

Individual Intellectual Production #2: Annotated Bibliography

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Su, F., Zou, D., Xie, H., & Wang, F. L. (2021). A comparative review of mobile and non-mobile games for language learning. *SAGE Open*. <https://doi.org/10.1177/21582440211067247>

Su et al, (2021) present a comparative review of mobile and non-mobile games for language learning that serves two purposes: 1) enriching the literature by presenting the differences and similarities between the application of mobile games and non-mobile games in language learning; 2) clarifying the efficiency of mobile and non-mobile games for instructional purposes in language learning. The authors use a three-step process to identify and analyze relevant articles which includes search, selection, and data analysis.

The major findings were divided into four categories, namely game genres, game elements, target language, and learning outcomes. Based on these categories, the similarities and differences between mobile game-based language learning (MGBLL) and non-mobile game-based language learning (NMGBLL) were identified accordingly. As for game genres, gamification was the most popular. It was found to be used more frequently in MGBLL than NMGBLL since it is easier to implement gamification features on mobile devices. As for game elements, the most common was goals or rules in both MGBLL and NMGBLL. This is because when students play a goal-oriented game, they are more likely to focus on achieving learning objectives. Moreover, in both MGBLL and NMGBLL, English was investigated the most simply because it is widely used for international communications across many fields. As for learning outcomes, the researchers found that a majority of mobile and non-mobile games contributed to language learning, especially in terms of vocabulary acquisition, mixed language learning, and writing. Regarding the affective state, most MGBLL and NMGBLL studies focused on learners' motivation/interest and general perceptions. Generally, students had positive affective states. Regarding learner behavior and contemporary competence, very few studies investigated them suggesting that further research is required in these areas.

This comparative review is of tremendous importance for both educators and learners as it provides a guide to which types of games to use and how to use them for language acquisition.

The researchers are praised for using only articles published based on rigorous criteria and which have greater impact. Moreover, the researchers succeed in achieving their purposes and fully answering their research questions. Despite the limitations to this study, I believe it clarified the efficiency of mobile and non-mobile games in addition to providing important and insightful recommendations for future studies in game-based learning.

Powers, F. E., & Moore, R. L. (2021). When failure is an option: A scoping review of failure states in game-based learning. *Techtrends*, 65(4), 615-625. <https://doi.org/10.1007/s11528-021-00606-8>

Using game-based instructional interventions, Power and Moore (2021), seek to understand the best use of game mechanics, specifically, failure and loss, within educational settings and categorically summarize the scope and severity according to failure as a mechanic, unit of failure, and risk and consequences. The method utilized is the six-step scoping review framework as recommended by Arksey and O'Malley (2005). This method was preferred to a meta-analysis since the articles examined do not answer the same research questions; nor do they analyze similar variables. A systematic review was also not appropriate since it depends on a clear research question from which to start, which was not the case in the articles examined for this scoping review.

Key findings include that the use of failure state as a game mechanic has positive effects on learner's retention, performance, and motivation when properly implemented. However, drawbacks were also identified. They include when the game mechanic is used without any risk. In that case, it had no positive effect on learners' motivation or accountability. Moreover, it was found that when the risk is too real and affects real life course progression or grades, learners' motivation is negatively impacted. Other findings that are noteworthy include that anonymity and avatar use have a positive effect as they prevent social stigma when a learner fails.

Moreover, it was found that failure states can support training transfer where learners apply learned skills in different settings and circumstances.

Despite its limitations which mainly pertain to the limited number of articles examined, this scoping review succeeds in drawing practitioners' attention to the importance of the use of failure and loss state as game mechanics. It also introduces both the benefits and the drawbacks

of the application of failure and loss state in game-based educational settings, and additionally in non-game-based contexts. This scoping review does a fantastic job shedding light on a significant topic that is rarely studied as well as offering opportunities for further future research on the topic and other relevant concepts.