1. **Introduction** 
   1. **Statement of the problem** 
      1. **General Problem**

**Learners who engage in basic technical computer programming lessons find it hard to learn its concepts in comprehensive yet entertaining way?**

In order to successfully learn about something doesn’t only require academic skills but it also requires full interest of the learner. In fact according to John Dewey’s book The Interest and Effort in Education, it plays a big part in anyone’s learning ability about a certain topic. Without developing an interest to the lesson, it would be almost impossible for the learner to absorb the essence of the topic.

One of the course/subjects that suffers with learner’s loss of interest is computer programming. Computer programming lessons is composed of highly technical terms and concepts that, most of the time, intimidates students and cause them to flee from the lessons. These concepts require practical understanding or application in order for students to absorb its core ideas.

* + 1. **Specific Problems**

**Non-academic virtual games consume young learners’ opportunity to learn.**

Virtual games have been one of the most time consuming past times of our generation. According to Washington Post, our generation of teens consumes an average of 7½ hours per day with mobile devices. Unlike the past generations, gadgets are most accessible in our times for any ages. Currently [percentage of STI computer students that is hooked with virtual games] of STI students with computer related course consumes more than 5hrs playing virtual games. Virtual games consume the time that they should’ve been spending with their studies. As a result, more and more students neglect their studies and lose their interest for it.

**Intimidations from technical computer programming ideas affect learner’s performance.**

Computer programming is composed of collective technical terms that most of the time overwhelms new learners. Scenarios like these sometimes make it hard for the learners to follow the lesson. It makes it harder for them to cope with the succeeding lessons because of they haven’t yet understood the logic of the previous lessons.

Due to computer programming’s technicality, many students fail to perform well. Learners are being overwhelmed by the technical terms used in programming lessons that is why they easily lose their interest in the discussion. Most of the students fail to see the practical sense of the lessons because they seldom see how the logic works. As a result some students totally lose interest in studying programming and some, misinterprets the situation to be inability to comprehend with the lesson.

**Negative impact of non-academic, plainly entertaining video games**

* 1. **Current State of Technology**

Media plays out a huge part in our generation. Our current generation of teens uses a large portion of their time in playing various kinds of video games. Washington Post stated that an average teen spends 7½ hours a day with their mobile phones. We are even labeled as the Digital Natives by Rappler and other journalism companies.

According to ESA, “35% of games played worldwide are on smartphones”. Smartphones are utilized by different operating systems such as android, IOS, windows and etc. These devices use touchscreen technology, as it’s basic navigation. Games designed for smartphone uses different styles of controls. Examples are analog swipes, swipes to move, touch, commands and etc.

Video games have many varieties of genre like puzzle, educational, strategy, first-person shooters, war, artillery and many more.

Though video games have been a very helpful for experiencing temporal entertainment, we can’t deny that it dealt negative side effects to those who got hooked with it—especially youth. Some examples are the effects that violent games such as first-shooter games, “Violent games are significantly associated with: increased aggressive behavior, thought, and affect increased physiological arousal; and decreased prosocial helping behavior.” (Anderson, 2003, Myths and Facts, para. 1). A study in 2008 considers the correlation between increasing interactive digital media usage and unhealthful behaviors (Escobar-Chaves & Anderson, 2008). The researchers looked at five major areas of risky behavior. These include obesity, smoking, drinking, violence, and early sexual activity. These categories were chosen because the Center for Disease Control and Prevention (CDC) has identified these areas among the activities that “contribute to the leading causes of death and disability in the United States among adults and youth” (Escobar-Chaves & Anderson, 2008, p. 148).

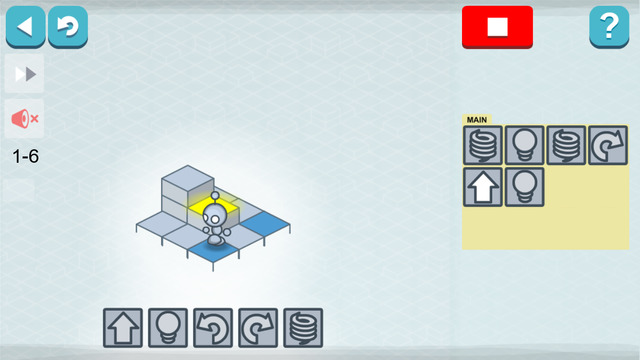
While most researches indicate negative effects of video games–primarily the violent and roleplaying games, there are genres that seem to give light to positive impact on our youth today. Some of these genres are educational, puzzle, logical and others that stimulate learning and personality development through the use of video games.

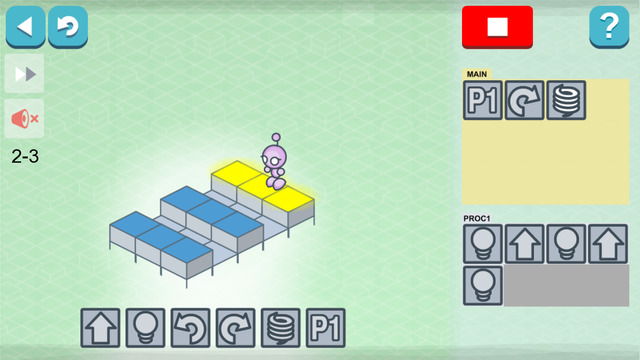
Puzzle games are one of the most played games in smartphones. Some examples are 2048, Tetris, The Room, Candy Crush Saga, Cut the Rope, Lightbot and etc. One of a good example of puzzle game is Lightbot. Lightbot is a puzzler that teaches kids concepts used in computer programming. An undergraduate student who’s been coding since he was a kid himself developed this programming app for kids. Brief instructions are included at the beginning of each level - what you need to know when you need to know it. The level of challenge ramps up very quickly, making this best suited for older kids and teens.

Educational video games are those that aid learners to learn specific areas in their academe. Best examples of these are the mathematical, vocabulary and programming games. Educational video games are a properly laid informative set of data contained in a specific scope of a single academe. It is a properly guided path succeeding information that aims to aid students/learners with a more comprehensive educational experience.

Lightbot Screenshots:







* 1. **Objective of the Study**
     1. **General Objective**

**To develop an entertaining virtual game that would help learners to engage basic technical computer programming lessons.**

The proponents aim to help learners to grasp the ideas of basic technical computer programming lessons through the use of video games. Through the use of a video game that is guided by specific lesson plan; players will be introduced to programming concepts, which will serve as skills that could be used by users to pass different stages. The video game Geek vs. Bugs is also designed to enhance problem-solving skills of gamers.

* + 1. **Specific Objectives**

**The study aims to provide a guided opportunity of learning in forms of entertaining virtual games.**

Through the use of video games, the proponents aim to develop an environment for learners where they would be introduced to the basic concepts of computer programming. The game flow will be guided by specific lessons, which will lay a path of learning for the gamers.

**To develop a game that would turn technical computer programming concepts into a practical, more understandable idea for learners to easily grasp.**

 Geeks VS. Bugs is a video game that will be used as a channel of education. The game will illustrate the basic computer programming concepts in layman’s term as game elements.

**To develop a game that would systematically introduce the basic programming concepts to learners**

The game will be guided by a lesson plan that will be influenced by different curriculums for learning different programming languages. This lesson plan will lay a guided path of basic programming concept learning.

* + 1. **Scope and Limitations**

**Scopes**

**Main Menu**

The module will allow users to choose between  series of options for the game.

**Game Story**

This game will run through the flow of a story.

**Game Modes:**

The game will be contained with different modes of game, which are Story Mode Mission Mode and Sand Box.

**Basic Computer Programming Concepts**

The game has a feature of posting lessons to explain skills, quests and tools depending on the unlocked stages of the player.

**Viewing of Chosen Set of Commands as Pseudocode Value**

This module will enable the player to view the pseudocode value of the commands already in use in the current level.

**Logical Compilers**

This module will serve as a compiler for the commands that are combined by the gamer. It will allow the user to check for instructions that are not logically executable. Before executing, he will first have to check if there is any logical errors or conflict within the gamer’s chosen set of commands for the Lightbot. If the compiler found any error, alerts messages will be prompted to inform the gamer. These prompt messages will be executed by the gamer through ok button.

**Stages and Levels**

The game will be broken down into 4 stages, which are also broken down into 6 levels each. Each stage will have different maps and new basic computer programming concept for the gamers to learn.

**Account**

Accounts are saved locally in the gamers mobile to  save current game state.

**Limitations**

**Online**

The developers will not cover the development of online game play. The game will be played offline.

**Multiplayer**

The game will not handle the more than 1 player in  the game.

**In game transaction**

The game will not have any in game transaction for the character or player.

**High Scores**

The ability of the gamer to solve the games challenges will not be based on high score. Thus the game will not provide a high score feature for the player.