

ESTRATEGIAS DE APRENDIZAJE A TRAVÉS DE LOS JUEGOS DIGITALES EN UN CONTEXTO UNIVERSITARIO

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Digital games, their interconnection with education suggest that these artefacts have the potential to promote learning. However, there are still gaps in the literature that deserve a closer look and rigorous research.

INTRODUCTION

Higher education, it is necessary to further analyse how people learn through play, when learning occurs or what conditions are necessary for learning through play.



Metacognition, is the knowledge or stored beliefs about oneself and others as cognitive agents, about tasks, about actions or strategies, and about how all these interact to affect the outcomes of any kind of intellectual enterprise.

OBJETCS AND METHODOLOGY

This study describes how university students over 18 years of age mobilize cognitive and metacognitive learning strategies through digital games.

Ex-post facto research methodology with a quantitative approach

941 students enrolled in higher education courses in Brazilian colleges and universities

Survey questionnaire:
(a) Metacognitive Awareness Inventory (MAI)
(b) Inventory of Cognitive and Metacognitive Strategies with Digital Games (ICMSDG)
(c) respondent profile.
Section (b) has only been answered by those who declared themselves as gamers (N=566).

CONCLUSIONS



The results of this study indicate that there are abilities to mobilise cognitive and metacognitive learning strategies. However, the results also suggest that only two variables influence this mobilisation: the type of game and the time played.

A higher use of cognitive and metacognitive awareness in relation to time was observed in this sample, i.e. respondents who play more, claim to have a higher level of metacognitive skills.

PLAY

The metacognitive knowledge gained to guide the player in what strategies work best for a given situation presented strongly demonstrates their awareness of controlling thinking and strategising to shape a quick and effective solution.

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