

ABSTRACT

Exploring Teacher Perspectives in Using Game Based Learning in the Lower School (Form 1-3) Mathematics Curriculum in a Selected South Trinidad Secondary School

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This qualitative case study explored three female teachers' perspectives on the use of the Game-Based Learning (GBL) strategy in their Form 1 mathematics classrooms at a secondary school in the South Eastern Education District of Trinidad and Tobago. Data were collected through semi-structured interviews. The findings revealed that the teachers experienced both benefits and challenges on a personal level and in their teaching practice when using the GBL strategy. It was found, however, that the benefits greatly outweighed the challenges.

Keywords: Case studies; Secondary school teachers; Teacher attitudes; Lower secondary education; Mathematics education; Educational games; Game-based learning; Teaching methods; Trinidad and Tobago