Press play

Game-based teaching and learning
for Future Education
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The playing field/table...

Playing your cards right

Resilience	Competence
Creativity	Collaboration
Leadership	Innovation...

A new player on the field – the Homo Zappiens

➢ game player

➢ seasoned navigator & experimenter with social roles in virtual worlds

➢ exploratory and playful self-directed learner

➢ creative content generator & communicator

➢ high-speed thinker & multi-tasker

➢ he zaps – constructs meaningful knowledge from discontinued audio-visual and textual information flows (Veen, 2007)

Playing to the beat

The net Gens expect their learning environment to be:
  interactive, personalized & customized
  authentic, meaningful, & co-creative
  playfully explorative, entertaining
The global learning landscape is changing and we need to "sync up learning to the new rhythms of the 21st century" (Trilling & Fadel 2009: xxviii)

No more sage on the stage/
screen, drill and kill

Architects - masters /designers
of learning experiences
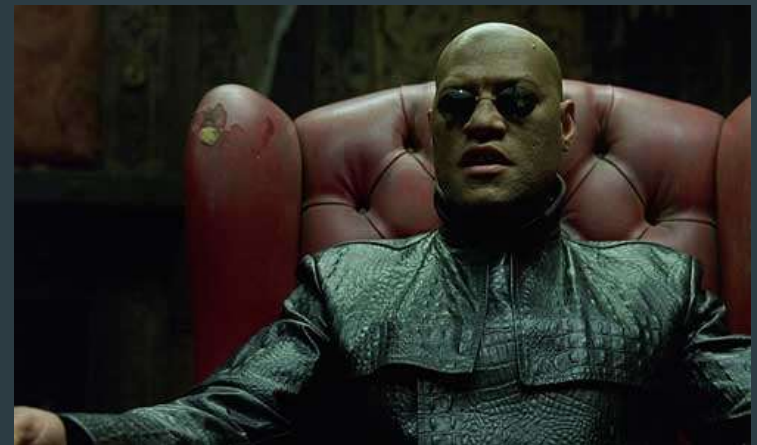
Man only plays when he is in the fullest sense of the word a human being, and he is only fully a human being when he plays (Schiller, NA XX, 359/E 131)

The road to inspiration:

➢ going back to the roots

➢ tapping in the infinite potential of the world of play

➢ harnessing its captivating power

Play is :

➢ universal and primordial

➢ omnipresent and omnipotent

➢ a powerful mediator for learning, for handing down the social heredity and tradition from generation to generation (Groos, 1901)

➢ a lifelong portal to growth

To be playful and serious at the same time is possible, and it defines the ideal mental condition
Dewey 1933

In an experiential social simulation game, players/ participants:

➢ are immersed in a real or imaginary micro-world reflecting a more complex organizational system (de Freitas, 2006:11)

➢ act out a defined role in a certain scenario

➢ engage in an intricate web of interactions and transactions in this world, fulfilling tasks and solving problems

➢ discover its principles and relations (Rieber, 1996)

In the magic circle
Exploration is encouraged; fun is to be expected
(Heinrich, 2017)

➤ "people take risks and grow" (Heinrich, 2017: xiii)

➤ a zone of proximal development (Vygotsky, 1978), a space of generativity (Jorg, 2017) is created where
  - ➤ we bridge the gap between what we are and what we may become (Holzman, 2009)
  - ➤ learning emerges

Challenges

➤ how to balance fun and purpose

➤ assessment and evaluation

    ➤ the learning outcomes in GBL are more wide-ranging and cross-disciplinary and much more difficult to assess and evaluate using standard procedures

    ➤ the tangible effects and benefits of play are not always immediate

        ➤ but they are deeper and long-lasting

        ➤ more rich and applicable to real world experiences

The name of the game

Play is a driver of creativity encouraging us to:

- ➤ play with ideas
- ➤ break the rules and clichés
- ➤ discover new ways of dealing with the world (Bateson, 1972; Bateson & Martin, 2013)

It is a result of evolution and the key to flexibility, transformation, and future survival (Sutton-Smith et al., 2017)

the royal road to an ecological, holistic and humanistic approach to learning

A well-played game

Students' impressions:

➢ **We weren't a team, we were brethren**

➢ **as if I were part of a big project changing the world**

➢ **as being part of a big family**

➢ it **was like owning a business**

➢ **prepared us for the future**

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Thank you for your attention