

OLTD 508 – Game-Based Learning - Evidence #1

What is the specific evidence you have chosen?

The piece of evidence that I have chosen to include is my review of Stop Disasters, a free digital game, endorsed by the United Nations Office of Disaster Risk Reduction (UNDRR)

[https://www.stopdisastersgame.org/stop_disasters/.](https://www.stopdisastersgame.org/stop_disasters/)

The reason that I chose this is two-fold:

1. The assignment improved my comprehension of how to apply a qualitative approach to assessing digital games in a learning environment, and
2. I was able to assess, through a backward design lens, the game by responding to these three reflective questions:
 - a. What is the age group/position of the learners?
 - b. How can it benefit emergency managers?
 - c. Is it appropriate for emergency management training?

What did you learn/experience by creating the evidence file relative to the specific OLTD Program Outcome *Can game based learning inform and benefit my facilitation & teaching practices while offering alternative learning experiences for adult learners that are engaging yet "educational"?*

I learned how to apply James Paul Gee's learning principles (2003) while reviewing the game, I chose to assess it against four of his principles;

1. risk-taking
2. agency
3. system-thinking

4. pleasantly frustrating

Additionally, I found excellent research articles on this specific game, one of which was Bevan Findlay's (2017) criteria on how to incorporate elements for an ideal disaster education game which includes:

1. reality-based
2. story-based
3. stealth learning
4. age-appropriate
5. provide feedback
6. valid educational lessons

I will be using Findlay's criteria as I move along in the world of gamification in emergency management.

I have to say that through this experience of reviewing and assessing games, I experienced a huge breakthrough in understanding gamification and how it can be used in my practice as an adult educator. It helped me to change my attitude towards games, and gamers, and appreciate the application in the field of emergency management specifically.

Sources:

Findlay, B. (2017). Digital Games in Disaster Preparedness Education. *University of Auckland*.

https://www.researchgate.net/profile/Bevan-Findlay/publication/340643447_Digital_Games_in_Disaster_Preparedness_Education/links/5e966e8e4585150839de68af/Digital-Games-in-Disaster-Preparedness-Education.pdf.

Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in Entertainment (CIE)*, 1(1), 20-20. <https://blog.ufes.br/kyriafinardi/files/2017/10/What-Video-Games-Have-to-Teach-us-About-Learning-and-Literacy-2003.-ilovepdf-compressed.pdf>.

United Nations International Strategy for Disaster Reduction (2014). Case Study 16: UNISDR "Stop

Disaster” Game. <http://www.humanitarianfutures.org/wp-content/uploads/2014/05/CS16-STOP.pdf>.