



iJRASET

International Journal For Research in
Applied Science and Engineering Technology



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 10 Issue: V Month of publication: May 2022

DOI: <https://doi.org/10.22214/ijraset.2022.43000>

www.ijraset.com

Call:  08813907089

E-mail ID: ijraset@gmail.com

Online Game Based Learning: *Quizzicle*

Adarsh Singh¹, Shubhodeep Bhattacharya²

¹Department of Information Technology, KIET GROUP OF INSTITUTIONS, Ghaziabad, India

²Department of Computer Science and Information Technology, KIET GROUP OF INSTITUTIONS, Ghaziabad, India

Abstract: *Quizzicle: An internet site for children to learn and understand topics and statistics using online video games. nowadays, children of gen-z lose interest easily and have a very less interest span, which leads them to now not take note of instructors inside the school room. due to this problem game-based totally mastering has been introduced to have interaction with youngsters to learn successfully and successfully. This paper fosters a sport-based totally getting to know framework to paintings on studying and education. The game-based studying is joined with instructive and statistics innovation. The sport-primarily based studying is standing out enough to be observed. In online game-based studying, the course content material is deliberate into the sport to give a scenario of getting to know in sport thru thrilling activities and the non-stop conversation and input which can build the getting to know interest and notion of children. In the end, video game-based mastering could arrive on the goal of adapting correctly. For assessing the learning influences, this paper utilizes the gaming model that is presented within the shape of racing games and answering quizzes, in order that the youngsters getting old from 8-12 years can study from it while having less technical understanding and spending extra display screen time on analyzing stuff on-line.*

Keywords: *Online Game-based learning, Educational games and Quizzes, Holistic Development*

I. INTRODUCTION

A. Traditional Learning

The day to day going to the academic premises and learning in the classroom has been the norm from ancient times. This process of one-on-one instruction has been less fruitful with the increase in the students going to school for learning. The teacher to student ratio has dwindled so much that the students can't learn efficiently. Traditional Learning inherently places more recognition on syllabus, curriculum, and passing tests as imagined in student-centered studying.

Traditional mastering is more focused on rote memorization in place of analyzing and using the mind to tackle problems. important questioning is also a discipline in which the traditional way of delivering information doesn't assist. Conventional schooling emphasizes individual pupil paintings and projects and is poor guidance for future pupil efforts, which might also include teamwork and collaboration. Under this training version, students get some possibilities to exercise group dynamics and crew overall performance.

A traditional classroom refers to “rooms consist of clean pastel-coloured walls and rows of desks and chairs facing a lectern were placed under the microscope”. The teacher is often referred to as the 'sage on the stage' in this learning model and students are therefore passive receivers of course content [1]. Li et al. (2014) also notes that in the traditional learning environment, the teacher is the focus and students passively record information and think independently as they listen with little to no interaction or discussion. For a long time, training has been targeted at attending instructions day after day. Those found that school facilities should have an effect on gaining knowledge in a conventional classroom. “Training is mainly based totally on the teaching device and frequently focuses on the material itself in preference to the learners and differences between skills and getting to know abilities at the identical time”. Rookies are obviously obliged to “harmonize their personal techniques and examine potential”. Conventional school room “does now not stimulate the senses or the thoughts and at the opposite inspires rote learning”. [2]

B. Online Learning

Virtual games, as in games in many different methods, offer a setting, guidelines, and limitations on which players can take part, both in my opinion or as part of a game environment to reap a particular form of aim. In addition to the diffusion of online business games targeted usually on the entertainment market, there are many virtual video games created for instructional functions. this may carry troubles that want to be solved, allow for a test of a particular part of our international, invite cooperation, play a position and greater.

In the latest communicate throughout a “Comenius undertaking between one of the authors in her role as a trainer based totally in England, and educators from different EU countries, an interest arose in the usage of digital games” [3]. The usage of the video game in coaching places and getting to know and developing dreams isn't always new at all. but, the increase in virtual adoption

Games like normal amusement raised a query of ways you could benefit from the promise of digital video games for educational functions. Wouters and van Ostendorf [4] confirmed that “the usage of educational support in recreation-based is true. Sport-based learning with instructional video games is suggested in which students can benefit from active and trouble-oriented gaining knowledge allowing them to apply their very own understanding to the facts and examples from the real international world”.

Online game based gaining knowledge is considered a complicated academic environment from the cognitive point of view on mastering this declaration means that without educational assist the respondent might also use higher cognitive capacity for non-green sports that specialize in beside the point information that's detrimental to the activities contributing to studying mirrored image[5].

C. Advantages of Online Game Based Learning

The use of games in academic schooling to assist students to remember “is to encourage students to actively take part and to take into account what they have discovered”. “Learning does not now imply memorizing, but college students can use the game to memorize critical points that can be applied in real conditions through checks”. [6] Due to the fact we stay in a world dominated by human innovation, our capacity to use optics in addition to computers is very crucial. Students can prepare the arena of labor by way of studying visuals and computer talents via games. “Using games that are beneficial for students with attention disabilities is a fun manner to research, so it can attract college students’ interest. Studies have shown that web-based totally games can assist with children’s interest problems”.[7] It also provides assistance to improve vital wandering and hassle solving through a sequence of rules and situations of the sport [8].

D. Disadvantages of Online Game Based Learning

If the teacher has no control over that environment, giving a student platform to play review games becomes difficult. Another student may lose contact with normal health. Continuous use of these apps can adversely affect health by eye pressure and can cause back pain. Another type of auxiliary equipment can be an expensive device. Our project is an online based game website which is for primary school children. It has an interactive user interface and engaging resources. The home page and dashboard can be accessed by the guardian or the teacher and provide access to the child for immersive learning. Our Online game has a short span which will reduce health risk posed by the display screen and technological devices.

II. LITERATURE REVIEW

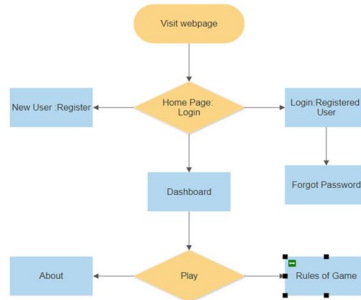
Reference	Aims	Findings	Advantages	Shortcomings
[1]	The paper tells to change the traditional lecture format	We can use guides and participants to include in the lecture format to make learning more intuitive and fun	Students are more involved into the leaning process and develop their critical thinking	The paper does not discuss the use of online formats of learning which can make learning easier.
[2]	This paper used simple survey and questionnaire to find the efficiency of traditional learning and e-game-based learning	The paper indicates that the primary item(traditional) shows a sure progressive thinking, and the second one object(on-line) shows important thinking, each of them are all high-degree learning behaviors.	E-learning facilitates higher-stage gaining knowledge of better at aspects of progressive thinking and essential thinking	

[3]	The paper pursuits to provide an assessment of teachers' perceptions on the use of computer games in primary faculties in England and Italy. It also intends to discover the key elements which impact on instructors' attitudes towards the use of digital video games in teaching.	The information suggests that “ teachers in England and Italy are interested in teaching with virtual video games and most of them see virtual video games as a powerful educational device”. Their use of video games in teaching varied both among each country and additionally between the academics inside the same country.	The students are more attentive and listen to the teacher when they use the game-based learning method to teach. There have been cases in which students form groups to play games and help out each other during quizzes.	The teachers were worried about behaviour management and monitoring children.
[4]	The goal of the paper was to statistically summarize the research on the outcomes of significant video games on learning and motivation.	The hypothesis used by the paper in predicting that “serious video games are more powerful whilst the assessment organization engages in passive instruction as opposed to in energetic instruction isn't confirmed. On the contrary, serious video games are not more effective than passive training. those outcomes seem to contradict the ones of Sitzmann” (2011).[15]		Are we able to layout critical video games in this type of manner that these mastering activities also are activated in stand-on my own extreme video games or while newcomers play solitaire video games? In different phrases,are we able to design extreme games in this kind of manner that players are robotically brought on to reflect on their overall performance at some stage in sport play?
[5]	The goal of the paper is to identify the positive effects which the instructional design and online learning has on users.	The authors recommend that a more rigorous quantitative look at need to be performed of affective and motivational studying consequences. The method that recreation, primarily based mastering, encourages academic activity in diverse domain names, particularly in health care, enterprise and social environments, became widespread.	The use of coaching assist in recreation-based studying can enhance getting to know. To examine the only, recreation-primarily based getting to know through instructional games is usually recommended, where college students can take advantage from realistic and problem-centered mastering that permits them to use their information to information and examples from the actual global.	Respondents just like the concept of studying through gambling games, it will increase their enthusiasm and the path needs to be learned more. evidence that games make a contribution to effective getting to know is not sturdy enough.
[6]	This study specializes in the development of e-gaining knowledge to reinforce college students' continuous efforts to use e-studying to boost college students' degree of knowledge and educational performance..	This have a look at recognized relationships between selected gadgets.It extensively utilized the “TAM model to integrate the combined version”.This take a look at developed a blended version for the non-stop purpose of the use of an e-getting to know machine by using linking the e-gaining knowledge of gadget(PU, PEOU, CC) with the intermediate features.	Using era and assessment permits students to work successfully leading to see assist, instructor feedback, and interplay that “ consequences in getting to know and evaluation as a result of learning outcome for students.in addition, the findings offer teachers with statistics on their college students' learning fulfillment and their involvement in the ongoing dreams of e-mastering”.	

III. METHODOLOGY

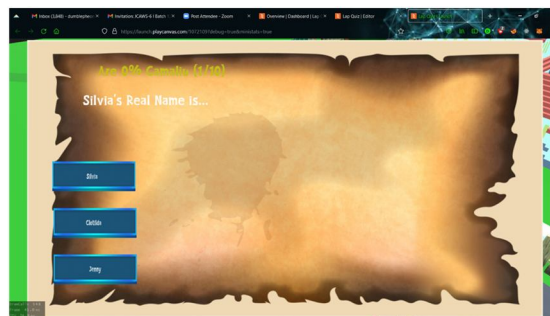
We decided to do this project by converting a gaming engine into a website which can be used to access our game, The main game can be used when login by using username and password.

The flow chart is as follows-

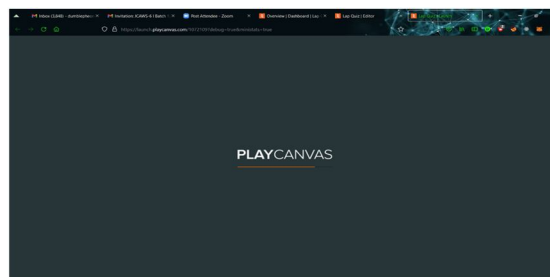


This project will be a Web application to be developed in JAVASCRIPT having:

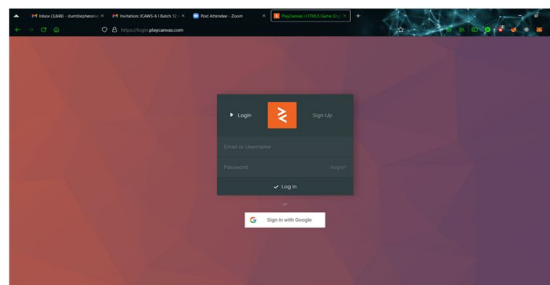
Database Design (MongoDB), Form Design (HTML 4.0), Coding (Javascript and p2.js), webGL, CSS



Above diagram is a starting page, which is displayed when different children login and start their game.



This is the loading page of the website.



This is the login page for the game. Using their username and password, people can register and login using their credentials. Alternatively, they can also use OAuth to login through Google.

IV. CONCLUSION

Covid-19 Pandemic has affected worldwide. Schooling is one of the sectors in India that is most affected by the Covid-19 outbreak. As a result, mastering can't be completed physically. Subsequently, the schools and faculties have released a home-primarily based studying option. This new technique makes all components of education extra suitable to the present day scenario.

Although studying is carried out online it nevertheless must follow educational standards deciding on a getting to know model must be under the mind of an infant for it to be fun mastering solutions that may be used for online learning during the covid-19 pandemic are to apply digital game-based gaining knowledge of fashions following the outcomes of various research confirming the numerous blessings of starting a virtual game-primarily based studying it suggests that the use of a digital recreation-primarily based studying model can create exciting getting to know college students might be greater lively and encouraged to research with this interest beginners will love to answer and ask inquiries to the instructor this can create a bond among instructors and students using game-based studying has also been proven to be labeled as gaining knowledge of that does not create pressure or pressure on students or instructors college students enjoy doing the tasks assigned to them by the teacher without feeling overwhelmed.

We conclude this research paper in favour of the online game-based learning platform for kids who are in primary school as it increases their knowledge retention as well as making learning fun. Our Project aims to help and make a change in this field.

REFERENCES

- [1] Morrison, Charles D. (2014) "From 'Sage on the Stage' to 'Guide on the Side': A Good Start," International Journal for the Scholarship of Teaching and Learning: Vol. 8: No. 1, Article 4.
- [2] Li, F., Qi, J., Wang, G., & Wang, X. (2014). Traditional Classroom vs E-learning in Higher Education: Difference between Students' Behavioral Engagement. International Journal of Emerging Technologies in Learning (IJET), 9(2), pp. 48-51. <https://doi.org/10.3991/ijet.v9i2.3268>
- [3] Allsop, Y., & Jessel, J. (2015). Teachers' Experience and Reflections on Game-Based Learning in the Primary Classroom: Views from England and Italy. International Journal of Game-Based Learning (IJGBL), 5(1), 1-17. <http://doi.org/10.4018/ijgb.2015010101>
- [4] Wouters, P., Van Nimwegen, C., Van Oostendorp, H., & Van Der Spek, E. D. (2013). A meta-analysis of the cognitive and motivational effects of serious games. Journal of educational psychology, 105(2), 249. <https://doi.org/10.1037/a0031311>
- [5] Vusić, D., Bernik, A. i Geček, R. (2018). Instructional design in game based learning and applications used in educational systems. Tehnički glasnik, 12 (1), 11-17. <https://doi.org/10.31803/tg-20180312141348>
- [6] Tawafak, Ragad M, Sohail Iqbal Malik, Roy Mathew, Mohammed Waseem Ashfaque, Jasiya Jabbar, Maryam Nasser AlNuaimi, Abdalla ElDow, and Ghaliya Alfarsi. "A Combined Model for Continuous Intention to Use E-Learning System". International Journal of Interactive Mobile Technologies (IJIM) 15, no. 03 (February 12, 2021): pp. 113-129. Accessed March 29, 2022. <https://online-journals.org/index.php/i-jim/article/view/18953>.
- [7] Clustering, A. S. International Arab Conference on Information Technology (ACIT). Higher Education, 165, 170. 2019,
- [8] Mathew, R., Malik, S.I. and Tawafak, R.M., 2019. Teaching Problem Solving Skills using an Educational Game in a Computer Programming Course. Informatics in Education, 18(2), pp.359-373
- [9] Amzalag, M. (2021). Parent Attitudes Towards the Integration of Digital Learning Games as an Alternative to Traditional Homework. International Journal of Information and Communication Technology Education (IJICTE), 17(3), 151-167. http://doi.org/10.4018/IJICTE.20210701_0a10
- [10] Israel-Fishelson R, Hershkovitz A. Persistence in a Game-Based Learning Environment: The Case of Elementary School Students Learning Computational Thinking. Journal of Educational Computing Research. 2020;58(5):891-918. doi:10.1177/0735633119887187
- [11] Giannakas, F., Kambourakis, G., Papasalouros, A., & Gritzalis, S. (2018). A critical review of 13 years of mobile game-based learning. Educational Technology Research and Development 66, 341-384. <https://doi.org/10.1007/s11423-017-9552-z>.
- [12] Chanana N, Sangeeta. Employee engagement practices during COVID-19 lockdown. J Public Affairs. 2021;21:e2508. <https://doi.org/10.1002/pa.2508>
- [13] Hasram, S., Arif, F. K. M., Nasir, M. K. M., Mohamad, M., Daud, Md. Y., Rahman, M. J. A., & Mohammad, W. M. R. W. (2020). Online Games for Primary School Vocabulary Teaching and Learning: A Literature Review. Creative Education, 11, 2327-2336. <https://doi.org/10.4236/ce.2020.111170>
- [14] Ika Febriana Wati and Yuniawatika (2020). Digital Game-Based Learning as A Solution to Fun Learning Challenges During the Covid-19 Pandemic. Proceedings of the 1st International Conference on Information Technology and Education (ICITE 2020). 202-210. <https://doi.org/10.2991/assehr.k.201214.237>
- [15] Sitzmann, T. (2011). A META-ANALYTIC EXAMINATION OF THE INSTRUCTIONAL EFFECTIVENESS OF COMPUTER-BASED SIMULATION GAMES. Personnel Psychology, 64, 489-528.
- [16] Zhang C, Baalsrud Hauge J, Hårenstam KP, Meijer S Game Experience and Learning Effects of a Scoring-Based Mechanic for Logistical Aspects of Pediatric Emergency Medicine: Development and Feasibility Study JMIR Serious Games 2021;9(1):e21988 URL: <https://games.jmir.org/2021/1/e21988> doi: 10.2196/21988 PMID: 33704081
- [17] Boyle, E. A., Hainey, T., Connolly, T. M., Gray, G., Earp, J., Ott, M., Lim, T., Ninaus, M., Ribeiro, C., & Pereira, J. (2016). An update to the systematic literature review of empirical evidence of the impacts and outcomes of computer games and serious games. Computers & Education, 94, 178-192. <https://doi.org/10.1016/j.compedu.2015.11.003>
- [18] Mayank, M., & Aayushi, G. MBA Students, KIET Group of Institutions, Delhi-NCR, INDIA Email: nitingirdharwal79@ yahoo. com, ORCID id: <https://orcid.org/0000-0002-1533-3591>. LBC 94.3 T-2, 413.
- [19] Rajak, A., Shrivastava, A., & Tripathi, A. (2019). An approach to evaluate program outcomes and program educational objectives through direct and indirect assessment tools. International Journal of Emerging Technologies in Learning (IJET), 14(23), 85-97.



10.22214/IJRASET



45.98



IMPACT FACTOR:
7.129



IMPACT FACTOR:
7.429



INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089  (24*7 Support on Whatsapp)