Abstract

This research evaluates the impact of the Game to Learn Project implemented in 12 school classrooms of Valencia (Spain) with primary education students (N=119) aimed at to promote the logical-mathematical, naturalistic and linguistic intelligences adopted Game-based Learning (GBL) methodology, using serious games and educational digital games. To do this, teachers registered the intelligence level of each student before and after participating in the project with a qualitative instrument of 30 indicators. After applying descriptive statistics, bivariate correlations and ANOVA, the results show a significant increase, in the three intelligences submitted by the end study subjects.

Keywords

Game-Based Learning, digital games, intelligence linguistic, intelligence naturalist, intelligence logical mathematical.