



# **Unit 8 Trends in Education, Training and Networking**

## **Lecture 8.3 Team-Working and Game Based Learning as educational methods**

*D 2.1 Training toolkit and e-book*

May 2021 – Matteo paradisi (CIAPE)



**WINTEX project** (Weaving innovation among academia and industry in the Tunisian textile sector; project reference number 610373-EPP-1-2019-1-ES-EPPKA2-CBHE-JP) **is co-funded by the Erasmus+ programme of the European Union.**

# Lecture 8.3 Team-Working and Game Based Learning as educational methods

14/06/2021



WINTEX project is co-funded by the Erasmus+ programme of the European Union. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Contents

- Team working
- Gaming and education
- Game based learning as educational approach

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Team working

“**Team**” can be defined as a group of interacting people, with a link of a psychological nature.

“**Working team**” is something more. It can be defined as a group of integrated people. The only interaction is not enough. In building a working team we need to move from interaction to interdependence. It means members becoming aware they depend on each other. Interaction is based on the perception of presence; while interdependence is based on the perception of mutual need and on exchange.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Team working

Integration and interdependence imply the development of **collaboration**, which defines a common work area of active participation by all members. The collaboration is based on:

- ✓ Trusted relations among members
- ✓ Negotiation
- ✓ Sharing

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Team working

Working in team can be presented as a subsystem (with objectives, roles, processes and interdependencies). The working team, as a subsystem of the organizational system, is experienced by individuals simultaneously on **three dimensions**:

- ✓ The institutional dimension: where members must achieve the results set by the organization's management;
- ✓ The sociological dimension: in which a solidarity is established; that allows it to achieve the common goal;
- ✓ The psychological dimension: where each individual develops a sense of belonging to the group.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Team working

Working in team can be presented as a subsystem (with objectives, roles, processes and interdependencies). The working team, as a subsystem of the organizational system, is experienced by individuals simultaneously on **three dimensions**:

- ✓ The institutional dimension: where members must achieve the results set by the organization's management;
- ✓ The sociological dimension: in which a solidarity is established; that allows it to achieve the common goal;
- ✓ The psychological dimension: where each individual develops a sense of belonging to the group.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Team working

Key-points for building an effective working-team

Communication

Method

Roles

Mood

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Team working

Communication

**Communication** is a key process that allows the working team to properly work by ensuring the exchange of information, finalizing it to achieve results. By doing this, communication has impacts on interpersonal relationships, decides on agreement and disagreement, fosters collaboration and conflict. Communication therefore "makes" the working team. Communication in working team therefore looks as an interactive, informative and transformative process, governed by rules, and takes place with particular timing-characteristics.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Team working

Method

**Method** A working team must have a method. The method has as its reference the operating rules: it is the rule of work and professional interaction in the groups that establish the work of the team. That requires compliance with procedures and a sequence of predetermined behaviours, defined actions.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Team working

### Roles

**Roles.** One of the characteristics of an effective working team is the ability to use and make the most of the differences represented by its members: differences in experiences, skills, approaches. Each working team needs to translate these differences in some way also into operating rules. This corresponds to the idea of the role (or the system of roles).

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Team working

Mood

**Mood.** The set of perceptions, experiences, feelings of the members, which impacts on the quality of the working team; its "atmosphere". Among the elements to be taken into the account with regard to the working team, we can mention:

- ✓ support
- ✓ warmth
- ✓ recognition of roles
- ✓ openness and feedback

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Gaming and education

Student generations are different from previous ones; they make massive use of the internet and video games and have acquired specific technical skills, a new way of thinking and different learning preferences, which obviously requires a new educational approach (Oblinger & Oblinger, 2005; Prensky, 2011; Bourgon-jon et al, 2009). As a result, teachers, constantly need to seek a balance between achieving learning goals and actively involving students.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Gaming and education

Some Gaming Principles to Engage Students:

- ✓ The Story Dynamic: Wrap Them Up in the Story. In any project-based curriculum, the story is the process.
- ✓ The Failure Dynamic: Fail Early, Fail Often. Failing many times allows players to get a little farther each time they try. This promotes an iterative approach.
- ✓ The Flexibility Dynamic: Provide Multiple Paths to Success
- ✓ The Progression Dynamic: Scaffold and Recognize Progress
- ✓ The Construction Dynamic: Build Something That Matters

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Gaming and education

The difference between gamification and game-based learning

GAMIFICATION	GAME BASED LEARNING
application of game mechanisms to educational interventions globally. “It turns the entire learning process into a game. It takes game mechanics and gameplay elements and applies them to existing learning courses and content in order to better motivate and engage learners”.	adoption of games for educational purposes. “It is using a game as a part of the learning process. GBL is aimed at teaching a discrete skill or specific learning outcome, rather than being a complete pedagogical system”.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Gaming and education

Gamification in learning. Elements and principles that can drive gamification in learning:

- ✓ Provide ways for users to show 'status'
- ✓ Provide a way for users to compare and rank their relative performance
- ✓ Provide clear levels for user progression
- ✓ Include elements that encourage competition
- ✓ Provide digital immersion to the best extent possible

# Gaming and education

Gamification can be classified into two broad types of activities:

- 1. Structural Gamification:** this is the application of game elements to eLearning to accelerate a learner through the course materials without making any changes to the course material itself. For example, the learner gains points for course completion and certification.
- 2. Content Gamification:** this is where the injection of games or game-like elements is integrated into the courseware itself. Examples could be starting a course with a challenge rather than objectives alone, or adding timed questions for point collection. These elements do not necessarily change the structure of the course overall into a game. They do, however, add context to make the courses feel more game-like.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

The core concept behind game-based learning is teaching through repetition, failure and the accomplishment of goals. Like the video games principle. The player starts off slow and gains in skill until he is able to skillfully navigate the most difficult levels. Students work toward a goal, choosing actions and experiencing the consequences of those actions. They actively learn and practice the right way to do things. The result is active learning instead of passive learning.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

An important point is to overcome the generalisation that simply students are motivated by playing games; it is important to understand exactly what in playing games motivates and attracts students. In order to implement a successful game-based approach, it is necessary encouraging reflection among students after their gaming performance. Main characteristics for an effective learning game:

Strict

engaging

Aligned with  
defined standards

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

Benefits of learning game:

- ✓ The student acquires much more of the material and increases the maintenance of what he/she learned
- ✓ The combination of different approaches and goal-based learning affects all learning styles at the same time
- ✓ Learning games provide students with a safe environment for failure.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

### How to integrate game based teaching in formal education

The role of teaching is essential for an effective and successful game-based learning process. It is necessary for the teachers to be able to contextualize the game within the learning path and to adapt it to the specific needs of students. Just in this way teachers can be consider learning facilitators with the proper skills to effectively use games in their teaching practices.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

### How to integrate game based teaching in formal education

The successful integration of games into the curriculum is a question of providing teachers with sufficient curricular autonomy, game literacy, and knowledge about how to design and facilitate meaningful learning experiences.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

### How to integrate game based teaching in formal education

Game-based-teaching can be considered as a dynamic interplay of four knowledge practices:

1. specialized or curricular knowledge practices
2. pedagogical knowledge practices
3. everyday or non-specialized knowledge practices
4. scenario-specific knowledge practices

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

### How to integrate game based teaching in formal education

The educational use of game scenarios always requires dynamic translations across the four knowledge practices. The term translation is used to describe the interpretations and choices that teachers have to make to “read” and re-design game scenarios for curricular practices and pedagogical practices while also paying attention to students’ prior game experiences.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

### How to integrate game based teaching in formal education

Game-Based Teaching should not be understood as a fixed practice as it involves a repertoire of shifting teacher roles. Teachers shift back and forth between four different roles when facilitating games for educational purposes:

instructor

playmaker

guide

evaluator

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

### How to integrate game based teaching in formal education

instructor

It concerns teacher planning and communication of the overall goals of a game scenario in relation to particular learning objectives. This role is an integrated part of most teachers' everyday practices, e.g. when giving overt instructions in relation to a curricular topic

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

### How to integrate game based teaching in formal education

playmaker

It refers to the ability of teachers to communicate the tasks, roles, goals, and dynamics of a particular game scenario as seen from a player perspective. It describes the ability to “read the game”. In order to understand how a given game can be played, teachers have to imagine how the different phases of the game scenario will unfold when preparing for the game session and how they plan to respond to the students’ game interaction when facilitating the game.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

How to integrate game based teaching in formal education

guide

The role of the guide encapsulates how teachers support or scaffold students in their attempts to meet particular learning objectives when they play a game.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

How to integrate game based teaching in formal education

evaluator

games also require teachers to perform as evaluators in order to re-play relevant game events and to provide a qualified response to student game experiences.

## Lecture 8.3 Team-Working and Game Based Learning as educational methods

# Game based learning as educational approach

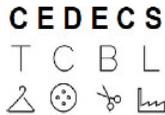
### How to integrate game based teaching in formal education

These four teacher roles should not be understood as ideal types or as normative goals for teaching with games. Rather, they can be seen as heuristic categories based on empirical analysis of the game-based practices of teachers.

## The partners



**Project Coordinator**  
UPC - Universitat Politècnica de Catalunya  
**Spain**



**CEDECS**  
TCBL  
CEDECS – TCBL – Consultancy for European  
Development of Ecological and Social  
entrepreneurship – Textile and Clothing Business  
Labs  
**France**



CRNS - Centre de Recherche en  
Numérique de Sfax  
**Tunisia**



ATCTex - Tunisian Association for  
Textile Researchers  
**Tunisia**



ISMMM - Higher Institute of  
Fashion of Monastir  
**Tunisia**



ISET - Higher Institute of  
Technological Studies of Ksar Hellal  
**Tunisia**



MFCPole - The Pôle de Compétitivité  
Monastir-El Fejja  
**Tunisia**



UNIWA - University of West  
Attica  
**Greece**



TUIASI – Gheorghe Asachi  
University of Iași  
**Romania**



USF - University of Sfax  
**Tunisia**



CIAPE - Centro Italiano per  
l'Apprendimento Permanente  
**Italy**



AEI TEXTILS - Associació Agrupació  
d'Empreses Innovadores Tèxtils  
**Spain**



CRE.THU.DEV - Creative Thinking  
Development  
**Greece**

**Get in touch**

## FOR MORE INFORMATION:

[www.wintexproject.eu](http://www.wintexproject.eu)



[@wintexprojecteu](https://www.facebook.com/wintexprojecteu)

[Wintex Project](https://www.linkedin.com/company/wintex-project)



[@WintexProject](https://twitter.com/WintexProject)

THANK YOU FOR YOUR  
ATTENTION