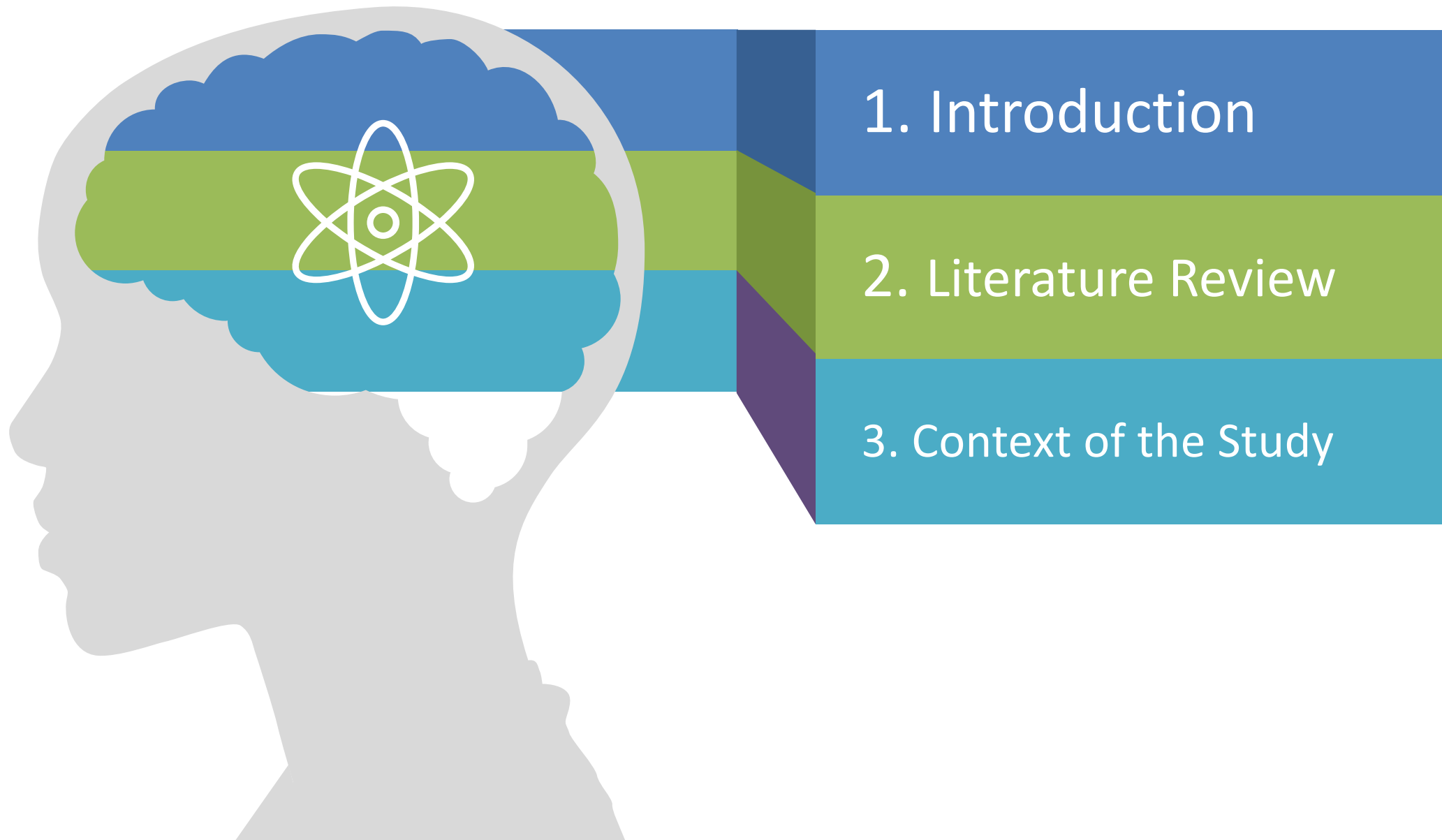


17th Ahlia University Annual Research Forum

Enhancing Learning Outcomes Achievement in Higher Education using Gaming Strategies: the case of Business Courses.

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4. Gaming Process



5. Findings



6. Conclusion

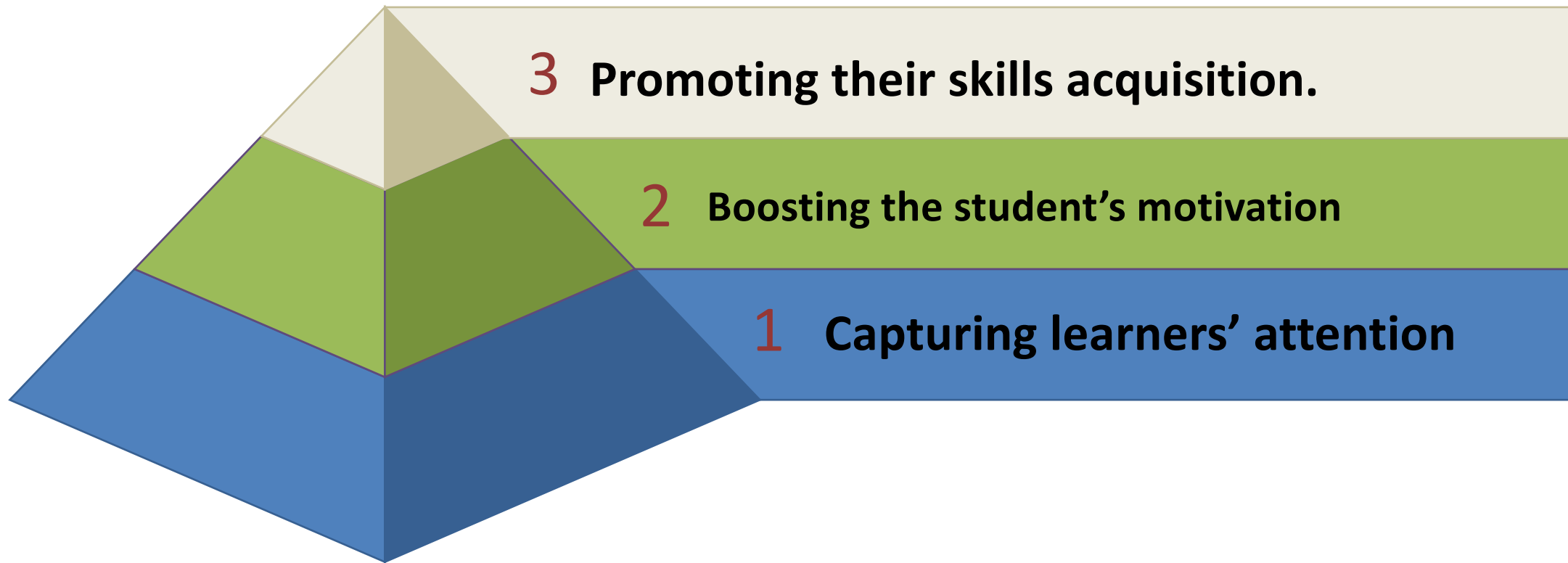


1. Introduction

- An increasing emphasis on Game-Based-Learning (GBL) in higher education (HE).
- Shift from teacher-centered to learner-centered arrangements by developing educational games that actively involve and empower learners

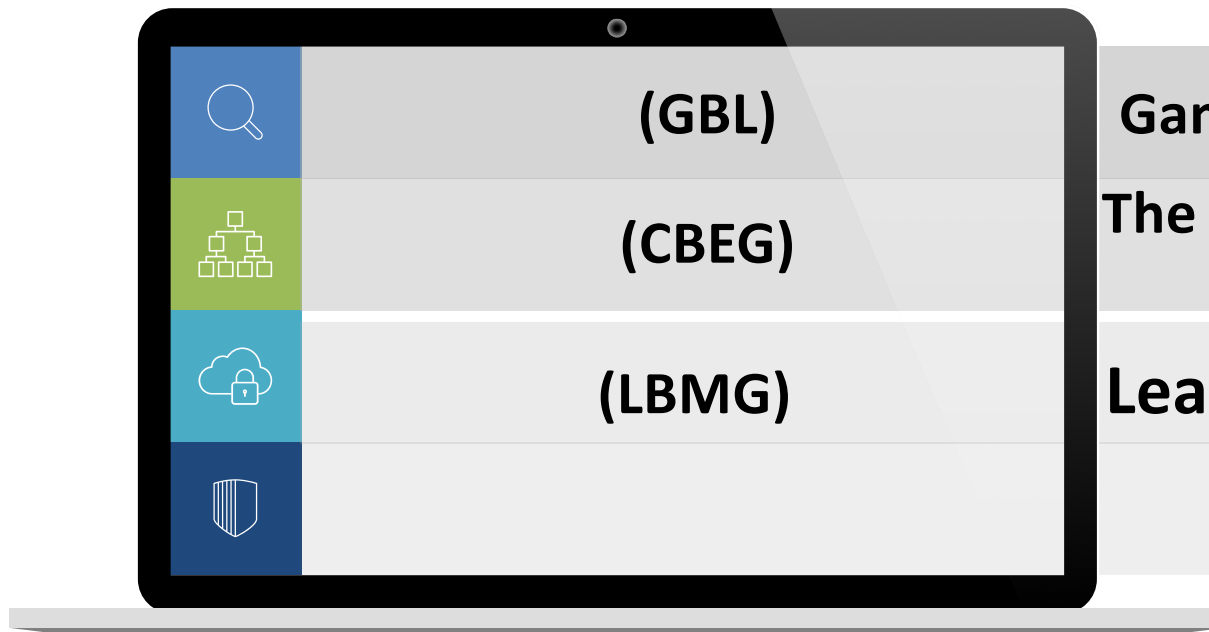


GBL has proven its effectiveness in improving the teaching and learning experience by:



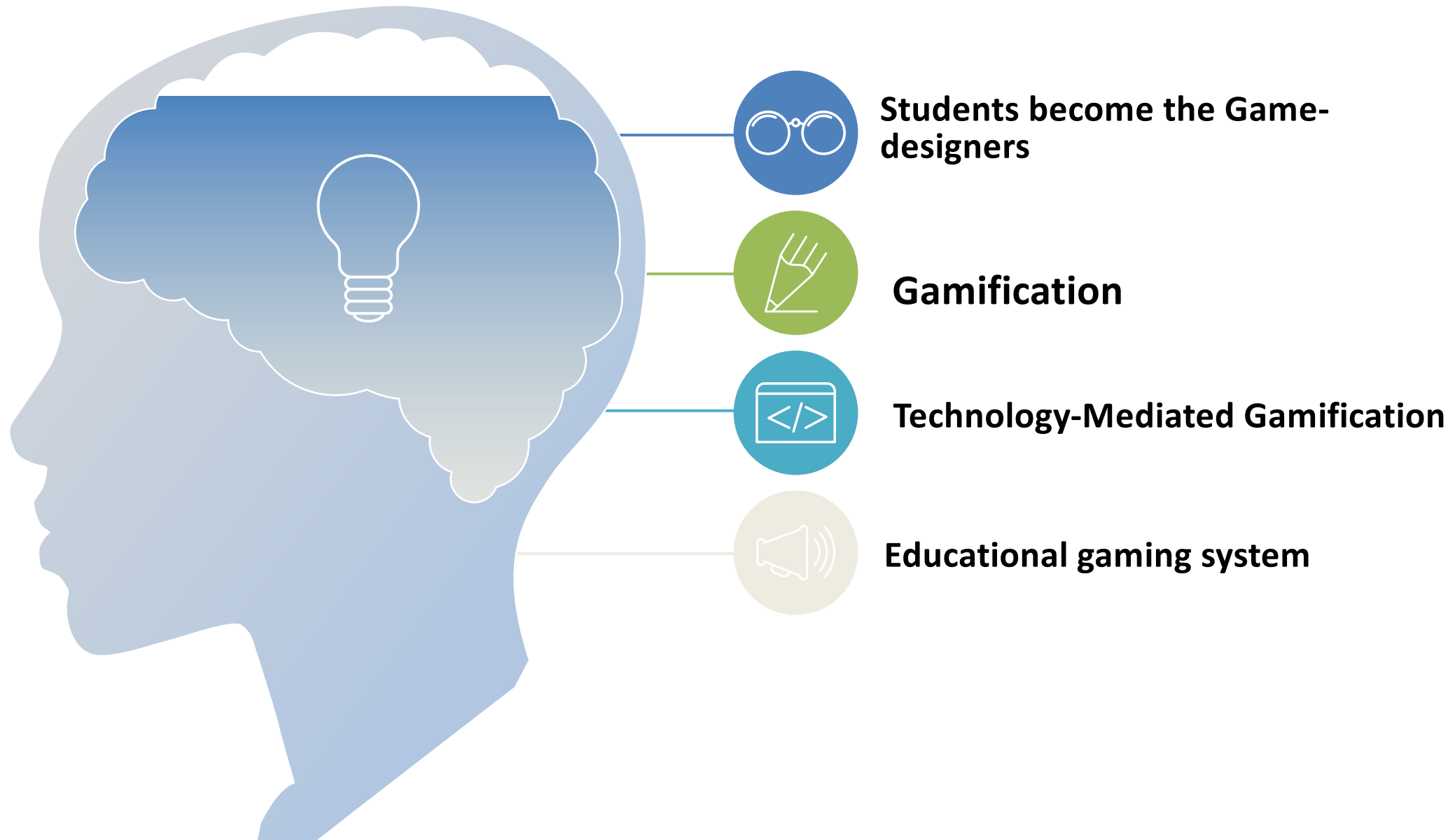
This paper aims to study the effectiveness of implementing GBL in higher education business courses.

Literature Review



Game-Based Learning approaches:
**The Curriculum-Based-Educational
Gaming**
Learning-By- Making Games

Four Game Approaches:



Selected approaches

**The Curriculum-
Based Educational
Gaming (CBEG)**



**Learning-by-Making
Games (LBMG)**



Gaming Process



Students enrolled in the (OB) course during the first and second semester 2017-2018.



**The cohort consisted of 57 students:
25 in Sem 1 and 32 in Sem 2**



**The course syllabus is divided into
two halves : Micro and Macro (OB)**



(CBEG) + (LBMG)

2. Students' academic performance

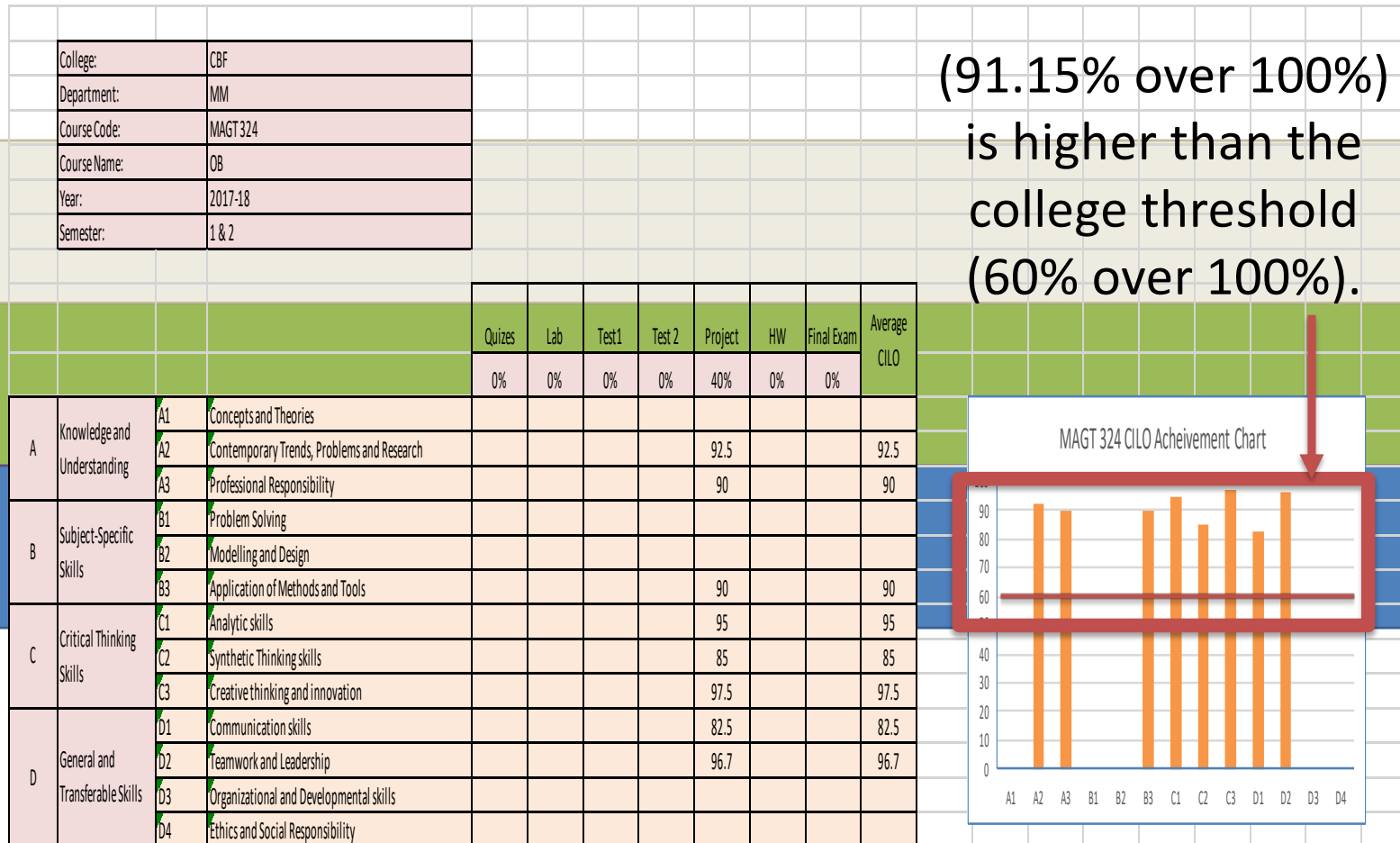


Figure 2: ILOs Achievement Matrix

01

High level of interactivity between students



02

Collaborative work inside the group, active participation



03

High level of creativity and innovation in solving problems,



Positive attitude, Stronger motivation, Better learning performance, and Positive Feeling and Enjoyment







