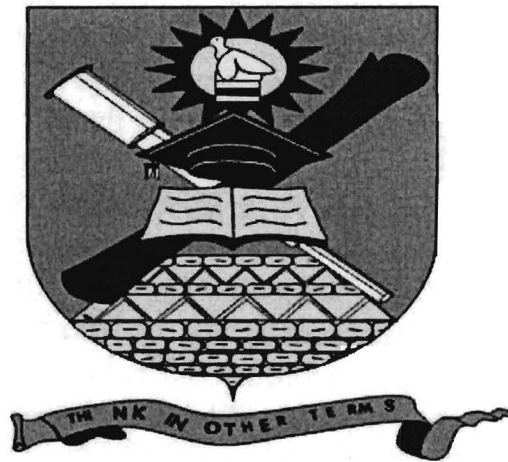


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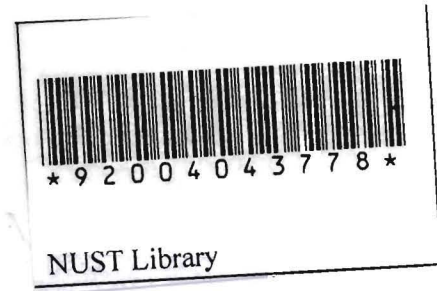


FACULTY OF APPLIED SCIENCE

AN ASSESSMENT OF DIGITAL GAME BASED LEARNING IN SECONDARY SCHOOLS

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ABSTRACT

Digital Game based learning (DGBL) is a branch of the so called edutainment which usually presume that teachers deliver lessons in an entertaining environment characterized with television, computer games, movies, music, websites, multimedia applications and so on. Digital Game Based Learning applications employ contest-like activities, in which they can be learner against learner match or a learner against the DGBL system opponent. The learners are inevitably permitted to express themselves as individuals while learning and engaging in game activities whilst incidentally learning from their mistakes as they advance through the virtual worlds in game scenes. This dissertation focuses on an assessment of the use of Digital Game Based Learning in secondary schools in relation to the conventional teacher learning processes. In order to assess the multi-faceted nature of Digital Game Based Learning applications the researcher has employed both qualitative and quantitative method. Results indicated that Learners' social life is improved, the learners are actively engaged, there is immediate feedback, learning can be tailored to each learner and learning can be transferred into the real world. On the other side, the findings also revealed that there is no alignment between DGBL applications and current educational curriculum and also that there is serious insufficiency of GBL applications in various subject areas and that Digital game based lessons are difficult to evaluate. However the researcher concluded that Digital Game Based Learning works and has an optimistic impact to learners' performance if carefully blended with conventional-learning practice.