'Make Education More Like a Game - I'll Play'

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1. MODEL ONE

The diagram shows that there are four main interacting areas to this research and each of them cross the boundaries of the other sectors in the set (in some cases, multiple crossings occurs). The key in the center of this model is indicative of a training package that would integrate all four sectors of one model below.

2. MODEL TWO

A second model represents the key sections of research that has been completed. Core to this research was the need to identify what components, or parts of the game, keep the player interested? Looking at who the research group was, what appealed to them, what motivated them, what distracted them and their preferences?

Developers need to adopt practices in the analysis and design phases of projects to ensure that what they are making will encourage clients (students) to engage and interact.

A solution is represented by the key in the center of the model, which is a combination of all units, in particular, the gaming components that already capture user attention.

Creating computer based training programs (CBTs) or e-learning is pointless if they don't appeal to the client (student). Stage one of this process is to identify and analyse the gaming components that capture the attention of those who play electronic games. Industry is making millions from the sales of games and it is simply because people want to play, they want to be challenged and involved, they want to participate.

Identifying what components lure millions all over the world to interact with these games and using that information as a foundation for developing CBTs or online learning could very well be the answer to closing the gap between games and education. In doing so capture students willingness to participate and further enhance their own learning experience.

ACKNOWLEDGEMENTS

MODEL ONE:

Interested parties (tutors) who develop computer based training programs for a learning environment

INTERESTED PARTIES (TUTORS)

CURRICLUM

The relationship between teaching and understanding client (student) learning requirements

Gaming components blended with educational curriculum

CLIENTS (STUDENTS)

GAMING COMPONENTS

The gaming components identified in this research as key to capturing client (student) attention