

# Using a Game-based Learning Platform to Increase Student Engagement in the Classroom

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## ABSTRACT

The Department of Clinical Laboratory Sciences at Virginia Commonwealth University incorporated the use of a game-based learning platform into a junior-level Immunology course. The primary goal of this addition was to increase student engagement during review sessions. In previous years, each Immunology class was started with a review of material from an earlier lecture. The review consisted of short-answer and multiple-choice questions as a means to highlight important concepts and allow additional opportunities for students to ask questions. During these review periods, it was observed that class participation ranged from 3%–20%. Additionally, those who did participate were the same students in each class period. The incorporation of the game-based learning platform into

review sessions involved asking review questions in multiple-choice format with 30 seconds of time for students to answer after each question was asked. This new format resulted in class participation increasing to 95%–100%. Review of student answers also allowed the instructor to determine which areas the students needed additional assistance with before exams. Student feedback indicated that they enjoyed the ability to be anonymous when answering questions while still getting immediate feedback. This new review format will be utilized in additional courses, specifically Immunohematology. Furthermore, this game-based platform will be used to review material with senior students in their advanced senior-level courses.

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