Can Computer Games Help Next Generation Learners? A Survey of Students' Reasons for Playing Computer Games

Authors: Thomas M Connolly[1]
                                     Elizabeth A. Boyle [2]
                                     Mark Stansfield[1]
                                     Thomas Hainey[1]

Address for correspondence: [1]School of Computing
                                     University of Paisley
                                     High Street
                                     Paisley
                                     PA1 2BE
                                     thomas.connolly@paisley.ac.uk

                                     [2]School of Social Science
                                     University of Paisley
                                     High Street
                                     Paisley
                                     PA1 2BE
                                     liz.boyle@paisley.ac.uk

Can Computer Games Help Next Generation Learners? A Survey of Students' Reasons for Playing Computer Games

Abstract

The popularity of computer games has attracted the attention of educationalists who are interested in finding out whether the features that make them so engaging could be captured and used to help people learn more effectively. The current study reports a survey of University students' computer games behaviours, their reasons for playing computer games and their views of the features of computer games that might be useful in learning. The survey found that computer games played an important role in students' lives with students playing for 7.5 hours per week on average. Challenge/achievement, control and pleasure/relaxation came out as distinct factors as reasons for playing with challenge rated as the feature of games that might be most useful in learning.

Keywords: motivation, constructivism, computer games