Model.
- There is no significant difference in the opinion of the student teachers with different qualifications and methods of specialization regarding the difficulty levels of the various phases of the Gaming Model
- There is no significant difference in the attitude of the student teachers towards the Gaming Model with different qualifications and methods of specialization
- There is no significant difference in the Achievement of the graduate and post graduate student teachers.
- The Student teachers with the Science Method of Specialization have achieved significantly higher (0.05 level) than the student teachers with the Arts Method of Specialization

Implications of the Findings:

The study has revealed that the student teachers are significantly high in their opinion about the scope of the Gaming Model. Thus a positive note is added here, when it is found that the Gaming Model has been perceived by student teachers as most applicable to all the school subjects.

There is also a clear indication that the Gaming Model can be used at any stage of the lesson and that different types of games can be used at the secondary level. There is also high opinion regarding the ease with which the phases of the Model can be practiced.

There is high agreement among the student teachers regarding the effectiveness of the Gaming Model in bringing about the desired Instructional and Nurturant Effects of the Model. The Gaming Model thus shows great promise and is perceived as highly feasible to be used in the classrooms. Also, to top it all, a positive attitude of the student teachers towards the Model is an added advantage.

The Model can thus be used effectively to meet the cognitive, affective and the psychomotor objectives of a teaching learning process.

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