

**GAME**  
BASED  
RESEARCH IN  
**EDUCATION**  
AND  
**ACTION**  
TRAINING

BE A **GREAT** LEARNER





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# Presentation Outline

- Project, Aim and Research Methods
- Expert Focus Group and Statements
- Interviews on Usage of GBL and Analysis
- Strengths
- Opportunities and Main Innovative Aspects
- Barriers
- Conclusions and Further Events

# GREAT Project

- EU Leonardo da Vinci funded project
- October 2011 – September 2013
- <http://www.projectgreat.eu/>
- Co-ordinator:  
APG (Portuguese Association of Human Resource Managers), Portugal
- Partners: AIF (IT), FH JOANNEUM (AT), GAZI University (TR), I.ZONE (RO), MERIG (AT)
- Associated and media partners



## Aim

*to provide methodology and guidelines for using Game-Based Learning (GBL) in education and training*

- **Research Phase**

- to develop a common vision for the role for GBL in training and education
- to elaborate a detailed Needs Analysis of Skills and Competencies in Small and Medium Enterprises from participating countries
- to map in detail the most recent approaches and good practices in Web-Based Needs Assessment and Game-Based Learning.

# Research Methods

## Desktop Research:

- Distribution of work per geographic areas
- Template for project assessment

## Online Survey (540 responses from 32 countries)

## Interviews on Usage of GBL (20 in-depth interviews):

- Interview method and Template
- Collecting information by partners

## International Expert Focus Group (16 experts)



**Expert Focus Group      26-27th February Graz, AT**

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*a platform for international experts on serious games,  
game-based learning, e-learning and training*



## Expert Statements

- Tendency that GBL is getting more value
- Preparing citizens to our society (also due to technology)
- Can we afford games in education without video game industry?
- Now the technology is available that everyone can make its own game (important is game play and design of the game)
- Important how and when the feedback is presented
- Good environment to test hypothesis
- Safe environment, to try out, make mistakes and to learn from that ... we need to facilitate and help this process



## Expert Statements

- Term games can demotivate a lot of people (in terms of learning)
- How can we use games for adults, to learn and have fun, as a serious way
- What is the big appeal for youngsters? Not a concept of serious game, but serious fun i.e. fostering competences by allowing also fun experience
- Company needs one stop shopping – do everything in one place (depends also on the role of the trainer and teachers)
- Games need to be culturally adaptable to different countries, different age, technology, and need to be easily accessible

## Interviews on Usage of GBL

*To elaborate detailed Needs Analysis of Skills and Competencies in Small and Medium Enterprises from participating countries*

*To map in detail the most recent approaches and good practices in Game-Based Learning*

- Collecting information by partners
  - Translating questionnaire (TR, PT)
  - Carrying out interviews (PT, TR, RO, AT, HU, SI)
  - Transcripts and collation of information in English
- STAKEHOLDERS: More detailed information on training organizations and trainers
- TRAINING DISCIPLINES: Information on training topics and needs for games

# Analysis

*Strengths, Opportunities and Main Innovative Aspects*

## SWOT Analysis

**Strengths** – Benefits for the learning experience

**Weaknesses** – Barriers to implementation

**Opportunities** – Topics, competences, educational  
activities

**Threats** – Problems, disadvantages, challenges



## Strengths

- Students live online in virtual spaces
- Would increase tool kit diversity for teaching, linked with motivation => engaged and self reflective students
- Open environment for learning
- Richer learning experience
- Memorising, behavioural patterns, self-esteem
- Contextual learning
- Linking theory and practice
- Instantaneous feedback
- Stimulate pro-active behaviour and participation

## Opportunities and Main Innovative Aspects

- gain “learning to learn” competences
- functional competences (language, communication and negotiation skills)
- conflict management and resolutions
- social and cultural sensitivity
- ethical competences
- interdisciplinary and cross generation learning
- sustainable behaviour
- learning alone and in groups
- learning from experts and with peers

## Barriers for Usage of GBL Approaches

- complexity of activities
- duration time of game-based activities
- meeting the learning objectives
- language of the resources
- competences of the learners/trainers
- technical equipment needed/available
- access to the resources
- costs



## Conclusions & Further events

To achieve results teachers / trainers need competences to be able to integrate digital games into the teaching, familiarise themselves with the game-based methods and the games themselves.

Ongoing activities and seminars <http://www.projectgreat.eu/>

**Final conference** 15 – 16 September 2013, Lisabon, Portugal

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