## 

## Abstract

Many countries in the Caribbean seemed to be using tourism as one of their main sources of income into their countries, thought this can be effective they are missing out on other groups of people who are not being exposed to the Caribbean. The creation of games pertaining to the lifestyles of different Caribbean islands as well as the folklore. Being able to do this means that persons will have to learn to create games and no other way to do that than to go to the masses of willing participants and see what they would want within a course for game development.

Methodology

The study will use a mixed-methods research design, combining qualitative and quantitative methods to collect and analyse data from 200 secondary to tertiary students interested in game development from schools in the Caribbean region. The data will be collected through surveys, and observations and analysed using descriptive statistics, thematic analysis, and content analysis respectively. Ethical principles such as respect for persons, confidentiality, and informed consent will be upheld throughout the study. Limitations of the study include potential selection bias and self-reported bias; however, the study will strive to minimize these by selecting a diverse and representative sample and increasing the validity of the survey data.

## Literature Review

The use of technology in education has gained significant attention in recent years, particularly with regards to its potential for enhancing the learning experience for students. One area where technology is making a significant impact is in the field of game-based learning. Game-based learning is a teaching method that uses games to engage students in the learning process. This literature review will examine the benefits of game-based learning for students, with a focus on its impact on academic performance.

Studies have shown that game-based learning can have a positive impact on academic performance. For example, Papastergiou (2009) found that the use of game-based learning increased student motivation and engagement, leading to improved academic performance. Similarly, Shute, Ventura, Bauer, and Zapata-Rivera (2008) found that game-based learning improved student performance on standardized tests. In addition, Prensky (2001) found that game-based learning effectively promotes problem-solving skills and critical thinking, both of which are important for academic success.

Another benefit of game-based learning is that it provides students with an engaging and interactive learning experience. According to Ertmer and Ottenbreit-Leftwich (2010), students who participated in game-based learning reported increased enjoyment and motivation compared to those who did not. Furthermore, game-based learning can promote collaboration and teamwork among students, as they work together to complete the game and achieve a common goal (Roschelle et al. 2000). Additionally, a study by Chen, Chen, and Tsai (2008) found that game-based learning can enhance students' creativity, problem-solving skills, and critical thinking.

## References

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