



Teaching Toolkit

An Introduction to Games based
learning

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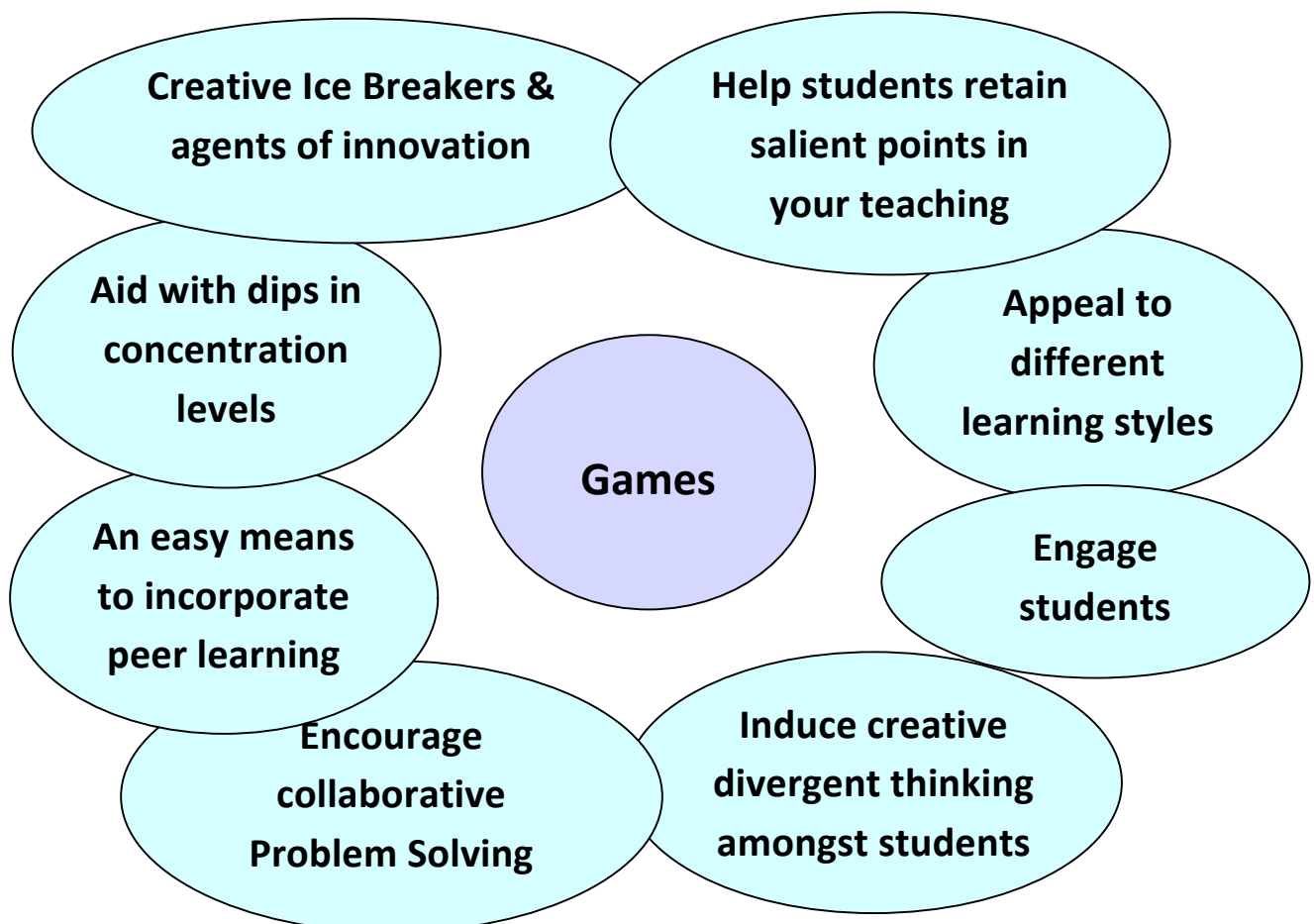
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An Introduction to Game based learning

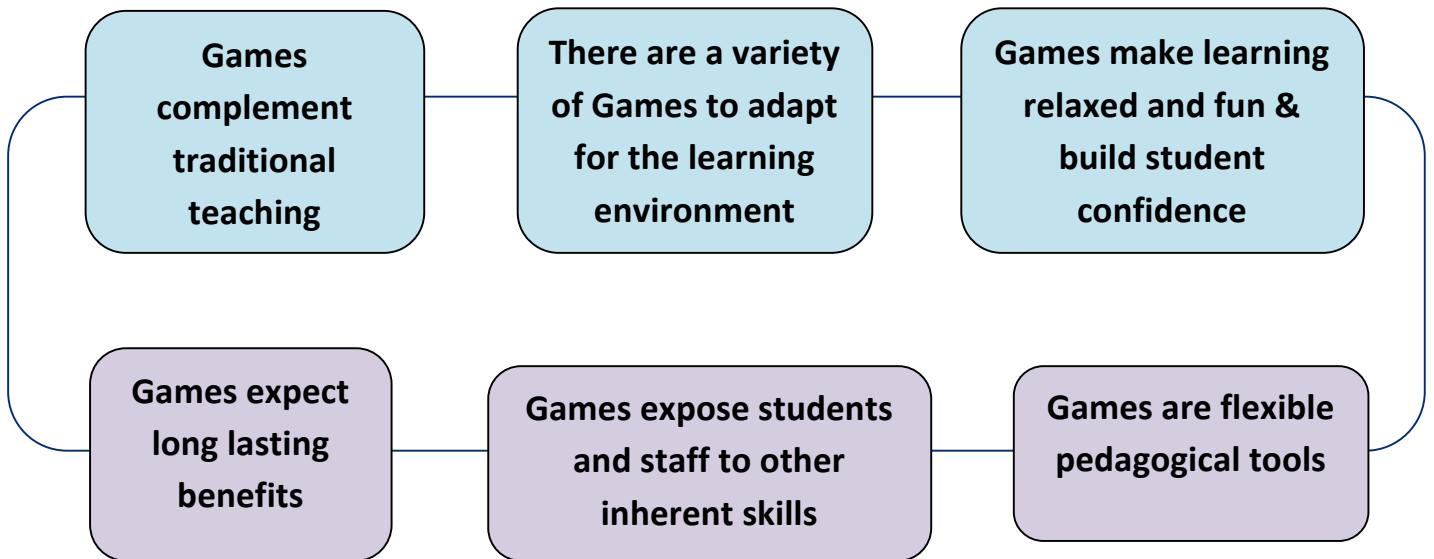
Games offer a unique structure to complement traditional teaching strategies and infuse teaching with energy, spark innovative thinking and provide diversity in teaching methods. Games make learning concepts more palatable for students and supply learners with a platform for their creative thoughts to bounce around. Games encourage creative behaviour and divergent thought (Fuszard, 2001) and are excellent ice breakers. Games will often act as learning triggers inducing lively discussion on learning concepts amongst students following game play.

Games as Pedagogical Devices

As pedagogical devices, games are extremely useful - they can enliven teaching topics and are especially effective for dealing with problem solving and key concepts. Research shows that “games have a special role in building students’ self-confidence” and “they can reduce the gap between quicker and slower learners” (Fuscard, 2001).



The highly adaptable, flexible nature of games means that they can be moulded to suit a variety of learning settings and environments, even VLE's such as Blackboard, this can add another layer of interactivity and facilitate distance learning students. The number of game frames or models available is extensive, so no matter what discipline you teach in, there is a game model you can use. Apart from inviting students to learn curriculum content in a fun and relaxed manner, games also expose students to other skill development during game play via sequential, verbal, visual and kinetic and other game based activities.



Game Example: *Where do you go* Game?

Aim: To develop the information literacy of First year students

10 minutes

**Stage 1
students**

**Match jumbled
playing cards**

**Teaches where to
go for information**

**Students discuss &
match playing cards**

**Students do not
consult any other
materials**

**Facilitator goes through
correct play and connection
to the learning outcome**

- Students have 10 minutes to play the *Where do you go* game.
- The game is designed for Stage 1 students.
- The *where do you go* game uses playing cards to teach students where to search for different kinds of information when they have a particular need.
- The blue cards are a mix of different resources the students could consult and the yellow cards detail the queries or particular needs.
- The cards are jumbled up and the students are encouraged to discuss and match the cards (see a sample of the cards below) into correct pairs.
- Students are not allowed to consult any other materials or computers during the *Where do you go* game.
- Following the game play, the facilitator provides students with an explanation of correct play to link the game to the learning objectives and student projects to reinforce learning and increase retention.

Where do you go Game- Sample Playing Cards

When you want to search for different kinds of research on a topic eg: trials/ case studies /reviews /abstracts /articles you search

Databases

When you want to revise the basics of a topic you go to a

Textbook

When you want to find a specific article you go to

**Print/
Electronic
Journals**

**To find national
statistics
information you
would check**

**Official
Government
website**

**To find out
about a new
topic & get a full
definition you
would go to an**

Encyclopedia

References

Websites

- Engage Learning- European Web Portal for Game-Based Learning resources and dissemination-*Sample Games and Good Practice Examples*
http://www.engagelearning.eu/teachers/?page_id=26
- Educause Learning Initiative
<http://www.educause.edu/eli>
- Searchable database of educational games
<http://www.wingz2fly.com/GameSurvey/search.html>
- The Game Based Learning Community - Non-commercial online forum for thought leaders, innovators and practitioners
<http://www.gamebasedlearning.org.uk/>
- Example of an award winning public health game from Merlot (the Multimedia educational resource for learning and online teaching)
<http://www.merlot.org/merlot/viewMaterial.htm?id=85084>

Journal Papers

- CHOW, A. F., KELLY, C. W. & MAES, J. (2011) Deal or No Deal: using games to improve student learning, retention and decision-making. *International Journal of Mathematical Education in Science and Technology*, 42, 259-264.
- FUSZARD, B. (2001) Gaming. IN LOWENSTEIN, A. J., BRADSHAW, M. J. & FUSZARD, B. (Eds.) *Fuszard's innovative teaching strategies in nursing*. 3rd ed. Gaithersburg, MD, Aspen Publishers.
- JAFFE, L. (2007) Games amplify motivation in education. IN BRADSHAW, M. J. & LOWENSTEIN, A. J. (Eds.) *Innovative teaching strategies in nursing and related health professions*. 4th ed. Sudbury, Mass., Jones and Bartlett Publishers.
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- WESTERA, W., NADOLSKI, R. J., HUMMEL, H. G. K. & WOPEREIS, I. G. J. H. (2008) Serious games for higher education: a framework for reducing design complexity. *Journal of Computer Assisted Learning*, 24, 420-432.

Conferences

European Conference on Game Based Learning (ECGBL) <http://www.academic-conferences.org/ecgbl/ecgbl-home.htm>

Future Reality of Gaming (FROG) conference provides an open and international platform for leading game studies researchers and scholars, game designers, researchers and scholars from various other fields, education professionals, and gamers from around the world <http://bupp.at/en/service-en/frog/frog-2011/>