

## REVIEWER'S REPORT

Manuscript No.: IJAR-51273

Date: 28-04-2025

**Title: Game-Based Learning in Action: How Teachers Use Minecraft Education to Foster Student Engagement**

### Recommendation:

Accept as it is.....**YES**.....  
 Accept after minor revision.....  
 Accept after major revision .....  
 Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality	√			
Techn. Quality		√		
Clarity		√		
Significance			√	

**Reviewer's Name:** Mr Bilal Mir

**Reviewer's Decision about Paper:** **Recommended for Publication.**

**Comments** (*Use additional pages, if required*)

### Reviewer's Comment / Report

### Overall Evaluation:

The manuscript offers a thorough exploration of how Minecraft Education (ME) is being utilized in lesson planning to foster student engagement. The study provides valuable insights into the integration of game-based learning (GBL) in various subject areas and evaluates the challenges and successes teachers experience when incorporating ME into their instructional design. It brings attention to the importance of professional development for teachers to overcome barriers in digital pedagogy, making the case for the transformative potential of game-based learning in education.

### Strengths:

- **Relevance and Timeliness:** The topic is highly relevant in the context of modern education, where the integration of technology in teaching is crucial to enhancing student

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engagement and preparing them for a digital future. The use of Minecraft Education as a tool for game-based learning (GBL) aligns well with current trends in educational technology, making this study pertinent to ongoing discussions in the field.

- **Focus on Teacher Experience:** The manuscript effectively centers on teachers' experiences in adapting and incorporating ME into their lesson planning. By analyzing 15 lesson plans, the study provides practical, real-world insights into the difficulties and successes educators face, making the findings applicable to a wide audience of educators and instructional designers.
- **Clear Methodology:** The use of document study methodology is a strength, as it allows for a thorough analysis of existing lesson plans, which are concrete examples of how teachers are actually integrating ME into their teaching practices. This methodological approach ensures the findings are grounded in real-world applications.
- **Identification of Challenges and Successes:** The manuscript successfully identifies the challenges teachers face in adapting to game-based learning, such as lack of confidence and knowledge in integrating technology into lessons, and highlights how teachers manage to overcome these barriers with effort and flexibility. The balance between challenges and successes is presented clearly, offering a realistic view of the implementation process.
- **Contribution to Educational Pedagogy:** The study contributes to ongoing conversations about the importance of professional development and the need for targeted support to help teachers build confidence and competence in using educational technologies like Minecraft. The emphasis on the TPACK framework to support the integration of technology into pedagogy adds theoretical depth to the practical findings.
- **Structured and Well-Written:** The manuscript is logically organized, with a clear introduction that outlines the context and challenges of integrating technology in education, followed by a description of the study's methodology and results. The flow of the paper is easy to follow, and the writing is clear and accessible for both academic and practitioner audiences.

### *Specific Observations:*

- **Abstract:** The abstract provides a concise overview of the study's objectives, methodology, and key findings. It successfully summarizes the main points of the

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research, including the challenges and successes teachers face in incorporating Minecraft Education into lesson planning. The inclusion of the study's focus on professional development is particularly useful for understanding the broader implications of the findings.

- **Introduction:** The introduction sets the stage well by highlighting the growing importance of technology in education and the challenges teachers face in incorporating it into their lesson plans. It references relevant literature to provide a solid foundation for the study and establishes the need for this research. The connection between the Fourth Industrial Revolution, the increasing demand for learner-centered teaching practices, and the integration of technology is well articulated.
- **Literature Review and Theoretical Framework:** The manuscript integrates existing literature on the challenges of lesson planning and the necessity of equipping teachers with the skills to integrate technology into their teaching. The TPACK framework is mentioned as an important theoretical lens for understanding how teachers can effectively integrate digital tools into subject matter instruction. The manuscript does a good job of situating the study within the larger context of educational research.
- **Methodology:** The document study methodology used to analyze 15 lesson plans is appropriate for the research question. By focusing on written lesson plans, the study captures concrete examples of how teachers incorporate Minecraft Education into their lessons. This approach provides rich qualitative data that can be used to understand the nuances of teacher practice.
- **Findings and Discussion:** The findings highlight both the challenges and successes experienced by teachers in using Minecraft Education for lesson planning. Teachers' efforts to adapt and innovate despite initial challenges are well-documented, offering a realistic view of the process of integrating technology. The discussion of professional development needs, particularly in digital pedagogy, is a critical insight that reinforces the importance of supporting teachers in their technology integration efforts.
- **Conclusion and Implications:** The conclusion effectively summarizes the study's findings and emphasizes the importance of professional development to enhance teachers' ability to integrate technology into their lessons. It also highlights the contribution of the study to the broader field of curriculum integration and game-based learning. However, it could benefit from a brief mention of specific recommendations or strategies for addressing the

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challenges identified in the study, providing a clearer path forward for educators and policymakers.

### ***Relevance:***

This study is highly relevant for educators, instructional designers, and policymakers interested in integrating game-based learning into the classroom. The research highlights the potential of Minecraft Education as a tool for fostering engagement, creativity, and critical thinking, while also addressing the need for professional development to support teachers in their adoption of educational technology. The findings offer valuable insights for educators looking to innovate their teaching practices and for schools and districts considering the implementation of game-based learning strategies.

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