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***Master 1 MIAGE  
Université de Picardie Jules Verne***

http://hiddenlevel.co.uk/zd/Habgood%202007%20Final.pdf

Florent Fourreaux

Résumé d’un document portant sur notre thématique de recherche, les « serious game ».

“The effective integration of digital games and learning content”.

# Auteur de l’article

Matthew Peter Jacob Habgood.

# Contexte de la recherche

“Thesis submitted to the university of Nottingham for the degree of Doctor of Philosophy.”

# Question à laquelle l’article apporte une réponse (problématique) ?

« This thesis is concerned with how the coveted user-engagement of digital games can be usefully harnessed for educational goals. Educational software has traditionally used gaming elements as a separate reward for completing learning content. The early ‘edutainment’ sector became synonymous with this cursory “chocolate-covered broccoli” approach: tagging games on to learning content in order to make it more palatable. However, such methods have often proved ineffective (Kerawalla & Crook, 2005; Trushell, Burrell, & Maitland, 2001) and have been criticized for combining the worst elements of both games and education (Papert, 1998) as well as for following extrinsically motivating design models (Lepper, 1985; Parker & lepper, 1992).”

# Méthodologie de recherché adoptée

“Learning in Digital Games”.

“Zombie Division Game Design”.

“Evaluating Learning”.

“Changes to Game and Methodology”.

“Evaluating Motivation”.

“Re-evaluating Learning”.

# Résultats obtenus

“This thesis has examined a range of hypotheses relating to the educational effectiveness of intrinsic games. Our main hypothesis predicted greater learning gains from the intrinsic approach, as a result of motivational engagement and a deeper connection with the learning content. However, the alternative hypotheses predicted smaller learning gains: the first as a result of embedded intrinsic learning content transferring less effectively than the extrinsic; and the second because integrating learning content within a game’s flow-experience may impede reflection-in-action.”

# Conclusion

“This thesis set out to empirically evaluate the relative effectiveness of intrinsic and extrinsic approaches to developing and educational game. The four experimental studies have shown that intrinsic games have the potential to create a) a higher level of motivational appeal and b) improved learning outcomes, over extrinsic equivalents. Concerns about the difficulty of transferring embedded learning content from intrinsic fames have also been shown to be unfounded. Some concerns remain over the role of flow in inhibiting reflection-in-action in the intrinsic game, but no evidence was found that extrinsic equivalents are any better at promoting reflection. Children were found to be highly resistant to the instructional content of a mathematical framing system introduced into the game. A teacher-led reflection session was much more successful at inducting children into the underlying mathematical concepts of the game. Furthermore, this reflection session appeared to be the catalyst for significant learning gains that were shown to be best for children in the intrinsic group. This provide clear evidence in the support of the value of an intrinsic approach and justifies continued research in this area.”

# Remarques (questions restants ouvertes, liens avec ma recherche…)

”However, study was unable to directly demonstrate a link between motivation and learning. Learning outcomes were not measured in study three, but study two found no correlation between time-on task and learning gains. While differences between the intrinsic version and the control in study four clearly show learning gains as a result of playing the game, it did not include a measure of motivation that could be used to link the two measures. Therefore while the combined results provide evidence for both the increased motivational engagement of the intrinsic version and its improved learning outcomes, we were not able to collect any direct evidence of a link between the two.”

# Références complètes de l’article

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