



New Era University Integrated School

No. 9 Central Avenue, New Era, Quezon City

Senior High School

**TEACHERS' EVALUATION ON DREAD FORTUNES AS AN
EDUCATIONAL GAME FOR PHILIPPINE HISTORY**

A Research Paper Presented to the Faculty

of New Era University Integrated School

Senior High School Department

Quezon City

In Partial Fulfillment of the Requirements

For the Technical-Vocational-Livelihood Track

Information and Communications Technology (ICT) Strand

Carinio, Edge Espina, Gico Espinosa, Melhord Ranara, Neil Silverio, Khaila Sision, Karla

2021



New Era University

Senior High School Program

FAAP ACSCU-AAI Level III Re-accredited

No. 9 Central Ave., New Era, Quezon City, Philippines



June 9, 2021

BRO. SUNDAY S. SIBUL
IS PRINCIPAL

Dear Brother Sibul,

We, the 12 ICT 2 (Group 2) researchers of New Era University Integrated School, are currently working on our research entitled **“TEACHERS’ EVALUATION ON DREAD FORTUNES AS A PHILIPPINE HISTORY GAME FOR SENIOR HIGH SCHOOL STUDENTS”**. The purpose of this study is to beta test the educational game “DREAD FORTUNES”, and if this game can be a tool for reviewing or learning the Philippine History.]

In line with this, we are requesting from your good office the permission to conduct an evaluation of the game among the **Humanities and Social Sciences Specialized Subject Teachers of Senior High School Department**. The teachers will answer an evaluation form via Google Form. Rest assured that any information about the participants will be treated with utmost confidentiality.

Evaluation Form Link: https://docs.google.com/forms/d/e/1FAIpQLSfhLDaGRW2Wv-IR0wpUSSbbuEm3E9xsOJ_GvmpHXGtGuToObA/viewform

Your approval to conduct this will be greatly appreciated. Thank you.

Respectfully,

SAMANTHA PAULINE INES

Research Project Leader

Noted by:

MS. JOSEPHINE BLANDY DELGADO-LLENARESAS

Research Project Adviser

MR. LEVILLE VILLALUZ

Computer Programming Teacher

DR. RONNIE G. CAINGLET

IS Vice Principal

ACKNOWLEDGEMENT

The researchers' completion of this research paper could not have been accomplished without the support of their family and friends. Also with the help of our Almighty God, through His guidance and blessing, the researchers were able to finish their research paper with no hindrances.

DEDICATION

This study is wholeheartedly dedicated to our parents and teachers who have given us dedication, strength, and guidance with their continuous moral and emotional support. To our mentors, friends, and classmates, who shared their knowledge and advice to finish this study.

And lastly, the researchers dedicated this study to our Almighty God. The researchers are thankful for the guidance, power of the mind, protection, skills, and for giving them a healthy life. All of these, the researchers offer to you.

ABSTRACT

Due to the pandemic of COVID-19 face-to-face classes have been canceled and are now being done virtually. Due to this, the researchers conducted this study to know the teachers' perception of another medium of learning that gives the students knowledge and enjoyment in playing educational video games. The struggle of adjusting to this new normal, the researchers sought after the respondents' experience on playing Dread fortunes by giving them the Evaluation forms for them to relay their feedback and overall acceptance of the educational game and their comments for improvement for the betterment of learning.

TABLE OF CONTENTS

APPROVAL SHEET

ACKNOWLEDGEMENT i

DEDICATION ii

ABSTRACT iii

TABLE OF CONTENTS iv - vi

LIST OF FIGURES iv

CHAPTER 1: Game Overview

INTRODUCTION 9

STATEMENT OF THE PROBLEM 11

OBJECTIVES OF THE STUDY 12

SIGNIFICANCE OF THE STUDY 13

SCOPE AND LIMITATIONS 14

THEORETICAL FRAMEWORK 14

CONCEPTUAL FRAMEWORK 15

DEFINITION OF TERMS 16

CHAPTER 2: Gameplay and Mechanics

RELATED LITERATURE	17
--------------------------	----

CHAPTER 3: METHODOLOGY

PROJECT DESIGN	24
PROJECT COMPONENTS	24
PROJECT DEVELOPMENT	27
PROJECT CONSTRUCTION	27
TESTING AND OPERATION	28
PROJECT EVALUATION METHODS	28

CHAPTER 4: PROJECT DESCRIPTION

PROJECT DESCRIPTION	30
DATA AND RESULTS	30
PROJECT EVALUATION	32

CHAPTER 5: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

SUMMARY	51
CONCLUSION	51
RECOMMENDATIONS	53

LIST OF FIGURES

Evaluation Criteria.....	Figure 1.0
Results.....	Figure 1.1

BIBLIOGRAPHY

APPENDICES

Appendix A – Evaluation Form

Appendix B – Evaluation and Results

Appendix C – Curriculum Vitae

CHAPTER 1

INTRODUCTION

Over the past years, the industry of game development has been increasing. Nowadays, games are the first thing everyone does when they are a year old and so on. By playing games, they are being entertained and amused because playing video games is fun and can help people escape reality for a while. According to IGI-Global, Educational Games are those intentionally designed for the purpose of education, or those entertainment games that have incidental or educational values. Educational games are not only for entertainment purposes but it is also designed to help people understand concepts, learn domain knowledge, develop problem solving skills as they play games, and provide engaging activities which are far from winning.

Knowing what an educational game is, the researchers realized that teachers can use educational games as a tool in learning. According to (Elise Favis, April 16, 2020), Kevin Péloquin, a history teacher from Montreal, was hoping to take his high school students of Collège Saint-Hilaire on a ride to Greece. His mixed class from grades 10 and 11 would visit historical sites like the Parthenon and file their observations for the assignment they would later share with their classmates. Then the covid-19 pandemic scrapped their educational trip. By March, the authorities and government of Quebec, like many different administrations across the globe, ordered schools and faculty closures and the cancellation of school trips.

Instead of a physical trip to Greece, Péloquin proposed, what if his students could digitally tour Greece — or maybe better — discover it because it changed thousands of years ago? He first

weighed the potential of virtual reality, however quickly pivoted closer towards the video game. Alongside its action-packed fictional tale/story line, Assassin's Creed: consists of a strong education mode and a research-primarily based totally endeavor of historic Greece. Péloquin's students will play individually in the coming weeks from their homes and use that as the foundation for their reports.

Péloquin isn't alone in investigating the potential and capability of video games as education during the covid-19 crisis. According to (Elise Favis, April 16, 2020), teachers are utilizing broadly played games like Roblox and Minecraft to demonstrate and illustrate scientific principles like climate change or cellular biology, and those games' publishers are making their platforms as accessible/handy as possible to educators during the crisis. As teachers around the world are searching for innovative approaches to engage and interact homebound students with coursework, video games are aiding and assisting that effort.

The researchers' intent is to make an educational game pertaining history (specifically Philippines). Studying/learning the history about a certain thing is important. According to (Ryan O'Connor, August 27, 2020), James Fennessy, the associate dean of faculty for history at SNHU, for instance, he stated that history graduates increase and develop many soft skills – research and assessment, interpretation in a bigger and larger context, critical thinking, and strong communication of complex/complicated issues, to call a few – which have direct carryover to the profession/career field.

According to (Victor Samuel Zirawaga et al., 2017) History of the Philippines is a subject that deals with facts which need to be remembered as they are. The way History of the Philippines

is viewed as a subject of little importance in the Philippines will affect the way students view the course and they might not feel the need to learn in order to grasp terms and concepts but to learn just so they can do well in the exam and forget about the course. Applying gaming theories in History of the Philippines will enable the students to see the course in a different way as History of the Philippines offers more than an update of past events. The need to engage students in such a course is becoming more apparent so that students remember what they learn even for future purposes.

DREAD FORTUNES would like to achieve the goal to help everyone to learn and enjoy History of the Philippines through games such as puzzles and questions, and give them entertainment like other online games.

STATEMENT OF THE PROBLEM

This research study will help the researchers to know how DREAD FORTUNES aid/serve teachers of New Era University Integrated School in learning History of the Philippines. This study aims to answer the following research questions:

- How do DREAD FORTUNES, as evaluated by the respondents, aid/serve the teachers of Humanities and Social Sciences in terms of:
 1. Learning Objectives
 2. Higher Level Learning Skills

3. Narrative Context
4. Organization and Instructional Design
5. Subject
6. Engagement and Fun
7. Layout and Design
8. Music
9. Ambiance
10. Over-all

- What are the feedbacks of the teachers about the entire game to improve the prototype in the future?

OBJECTIVES OF THE STUDY

The objective of this study is to aid/serve teachers the game DREAD FORTUNES and as part of their tool for teaching History of the Philippines. Here are the following objectives:

- To encourage teachers to use DREAD FORTUNES as their tool in teaching History of the Philippines.
- To help teachers to improve their students performance and knowledge through DREAD FORTUNES.

- To give entertainment and fun to the teachers and students while teaching and learning History of the Philippines.

SIGNIFICANCE OF THE STUDY

This research has the objective to make teachers use DREAD FORTUNES as their tool in teaching History of the Philippines to students. In this case, the researchers came up with a list of people that will benefit from this research paper. Here are the following:

Game Developing Students - Game developing students can gain and benefit from this research paper. They will see such codes and game concepts on how to make an educational game.

Game Designing Students - Game designing students can attain from this research paper. They will identify and notice such ideal designs for an educational game (its theme, idea, etc.). They will also notice the aesthetics styles that should be compatible in an educational game.

Teachers of New Era University Integrated School - To teach History of the Philippines through an educational game to students.

Everyone who are into gaming/Gamers – They can have benefit from this game because it is educational yet entertaining.

SCOPE AND LIMITATIONS

The intent of this study is to make and create an educational game pertaining to the History of the Philippines. This research paper will prove that an educational game can help gain knowledge and be effective to teachers. The respondents will be the teachers of New Era University Integrated School who teach Humanities and Social Sciences in order to know the different aspects in the field of effectiveness of making an educational game. The researchers need to understand the factors and decisions that can depend on the things that are more popular and in-demand to the needs of knowledge.

The scope of this study is the History of the Philippines. The researchers had only chosen the History of the Philippines with the intention of not being too broad pertaining to History.

The limitations of this study are History that are outside the Philippines (European, American, Asian, etc.). The researchers didn't include the History outside the Philippines because the researchers only wanted to make an educational game pertaining to the History of the Philippines.

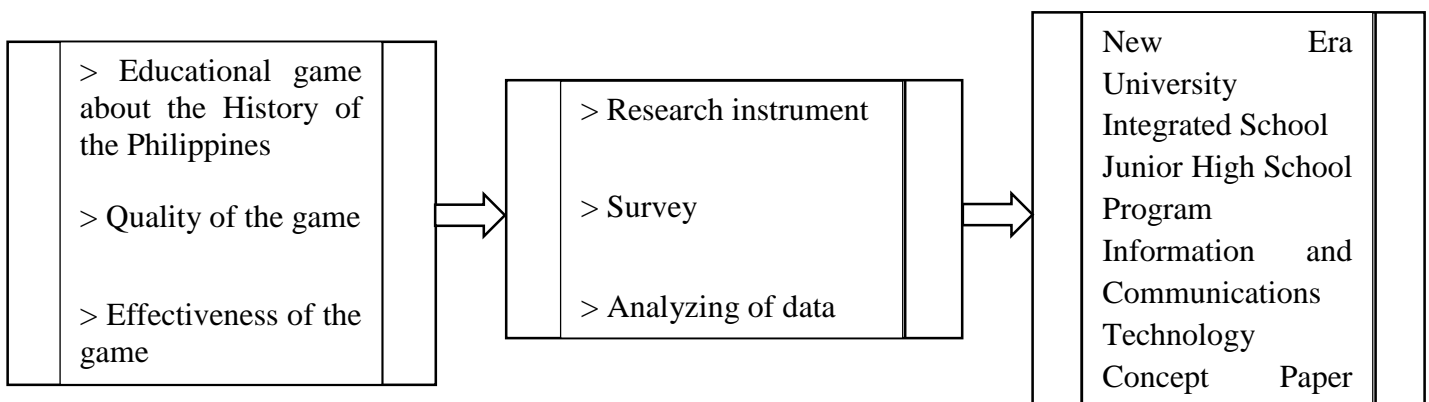
THEORETICAL FRAMEWORK

According to several researches (Can, 2003; Mitchell & Savill-Smith, 2004), many popular educational video games taught children in subjects like math, geography and history. The idea of these games was simple: make learning fun so students will be more engaged and more interested in learning. Numerous authors have developed their own games such as S.C.R.U.B. (Magerko et

al., 2008), ECOPET (Yang et al., 2012) and Decimal Point (McLaren et al., 2017) to perform rigorous evaluations of the game and to broaden the acceptance of usage of digital game-based education. Several local and foreign authors have created prototype and implemented games as pedagogical device such as Pitch Paradise (Respino et al., 2011), Word Infection (Red et al., 2013) Kohen-Vacs et al., 2012), Volcanic Riddles (Katmada et al., 2014), respectively, to investigate its impact to the students and validate its role in the field of education. Consequently, the development of these mobile learning games (Shiratuddin & Zaibon, 2010) furnish us with ideas, features, functionality, game plan, storyline and content suitable for development.

CONCEPTUAL FRAMEWORK

To learn more about this study, here is the framework of the researchers' concept in order to visualize the plan of this study. This conceptual framework is also a guide for the researchers to know the intents and goals of the study.



DEFINITION OF TERMS

Educational Games - games that are explicitly designed with educational purposes, or which have incidental or secondary educational value.

Games - a physical or mental competition conducted according to rules with the participants in direct opposition to each other.

Roblox - an online game platform and game creation system developed by Roblox Corporation. It allows users to program games and play games created by other users.

Minecraft - a sandbox video game developed by Mojang. The game was created by Markus "Notch" Persson in the Java programming language

Game Theory - the study of mathematical models of strategic interaction among rational decision-makers.

History - the study of past events, particularly in human affairs.

PC Programs - a collection of instructions that can be executed by a computer to perform a specific task.

CHAPTER 2

RELATED LITERATURE

An effective approach to learn more about how educational game can be helpful is to distinguish and analyze them individually.

Electronic Games can Teach Us

According to Kendall Powel (2019), digital play or video games can enhance certain types of learning. Some of the first evidence that gaming may prepare the brain came from first-person shooter games. That these oft-maligned games may really have benefits was first stumbled upon by an undergraduate studying psychology at the University of Rochester in New York. C. Shawn Green gave his friends and companions a test of visual attention, and their scores were off the charts. He and his research supervisor, Daphné Bavelier, thought there was more likely than not a bug in his coding of the test. But when Bavelier took the test, she scored in the average range.

The difference was that Green's friends had all been dedicating over 10 hours out of every week to Team Fortress Classic, a first-individual shooter adaptation of catch or capture the flag. Green and Bavelier then thoroughly retested the idea with individuals who were new to gaming. They had two groups train on different types of games: One group practiced a first-person shooter action game for one hour per day for 10 days, and the other spent and invested similar measure of energy in Tetris, a spatial puzzle game.

Educational Games can be Relevant to Learning

According to Sebastian Alba (2019) Online Games is a game played on some type of computer network. To play computer games you can use a computer or cellphone and also need the Internet. Video Games or called Online Video Games which are commonly called and used by students for example. They play video games or non-educational games like Quiz Bee, Jigsaw Puzzle, 4 pictures 1 Word, and etc. These games are usually played by children or students. many great educational video games can be brought because students learn more with educational video games than non-educational video games in addition to being addictive are detrimental to our ability to Attitudes, Behaviors, and Rejection of School Performance because They neglect their education. Many benefits of educational video games due to the continuous development of Technology in Our Country many games have been made or developed as Educational Video Games. There is a saying that according to Isy Sipalay (2019) "players are quick to learn and they are quick to think." Because most young students are quick to think because young people.

Educational Games can Attract Children to Technology

According to the Acer Company (2017), through video games, children may get intrigued and interested in technology very soon in their life. This is essential and important for them to insert basic technical skills such as coding and programming.

Educational Games can Enhance Eyesight

According to the Acer company (2017), playing video games particularly domestic (ex: educational) enhances visual attention and spatial-motor skills. One of the examples is that many

classical literature teachers are bringing and presenting visualization games in their certain classrooms to explicate or explain Odysseus' journey.

Educational Games can Develop Minds

According to Paul Darvasi (2014), "Alternate reality games can be used as an immersive learning system that combines rich narrative, digital technology, and real-world game play. Students must exercise critical thinking, resilience, and creative problem solving to succeed in an alternate reality game." It means that students are also involved in a way that they feel like they are in the lesson.

Educational Game's Positive Effects

According to Ricard Marcial (2018), there are many positive effects of playing video games online. One of the examples he gave that enhances video games or online games is that you feel 1. Relaxed, fun and independent. It is common for students to prioritize their mind when they play to solve problems at school or what is their problem with their family. They only intended the intention to prolong the problem with their family second 2. Controlled anger release.

According to Sebastian Alba (2019) Online Games is a game played on some type of computer network. To play computer games you can use a computer or cellphone and also need the Internet. Video Games or called Online Video Games which are commonly called and used by students for example They Play Video Games or Non-Educational Games like Quiz Bee Jigsaw Puzzle 4 pictures 1 Word and etc. many games that are usually played by children or Students many great Educational Video Games can be brought because students learn more with

Educational Video Games than Non-Educational Video Games in addition to being addictive are detrimental to our ability to Attitudes, Behaviors, and Rejection of School Performance because They Neglect Their Education Many Benefits of Educational Video Games Due to the continuous development of Technology in Our Country many games have been made or developed as Educational Video Games. There is a saying that according to Isy Sipalay (2019) "players are quick to learn and they are quick to think." Because most young students are quick to think because young people

According to Ricard Marcial (2018) There are many positive effects of playing video games online. One of the examples he gave that enhances video games or online games is that you feel 1. relaxed, fun and independent. It is common for students to prioritize their mind when they play to solve problems at school or what is their problem with their family. They only intended the intention to prolong the problem with their family second 2. Controlled anger release.

Being irritable and irritable is normal for us. During gaming sessions, you are able to release all of your anger in a controlled environment. Sometimes, when we are upset with someone, or we are in a bad mood, what we usually do is find a fight, destroy things, punch the wall and so on. By playing, you can easily control yourself without hurting your physical appearance.

New friendships, new communities to explore. Multiplayer will not be lost in online games or you will play only one game at the same time. Gamers tend to grow their confidence and express themselves better when they play multiplayer games. 4. Better teamwork. Since many multiplayer games require perfect teamwork and dedication, people who spend their time playing are becoming better team players. Each player gets better at strategies, how to help their teammates and they

learn more to unite to win cases often there are only really cancers and selfish so always lose, such people will never disappear. if you have good and good team mates, I personally tell you to let everyone go, just don't let them. Next, he gave was Fast problem solving.

Many computer/mobile games give players complicated problems to solve just like puzzle games, number games, word games and more. Players often need to analyze the situation quickly, and go through alternative routes in their heads before deciding which to take. There are more than ten things that can improve playing computer or mobile games. We know that with every good that something brings us, the associated evil will not be lost. As long as you know what you are doing is right, you know your limit and if you know it is still good for you there is nothing wrong. It's up to us how we take a game. Failure doesn't mean the game is over, it means try again with experience. Life is a game and true love is a trophy.

Educational Game's Negative Effects

There are many effects of using Video Games or Online Games on Students' Learning. Some people neglect their homework or when your parents tell you to do something, we have so-called *manyana habits* or that will only be done later or their school performance is neglected, their grades usually fall due to neglect of their educational obligations or neglect of their school work. dealing with grumpy Parents and other behaviors commonly seen in addictive Online Games becomes different. Many online games have an online community, becoming a way of interacting with other people the opposite when playing alone. (August, 2011) Playing it has many benefits, some good, and some bad. With the involvement of millennials and Generation Y in the

development of technology, their mentality and lifestyle have also flowed. And unknowingly, little by little they are destroying their health, game over I suppose.

Teens typically play video games almost every day, according to Time Magazine, typically 6.3 to 13 hours a week if players around the world play. In their six hours of playing and fiddling with the joysticks they were holding. How could they feel? Are their hands numb? In the study that was conducted by Zamani, Chashmi and Hedayati, some of the ailments experienced by the players were blurred vision, anxiety, depression and difficulty sleeping. According to Essilor USA, (2016) a website, prolonged playing of video games can result in blurred vision, it is called 'computer vision syndrome' or CVS by the American Optometric Association. They are based on so many aspects, one of which is the glare and low screen contrast that forces their eye to function as opposed to just its normal functioning. Another ailment is Carpal Tunnel Syndrome, it starts with inflammation of the surrounding tendons in their hands due to excessive agitation and use of console and computer is often the cause.

Excessive playing of Online Games is also bad for our health because it causes excessive obesity which causes High blood pressure or heart disease. Heart disease because we can no longer exercise because we are just lying down and sitting. Obesity or being overweight is also one of the results of playing video games. In 2006, according to a study by the Centers for Disease Control and Prevention, video game players had a higher chance of becoming obese. This is the outcome of analyzing 552 players and most of them have gained weight. They also noticed that players 'less talk or socialize' compared to 'non-players'. In addition to physical illnesses, playing video games can also cause 'mental disorders'. Players can have migraines, be depressed, and be aggressive.

Prolonged staring at the screen can cause migraines, such as Carpal Tunnel Syndrome and Computer Vision Syndrome, there is a high probability that they will have it due to repetitive routine, or the task is already done. Its symptoms are headaches that may be due to prolonged staring at the screen, and sensitivity to visible light and audible sound that may be due to the concentration that must be focused during playing time.

According to Gentile and Anderson, video games increase the chances of young people becoming aggressive, because they repeatedly show violence during playtime. An incident in 2000 in which sixteen-year-old Jose Rabadan ended the lives of his mother and sister with a katana on the grounds that he was Squall Leonhart who was the main character of the game 'Final Fantasy VIII'. This is the consequence of playing video games because this is what young people see over and over again. (Williams, & Marko, 2005). In addition, playing video games can also 'provoke' players to feel pleasure by hurting others. It teaches children to be lonely, because while they play alone, children also learn to be stingy (Anderson & Bushman 2001).

In fact, because young people experience violence while they play, they are more likely to be afraid of becoming victims of violence. Players believe that 'good communication' cannot solve the problem so they go through it violently (Sherry, 2001). In 2007, a 27 -year -old player died while playing *Starcraft* at an internet cafe in Taegu, South Korea. According to the authorities, the young man died because he played continuously for 72 hours and ate and drank less and less, he also did not sleep and could not use the toilet. Extreme fatigue caused the young man's death.

CHAPTER 3

METHODOLOGY

PROJECT DESIGN

As related to this study, the researchers are about to explain on how this project was brought up on its completeness. The researchers and game developers used a software called *Adobe Flash Professional CS6*. This software was used to create an educational game. To create a game using this software, an individual/game developer has to apply or utilize codes.

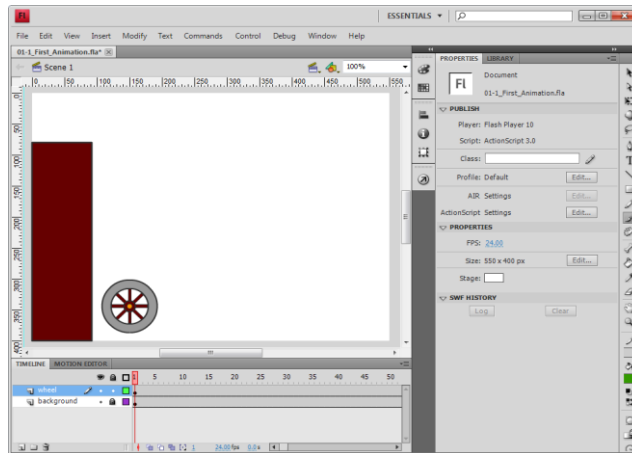
Aside from the game developers, the researchers also have game designers/illustrators. The game designers/illustrators use other software like *Photoshop*. The game designers/illustrators also use accessories such as *Stylus* and *Graphics Tablet* for better accuracy when drawing digitally. Its position or task is to create the best visuals, such as characters, settings, and the User Interface of the game itself. It is in order to create the best graphic designs and for the better visual aesthetics.

PROJECT COMPONENTS

The succeeding equipment and software are used in order to create and make an educational game. All the requirements needed are about to be stated and how these contributes in making the game.

Adobe Flash Professional CS6

This software is required and served as a main part in creating an educational game. Making a game requires and needs codes in order to run the game. Without it, the researchers cannot make or create such game.



Photoshop

This software was also made by *Adobe*. This software is also required and served as a main part in creating an educational game. In order to have beautiful and creative visuals, and also for the satisfaction for the eyes of the players, this software is needed to make such feature that this study stated.



Ibis Paint X

This software is preferably for mobile users. This software is where the game designers draw mainly. Its features are for drawing digitally. Just like Photoshop, in order to also have beautiful and creative visuals, and also for the satisfaction for the eyes of the players, this software is needed to make such feature that this study stated.



Stylus and Graphics Tablet

In order to use Photoshop and any other photo-editing software to its fullest, stylus and graphics tablet are needed. Stylus and graphics tablet are used simultaneously to draw digitally. Using stylus as a pencil in the graphics tablet, the game designer can draw with precision and accuracy.



PROJECT DEVELOPMENT

The Use and Application of Game Developing Software and Photo-Editing Software to Create an Educational Game		
Project Need <ul style="list-style-type: none">• Adobe Flash• Photoshop• Ibis Paint X• Stylus and Graphics Tablet	Project Construction <p>A puzzle game that excites players yet educational. Uses pseudo-3D method about the History of the Philippines gameplay.</p>	Project Conclusion <p>The created educational game will be good to play for everyone. A game with entertainment yet educational.</p>

This project uses software and accessories for better results. The software and accessories that was stated for the well project proved that this educational game will be good to play for everyone.

PROJECT CONSTRUCTION

Upon compiling the ideas for the game, the researchers have decided that it is going to be a puzzle game. The main objective of the game is to produce and introduce another way of learning through the medium of a game with thrill and excitement that is sure to interest everyone. The contents of the game will be made using the pseudo-3D method and it will contain questions about the History of the Philippines. Due to this diversity, the game will be created by separate groups in the team. The Game Development Team will work on the code of the game to make sure it functions as it should be and will design the characters in the game and the overall structure of the game. Testers will try out the game to ensure that the players will have a smooth gaming experience and enjoy the learning segment of the game as well.

TESTING AND OPERATION

The Game Development Team will conduct the testing of the game first with themselves to ensure that there will be no bugs and errors in the game, the Game Dev. Team will distribute the game to the teachers of Humanities and Social Sciences Specialized Subject Teachers of Senior High School Department in New Era University Integrated School for further testing. If bugs or errors are found, the researchers will collect their feedback through an evaluation form which will be sent to them after they have tried out the game to its fullest. The game can be played through a Flash Player or even Adobe Flash CS6.

PROJECT EVALUATION METHODS

Research Design

The researchers chose the methods – Descriptive Research and Evaluation Research. The researchers chose the Descriptive Research method because the researchers are collecting the data they had from the questionnaires to describe the results. And the researchers chose the Evaluation method because they will conduct an evaluation.

Population and Sampling

The research study will be conducted at the New Era University Integrated School (Main Campus) within the school year 2020 – 2021. The target respondents/participants' total would be 13 and they are the teachers of Humanities and Social Sciences Specialized Subject Teachers of Senior High School Department in New Era University Integrated School and also the beneficiaries of the study. It is expected that the teachers will benefit from the game's main

objective, especially those who study History as part of their duties. Given the potential for inconvenience, the number of target respondents would be restricted to all that are involved and present within the researchers' times of availability.

Source of Data

The researchers made the evaluation form from Google Forms application. The form has instructions to guide them for answering the evaluation form. They will fill in the evaluation forms themselves without an interviewer.

Data Gathering Procedures

For the data gathering procedures, the researchers decided to make use of an evaluation form as a source of data. With the major unfortunate events and for the health of many, the researchers made an evaluation form and put it on Google forms. The researchers asked their Research Professor to manage the evaluation form to its teachers of Humanities and Social Sciences. Then, the coordinators of the subject were asked by the Research Professor and researchers to help and aid in giving the evaluation form. The teachers will then answer the evaluation form online in Google Forms.

After the evaluation of the teachers, the data are gathered by the researchers online through also Google forms.

CHAPTER 4

PROJECT DESCRIPTION

This project was conducted in order to produce an educational game that is interesting and fun at the same time to introduce a new medium of learning to our specific target of players. The game aims to give and refresh the player's existing knowledge of the history of the Philippines and problem-solving skills. This game, "Dread Fortunes", is a type of game in the thriller genre. Players will experience thrill and enjoyment as they play, accompanied by the amazing visuals and mechanics. The game also features puzzles and a variety of game modes that provide a challenging yet learning experience about the History of the Philippines.

A video game that gives learning or training value to the player is known as an Educational Video Game. Gamification of education helps students to take an active role in their learning and build technology skills that are necessary for their academic and professional careers.

DATA AND RESULTS

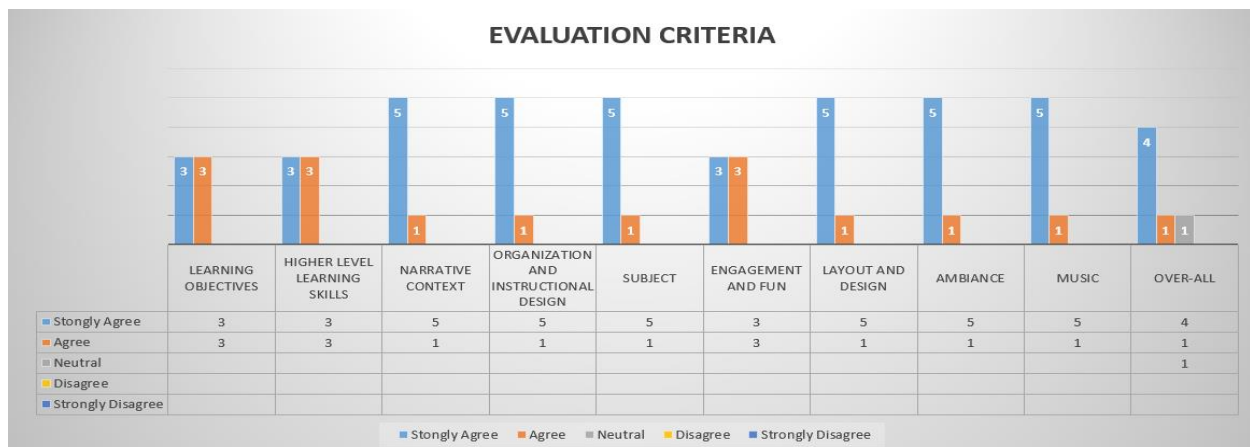


Figure 1.0

In Learning Objectives, Higher Level Learning Skills, Engagement, and Fun had the same respondents. Three votes Strongly Agree, and Three answered Agree. However, In Narrative Context, Organization and Instructional Design, Subject, Ambiance, Music, and Layout & Design had the same respondents. Five respondents vote Strongly Agree, and one Agree. And lastly, Overall, four voted Strongly Agree, one Agree, and one Neutral.

	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Mean	Results
Learning Objectives	3	3	-	-	-	4.5	Strongly Agree
Higher Level Learning Skills	3	3	-	-	-	4.5	Strongly Agree
Narrative Context	5	1	-	-	-	4.5	Strongly Agree
Organization and Instructional Design	5	1	-	-	-	4.83	Strongly Agree
Subject	5	1	-	-	-	4.83	Strongly Agree
Engagement and Fun	3	3	-	-	-	4.5	Strongly Agree
Ambiance	5	1	-	-	-	4.83	Strongly Agree
Music	5	1	-	-	-	4.83	Strongly Agree
Layout and Design	5	1	-	-	-	4.83	Strongly Agree
Overall	4	1	1	-	-	4.5	Strongly Agree

Figure 1.2

According to the results, the game Dread Fortunes is appropriate to become a supporting tool in teaching Philippine History.

PROJECT EVALUATION

Basic Information

Name (Surname, First Name MI): *

Mabassa, Lawrence S.

EVALUATION CRITERIA

Kindly read the statements and choose the best to describe your perception on the game.

LEARNING OBJECTIVES:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game requires deep understanding of multiple learning objectives and provides opportunities to demonstrate higher level thinking.	[/]	[]	[]	[]	[]

HIGHER LEVEL LEARNING SKILLS:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game provides multiple activities to help the students increase their cognitive skills such as analysis, synthesis, and evaluation.	[/]	[]	[]	[]	[]

NARRATIVE CONTEXT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The context or the storyline allows the user/player to deepen knowledge about various	[/]	[]	[]	[]	[]

aspects of the game and
naturally develops a
deeper understanding
of the context.

ORGANIZATION AND INSTRUCTIONAL DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is	[/]	[]	[]	[]	[]
well-organized and					
has multiple opportunities					
to problem solve, and					
the player will surely					
add skill set upon finishing.					

SUBJECT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The subject or topic is	[/]	[]	[]	[]	[]
clearly stated and					
supported by the rules					
and objectives.					

ENGAGEMENT & FUN*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is engaging	[/]	[]	[]	[]	[]
that the elements adhere					
the needs of the					
subject/context.					

LAYOUT & DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Design elements assist	[/]	[]	[]	[]	[]
players in understanding					
concepts and ideas.					
The layout and designs					

deliver proper ambiance
to the game.

MUSIC:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The background music is effective on delivering the mood/purpose of the game.	[/]	[]	[]	[]	[]

AMBIANCE:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The ambiance of the game is relevant to its genre and concept.	[/]	[]	[]	[]	[]

OVER-ALL:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game can be an effective educational game for Philippine History.	[/]	[]	[]	[]	[]

Feedback

Over-all of the game: What are your comments and suggestions for the improvement of the game?

*

I am not a computer savvy person. I consider myself as a beginner. So I will give my comments in the viewpoint of a beginner in using new technology. Dread Fortune is almost perfect in my perception, maybe you can just add options for the user: English or Filipino. Thank you for having beautiful minds in creating such educational games.

Basic Information

Name (Surname, First Name MI): *

Mosca, Bernard H.

EVALUATION CRITERIA

Kindly read the statements and choose the best to describe your perception on the game.

LEARNING OBJECTIVES:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game requires deep understanding of multiple learning objectives and provides opportunities to demonstrate higher level thinking.	[]	[/]	[]	[]	[]

HIGHER LEVEL LEARNING SKILLS:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game provides multiple activities to help the students increase their cognitive skills such as analysis, synthesis, and evaluation.	[]	[/]	[]	[]	[]

NARRATIVE CONTEXT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The context or the storyline allows the user/player to deepen knowledge about various aspects of the game and naturally develops a	[]	[/]	[]	[]	[]

deeper understanding
of the context.

ORGANIZATION AND INSTRUCTIONAL DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is	[]	[/]	[]	[]	[]
well-organized and					
has multiple opportunities					
to problem solve, and					
the player will surely					
add skill set upon finishing.					

SUBJECT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The subject or topic is	[]	[/]	[]	[]	[]
clearly stated and					
supported by the rules					
and objectives.					

ENGAGEMENT & FUN*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is engaging	[]	[/]	[]	[]	[]
that the elements adhere					
the needs of the					
subject/context.					

LAYOUT & DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Design elements assist	[]	[/]	[]	[]	[]
players in understanding					
concepts and ideas.					
The layout and designs					
deliver proper ambiance					
to the game.					

MUSIC:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The background music is effective on delivering the mood/purpose of the game.	[]	[/]	[]	[]	[]

AMBIANCE:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The ambiance of the game is relevant to its genre and concept.	[]	[/]	[]	[]	[]

OVER-ALL:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game can be an effective educational game for Philippine History.	[]	[/]	[]	[]	[]

Feedback

Over-all of the game: What are your comments and suggestions for the improvement of the game? *

None so far.

Basic Information

Name (Surname, First Name MI): *

Sarmiento, Mark Louis T.

EVALUATION CRITERIA

Kindly read the statements and choose the best to describe your perception on the game.

LEARNING OBJECTIVES:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game requires deep understanding of multiple learning objectives and provides opportunities to demonstrate higher level thinking.	[]	[/]	[]	[]	[]

HIGHER LEVEL LEARNING SKILLS:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game provides multiple activities to help the students increase their cognitive skills such as analysis, synthesis, and evaluation.	[]	[/]	[]	[]	[]

NARRATIVE CONTEXT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The context or the storyline allows the user/player to deepen knowledge about various aspects of the game and naturally develops a	[/]	[]	[]	[]	[]

deeper understanding
of the context.

ORGANIZATION AND INSTRUCTIONAL DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is	[/]	[]	[]	[]	[]
well-organized and					
has multiple opportunities					
to problem solve, and					
the player will surely					
add skill set upon finishing.					

SUBJECT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The subject or topic is	[/]	[]	[]	[]	[]
clearly stated and					
supported by the rules					
and objectives.					

ENGAGEMENT & FUN*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is engaging	[]	[/]	[]	[]	[]
that the elements adhere					
the needs of the					
subject/context.					

LAYOUT & DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Design elements assist	[/]	[]	[]	[]	[]
players in understanding					
concepts and ideas.					
The layout and designs					
deliver proper ambiance					
to the game.					

MUSIC:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The background music is effective on delivering the mood/purpose of the game.	[/]	[]	[]	[]	[]

AMBIANCE:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The ambiance of the game is relevant to its genre and concept.	[/]	[]	[]	[]	[]

OVER-ALL:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game can be an effective educational game for Philippine History.	[/]	[]	[]	[]	[]

Feedback

Over-all of the game: What are your comments and suggestions for the improvement of the game? *

Continue to improve and add more excitement to the game.

Basic Information

Name (Surname, First Name MI): *

Francisco, Reinhard C.

EVALUATION CRITERIA

Kindly read the statements and choose the best to describe your perception on the game.

LEARNING OBJECTIVES:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game requires deep understanding of multiple learning objectives and provides opportunities to demonstrate higher level thinking.	[]	[/]	[]	[]	[]

HIGHER LEVEL LEARNING SKILLS:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game provides multiple activities to help the students increase their cognitive skills such as analysis, synthesis, and evaluation.	[]	[/]	[]	[]	[]

NARRATIVE CONTEXT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The context or the storyline allows the user/player to deepen knowledge about various aspects of the game and naturally develops a	[/]	[]	[]	[]	[]

deeper understanding
of the context.

ORGANIZATION AND INSTRUCTIONAL DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is	[/]	[]	[]	[]	[]
well-organized and					
has multiple opportunities					
to problem solve, and					
the player will surely					
add skill set upon finishing.					

SUBJECT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The subject or topic is	[/]	[]	[]	[]	[]
clearly stated and					
supported by the rules					
and objectives.					

ENGAGEMENT & FUN*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is engaging	[]	[/]	[]	[]	[]
that the elements adhere					
the needs of the					
subject/context.					

LAYOUT & DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Design elements assist	[/]	[]	[]	[]	[]
players in understanding					
concepts and ideas.					
The layout and designs					
deliver proper ambiance					
to the game.					

MUSIC:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The background music is effective on delivering the mood/purpose of the game.	[/]	[]	[]	[]	[]

AMBIANCE:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The ambiance of the game is relevant to its genre and concept.	[/]	[]	[]	[]	[]

OVER-ALL:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game can be an effective educational game for Philippine History.	[]	[]	[/]	[]	[]

Feedback

Over-all of the game: What are your comments and suggestions for the improvement of the game? *

It should have photos of the past, for the development of awareness on how and what it is like to be in the past. The game should provide a black and white picture of the past.
Different level different pictures in history. The theme should also reflect Philippine History.

Basic Information

Name (Surname, First Name MI): *

Par, Lisera G.

EVALUATION CRITERIA

Kindly read the statements and choose the best to describe your perception on the game.

LEARNING OBJECTIVES:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game requires deep understanding of multiple learning objectives and provides opportunities to demonstrate higher level thinking.	[/]	[]	[]	[]	[]

HIGHER LEVEL LEARNING SKILLS:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game provides multiple activities to help the students increase their cognitive skills such as analysis, synthesis, and evaluation.	[/]	[]	[]	[]	[]

NARRATIVE CONTEXT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The context or the storyline allows the user/player to deepen knowledge about various aspects of the game and naturally develops a	[/]	[]	[]	[]	[]

deeper understanding
of the context.

ORGANIZATION AND INSTRUCTIONAL DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is	[/]	[]	[]	[]	[]
well-organized and					
has multiple opportunities					
to problem solve, and					
the player will surely					
add skill set upon finishing.					

SUBJECT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The subject or topic is	[/]	[]	[]	[]	[]
clearly stated and					
supported by the rules					
and objectives.					

ENGAGEMENT & FUN*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is engaging	[/]	[]	[]	[]	[]
that the elements adhere					
the needs of the					
subject/context.					

LAYOUT & DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Design elements assist	[/]	[]	[]	[]	[]
players in understanding					
concepts and ideas.					
The layout and designs					
deliver proper ambiance					
to the game.					

MUSIC:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The background music is effective on delivering the mood/purpose of the game.	[/]	[]	[]	[]	[]

AMBIANCE:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The ambiance of the game is relevant to its genre and concept.	[/]	[]	[]	[]	[]

OVER-ALL:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game can be an effective educational game for Philippine History.	[/]	[]	[]	[]	[]

Feedback

Over-all of the game: What are your comments and suggestions for the improvement of the game? *

Improve the font style & font size.

Basic Information

Name (Surname, First Name MI): *

Castillo, Cee Joyce C.

EVALUATION CRITERIA

Kindly read the statements and choose the best to describe your perception on the game.

LEARNING OBJECTIVES:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game requires deep understanding of multiple learning objectives and provides opportunities to demonstrate higher level thinking.	[/]	[]	[]	[]	[]

HIGHER LEVEL LEARNING SKILLS:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game provides multiple activities to help the students increase their cognitive skills such as analysis, synthesis, and evaluation.	[/]	[]	[]	[]	[]

NARRATIVE CONTEXT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The context or the storyline allows the user/player to deepen knowledge about various aspects of the game and naturally develops a	[/]	[]	[]	[]	[]

deeper understanding
of the context.

ORGANIZATION AND INSTRUCTIONAL DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is	[/]	[]	[]	[]	[]
well-organized and					
has multiple opportunities					
to problem solve, and					
the player will surely					
add skill set upon finishing.					

SUBJECT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The subject or topic is	[/]	[]	[]	[]	[]
clearly stated and					
supported by the rules					
and objectives.					

ENGAGEMENT & FUN*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is engaging	[/]	[]	[]	[]	[]
that the elements adhere					
the needs of the					
subject/context.					

LAYOUT & DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Design elements assist	[/]	[]	[]	[]	[]
players in understanding					
concepts and ideas.					
The layout and designs					
deliver proper ambiance					
to the game.					

MUSIC:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The background music is effective on delivering the mood/purpose of the game.	[/]	[]	[]	[]	[]

AMBIANCE:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The ambiance of the game is relevant to its genre and concept.	[/]	[]	[]	[]	[]

OVER-ALL:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game can be an effective educational game for Philippine History.	[/]	[]	[]	[]	[]

Feedback

Over-all of the game: What are your comments and suggestions for the improvement of the game? *

I personally think that this game will be effective enough to encourage the students to study PHILIPPINE HISTORY. I can observe that this generation is a bit off when it comes on studying this subject because they find history a bit boring, but I think, through this game, they can be more engaged and interested in studying history. A simple suggestion is to do through research about the different questions that you will include in this game for further development, because we know that history is a bit sensitive topic so we need to dig deeper about this matte

for accurate information. Always remember to always double-check or even check a hundred times the information that are included there. Over-all, good job guys!

CHAPTER 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

SUMMARY

The research “TEACHERS’ PERCEPTION ON DREAD FORTUNES AS AN EDUCATIONAL GAME FOR PHILIPPINE HISTORY” aimed to help teachers educate and give students awareness about Philippine History as well as enhance their problem-solving skills through creating and developing a game that will be interesting to them.

The survey showed that the game required deep learning of multiple activities and provided opportunities for students to demonstrate higher level of thinking which shows that the game enhanced their problem-solving skills. Teachers that participated in the survey said that the game was well-organized and that the subject or topic is clearly stated and supported by the rules and objectives of the research. All of the participants also said that the game delivered a fun and interesting experience and was well-balanced out together with the layout, design, music, ambiance, and elements. And, overall, the participants agrees that the game can be an effective educational game for Philippine History which shows that the game can help teachers to educate and give awareness about Philippine History.

CONCLUSION

In conclusion the game "DREAD FORTUNES" was accepted by the respondents as a new way in learning through playing games. The game will be an effective tool for teachers to teach

the History of the Philippines in a way that is compatible with most students and would change their perception about learning History.

The researchers have made a compact list of their findings:

- Majority of the respondents agreed that Dread Fortunes will be an effective and fun medium in helping students learn the History of the Philippines through playing the game.
- Gaming will be an exciting and engaging way to educate the students about the History of the Philippines since students find it boring.
- Dread Fortunes required high level thinking skills and will help to enhance the students' problem-solving skills.
- Dread Fortunes is a well-organized game that has multiple activities as opportunities for students to enhance their skills.
- The subject or topic of Dread Fortunes was clearly stated and is supported by the rules and objectives.
- Dread Fortunes is engaging that the elements adhere the needs of the subject/content.
- Dread Fortunes' layout and design deliver proper ambiance and its elements assists players in understanding the concept and idea of the game.
- Dread Fortunes' background music was effective on delivering the mood/purpose of the game.
- Dread Fortunes' ambiance within was relevant to its genre and concept.

- Dread Fortunes is overall an effective educational game for Philippine History.

RECOMMENDATIONS

Evaluation results showed that majority of the respondents accepted DREAD FORTUNES as a way to teach Philippine History through gaming. In the light of the findings of the study, the following are recommended as future research subjects:

- Effectiveness of Educational games in learning
- Why students have a negative look on the subject of History.
- Compatibility of Educational games to our current time.

Based on the researchers' evaluation form results, their game is highly effective to the teachers of Humanities and Social Sciences of New Era University Integrated School Senior High School Department as a supporting tool in teaching History of the Philippines to students. The researchers recommend Dread Fortunes to other schools in Philippines to help teachers educate students through gaming.

BIBLIOGRAPHY

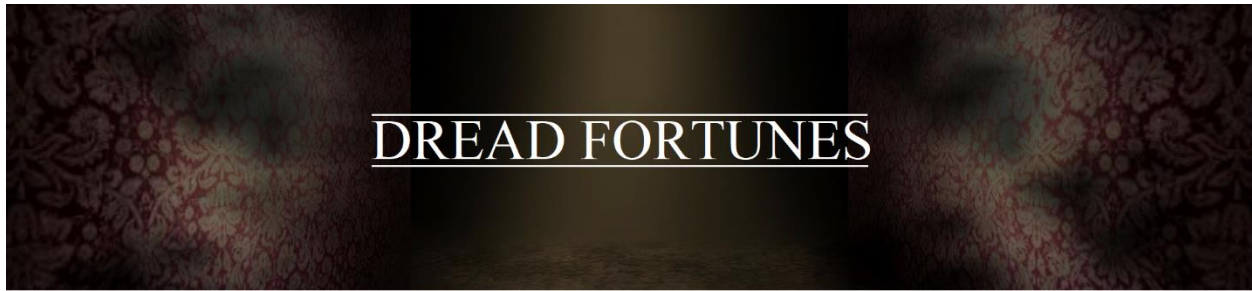
- [1] (2018), Comparison Between Two Types of Educational Computer Games, 661-674.
<https://doi.org/10.1177/1046878118778727>
- [2] Akl EA, Mustafa R, Slomk T, Alawneh A, Vedavalli A, Schünemann HJ: An educational game for teaching clinical practice guidelines to internal medicine residents: development, feasibility and acceptability. *BMC Med Educ.* 2008, 8: 50-10.1186/1472-6920-8-50.
- [3] Coyne R: Mindless repetition: learning from computer games. *Design Stud.* 2003, 24: 199-212. 10.1016/S0142-694X(02)00052-2.
- [4] Driskell JE, Willis RP, Cooper C: Effect of over-learning on retention. *J Appl Psychol.* 1992, 77: 615-622.
- [5] Ebner M, Holzinger A: Successful implementation of user-centered game based learning in higher education: an example from civil engineering. *Comput Educ.* 2007, 49: 873-890. 10.1016/j.compedu.2005.11.026.
- [6] Elise Favis (April 16, 2020). With coronavirus closing schools, here's how video games are helping teachers. *Washingtonpost* <https://www.washingtonpost.com/video-games/2020/04/15/teachers-video-games-coronavirus-education-remote-learning/>
- [7] Gee JP: Good video games and good learning: collected essays in video games, learning and literacy. 2007, New York: Peter Lang Publishing
- [8] Goldberg HR, McKhann GM: Student test scores are improved in a virtual learning environment. *Adv Physiol Educ.* 2000, 23: 59-66
- [9] History of Social Games". Archived from the original on (2010, May 27). Retrieved (2010, May 24).
- [10] Hong J-C, Cheng C-L, Hwang M-Y, Lee C-K, Chang H-Y: Assessing the educational values of digital games. *J Comput Assist Lear.* 2009, 25: 423-437. 10.1111/j.1365-2729.2009.00319.x.
- [11] Huang WH: Evaluating learners' motivational and cognitive processing in an online game-based learning environment. *Comput Hum Behav.* 2011, 27: 694-704. 10.1016/j.chb.2010.07.021.
- [12] Kalyuga S: Instructional designs for the development of transferable knowledge and skills: a cognitive load perspective. *Comput Hum Behav.* 2009, 25: 332-338. 10.1016/j.chb.2008.12.019.

- [13] Kester L, Lehen C, Van Gerven PWM, Kirschner PA: Just-in-time schematic supportive information presentation during cognitive skill acquisition. *Comput Hum Behav.* 2006, 22 (1): 93-116. 10.1016/j.chb.2005.01.008.
- [14] Kim S, Chang MD: Computer games for the math achievement of diverse students. *Educ Technol Soc.* 2010, 13 (3): 224-232.
- [15] Liu C-C, Cheng Y-B, Tsai C-C, Huang C-C: The effect of simulation games on the learning of computational problem-solving. *Comput Educ.* 2011, 57 (3): 1907-1918. 10.1016/j.compedu.2011.04.002.
- [16] Mohamed Ali Khenissi et al. / *Procedia - Social and Behavioral Sciences* 191 (2015) 487 – 494
- [17] Ohrn MA, van Oostrom JH, van Meurs WL: A comparison of traditional textbook and interactive computer learning of neuromuscular block. *Anesth Analg.* 1997, 84 (3): 657-661.
- [18] Paalman MH: Why teach anatomy? anatomists respond. *Anat Rec B New Anat.* 2000, 261 (1): 1-2. 10.1002/(SICI)1097-0185(20000215)261:1<1::AID-AR1>3.0.CO;2-3.
- [19] Pearson J: Investigating ICT, using problem-based learning in face-to-face and online learning environments. *Comput Educ.* 2006, 47 (1): 56-73. 10.1016/j.compedu.2004.09.001.
- [20] Prensky M: *Digital Game-Based Learning.* 2001, New York: McGraw-Hill
- [21] Rummel N, Spada H: Learning to collaborate: an instruction approach to promoting collaborative problem solving in computer-mediated settings. *J Learn Sci.* 2005, 14 (2): 201-241. 10.1207/s15327809jls1402_2.
- [22] Ryan O'Connor (August 27, 2020). Why is History Important? Southern New Hampshire University <https://www.snhu.edu/about-us/newsroom/2018/04/why-is-history-important>
- [23] Shaffer DW, Squire KR, Halverson R, Gee JP: Video games and the future of learning. <http://www.academiccolab.org/resources/gappspaper1.pdf>.
- [24] Shatz, Itamar (2015). Using Gamification and Gaming in Order to Promote Risk Taking in the Language Learning Process (PDF). MEITAL National Conference. Haifa, Israel: Technion. pp. 227–232. Retrieved (2017, March 1).
- [25] Silva AS, Delacruz GC: Hybrid reality games reframed – potencial uses in educational contexts. *Game Cult.* 2006, 1 (3): 231-251. 10.1177/1555412006290443.
- [26] Sweller J: Cognitive load during problem solving: effects on learning. *Cognitive Sci.* 1988, 12: 257-285. 10.1207/s15516709cog1202_4.

- [27] Sweller J, van Merriënboer JJG, Paas FGWC: Cognitive architecture and instructional design. *Educ Psychol Rev.* 1998, 10 (3): 251-296. 10.1023/A:1022193728205.
- [28] "The Importance of Game Based Learning in Modern Education", Aarti Dadheech (2021)
- [29] (The Turkish Online Journal of Educational Technology [TOJET], (2015, July) Special Issue 2 for INTE (2015)
- [30] Thomas D, Brown JS: The play of imagination – extending the literary mind. *Game Cult.* 2007, 2 (2): 149-172. 10.1177/1555412007299458.
- [31] Timothy Dedeaux and Taralynn Hartsell
- [32] "Video games 'stimulate learning'". *BBC News.* (2002, March 18)
- [33] Walliser B: A spectrum of equilibration processes in games. *J Evol Econ.* 1998, 8: 67-87. 10.1007/s001910050056.
- [34] What electronic games can teach us (Kendall Powell, 2019)
- [35] What Video Games Can Teach Us (Emily Sohn, 2004)

APPENDICES

Appendix A – Evaluation Form



TEACHERS' EVALUATION ON DREAD FORTUNES AS AN EDUCATIONAL GAME FOR PHILIPPINE HISTORY

Good day, Social Science Teachers!

We are the Group 2 from 12 ICT 2, and on this research endeavor, we developed an educational game, Dread Fortunes, about Philippine History. Moreover, the game is not just educational but also entertaining: a mystery and history game that seeks thrill, amusement, and enjoyment by using puzzle-like game modes to decipher such puzzles and mysteries.

We provided criteria on this evaluation form, which were adapted to the created rubric during the Library Information Literacy Advisory Committee's Spring Training event across the City University of New York last May 15, 2015. With your rating and perception on the criteria and the game through the demo video, it will surely help us to determine the effectiveness and usefulness of the game in teaching and learning Philippine History.

Rest assured that the data that we will gather from you will be kept confidential and will be protected at all costs.

Thank you so much.

EMAIL*

DEMO VIDEO LINK

<https://www.youtube.com/watch?v=kVQ4wkFmX-s>

GAME LINK

You can play DREAD FORTUNES by downloading the link below.

Note: The game can only run if you have an Adobe Flash CS6. Thank you.

Game Link:

https://drive.google.com/file/d/1Q_opOxI3IWghxtv7BzL30baozxHyuii4/view?usp=sharing

Basic Information

Name (Surname, First Name MI): *

EVALUATION CRITERIA

Kindly read the statements and choose the best to describe your perception on the game.

LEARNING OBJECTIVES:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game requires deep understanding of multiple learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

objectives and provides
opportunities to
demonstrate higher
level thinking.

HIGHER LEVEL LEARNING SKILLS:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game provides multiple activities to help the students increase their cognitive skills such as analysis, synthesis, and evaluation.	[]	[]	[]	[]	[]

NARRATIVE CONTEXT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The context or the storyline allows the user/player to deepen knowledge about various aspects of the game and naturally develops a deeper understanding of the context.	[]	[]	[]	[]	[]

ORGANIZATION AND INSTRUCTIONAL DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is well-organized and has multiple opportunities to problem solve, and the player will surely add skill set upon finishing.	[]	[]	[]	[]	[]

SUBJECT:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The subject or topic is clearly stated and supported by the rules and objectives.	[]	[]	[]	[]	[]

ENGAGEMENT & FUN*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game is engaging that the elements adhere the needs of the subject/context.	[]	[]	[]	[]	[]

LAYOUT & DESIGN:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Design elements assist players in understanding concepts and ideas.	[]	[]	[]	[]	[]
The layout and designs deliver proper ambiance to the game.					

MUSIC:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The background music is effective on delivering the mood/purpose of the game.	[]	[]	[]	[]	[]

AMBIANCE:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The ambiance of the game is relevant to its genre and concept.	[]	[]	[]	[]	[]

OVER-ALL:*

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The game can be an	[]	[]	[]	[]	[]
effective educational					
game for Philippine History.					

Feedback

Over-all of the game: What are your comments and suggestions for the improvement of the game? *

Contact Information

Samantha Pauline Ines

Group Leader

G-mail: samantha.ines@neu.edu.ph

John Louie Ubias

Assistant Group Leader

G-mail: john.ubias@neu.edu.ph

Appendix B - Evaluation and Results

B-1 Final Defense

B-2 Exhibit

Appendix C - Curriculum Vitae

NAME: Edgardo B. Carino III.

Address: 283 Steve Street Brgy. Commonwealth Q.C.

Contact Number: 09455776502

Institutional E-mail: edgardo.carino3@neu.edu.ph



PERSONAL DATA

Name: Edgardo Ballao Carino III

Age: 18

Birth Date: January 20, 2003

Birth Place: Quezon City

Nationality: Filipino

Religion: INC

Civil Status: Single

Father's Name: Edgardo P. Carino Jr

Mother's Name: Cherryl B. Carino

EDUCATIONAL BACKGROUD

SENIOR HIGH SCHOOL: New Era University

JUNIOR HIGH SCHOOL: New Era University

ELEMENTARY: Don Fabian School of Quezon City

NAME: Gico Gabriel T. Espina

Address: 712-D Unit A Peace Valley Old Balara Tandang Sora
Quezon City

Contact Number: 09153681442

Institutional E-mail: gico.espina@neu.edu.ph



PERSONAL DATA

Name: Gico Gabriel T. Espina

Age: 17

Birth Date: August 4, 2003

Birth Place: Quezon City

Nationality: Filipino

Religion: Catholic

Civil Status: Single

Father's Name: Gilbert Espina

Mother's Name: Lerma Espina

EDUCATIONAL BACKGROUD

SENIOR HIGH SCHOOL: New Era University

JUNIOR HIGH SCHOOL: New Era University

ELEMENTARY: Saint Mary's College

NAME: Melhord C. Espinosa

Address: 19 Mangga St. Bgy. Culiat Luzon Avenue Quezon City

Contact Number: 09359803882

Institutional E-mail: melhord.espinosa@neu.edu.ph



PERSONAL DATA

Name: Melhord C. Espinosa

Age: 17

Birth Date: June 14 2003

Birth Place: Ilo-ilo City

Nationality: Filipino

Religion: Iglesia Ni Cristo

Civil Status: Single

Father's Name: Rommel Espinosa

Mother's Name: Lourdes Espinosa

EDUCATIONAL BACKGROUD

SENIOR HIGH SCHOOL: New Era University

JUNIOR HIGH SCHOOL: New Era High University

ELEMENTARY: New Era Elementary School

NAME: Ranara, Neil Joseph L.

Address: 201 Centro Sitio Mabilog Brgy. Culiat Q.C.

Contact Number: 09164802060

Institutional E-mail: neil.ranara@neu.edu.ph



PERSONAL DATA

Name: Ranara, Neil Joseph L.

Age: 18

Birth Date: January 19, 2003

Birth Place: Quezon City

Nationality: Filipino

Religion: Iglesia Ni Cristo

Civil Status: Single

Father's Name: Roberto O. Ranara

Mother's Name: Ludivina L. Ranara

EDUCATIONAL BACKGROUD

SENIOR HIGH SCHOOL: New Era University

JUNIOR HIGH SCHOOL: Culiat High School

ELEMENTARY: Culiat Elementary school

NAME: Khaila Marie M. Silverio

Address: 591 Bakalan Street Marungko, Angat, Bulacan

Contact Number: 09993065004

Institutional E-mail: khaila.silverio@neu.edu.ph



PERSONAL DATA

Name: Khaila Marie M. Silverio

Age: 18

Birth Date: December 8, 2002

Birth Place: Malabago, Mangaldan, Pangasinan

Nationality: Filipino

Religion: INC

Civil Status: Single

Father's Name: Rommel Silverio

Mother's Name: Marie Grace Silverio

EDUCATIONAL BACKGROUD

SENIOR HIGH SCHOOL: New Era University

JUNIOR HIGH SCHOOL: St. Joseph Kalinangan Integrated School

ELEMENTARY: Kalinangan Integrated School

NAME: Karla B. Sison

Address: INC Lokal ng Molino Compound, Molino IV, Cavite

Contact Number: 09610835950

Institutional E-mail: karla.sison@neu.edu.ph



PERSONAL DATA

Name: Karla B.Sison

Age: 18

Birth Date: July 11, 2002

Birth Place: Iriga City, Bicol

Nationality: Filipino

Religion: Iglesia Ni Cristo

Civil Status: Single

Father's Name: Omar S. Sison

Mother's Name: Florence B. Sison

EDUCATIONAL BACKGROUD

SENIOR HIGH SCHOOL: New Era University

JUNIOR HIGH SCHOOL: New Era University

ELEMENTARY: Tierra Monte Integrated School