



Impact on game-based learning in student motivation for project management

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DESCRIPTION

In Western economies, the projectification of society is increasing, which means that an increasing amount of work is organized and managed through single projects or series of projects in organisations, companies, and personal life. As a result, there is an increasing demand in project-based organisations for highly skilled project personnel. A recent report, however, identified a talent gap in the global economy's project-oriented sectors. There is and will be a scarcity of project practitioners who possess critical competencies such as technical and leadership abilities, as well as strategic and business management abilities. Thus, project management educators face the challenge of preparing highly skilled personnel for the future success of project based sectors and their respective organisations through practice-oriented and motivating educational methods.

Finding an educational method that can realistically simulate and contextualise complex project management phenomena may be difficult for project management educators. Game-based learning methods, such as educational games and simulations, have been identified as a promising solution in higher education. Educational games, for example, may offer learners and instructors a virtual model of real-world experience in which management skills can be practised in a safe environment. Game-based learning methods employ a game to teach knowledge and skills, whereas digital game-based learning incorporates an education-focused digital game or application into the classroom to engage students and promote learning.

Game-based learning has been identified as a potential and beneficial method for improving student's learning in project management education. Previous research on project management education has found that innovative, inspiring, and interactive educational methods place a premium on practitioner's reflection, lived experience,

and contextual learning. Game-based learning methods, for example, can facilitate the development of technical and leadership skills associated with practical project experience, as well as experiential reflective learning in responsible project management education. When studying complex project management phenomena, game-based learning environments can enable "learning by doing".

Game-based learning methods can enhance and maintain student's motivation to learn, which is one of the main factors that keeps students learning, in addition to providing an environment for learning by doing. The wants or needs that direct human behaviour toward a goal are referred to as motivation. Although there is a link between game-based learning methods, student motivation, and learning outcomes, there is little understanding of how game-based learning methods influence project management students' motivation in a higher education context. As previously discussed, previous research on project management education has recognised the potential of game-based learning methods; however, a more detailed understanding of how game-based learning methods contribute to students' motivation to learn is required.

Game-Based Learning and Motivation

As a pedagogical approach, game-based learning employs a game to teach knowledge and skills in an activating and experiential game environment. Game-Based Learning (GBL) has been studied in several disciplines, including computer, education, and psychological sciences. According to research, Game-Based Learning (GBL) methods can both increase and decrease student motivation.

Students should be interested, motivated, and engaged in an active learning environment to design learning environments that foster learning. Game-Based Learning

(GBL) environments can promote meaningful learning and motivation, assuming that learners' cognitive processing of educational content is ensured. Digital Game-Based Learning (GBL) solutions can create reflective, experiential, and engaging learning environments, making them appropriate for project management education. Game-based learning, according to project management instructors. Methods that affect student's emotions may provide them with a memorable learning experience. Game elements such as

game structure, involvement, and appeal have the potential to motivate students and promote the achievement of desired learning outcomes. Existing research has found that game-based learning (GBL) has a positive impact on student's activation, motivation, and emotional behaviour, as well as feelings of interest and immersion and student engagement. Overall, research on game-based learning (GBL) methods suggests that when affirmative affective states such as delight and excitement are generated, students' motivation improves.