Technology Acceptance Model and the Use of Digital Game-Based Learning (DGBL)

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Abstract - The globalization of information technology has been an agent of changes in almost every aspect of our life especially in the way we learn. The current generation as referred to by Prensky (2001), "digital native", has been fully influenced by the technology. This challenge created a pedagogic imbalance as the current learners becomes uncomfortable with the old traditional methods of teaching. As a result digital games were advocated. This research investigates the acceptance of DGBL among undergraduate students of Multimedia University of Malaysia. 171 questionnaires were collected and analyzed using descriptive statistics which covered perceived usefulness, perceived ease of use and attitudes towards use. The result indicated that, students with agreed and strongly agreed responses have higher mean and standard deviation. The research also verifies whether there exist any significant differences of the user demography (gender and age-group) and their attitude towards use. Mann Whitney U test and Kruskal Wallis H test were used for the analysis. The result showed that there were no statistically significant differences.

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