



Development and Validation Osteology Game-Card as Supplement in Studying Anatomy

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Background

In gaming, people will concentrate more but less frustrating meanwhile in study, learner often find it difficult to concentrate, and the process itself is very frustrating.



Adapting Surviving



Basic Science Solid Fundamental



Educational Game Card Game

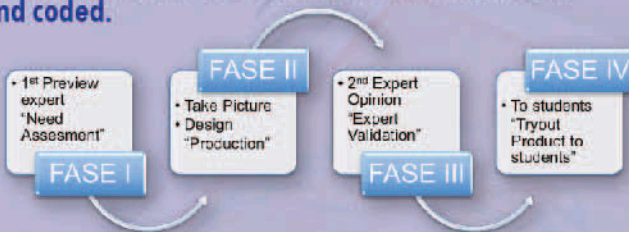


Validation Content Face

Summary of Work

Developing and validating osteology Game-Card through 4 Major Phases. 4 Anatomy Expert, 2 Master in Medical Education, and 8 first year Students were participated in this study.

All interviewed data collection, were transcribed and coded.



Summary of Result

Production, Development, and Validation of 110 play card, 20 action card, and 48 study card.

All the respondent were agree that this game is innovative, fun, and motivate active learning. 2-10 player is required. All respondent were agree it (game-card) help them to do the critical thinking more fun.

Communication and interaction skills were also conducted while playing the game. Since this is a new innovation in educational game-card, it needs to be named.

It's called: "Balung Game Card" and "Study Card".



"It (game) makes me want to learn more, so I can eventually win the game, battle session is my fave make me reflect my prior knowledge and make me realize theres still a lot to study yet, it's all FUN"-- Student N

"This game is innovative, and fun, It's can fasclitiate collaborative learning" -- Expert 2

Discussion

Learning process should be active, not passive. New discoveries should not comes only from teacher, but also from students. In balung game-card process of collaborative learning thrive. Interactions between peers, groups, and individual simultaneously active in one mission to finish the game and seek the winner. The chance to actively free to defend argumentation, show their mindset, their paradigm and giving information. From the beginning students were exited, persistent focus were showed from the intoduction untill the end of the game. It's relevant with the agreement of coder. Instict to win the game, allow competition runs, while curiosity develop along the way. When playing the game, player were encourage to collect more data about osteology review content of prior knowledge and will develop self-esteem when they get correct answer or interesting facts that others haven't known about it yet. This condition will motivate both side to reach the same state of winning the game. So the educational game developed is relevant to the needs.

Conclusion

There is variant of supplement in studying can be develop from simple and basic concept into wonderfull fun game. Active role of expert is a must in process of defining the content so quality of content can be held for responsible. This game can be widely develop.

Leasson Learnt

Innovation comes from many form, by transforming a simple tool into powerful learning resource without losing aspect of fun will proof that studying can be delightful even in medicine

Reference

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