

# Game Type: Does it make a difference towards learning?

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## Abstract

There is plenty of literature and research that state that educational games are a good way to facilitate learning. This raises questions on how to create good educational games and one such question is whether the kind of game, or game type, effects how well the subject of the educational game is learned. To investigate this, English spelling was chosen as the learning subject and two different games with the purpose of teaching English spelling were developed. The first game was a puzzle game where the player listened to the word to be spelled and then chose letter tiles to spell the word by clicking on them from a selection of tiles arranged in random order consisting of all the letters needed to spell the word plus a random number of distracters. The second game was an adventure game where the player listened to the word to be spelled and then moved a red box through 3D space around obstacles to collect letter boxes arranged in random order consisting of all the letters needed to spell the word plus a random number of distracters to spell the word. After the games were developed, university age students whose first language was not English were asked to volunteer to be apart of the study. The volunteers took a spelling test consisting of words covered by the puzzle game, words covered by the adventure game, and words covered by neither game. After the test, participants played through puzzle game and then the adventure game. Once they were finished playing both games, they took a second spelling test consisting of the same words as the first. I received eight volunteers and the preliminary results seem to show a marked increase in the number of correctly spelled words for those words covered by the games, but the scale of the increase seems to be about the same for both games indicating that while playing the games helped them in their spelling, neither game type was better than the other at teaching spelling.