



Game-Based Learning in Schools as a Framework for Engaging Learning

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Abstract

Game-based learning may present a way of creating immersion and engagement for the learner through direct experience in a narrative environment.

It has had a long history of usage in language learning and as a multidisciplinary activity in schools during theme weeks.

Through the concept of serious digital games, which offer learning through digital simulations and immersion in virtual worlds, it has had an increasing use in education.

The exploration of live action role-game play as an overarching framework for learning, may however offer fresh potentials for insights into game-based learning in terms of multimodality, flexibility in the design of games, and the interactivity of the learner and teacher. A current project on live action role-game playing in Danish schools, is looking at how role-games can be used as an inclusive framework for learning, and how they can be used to present an entire curriculum within a narrative framework, in order to enhance the learners motivation and zest for learning.

The paper will present preliminary results from the project and discuss its implications for design and redesign of learning environments in the schools, in order to achieve a greater level of engagement and interactivity in the learning situation.