
Contents

List of Figures	vii
List of Figures	ix
List of Tables	xi
List of Tables	xiii
Glossary	xvi
1 Introduction	1
2 Literature Review	5
2.1 Introduction	5
2.2 Problem-Solving Competence	5
2.2.1 Definition of Problem and Problem-Solving Competence	6
2.2.2 Definitions of Complex Problem-Solving (CPS)	8
2.2.3 Analytical and Dynamic Sides of Problem-Solving Competence	11
2.2.4 Cognitive Processes of Problem-Solving	12
2.2.5 Collaborative Problem-Solving	14
2.2.6 Problem-Solving Models	16
2.2.7 Factors Affecting Problem-Solving Competence	25
2.2.8 Covariates of Problem-Solving Competence	29
2.2.9 Successful/Unsuccessful Problem-Solvers	30
2.2.10 Problem-Solving in Chemistry Education	32
2.3 Assessing Problem-Solving Competence	35
2.3.1 Importance of Assessing Complex Problem-Solving Competence	37
2.3.2 Paper and Pencil Instruments	38
2.3.3 Computer Based-Problem-Solving Assessment	39
2.4 Gamification	55

2.4.1	Gamification Definition	56
2.4.2	Gamification Elements	58
2.4.3	Types of Gamification	61
2.4.4	Game Design Rules	62
2.4.5	Gamification in Education	62
2.4.6	Case Studies of Gamification in Education	64
2.4.7	Gamification and Problem-Solving	67
2.4.8	Advantages and Disadvantages of Gamification	68
2.5	Motivation and Learning Theories	71
2.5.1	Motivational Theories and Models	71
2.5.2	Changing Behavior	74
2.5.3	Learning Theories	76
2.6	Design Video Game-Based Gamification Elements	83
2.6.1	Requirements for Designing and Developing Educational Video Games	83
2.6.2	Game Development Models	84
2.7	Research Gaps and Research Questions	91
2.7.1	Research Questions	93
2.8	Objectives and Significance of the Research	95
2.8.1	Objectives of a Solution	95
2.8.2	The Significance of this Research	96
2.9	Summary	96
3	Research Methodology and Instruments	97
3.1	Introduction	97
3.2	Research Approach	97
3.2.1	Design Science Research Methodology (DSRM)	98
3.2.2	Design Science Research Method (DSRM) and Links to Chapter Thesis	99
3.3	Research Instruments	113
3.3.1	Sample	113
3.3.2	ALCHEMIST	117
3.3.3	Problem-Solving Questions and Tasks	117
3.3.4	In-depth Interview	120
3.3.5	Think-Aloud Protocol (Think-Aloud Protocol (TAP))	122
3.3.6	Coding Manual	123
3.3.7	Questionnaire (Game Evaluation)	125
3.3.8	Pupils Testing Instruments	127
3.3.9	MicroDYN	128

3.4	Research Methodology Limitations	128
3.5	Summary	129
4	Design Framework	131
4.1	Introduction	131
4.2	Game Design Model	131
4.2.1	Analysis and Exploratory Study	133
4.2.2	Game Design "ALCHEMIST"	143
4.2.3	ALCHEMIST Development	147
4.2.4	Quality Assurance	150
4.2.5	Implementation and Evaluation	150
4.3	Discussion and Conclusion	151
4.4	Summary	153
5	Demonstration and Results	155
5.1	Introduction	155
5.2	Phases of Data Collection	155
5.3	Study I: Evaluation Study	156
5.3.1	Study Design	156
5.3.2	Sample Description	158
5.3.3	Analysis and Results of TAPs	161
5.3.4	Analysis and Results of the Post-Questionnaire	165
5.3.5	Summary of the Evaluation Study Results	186
5.4	Study II: Validation Study	187
5.4.1	Study Design	188
5.4.2	Study Variables and Covariates	189
5.4.3	Descriptive Analysis and Results	190
5.4.4	Inferential Analysis	206
5.5	Pre and Post Content Knowledge Test	212
5.5.1	Summary of the Validation Study Results	213
5.6	Summary	213
6	Discussion	215
6.1	Introduction	215
6.2	Discussion of the Observation of the Problem-Solving Phases during the Gameplay	215
6.3	Discussion of Design Propositions Resulting from the Game Evaluation Study	217
6.4	Discussion of the Results from the Game Validation Study	223
6.5	Summary	226

7 Conclusion and Summary	227
7.1 Introduction	227
7.2 Overall Summary	227
7.3 Answering the Research Questions	229
7.4 Contributions	231
7.4.1 Contribution to Chemistry Education	232
7.4.2 Contributions to Practice and Industry	232
7.5 Limitations and Suggestions for Future Research	233
7.5.1 Future Research	234
7.6 Summary	235
Bibliography	237
A Appendices	269
A.1 Instruments	269
A.1.1 Teachers' In-depth Interview Guide (Exploratory study)	269
A.1.2 Pupils' In-depth Interview Guide (Exploratory study)	271
A.1.3 Coding Manual for Interviews	273
A.1.4 ALCHEMIST Game Quiz	274
A.1.5 Summary of the Implemented Scientific Content	277
A.1.6 Game Features	281
A.1.7 Pupils Interview Guide (Game evaluation phase)	285
A.1.8 Introduction and Exercises for Thinking-Aloud	286
A.1.9 Guide to the Coding of the Thinking-Aloud Protocols	287
A.1.10 Coding Manual for TAPs	289
A.1.11 Code-lines	294
A.2 Data Collection	295
A.3 Data Analysis	298
A.3.1 Descriptive Analysis (Evaluation Study)	298
A.3.2 Simple Mediation Analysis (Validation Study)	310