

# Lloyd Case 1818917

## Assignment 1

*by Lloyd Case*

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# CVC-Assignment 1

31 January 2024 10:17 AM

Lloyd Case 1818917 ACCA5033

**Assignment 1: Innovation & Research.**

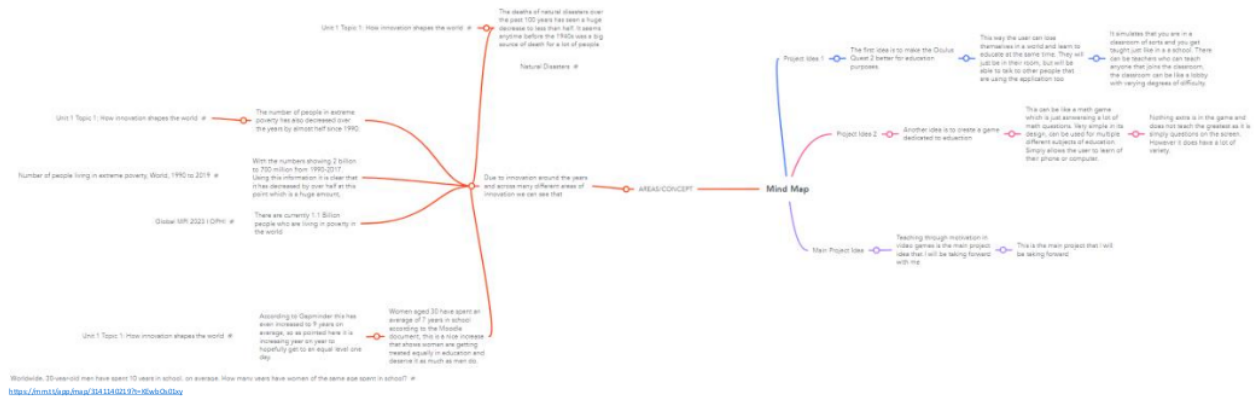
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Task 1 Question 2

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# Task 2 Question 1

20 March 2024 2:32 PM

The Aim: Effectively learn by using and understanding what keeps players engaged and motivated with the use of educational video games.

Objectives:

1. Increase the engagement, this is achievable by having what you are trying to learn be taught in a way that is both challenging and rewarding. Keep players engaged by constantly using game mechanics to solve the problems and increasing their difficulty periodically so it doesn't get stale and repetitive.
2. Implementing immediate feedback is another crucial step in making sure the learning is being done effectively because it gives the player immediate feedback on whether it has been done correctly, as to avoid making the same mistake again.
3. Gaming supports different styles of learning such as visual and auditory learning [1]. These are different ways to learn and can improve the learning of some people as they may only understand through this form of educating them. [2] Visual learning is when the player will see the idea in front of them and take it in, this is helpful because they can see what it is meant to look like and understand if they are on the right track or know what they are looking. [3] Auditory learning is where the player will listen to a noise or a sound or even just people talking to get a clearer understanding of the concept.

- [1] G. Miles, "Why are Educational Games Important?," Learning Resources, 25 April 2022. [Online]. Available: <https://www.learningresources.co.uk/blog/why-are-educational-games-important/#:~:text=By%20selecting%20educational%20games%20that,for%20success%20in%20real%20life..> [Accessed 20 March 2024].
- [2] "Visual Learning," Top Hat, [Online]. Available: <https://tophat.com/glossary/v/visual-learning/#:~:text=Visual%20learning%20is%20a%20type,in%20order%20to%20learn%20it..> [Accessed 20 March 2024].
- [3] "Auditory Learning Style Explained," Western Governors University, 10 August 2020. [Online]. Available: <https://www.wgu.edu/blog/2020/08/auditory-learning-style.html#:~:text=What%20is%20auditory%20learning%3F,figuring%20it%20out%20hands%20Don..> [Accessed 20 March 2024].

## Task 2 Question 2

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An appropriate research philosophy for my task is positivism. The reason I chose positivism is because I believe it can help with scientific methods that will enhance the learning for its users [4].

The pros of this are: It will help with keeping the engagement and motivation up as it can give feedback based on how well you have done on solving the puzzle for example [5]. It can give this feedback to the user immediately, which means that the user won't have to wait to see if they have done anything incorrect. They can even have this be in real time (you do something wrong it will tell you immediately), this does mean that the feedback given to the player will be quick and concise.

The cons of this are: How much the game helps educate you, there is a chance that it may be too "gamey" [5], and users will struggle to truly learn and may see it as something fun that is "other" and not needed. The way the video game is structured or made could also be an issue, if it has a narrative, it must be simple and not harmful or problematic such as using violence [6]. Users may see it just as a game and will struggle to learn from it, they may get lost in the game or find it difficult to play, so the control scheme will have to be simple and easy for anyone to use including people with difficulties playing games.

- [4] "Positivism," Study Smarter, [Online]. Available: <https://www.studysmarter.co.uk/explanations/social-studies/theories-and-methods/positivism/#:~:text=There%20are%20several%20advantages%20and,human%20behaviour%20as%20too%20passive..> [Accessed 20 March 2024].
- [5] S. Johnson, "Advantages & Disadvantages of Positivism," Classroom, [Online]. Available: <https://classroom.synonym.com/advantages-disadvantages-positivism-12088541.html>. [Accessed 20 March 2024].
- [6] D. D. B. Ellul, "The Impact of Positivism on Modern Life," LinkedIn, 5 February 2023. [Online]. Available: <https://www.linkedin.com/pulse/impact-positivism-modern-life-dr-duncan-borg-ellul#:~:text=It%20has%20formed%20the%20basis,anded%20up%20by%20evidence..> [Accessed 20 March 2024].

## Task 2 Question 3

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An appropriate search tool I will be using is Google. Google is reliable and easy to use and shows up to date information on its first page. It is stated that 75% of users never go past the first page [7], it is also stated that there are 8.5 billion searches on google alone in a single day! [8] You can also highly customize your search, you can change the time from when the website was created, you change it to be images or a video or a product, to whatever it is you are searching for.

The UWTSD library is another great search engine which is used to search for credible books that have been uploaded to the library and even purchased specifically for the use of students. On here you can fine tune your search results even up to the phrase that is included in the source. As well as what type of source you want, the language, between a certain time period, from a specific field, physical or digital only.

Search strategies are important as they can help you specifically find what you are looking for. Putting in specific words as well as such as and, or and not will yield different search results as well as combining them to help narrow down the search [9]. Using terms that are relevant to your project will help with the search results as that is what you want to be looking for.

- [7] N. Patel, "How to Show Up on the First Page of Google Today," Neil Patel, [Online]. Available: <https://neilpatel.com/blog/first-page-google/#:~:text=75%25%20of%20people%20will%20never,worth%20your%20time%20and%20money..> [Accessed 20 March 2024].
- [8] T. Flensted, "How Many People Use Google? Statistics & Facts (2024)," Seo.Ai, 26 January 2024. [Online]. Available: <https://seo.ai/blog/how-many-people-use-google#:~:text=Google%20processes%20approximately%2099%2C000%20search,trillion%20global%20searches%20per%20year..> [Accessed 20 March 2024].
- [9] "Literature searching explained," University of Leeds, [Online]. Available: [https://library.leeds.ac.uk/info/1404/literature\\_searching/14/literature\\_searching\\_explained/4#:~:text=A%20search%20strategy%20is%20an,order%20to%20retrieve%20accurate%20results..](https://library.leeds.ac.uk/info/1404/literature_searching/14/literature_searching_explained/4#:~:text=A%20search%20strategy%20is%20an,order%20to%20retrieve%20accurate%20results..) [Accessed 20 March 2024].

## Task 3 Question 1

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I will be using these strategies to help with validity, reliability, generalisability, and ethical considerations.

### Validity

There are many ways to check the validity of the information that you are researching. One way to do this is by knowing the keyword/ relevant search terms for what you are looking for [1]. By doing this the pages that are brought up will be more accurate for what you are looking for. Another way is by utilizing quotation marks in your search for specific phrases, this will narrow down your search drastically making it easier to find what you are looking for [2]. Make sure that if you have a questionnaire that the questions are unbiased to make sure it's as fair as possible.

### Reliability

Make sure the way you collect the data is the consistent otherwise you may have skewed numbers that are not accurate to your research. This means when doing a survey make sure everyone gets the same questions to make it fair. Are the results similar between everything you have looked at meaning that it's a reliable answer that you keep seeing during your research. Checking this information against sources from different times and different people and studies [3].

### Generalisability

Generalisability is when you can take the research that you have and apply to more than what you have researched [4]. In the context of my project this would be useful because I can research how many people like to be taught a specific way and apply what I find to creating the game using that information. Asking random people instead of students who are actively going to be using the software, will be more of a generalised survey that will have people from different everything [5].

### Ethical considerations

There are many different ethical considerations to consider. Being honest in what the research is about and used for, so you do not trick anybody into doing what they don't want to [6]. This also applies to the people doing the survey even if it goes against what they were hoping the results were going to be. It is important to inform them about what they are about to do.

## References

- [1] Boris, "How to search better: 17 essential tips, plus best practices," ABLE, 10 October 2022. [Online]. Available: <https://able.ac/blog/how-to-search-better/>. [Accessed 20 March 2024].
- [2] M. Poh, "5 Steps to More Accurate and Efficient Google Search," Hongkiat, 7 July 2022. [Online]. Available: <https://www.hongkiat.com/blog/efficient-accurate-google-search/>. [Accessed 20 March 2024].
- [3] F. Middleton, "Reliability vs Validity in Research | Differences, Types & Examples," Scribbr, 3 May 2022. [Online]. Available: <https://www.scribbr.co.uk/research-methods/reliability-or-validity/>. [Accessed 20 March 2024].
- [4] K. Nikolopoulou, "What Is Generalisability? | Definition & Examples," Scribbr, 10 October 2022. [Online]. Available: <https://www.scribbr.co.uk/bias-in-research/generalisability/>. [Accessed 20 March 2024].
- [5] S. Shantikumar, "Validity, reliability and generalisability," Faculty of Public Health, 2018. [Online]. Available: <https://www.healthknowledge.org.uk/content/validity-reliability-and-generalisability/>. [Accessed 20 March 2024].
- [6] P. Bhandari, "Ethical Considerations in Research | Types & Examples," Scribbr, 7 May 202. [Online]. Available: <https://www.scribbr.co.uk/research-methods/ethical-considerations/>. [Accessed 20 March 2024].

## Task 3 Question 2

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One way is to put out a survey, by doing this you can collect a lot of data in high amounts as they are quick and easy to fill out, whilst asking a lot of questions to help with seeing if they are similar in response to other sources you have also found [7]. Secondary data analysis is another great way to collect data while also checking the validity of the data because you will be looking at data that was collected for other reasons but, include what you are researching, however this may be difficult to do because you will be looking at other sources hoping to find something that is related to your research. I created a survey for the pilot data collection method as it allowed me to get the greatest number of responses in a short period of time.

- [7] J. Simkus, "Pilot Study In Research: Definition & Examples," Simply Psychology, 31 July 2023. [Online]. Available: <https://www.simplypsychology.org/pilot-studies.html>. [Accessed 20 March 2024].

## Task 3 Question 3

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### Quantitative

Quantitative research is different to qualitative research because it uses numbers and graphs to show its data [8]. This allows for a freedom of creativity when doing the research as you are not limited to using just words which can be uninspiring at times [9]. Graphs, mathematical analysis, descriptive analysis, and inferential analysis are examples of quantitative analysis methods. Graphs and charts will be useful because they show data easily through the survey.

### Qualitative

Qualitative research is different because it uses words to describe its data [8]. Thematic analysis is used for identifying patterns within the data. It can turn audio into a transcription because it uses words, so it must be in word format. You can use codes to identify specific pieces of data [10].

[8] R. Streefkerk, "Qualitative vs. Quantitative Research | Differences, Examples & Methods," Scribbr, 12 April 2019. [Online]. Available: <https://www.scribbr.com/methodology/qualitative-quantitative-research/>. [Accessed 12 March 2024].

[9] "Qualitative vs. Quantitative Research: What's the Difference?," Grand Canyon University, 9 October 2023. [Online]. Available: <https://www.gcu.edu/blog/doctoral-journey/qualitative-vs-quantitative-research-whats-difference#h-benefits-and-limitations-of-qualitative-vs-quantitative-research>. [Accessed 20 March 2024].

[10] "Thematic Analysis," Science Direct, 2021. [Online]. Available: <https://www.sciencedirect.com/topics/social-sciences/thematic-analysis>. [Accessed 20 March 2024].

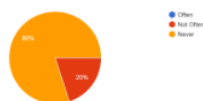
Appendix

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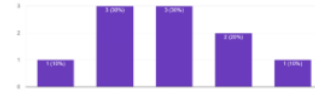
What age group do you think this educational video game should target?  
10 responses



How often do you engage with educational video games?  
10 responses



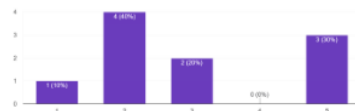
How important is it for the game to have an engaging storyline or narrative?  
10 responses



What platform do you primarily use for playing video games?  
10 responses



How important is it to have high-quality graphics and animations?  
10 responses



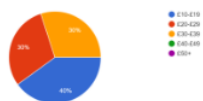
Would you like to see an achievement system implemented in the game?  
10 responses



Would you be interested in downloadable content (DLC)?  
10 responses



What price range would you consider reasonable for an educational video game of this nature?  
10 responses



# Lloyd Case 1818917 Assignment 1

## GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

76/100

|                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Total:                                                                                                                                                                                                                                                                                                                                                                                                                                                     | L<br>a<br>t<br>e<br>:<br>4<br>0<br>% |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                            | M<br>a<br>r<br>k<br>:<br>7<br>6      |
| 1. Engagement with Literature Skills                                                                                                                                                                                                                                                                                                                                                                                                                       |                                      |
| <b>T1 Mind Map:</b> - No use of citations and references included.<br><br><b>T2&amp;3:</b> + Good use of citations and relevant references included.                                                                                                                                                                                                                                                                                                       | 1<br>4                               |
| 2. Knowledge and Understanding Skills                                                                                                                                                                                                                                                                                                                                                                                                                      |                                      |
| <b>T1:</b> + Good Knowledge and understanding of Unit1 topic 1 concepts.<br><br><b>T2:</b> + An appropriate research philosophy is defined and documented for the project.<br><br><b>T3:</b> + Some relevant research strategies for data collection are documented and selected.<br><br>+ Some different types of quantitative and qualitative analysis are outlined. +/- Could be described and linked to the project area.<br>+ Supported by citations. | 1<br>6                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--|
| <b>3. Cognitive and Intellectual Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |        |  |
| <p><b>T1:</b> + Evidence of relevant concept and project idea analysis is documented.</p> <p><b>T2:</b> + A single Aim and relevant Objectives have been documented. – Aim could include a research and practical implementation aspect.</p> <p><b>T3:</b> + Some general strategies to enhance validity, reliability, generalisability and ethical considerations are documented. – Could refer to the project/research area. + Supported by citations.</p> | 1<br>6 |  |
| <b>4. Practical Application Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |        |  |
| <p><b>T1:</b> + Good use of software to create the Mind-map. Clearly structured.</p> <p><b>T2:</b> + Appropriate research engines and search strategies identified. - Research databases could be identified - Search strategies could be used to identify relevant research related to the project area.</p> <p><b>T3:</b><br/>+<br/>Data collection method designed and used to acquire some feedback to improve the focus of the project. Good.</p>       | 1<br>6 |  |
| <b>5. Transferable Skills for Life and Professional Practice</b>                                                                                                                                                                                                                                                                                                                                                                                             |        |  |
| <p>+<br/>Mind Map links. – Mind map difficult to read. + Format and presentation quite good. – Font face and size could be more consistent.</p> <p>* On-time/Late: Late (Waiting for EC decision). Please let me know if/when you hear back from the EC committee if submitted.</p>                                                                                                                                                                          | 1<br>4 |  |

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