

Creating Gameful Experience as an Innovative Approach in the Digital Era: A Double-Mediation Model of Instructional Support, Group Engagement and Flow

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Abstract : In times of digitalization nowadays, the use of games became a crucial new way for digital game-based learning (DGBL) in higher education. In this regard, the development of a gameful experience (GE) among students is decisive when examining DGBL as the GE is a necessary precondition determining the effectiveness of games. In this regard, the purpose of this study is to provide deeper insights into the GE and to empirically investigate whether and how these meaningful learning experiences within games, i.e., GE, among students are created. Based on the theory of experience and flow theory, a double-mediation model was developed considering instructional support, group engagement, and flow as determinants of students' GE. Based on data of 337 students taking part in a business simulation game at two different universities in Germany, regression-based statistical mediation analysis revealed that instructional support promoted students' GE. This relationship was further sequentially double mediated by group engagement and flow. Consequently, in the context of DGBL, meaningful learning experiences within games in terms of GE are created and promoted through appropriate instructional support, as well as high levels of group engagement and flow among students.

Keywords : gameful experience, instructional support, group engagement, flow, education, learning

Conference Title : ICCGMAT 2021 : International Conference on Computer Games, Multimedia and Allied Technology

Conference Location : London, United Kingdom

Conference Dates : March 15-16, 2021