Students on board: designing a board game for 1000+ students

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Session outline

● Overview of the ‘Capture the Market’ game
● Theory on Games Based Learning
● Feedback from students and staff
● What we learnt about designing games for HE.
Overview

A ‘serious’ game designed from scratch by LSE teacher José Javier Olivas and the LSE Learning Technology and Innovation (LTI) team.
The game...

● Autonomous tile based board game
● **Four teams** (2-3 players) per game.
● Secret objective cards for each team
● Rounds
● Choice
● Score sheet
● Dual purpose tiles
Context
Theory on games based learning

“provide structure for interactions reward students for collaborating and problem solving” (Schwartzman 1997)

“promote cooperative learning, individual accountability, positive interdependence and the need for group processing and feedback” (Millis & Cottell 1998 p149)
Positive student feedback...

“I loved and enjoyed the game. I would love to purchase a similar game... It really shows you how businessmen and businesswomen invest in the market and expand it. **It shows the essence of a market, and how decisions are taken so rapidly.**”

“More interactive and less passive than regular classes”

“It is helpful to look at the topic of markets from different perspective. And though we are not children anymore, learning through playing still works.”

“More of these games please. This was literally the most enjoyable and actually stimulating LSE100 class...”

“It worked well as a visual metaphor for concepts like monopoly and diversification”.

“It helped me to discover how people would act in real life situation unconsciously. This really surprised me because it helped me to evaluate my potential strengths and weaknesses in response to different situations such as change in policies in real life situations.”
Critical Student Feedback...

“It was not mentally stimulating or remotely enjoyable. *It felt like a time filler as the LSE100 had finally run out of things to teach us.*”

“Felt it was a waste of time which I could have been spent doing work/revising towards my actual degree.”

“I feel like playing a board game is not appropriate at a university level. Moreover, the connection between the game and the readings was vague - it was only clarified during the ‘government interventions’ but was not related to the game itself…”

“Had no relevance to the reading. Too abstract and confusing”.

“It was not the most fun game I have ever played, but then again I am not a huge fan of all games in general”.
Q1 - 'I enjoyed playing the 'Capture the Market' game in class'
Q4 - 'The 'Capture the Market' game connected with the module's framework of structure, agency and ideas.'

Q5 - 'The 'Capture the Market' game helped me to engage in and think about some of the key concepts from the module.'
Staff Feedback...
Q4 - 'Students appeared to enjoy playing the game'

- Strongly agree: 80%
- Somewhat agree: 20%
- Neither agree nor disagree: 0%
- Somewhat disagree: 0%
- Strongly disagree: 0%
Q1 - Class management

- Q1b - Experience of managing the post game discussion in class
- Q1a - Experience of managing the game in class

- Extremely difficult: 0
- Difficult: 2
- Neither easy nor difficult: 5
- Easy: 8
- Extremely easy: 1
What we learnt about designing games for HE...
Next steps...
References

Nancy Sardone & Roberta Devlin-Scherer 2016 ‘Let the (Board) games begin: Creative ways to enhance teaching and learning

Using games and simulations for supporting learning - Sara I de Freitas 2006

Games as an interactive classroom technique: perceptions of corporate trainers, college instructors and students by Kumar and Lightner 2007

Foundations of Game-Based learning - Jan L. Plass, Homer, Kinzer 2015