

Game Based Learning (GBL) in Practice



investigate:

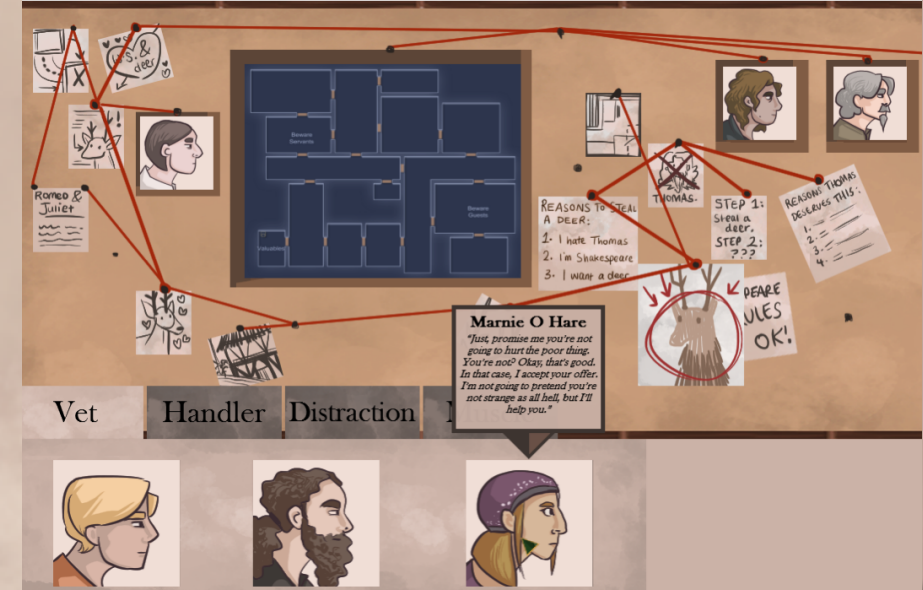
TUDORS

GBL in Practice Workshop

Thaleia Deniozou – Chris Cox – Mario Michaelides

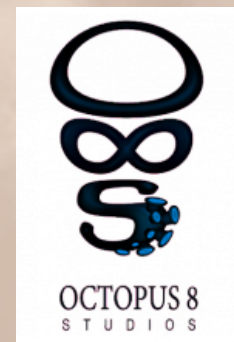
Harry Prebble – Sam Pickard – Phill Shaw – Olivia Jeremiah

Monica Fernandes



Investigate Tudors

*A Game to Help Students Develop
Note-taking Skills*



GBL in Practice Workshop Structure



Game Based Learning (GBL) Context

GBL relates to the use of games to enhance the learning experience.

The importance of play as a human activity, has been highlighted by Huizinga who argues that culture derives from play (Huizinga, 1949).

GBL provides an alternative lens for HEIs to re-evaluate contemporary pedagogies and an opportunity to redefine the learner experience (Niman 2014).

Links between learning and play predate the digital era by thousands of years (e.g. puzzle games, physical games, board games). 20th century theorists have argued that play is a crucial component of cognitive development from birth and through adulthood (Piaget 1962; Vygotsky 1962).



Benefits of Game Based Learning (GBL)



Benefits of Game Based Learning (GBL)

Games promote motivation and engagement (Malone, 1980)

Opportunities for immediate, personalized feedback (Whitton, 2010)

Can support different learning styles and adjust to different skill levels (Jenkins, 2002)

Promote active learning and can make learning fun (Prensky, 2001)

Game-based learning can promote critical thinking and problem-solving (Aguilera & Mendiz, 2003)

Learning principles are embedded in games which can teach transferable skills (Gee, 2007)



Aguilera, M. D., & Mendiz, A. (2003). Video games and education: Education in the face of a "parallel school". *ACM Computers in Entertainment*, 1 (1), 10

Gee, J. P. (2007). *What Video Games Have to Teach Us About Learning and Literacy* (2nd ed.). Palgrave Macmillan

Jenkins, H. (2002). *Game Theory: Digital Renaissance*. MIT: Technology Review

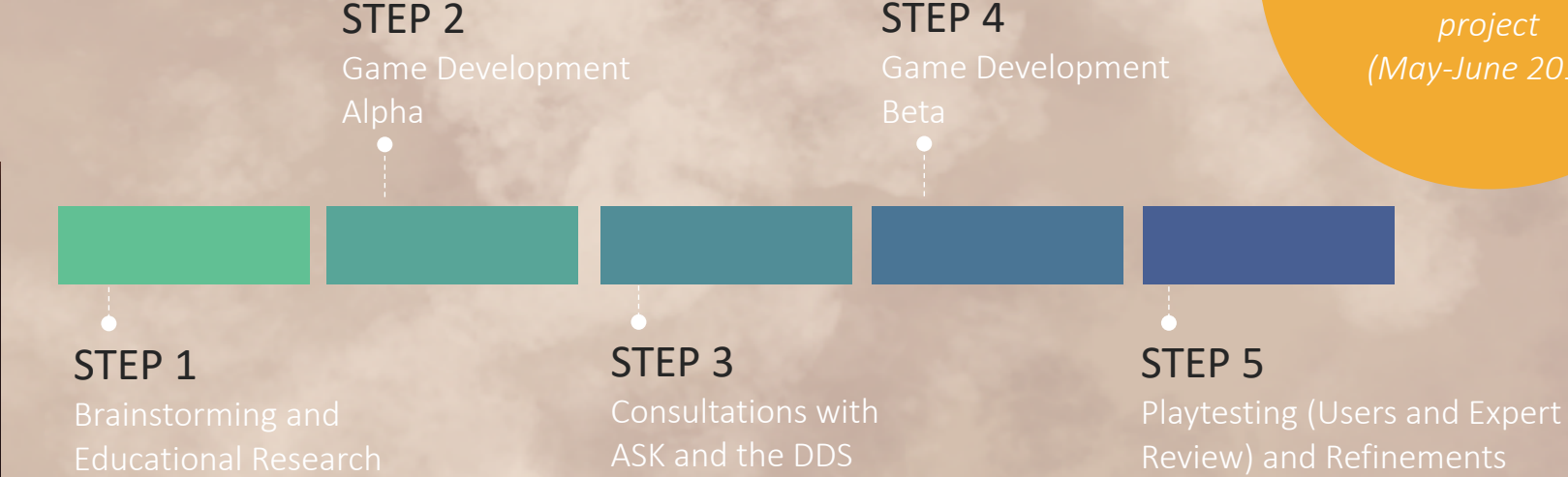
Malone, T.W. (1980a). *What Makes Things Fun to Learn? A Study of Intrinsically Motivating Computer Games*. Ph.D thesis, Department of Psychology, Stanford University

Prensky, M. (2001). *Digital Game-Based Learning*. New York: McGraw Hill

Whitton, N. (2010). *Learning with Digital Games: A Practical Guide to Engaging Students in Higher Education*. New York: Routledge

Case Study: Investigate Tudors

The game was developed in 3 months as part of the O8 summer project (May-June 2018)



GAMES FOR CHANGE



LIYLA & THE SHADOWS OF WAR

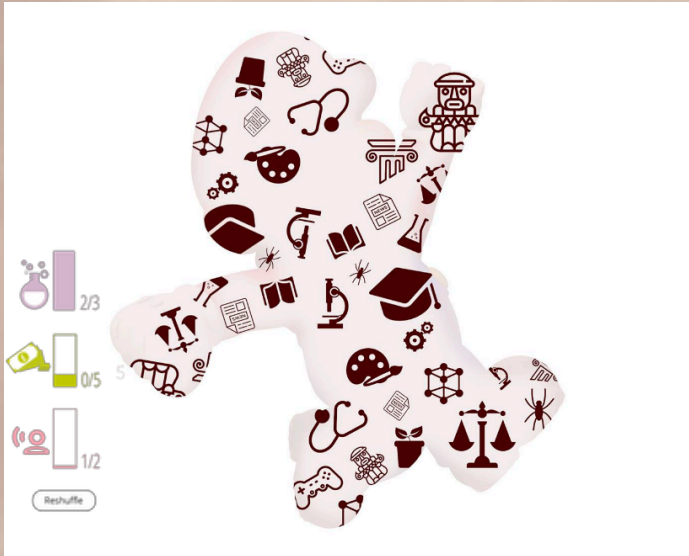
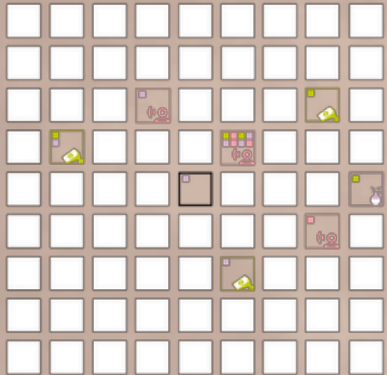
<http://liyla.org/>



Further Resources and Wider Context

Play your Research: Games & Research Impact

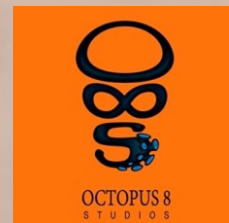
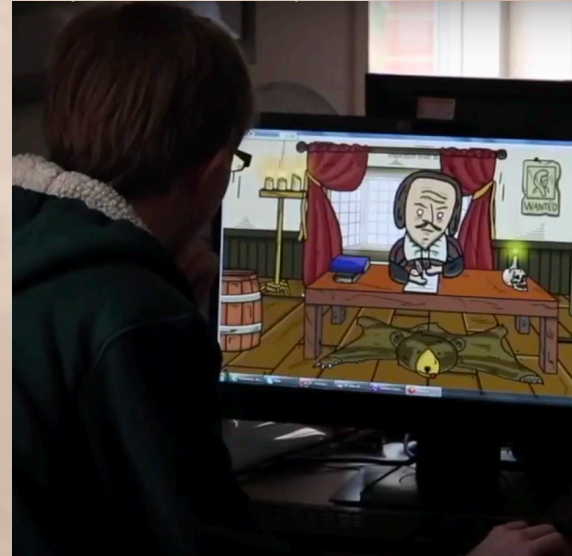
Use digital games as a method for portraying and disseminating academic knowledge to a wide audience.



Research Lead: Andra Ivanescu

Octopus 8 Summer Project

Students from Brunel University's Games Design degree are currently working away to produce and publish their games at the end of the summer.



O8 Team Members: Chris Cox, Mario Michaelides, Justin Parsler and the Division of Digital Arts