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OC-014 - (22698) - IMPACT OF A CARD-BASED GAME ON STUDENTS' KNOWLEDGE, MOTIVATION, AND SATISFACTION IN CRANIAL NERVE LEARNING

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Mastering cranial nerve anatomy can be challenging for students, prompting the need for innovative teaching strategies. This study explores the impact of a Modified Monopoly Deal card game on enhancing knowledge, motivation, and satisfaction in cranial nerve learning.

A quasi-experimental design compared a game-based learning group and a control group receiving traditional instruction. Ninety-two undergraduate nursing students were recruited and randomly allocated to either group. Prior to the intervention, all participants received an overview of cranial nerves structures and functions. The experimental group engaged in gameplay sessions, during which the card-based game reinforced key cranial nerve concepts, while the control group worked in group to revise the cranial nerves. Knowledge gain was assessed using a pre- and post-quiz. Additionally, the ARCS (Attention, Relevance, Confidence, Satisfaction) motivation scale and a satisfaction scale were administered after the intervention.

The experimental group demonstrated significantly higher post-test scores compared to the control group ($p = 0.017$), indicating improved knowledge retention. They also reported higher satisfaction levels ($p < 0.05$), with many noting that the game made learning more enjoyable. Over 90% of participants found the game engaging, relevant, and rewarding. Students expressed enthusiasm for integrating similar gamified approaches into other challenging anatomy topics.

Incorporating a Modified Monopoly Deal card game into cranial nerves anatomy instruction effectively enhanced students' knowledge, motivation, and satisfaction. Future research should examine its applicability to additional complex subjects within anatomy curricula.

Palavras-chave : Cranial Nerves, Gamification, Nursing Education