

There are many examples on the use of game-based learning in and outside the classroom, along with evaluation of their effect in terms of engagement, learning, classroom dynamics, concentration, motivation and enjoyment. However, there are very few papers that investigate what specific elements in game-based learning applications that produce a positive effect on engagement, motivation, enjoyment, concentration, classroom dynamics and learning. The results from the experiment reveal that there are some significant differences whether audio and points are used in game-based learning in the areas of concentration, engagement, enjoyment, and motivation. The most surprising finding was how the classroom dynamics was positively affected by use of audio. Most of the research in this area focuses on evaluations of the use of game-based learning applications and the effect they have on the students. The majority of these papers show that game-based learning has a positive effect compared to more traditional learning methods. In this paper, we present an experiment where we investigated how the use of points and audio affect the learning environment. Specifically, the paper presents results from an experiment where the same lecture was taught for different group of students using the game-based learning platform Kahoot!. as it supposed to be used with audio and points, one group use Kahoot! without audio with points, and one group used Kahoot! A total of 593 students participated in this experiment with a gender distribution of 44% female and 56 male students. One group used .Kahoot! without points, and one group used Kahoot! without points and audio