The Effects of Game-Based Case Study Learning on Decision-Making Skills, Motivation, and Academic Achievement in Economics Among Matthayomsuksa 2 Students (Eighth-Grade Students)

1. BACKGROUND & OBJECTIVE



Decision-making is a key competency but students struggle with it.

Traditional Economics instruction leads to low motivation and passive learning.

Game-based case study learning creates engaging experiences for better outcomes.

This study investigated whether Game-Based Case Study Learning improves decision-making skills, learning motivation, and academic achievement in Economics.

- Decision-Making Skills
- Learning Motivation
- Academic Achievement

2. METHODOLOGY

Participants
30 Matthayomsuksa 2 students (Nongbunmakprasongwitthaya School)

Design
One-group pretest-posttest design

Game-Based Case Study Learning: 4 Steps

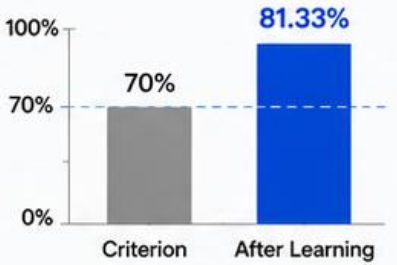
1. **Experience Exploration**
   Students review the case materials, understand the protagonist and context, and connect to economics concepts.
2. **Problem Game Challenge**
   Students play game scenarios, analyze problems, and make decisions following game rules.
   - Flash Card
   - Quick Ranking
   - Station Rotation
   - Board Game
   - Quiz Game
   - Role Play
3. **Making Decisions & Guidance**
   Groups discuss using prepared questions, use decision trees or tables to evaluate options, and recommend the best solution for the case protagonist.
4. **Reflecting on Decision**
   Teacher and students discuss and reflect, Q&A, share opinions, connect to real-life examples, and transfer learning to real situations.

Pretest → Game-Based Case Study Learning → Posttest → Data Analysis

3. KEY RESULTS & IMPLICATIONS

1 Decision-Making Skills

Significantly higher than the 70% criterion
($p < .05$)



2 Academic Achievement

Posttest scores significantly higher than pretest scores
($p < .05$)



3 Learning Motivation

At a high level
($M = 4.29$, $SD = 0.73$)

★★★★★☆
Mean = 4.29

Implications

Game-based case study learning enhances decision-making skills, motivation, and academic achievement, and can be applied to other Social Studies subjects such as history, geography, and civics.

P. Songtham and P. Sakolkeart (2026), Curriculum and Instruction, Department of Education Sciences, Dhurakij Pundit University, Bangkok 10210, Thailand, Corresponding author: 66130571@dpu.ac.th

Journal of Information and Learning
http://so04.tci-thaijo.org/index.php/jil