Student engagement and disengagement in TEL – The role of gaming, gender and non-native students

# Details

## Year

Not reported

## Scope

Local

## Countries

Sweden

## Type

Empirical research – Mixed methods

## Methodologies

## Researched Groups

Children

## Children Ages

Other

## Other Childrens Age Group

16-18 years old

## Consents

Consent obtained from children

## Informed Consent

Consent obtained

## Ethics

Ethical considerations and/or protocol mentioned in the research design

## URL

https://journal.alt.ac.uk/index.php/rlt/article/view/2293

## Data Set Availability

Not mentioned

# Goals

"There are several studies that explore gaming, gender, non-native speakers in relation to school results. While highly relevant, these studies have not explored the behavioural, cognitive, emotional and social aspects of engagement and disengagement in TEL and how these are related to the specific social groups. To contribute to knowledge in this area, we raised the following three hypotheses:
H1: We hypothesise that students’ academic engagement and disengagement, when learning with technologies, differ between students who report high-and low-frequency gaming.
H2: We hypothesise that students’ academic engagement and disengagement, when learning with technologies, differ between female and male students.
H3: We hypothesise that students’ academic engagement and disengagement, when learning with technologies, differ between native and non-native speakers."
(Authors, 3)