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**The effect of using a mobile literacy game to improve literacy levels of grade one students in Zambian schools.**

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Summary: This intervention study was conducted to document conditions under which a computer based literacy game (GraphoGame) could enhance literacy skills of first grade students in an African city. The participants were first grade students from Government schools ( $N = 573$ ). These students were randomly sampled into control ( $N = 314$ ) and various intervention groups ( $N = 259$ ). GraphoGame was administered on cellphones to students at their schools under supervision. Each student in the study was assessed using a battery of locally developed cognitive tests that measured emergent literacy skills (Orthography test), decoding competence (Spelling test), vocabulary (Picture Vocabulary Test – PVT) and arithmetic (Zambia Achievement Test – ZAT). There was a positive effect of the game for the Spelling test – which closely targeted the skill GraphoGame is designed to promote. The most effective intervention combined exposure of both the teachers and the students to the game. Initial letter knowledge was a good predictor of final letter knowledge on GraphoGame.

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*Keywords:* students; GraphoGame; intervention; literacy skills; mobile games; arithmetic

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