



GAME IT

GameIT:
**Gamestorming
for Innovative
Teaching**

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Conference

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Ways of Implementing Games in Humanities



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Introduction



Research methodology:

- literature review
- search keywords: “game(s) and education”, “games and adult education”, “games and humanities”

Research objectives

O1 Identifying how games can enhance higher education;

O2 Highlighting competences (knowledge, skills, attitudes) built and developed through the use of games in Humanities and, based on this, arguing for the need to use/implement games in Humanities on a regular basis;

O3 Identifying best practices/methods for selecting and incorporating games/simulations in the teaching-learning-evaluation

process at the level of higher education, as well as suggestions/best practices on how to incorporate games at various disciplines from the Humanities in relation to building and forming various competences;

O4 Building a framework to allow educators across disciplines from the Humanities to better understand the advantages and drawbacks of games and simulations specific to their pedagogical goals.

Findings 01

- outcomes for game-based education -



- 1. *Abilities related to the thinking process:*** a. creative thinking; b. analytic and reflective thinking;
- 2. *Practical/organizational abilities*** (planning work, organizing resources, dealing with crises and calculated risks, solving problems, getting the job done, measuring progress);
- 3. *Self-related abilities*** (concentrating for extended periods and reflecting critically on the purposes and aims of learning; gaining, processing and assimilating new knowledge and skills, making use of guidance and support; self-management competences (self-motivation, self-confidence, initiating, managing, evaluating one's learning, flexibility));
- 4. *Abilities related to others:*** a. working collaboratively during the learning process; b. improvement of social skills and communication competences; c. interpersonal competences: empathy, negotiating, diplomacy, conflict management - resolving conflict, respecting others, being a team player; d. cultural awareness and expression.

Findings O2

- competences (knowledge, skills, attitudes) developed based on games in Humanities -



- performing life-like behaviours and activities by reading articles, acquiring membership to a certain group/association, negotiating/selling/buying/trading assets and/or information, posting game reviews and comments to an existing database;
- the ability to communicate (write, speak) effectively, critically and persuasively;
- the ability to navigate cultures, cultural literacy and language proficiency;
- the ability to synthesize ideas, that is, to gather and interpret information; analytical creativity and performance;
- critical attention and observation skills;
- applying ethics and judgment in everyday life; applying a narrative and historical perspective on various discourses to build truth;
- using social and structural proficiency to see how social, environmental, and biological forces interact to promote the well-being of a person.

Findings O3

- best practices for selecting/incorporating games in Humanities academic education -



conditions for a successful use of games in education

- the specificity of the game;
- integration of the game in the course;
- the role of the guiding instructor.

gaming in the Humanities

- curriculum innovation, teacher training, new education policies;
- humanists, scientists and educators productively experiment together

Findings O4

- framework for educators in the Humanities on advantages and drawbacks of games in relation to pedagogical goals -

Games	Pedagogical goals/learning outcomes		
	Cognitive outcomes	Behavioural outcomes	Affective outcomes
Icebreakers	comprehension	participation; communication/interactivity; collaboration/coordination; reflection; feedback	engagement; enthusiasm; interest; satisfaction; recognition
Role-playing games (digital and classic)	decision-making; problem solving; comprehension; knowledge acquisition; conceptual change; transformative, situated and experiential learning; conceptual application, spatial cognition; content understanding; critical thinking; knowledge retention; metacognitive skills (self-awareness, self-assessment)	perceptual motor skills; participation; teamwork; project management; leadership skills; organisational skills; adaptability; ability to solve conflicts; transfer of learning; social skills, further classified as immersion, scaffolding, communication/interactivity, collaboration/coordination, reflection, feedback	engagement; enthusiasm; interest; satisfaction; challenge; motivation particularized as self-efficacy, effort; self-assessment; recognition; emotions; attitudes
Computer games			
Board games and card games			
Current affairs quiz	knowledge acquisition; conceptual change; transformative, situated and experiential learning; conceptual application, spatial cognition; content understanding; critical thinking; knowledge retention	perceptual motor skills; participation; teamwork; project management; leadership skills; organisational skills; adaptability; social skills	engagement; challenge; motivation; emotions; attitudes
Colonization timeline	problem solving	cooperation	challenge
Picture-to-story games	content understanding; critical thinking; knowledge retention; creativity	organisational skills; adaptability; reflection; feedback	engagement; satisfaction; challenge; motivation; recognition

Findings O4

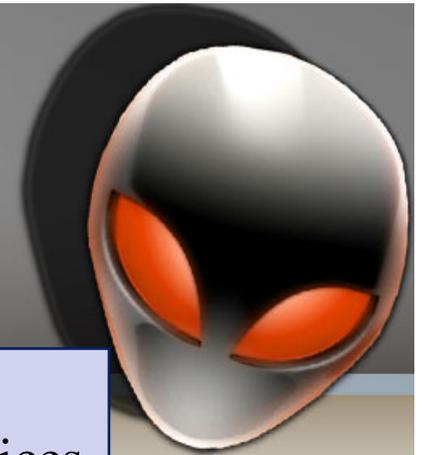
- pedagogical goals as cognitive, behavioural and affective outcomes -



- ***cognitive outcomes***: decision-making; problem solving; comprehension; knowledge acquisition; conceptual change; transformative, situated and experiential learning; conceptual application, spatial cognition; content understanding; critical thinking; knowledge retention; metacognitive skills (self-awareness, self-assessment);
- ***behavioural outcomes***: perceptual motor skills; participation; team work; project management; leadership skills; organisational skills; adaptability; ability to solve conflicts; transfer of learning; social skills, further classified as immersion, scaffolding, communication/interactivity, collaboration/coordination, reflection, feedback;
- ***affective outcomes***: engagement; enthusiasm; interest; satisfaction; challenge; motivation particularized as self-efficacy, effort; self-assessment; recognition; emotions; attitudes.

Conclusions

- **Games** can be platforms for sharing and creating knowledge;
- **Digital humanities** is an umbrella term for a diverse set of practices and concerns, all of which combine computing and digital media with humanities research and teaching;
- **Games** play an important role in the decodifying process and serve to link culture of knowledge with interactive reality;
- **Games** in educational contexts support students in building interpersonal, analytical and creative skills, discourage absenteeism, remove feelings of boredom and reluctance and hence foster academic achievement;
- **Games** promote constant professional improvement of teachers who apply them for educational purposes, as games in higher education need to be challenging and focused on higher levels of learning contents;
- **Games and curricula** should be connected in official documents that regulate the education process at all levels, so that teachers may be officially encouraged and motivated to foster learning through games.





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THANK YOU !



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