



Reference Notes

The Application of Board Games in the Classroom: Positive for Education and Learning

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Works Consulted

Bryce, Jo, and Jason Rutter. *Understanding Digital Games*. Vol. 1st ed. SAGE Publications Ltd, 2006 (EBSCO)

Huntley, Ray. "Playing or Learning? Can Mathematics Games Be Beneficial?" *Mathematics Teaching*, no. 269, Dec. 2019, pp. 7-11.

Sardone, Nancy B., and Roberta Devlin-Scherer. "Let the (Board) Games Begin: Creative Ways to Enhance Teaching and Learning." *Clearing House*, vol. 89, no. 6, Nov. 2016, pp. 215-222.

Research in board games, specifically digital games grounded in research theory has been scanty and discontinuous. But, in fact, much interest is being shown to the many applications that board games potentiate. Gaming, in its many forms, (see serious games—digital games for education) is becoming a more prevalent force in classrooms. According to Sardone & Devlin-Scherer (2016), "game-based learning as a broad category has made significant strides over the past 10 years emerging as a powerful instructional tool that positively affect the learning of K-12 students" (p. 215). And, several observational studies that research the impact of game use in varied disciplines such as mathematics, science, language, geography, and computer science,

"show positive outcomes in terms of student motivation and learning effectiveness" (Sardone & Devlin-Scherer, 2016, p.215).

Benefits of Using Games in Classrooms

Motivation is considerably a useful gain of using games to learn and which benefits learning. Another useful benefit is that students enjoy what they are doing. This active enjoyment reportedly adds to self-esteem. Games allow greater interaction between pupils and promotes problem-solving skills. Problem-solving skills incorporated into games even if the problem is succeeding at the game can be beneficial. Significantly, teachers are encouraged to see the positive levels of interaction of their

students while playing board games.

A Teacher's Findings

In the classroom, a mathematics teacher noticed some pupils were more easily able to cope with losing a game than with finding that they had made errors in a set of exercises. According to the mathematics teacher, "the pupils accepted that winning and losing were possible outcomes of the game, which helps avoid a sense of failure at mathematics" (Huntley, 2019, p.7). A sense of failure that will lead to a downward spiral, in that an included component of losing is a part of learning and that both the acceptance of losing and winning are possible outcomes of the game, enables a sense of motivation that aids in independent learning. This in turn compels less

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checking over a student's shoulder by the teacher to see that they are completing the task as can be the case in traditional based education.

encourages student learning in creative ways over the traditional learning curriculum. Students get to use critical thinking skills and plug right into the immersive environment of playing on the approachable format of a board game, while the game playing promotes

both concentration and confidence. Such positive effective learning qualities are some of the benefits of including games in classrooms to teach curriculum content.

Positive for Education

Gaming with board games in education



Pathfinder on the Application of Board Games in the Classroom

To find out more, please consult the following recommended resources:

Attempts to address the relevancy of the study of digital games by gaining key perspectives from various disciplinary perspectives such as: sociology, psychology, media and film, and economics. *Understanding Digital Games* has a section on education and digital games.

learning and what is the process of creating a game and how games can provide training and development solutions.

E-books on Digital Games and Learning

Freitas, Sara de, and Paul Maharg, editors. *Digital Games and Learning*. Continuum International Pub. Group, 2010 (EBSCO)

E-books on Game Design

Daul, Stephanie. *Game Design for Learning*. American Society for Training & Development, 2014 (EBSCO)

Articles on Board Gaming and Education

Crews, Annalisa. "Getting Teachers on Board." *Knowledge Quest*, vol. 40, no. 1, Sept. 2011, pp. 10–13.

Cavanagh, Sean. "Playing Games in Class Helps Students Grasp Math." *Education Digest*, vol. 74, no. 3, Nov. 2008, pp. 43–46.

Schaaf, Ryan, and Nicky Mohan. *Making School a Game Worth Playing: Digital Games in the Classroom*. Corwin, 2014 (EBSCO)

Rutter, Jason, and Jo Bryce, eds. *Understanding Digital Games*. London ; Thousand Oaks: Sage Publications, 2006 (EBSCO)

Offers useful information on gamification, the definition of gamification and other gaming definitions. Explores how games can be a powerful tool in

Article and pathfinder written by Amenze Oni, Reference Librarian, Juliette Hampton Morgan Memorial Library

