

The Use of Economics Games as a Participative Teaching Strategy to Enhance Student Learning

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ABSTRACT Research studies reported that playing games in the classroom does not solve all educational challenges but games and simulations are useful tools to actively involve students in their learning. This study explores the educational value of economics games on student learning in economics education. A quota sampling of fourteen Economics education students were identified and selected for the semi-structured interviews. An interview schedule was used to obtain data. Findings revealed those students' viewed in-class simulated games as a valuable tool which contributed to their learning which implies that student achievements were enhanced by the in-class structured activities. Economics games enhanced their academic performances, interpersonal relationships and linked to real-life experiences on how markets operate. They acquired and improved their social skills and gained confidence in their ability to apply the skills effectively during the games in the classroom. Lastly, the economics games motivated students to take responsibility for their own learning.