tion with a suitable variable, e.g. personality traits according to the Five-Factor Model (McCrae, Costa, 1997), as was the case in Correa, Hinsley, de Zuniga (2010).

The aim of this article was to investigate only the impact of objective and easily-observable variables, but personality traits do not fall into such a category.

Correa, Hinsley and de Zuniga (2010) found age to be significant. Age was also significant in our model. Regardless of whether a log-transformation is or is not used, there is a negative relationship between age and the propensity to play educational games. (It is possible to hypothesize that if the research is replicated in a country with a significantly narrower age interval, age will not be found significant.) A significant and negative relationship was found between the number of FB connections and the propensity to play educational games as well.

With regard to the place of origin, there was a significant difference between the students from Scandinavia and the East of Europe. Future research may try to use an appropriate index, e.g. the Network Readiness Index (World Economic Forum, 2012) or climate harshness and national wealth from the climato-economic theory (Van de Vliert, 2009), instead of the country. In this way, the categorical variable may be turned into a continuous one and, in return, it is likely to increase the statistical power.

With regard to gaming status, there was a significant difference between the respondents who still played FB game(s) and the respondent, who had never played any FB games.

To sum up, educators should expect that first adopters of educational games will be students, who are young, have only a few FB connections, currently play FB game(s), and there may be a difference between students coming from various countries.

References


