



Learners' motivations and video observations in game-based learning

Game-based learning can be seen as an effective learning arrangement to engage students in collaborative learning activities. However, little is known about what makes students effective learners in game-based learning, as well as what contributes to effective collaboration between them (Siemon, 2009).

As one explaining factor, student's learning motivation can be considered crucial. In a previous study it has been shown that learning motivation in dyadic learning groups, adds more to the explanation of effective problem solving than cognitive abilities (Knigge, Siemon, Nordstrand, & Stolp, 2013). Building on these findings Professor Siemon's current study focuses on the connection between (a) a student's individual learning goal motivation and (b) the learning partner's learning goal motivation and the effective learning time spent on a specific task, in a collaborative learning arrangement. As data we used video observations of 56 students from three classes in the field of business education.

First results confirm the hypothesis that both learning partners' goal motivations add to the explained variance when it comes to time spent on the learning task, which is considered the dependent variable in the model. During the symposium we will elaborate on these findings as well as on methodological challenges of doing video observations in collaborative, game-based learning arrangements.

**For more information on this seminar
see the WMIER website:
www.waikato.ac.nz/wmier/news-events**



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Professor Siemon's research interests lie in the fields of learning and instruction, especially with regard to lessons and video analysis, game-based learning, the transition from secondary to vocational training, and work and the role of vocational education in a knowledge-based society. He has initiated and completed various projects within these fields.

Where: Alan Hall Room (TC.2.35)

When: 1 October 2015

Time: 11am-12 noon

ALL WELCOME

