

Learner attitude towards edutainment: a case study with online games-based learning objects

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The purpose of this study was to examine the influence of online games-based learning objects on students learning achievements and how they perceived this games-based learning for Digital Systems course. Pre-test and demographic survey was conducted at the beginning of the semester. Based on the pre-test results, the sample comprised of 107 students was categorized into three distinguish groups: Low Achieving group, Moderate Achieving group and High Achieving group. Four weeks later, post-test and respondents' attitudes survey were conducted. The learning achievements of those samples for pre- and post-test were analyzed by using pair-wise T-test and repeated measures factorial ANOVA. Additionally, a one-way ANOVA analysis was also conducted on user attitudes data. The quantitative results from this study indicated that the games-based learning objects significantly improved students learning achievement in the digital systems laboratory learning activities. Most students were highly perceived the games-based learning objects ease to use and usefulness in their learning and intend to use them in future.

Keywords: Learning objects, edutainment, e-learning, technology acceptance model, games-based learning