

## Investigating Factors Impacting Student Motivation in Classroom Use of Digital Games

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**Abstract :** A large variety of studies on the utilization of games in classroom settings promote positive effects on students motivation for learning. Still, most of those studies rarely can give any specifics about the factors that might lead to changes in students motivation. The undertaken study has been conducted in tandem with the development of a highly classroom-optimized serious game, with the intent of providing a subjectively positive initial contact with the subject of political participation and to enable the development of personal motivation towards further engagement with the topic. The goal of this explorative study was to identify the factors that influence students motivation towards the subject when serious games are being used in classroom education. Therefore, students that have been exposed to a set of classes in which a classroom optimized serious game has been used. Afterwards, a selection of those have been questioned in guided interviews that have been evaluated through Qualitative Content Analysis. The study indicates that at least 23 factors in the categories, mechanics, content and context potentially influence students motivation to engage with the classes subject. The conclusions are of great value for the further production of classroom games as well as curricula involving digital games in general.

**Keywords :** formal education, games in classroom, motivation, political education

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