



USING A GAME-BASED PEDAGOGICAL FRAMEWORK TO PROMOTE PLAYFUL LEARNING (GB- PLAYFULL)

UNIVERSITIES:

National and Kapodistrian University of Athens in partnership with:

Aix-Marseille Université

University of Glasgow

Universidad Autónoma de Madrid

Stockholms Universitet

DATE:

13th May 2022

▶ 10.00-17.30 CET

LANGUAGE:

English

TARGET GROUP:

Academic staff from various domains [and/or postgraduate students], 20 participants per partner University, interested in integrating Game-based pedagogies in their classes/courses.

ONLINE PLATFORMS:

Webex, Zoom

FACILITATORS:

Aspasia DANIA

Manolis ADAMAKIS

Gabrielle REGULA

Valérie CARAGUEL

Vicki Marcus Morgan DALE

Aikaterini-Evangelia PSEGIANNAKI

Estefania SANZ

Melinda MATHE

Björn Christoffer STRÅÅT

[Registration link](#)

BRIEF DESCRIPTION:

Game-based learning is an authentic way for meeting multiple learning outcomes at all educational levels, since, irrespective of their age, students are intrinsically and extrinsically motivated to play games. Game-Based Pedagogies can hardly be defined at a single epistemological level.

Behaviorist, cognitivist, and socio-constructivist elements, or their combinations can be used for the design of a game, a game activity, or a general model of game-based learning. However, at an overarching level game-based pedagogies are those that promote playful learning, or otherwise learning that comes as a result of experiences that are enjoyable and worthwhile for their own sake.

- ▲ Based on the above, the aim of this workshop is to propose an innovative Game-Based Learning Pedagogical Framework that teachers of all educational levels and fields could use to design games that promote playfulness (GB-PlayFULL). Thus, at a first level, we adopt four different game approaches (Educational games, Entertainment games, Learning by making games, Gamification) and present game design elements and teaching methods that teachers should take into account to achieve students' playful engagement based on established cognitive, affective, motivational, and sociocultural foundations.
- ▲ At a second level, the principles of our Game-Based Learning Pedagogical Framework (GB-PlayFULL) are used as a reference point for the design of a game prototype that teachers could use for learning how to design their own games.

FOCUS ON INNOVATIVE PEDAGOGIES:

With pedagogy being at the heart of teaching and learning, it is a constant challenge for the teacher to review and update methods and practices so that authentic learning can occur. To address the importance of innovative pedagogies, this workshop brings together experts from different disciplinary fields to work in, thorough, and about games as pedagogical tools.

By using a methodology-based pedagogical innovation (Game-Based Learning Pedagogical Framework, GB-PlayFULL), this workshop uses a design thinking approach to help participants develop insights and apply a collection of hands-on skills and competencies relative to game-design in their classes.



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AVAILABLE RESOURCES:

Alaswad, Z., & Nadolny, L. (2015). Designing for game-based learning: The effective integration of technology to support learning. *Journal of Educational Technology Systems*, 43(4), 389-402.

Marklund, B. B., & Taylor, A. S. A. (2016). Educational Games in Practice: The challenges involved in conducting a game based curriculum. *Electronic Journal of e-Learning*, 14(2), pp122-135.

Wilson, C. D., Reichsman, F., Mutch-Jones, K., Gardner, A., Marchi, L., Kowalski, S., ... & Dorsey, C. (2018). Teacher implementation and the impact of game-based science curriculum materials. *Journal of Science Education and Technology*, 27(4), 285-305

El juego del Arte (The game of Art): Exhibition Catalog. Curated by Manuel Fontán del Junco and Juan Bordes, it deals with the art of the artistic avant-gardes of the early 20th century and childhood, education and play. Published in 2019 by Fundación Juan March, Editorial de Arte y Ciencia. Webpage (with video included): <https://www.march.es/es/madrid/exposiciones/juego-arte>

The Eames: Charles and Ray were serious about the designing of objects—from the initial brainstorming of constraints to an item's longevity through the decades—and simultaneously, they derived many of their design processes from toys. Webpage: <https://www.eamesoffice.com/>

Bruno Munari: Bruno Munari is considered “one of the greatest protagonists of art, industrial and graphic design of the 20th century”. His contributions are fundamental in various fields of visual and non-visual expression and he stands out for his multifaceted research on themes such as movement, light, and the development of creativity and fantasy in childhood through play. Webpage: <https://www.munart.org/>

Juguetería: JUGUETORÍA is a very particular toy factory that was founded in the fall of 2020 in Medialab Prado as a toy design and manufacturing laboratory in which we play to design and design to play. It is a project curated by Sara San Gregorio. Webpage: <https://juguetoria.org/>

How not to cheat children. The theory of Loose Parts. Simon Nickolson. *Landscape Architecture*. V 62. 1971. pp. 30-34.

Jugar. André Stern. Litera Libros. 2017.

Conferences / Communities:

- ▲ European Conference on Game-based Learning, <https://www.academic-conferences.org/conference>
- ▲ Serious Games Society, Games and Learning Alliance Conference, <https://conf.seriousgamessociety>.
- ▲ Digital Games Research Association (DIGRA), www.digra.org
- ▲ Teaching Games for Understanding organization <http://www.tgfu.info/>
- ▲ Edutopia, <https://www.edutopia.org/topic/game-based-learning>



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MEET THE FACILITATORS

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<https://www.researchgate.net/scientific-contributions/Bjoern-Straat-2034646048>