A Study of Game–based Teaching Applied to the Sound and Musical Instruments Science Units for 6nd Graders
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ABSTRACT
Playing games is the major activities for most children. So the teaching through lively games is helpful for children to understand the abstract concept of science course. This study is aimed to investigate the effect of application of game-based teaching to the sound and instruments unit of science course on the learning achievement and the learning attitude. This study is based on the statistical analysis of quasi-experiments and focused on six grade students. All the subjects are divided into the experiment group (game-based teaching) and control group (traditional teaching) to take four weeks science course. And both groups received a learning achievement test and a rating using a learning attitude scale. Besides, the experiment group followed by a comparison see if there were the significant differences between two genders before and after the teaching experiments. Finally, a survey was performed with "acceptance of the games based teaching questionnaire" to access how well the experiment group accepted this approach. Findings of this research are as in below: 1. The learning attitude of experiment group is better than control group. And there are insignificant differences in learning achievement between the two groups. 2. The game-based teaching on learning attitude of both genders is significant different. And the game-based teaching on learning achievement of both genders is insignificant different. 3. The students of experiment group respond positively to the game-based teaching.

Keywords : game-based teaching, learning achievement, learning attitude
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