Teachers Find Utility in Instructional Games

Unique and engaging pedagogical approaches like instructional games are crucial for supporting learning opportunities effective to meet the needs of today’s learners. However, as teachers are responsible for the facilitation of instructional games, the perspectives of teachers are critical to the effectiveness of the learning experience.

A recently published study in *Natural Sciences Education* explores the perceptions, attitudes, and competence of secondary school agriculture, food, and natural resource (AFNR) educators regarding the use of instructional games as a teaching tool. The researchers found two predominant factors supporting teacher utilization of games during instruction: utility value and competency beliefs. Other factors such as lack of clear student learning outcomes and resource costs may inhibit teachers’ use of games to educate.

The results suggest AFNR educators, and educators in other science-based fields, should consider incorporating games within their instruction. Additionally, as instructional games are perceived as beneficial, and educators may have low competency beliefs or desire more gaming options, professional development opportunities should be developed to meet the instructional gaming needs of educators.


Michigan educators participating in instructional game-based professional development.