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- Tugas** : Presenter "Students' Perception of the Game-making for Collaborative Learning"
- Penyelenggara** : The Language Institute of Thammasat University(LITU) and Chulalongkorn University Language Institute (CULI) Bangkok, Thailand
- Waktu** : Rabu-Sabtu, 5-8 Oktober 2016
- Tempat** : Pullman Hotel King Power Bangkok
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Students' Perception of Game-making for Collaborative Learning*

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Introduction

- A large body of literature has discussed the benefits and the shortcomings of the use of games in education.
- Studies in this area of inquiry have indicated that games are not significantly correlated to student academic performance (Backlund & Hendrix, 2013).
- Rather, they facilitate knowledge acquisition and sharing among students (Pirainen-Marsh & Tainio, 2009)
- However, implications from existing literature on the use of games in education suggest that further research needs to be done to explore how games are used to enhance students' social and problem-solving skills (Huang et al., 2010)

Research Questions

- 1) How do students perceive the collaborative task of designing a game to create activities for classroom use?
- 2) How do students perceive the game-making and the game itself?
- 3) What are some of the challenges in creating the games?

Methods

- Data collection:
 - Questionnaire
 - Observation
 - Interview
- Participants:
 - 78 freshmen and sophomores at Faculty of Language and Arts
 - Convenience sampling

- Procedure:
 - Game workshop
 - Survey
 - Observation
 - Interview

Game Workshop

1. Game creator software & game template were provided for the students

Game Software and Template

The image displays the RPG Maker MV software interface. The main window title is "Template Game Collaborative Learning - RPG Maker MV". The menu bar includes File, Edit, Mode, Draw, Scale, Tools, Game, and Help. The toolbar contains various icons for editing the game map. On the left, there is a palette of terrain and object tiles. The central map editor shows a grid-based map with a village, a river, and a body of water. A character icon is placed on the map. Below the map is a grid of letters (A, B, C, D, R) and a list of map objects: MAP, VILLAGE, HOME1, TOWN, HOME2, and INSTRUCTIONS. A red-bordered dialog box titled "Reminder" is overlaid on the map. It features the "RPG MAKER MV" logo and a character illustration. The text in the dialog reads: "You have 20 days left of your free 20 day trial. Enter your email address, product key, and click 'Activate' to unlock the full version. If you do not have a key, click 'Buy Now' to go to our website and purchase one. Click 'Continue' to keep using the free trial." Below the text are input fields for "Email Adress:" and "Product Key:". At the bottom of the dialog are three buttons: "Activate" (with a key icon), "Buy Now" (with a character icon), and "Continue" (with a character icon). A red arrow points to the "Continue" button. At the bottom of the dialog, it says "Offline Manual Unlock". The status bar at the bottom of the software shows "002:MAP (17x13)", "100%", and "1,5".

Template Game Collaborative Learning - RPG Maker MV

File Edit Mode Draw Scale Tools Game Help

Reminder

RPG MAKER MV

You have 20 days left of your free 20 day trial. Enter your email address, product key, and click "Activate" to unlock the full version. If you do not have a key, click "Buy Now" to go to our website and purchase one. Click "Continue" to keep using the free trial.

Email Adress:

Product Key:

Activate Buy Now Continue

Offline Manual Unlock

002:MAP (17x13) 100% 1,5

PRANATA

Game Workshop

1. Game creator software & game template were provided for the students
2. Each group learned how to modify the game template

Modifying the Game Template



The workshop


Game Workshop

1. Game creator software & game template were provided for the students
2. Each group learned how to modify the game template
3. Group members shared the knowledge via conversations inside the game

Knowledge Sharing



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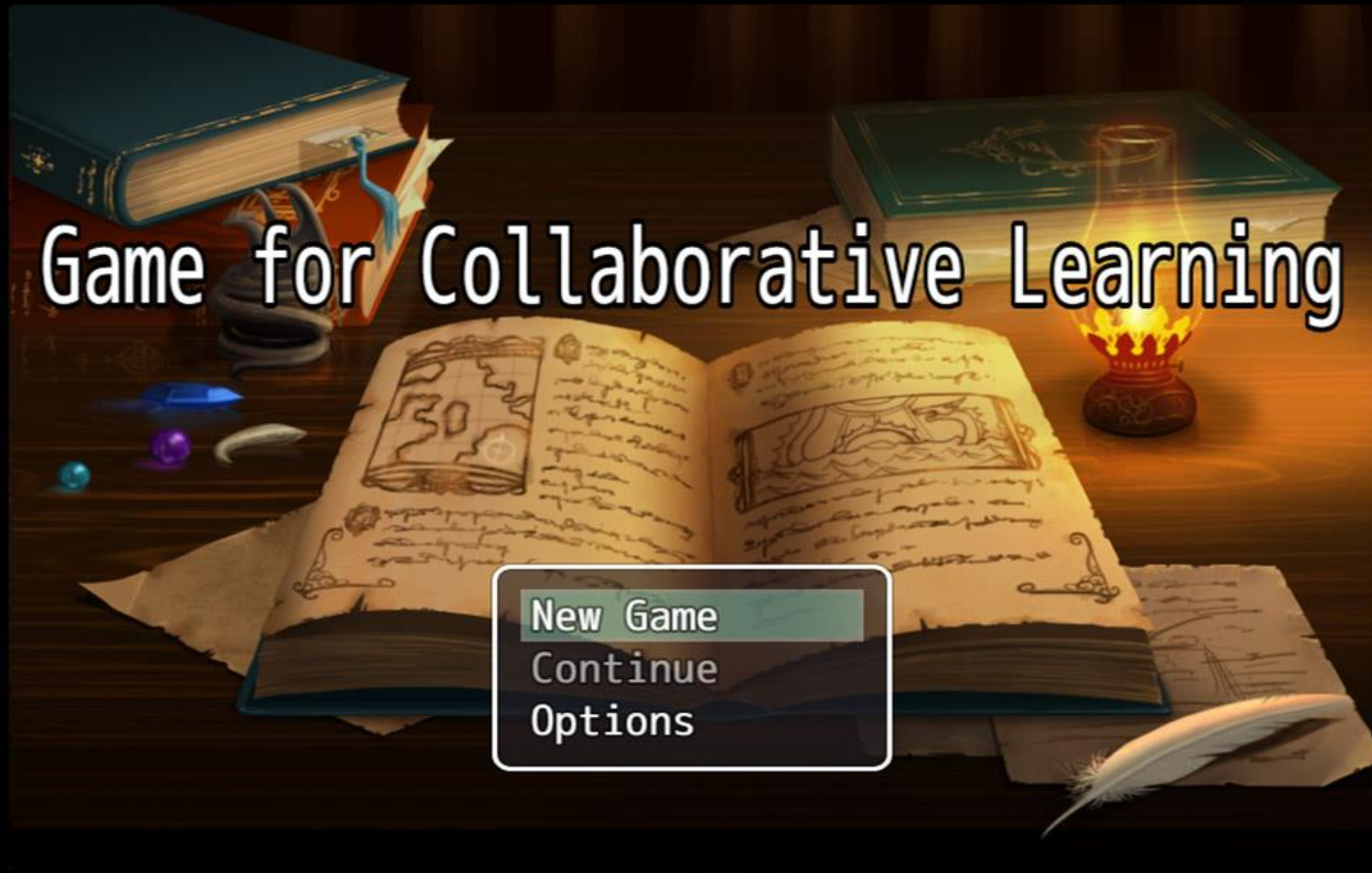
Window Position: Bottom

Batch Entry

Game Workshop

1. Game creator software & game template were provided for the students
2. Each group learned how to modify the game template
3. Group members shared the knowledge via conversations inside the game
4. After the game-making activity finished, the result could be used by others

The Game Result



The game when played on smartphones

Results

- How do students perceive the collaborative task of designing a game to create activities for classroom use?
- How do students perceive the game-making and the game itself?

No	Question items	Means	Standard Deviation
1	How do you feel after you play the game?	4.3	0.6
2	How do you feel about creating the game?	3.9	0.7
3	What do you think about the level of the making of the game?	3.6	0.8
4	To what extent the template helps you create the game?	4.1	0.6
5	Do you agree that games can be used for collaborative learning?	4.2	0.7
6	Are you interested in creating a game for different course content?	3.9	0.8
7	What do you think about creating a game for learning?	4.1	0.8
8	Do you agree that a game meets your needs for learning a subject?	3.7	0.6
9	Are you interested in creating a game for collaborative learning?	3.6	0.8
10	Are you interested in sharing the game you have created?	3.9	0.7
11	Do you think the game you create is useful for other learners?	3.7	0.8
12	Do you agree that the games for collaborative learning are more appealing if they can be played on various gadgets?	4.2	0.6
13	How interesting are the characters in the game?	4.2	0.7
14	How interesting is the RPG game you just created?	4.1	0.6
15	Are you interested in creating other types of games for collaborative learning?	3.9	0.8

- Attitude towards the game usefulness for collaborative learning is significantly correlated with attitudes towards the usefulness of game for language learning ($r=0.521$)
- Student's perceived game playing ability is significantly correlated with their interests in creating a game ($r=0.49$)

Results

- What are some of the challenges in creating the games?

- Some of the challenges of creating the games are those dealing with technical issues and their level of familiarity with game making.
- The games would have been more attractive if the characters and the maps had been more varied.
- Games such as SIMS or Harvest Moon could be some of the options that are feasible to be implemented in collaborative learning classroom.



Limitation

- Limited time for workshops (scheduling)
- The game cannot be modified online (cloud-based)
- The game only allows multiple choice answers

Conclusions

- Overall, the findings suggest that students perceived the collaborative task and the game making positively.
- Many students had favorable responses towards the usefulness of the game to learn a subject matter---in this case, English.
- Even though a few students had difficulties with the technical aspects of creating a game, they viewed the task as very interesting and useful for them.

Suggestions

- Use different types of games that can work better to enhance problem solving skills.
- Use a game that can be modified online (cloud-based).

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The Language Institute of Thammasat University (LITU)
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This is to certify that

Cecilia Murniati

was a presenter at the 2nd LITU CULI International Conference
(ELT Unlimited).

The conference was held at The Ambassador Hotel in Bangkok, Thailand
during October 6 and 7, 2016.

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