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# Crynoldebau / abstracts

Improving engagement with games as a form of feedback

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Engaging students in higher education can be a difficult task. This action research looked to improve student engagement on subjects previously perceived as tedious, with the goal of improving knowledge and understanding. Initial assessments were used to evaluate student’s knowledge before any formative feedback was given. Formative feedback during the sessions was in the form of games and challenges. Summative assessments were used to evaluate individual student’s learning at the end of the sessions. This research demonstrates that games can be used effectively in higher education to improve engagement and subsequent learning. Additionally, student perceptions on the use of games were unequivocally positive, demonstrating the importance of active learning and teaching methods.