

## TEACHERS' TRAINING DIARY/Tuija-Elina Lindström

### ERASMUS+ TRANSNATIONAL LEARNING ACTIVITIES IN FINLAND March 10-16 2016

Friday 3/11/16 Lehtisaari School, Jyväskylä, Finland

Mauri Laakso, gamification expert, workshop

The concept of *gaimful learning*. Sharing experiences of how we've used roleplay, games and/or gamification in our school work. Experiences vary a lot, although most already use elements of gaming in their everyday work – whether they know it or not.

Laakso clarifies the concept of larping in school context (more free than process drama - lead by game master). The *Game Master* (adult, so it's safe) is the supreme leader of the game. In a larp, the Game Master should care for connections/relationships between the players. Laakso uses mind maps. However, the Game Master should not write the story in too much detail. The result may be open.

The concept of the *magic circle*. It's a state of sharing and understanding make belief. People involved share the understanding that what is done is not real but is considered as such.

*Conceptual construction of life* is learning life through play. Nature of play is informal, for fun. We have a *playful mindset*. Do we have one in our schools? The greatest challenge is to change our attitudes - including the attitudes of children - toward play in school. Play is considered as something done in our spare time. It's not considered as something to do with learning, studying and working.

Exercise: "Do we need rules in school?" The teams are given answers "yes" and "no". The teams have to make good arguments. The Game Master gives points according to his/her own will based on the strongness of the argument (according to the Game Master). A conversation should develop. There must be logic to the arguments. The argumentation should develop. The Game Master is also looking for logical explanation, general truth and finally, references (scientific, articles). Game elements in this exercise: contest, co-operating, game master, rules.

The goal of this example is to engage the students in an argument based conversation. Could include six hats: different hats represent different attitudes toward an argument.

The value of larping/taking different roles is the possibility to step into somebody else's shoes, a possibility to understand another point of view, to try it. *Double consciousness*: your own and the one of the character your playing.

*Game dynamics*: feeling, story, element of surprise, strategy, challenge (e.g. chess - it's a war you have to win)

*Mechanism*: rules, feedback (e.g. points), goal (what I want to achieve; I want my students to be empowered e.g.)

The correct *goal is crucial*. Other good things will happen. (The case of Paul O'Neill and their goal of improving working safety; productivity improved as well.) The action/gamifying stems from the goal.

Making *role card* is like making a portfolio. The role card is facilitating the game and the game affects the role card.

The Speed Camera Lottery and The World's Deepest Garbage Can are examples of how to change human behavior through gamification. Many videos in The Fun Theory available in the internet. Examples of how simple gamification can be. First, think what you want to achieve, what is the desirable behaviour and how to make that behavior *fun to do*.

On game rules. Rules: how to behave in the role, e.g. gestures help to take on the role. Important that a student is never a slave (in an enslaved position).

According to studies, larpers are better e.g. stress handlers, problem solvers and in reflecting.

A rehearsal: a larp in a viking village. Takes place in Norway, approximately year 1000 A.D. The king asks the village for men and weapons for his war. Role building demands to find out historical truths (or in our case, in Treasure Hunt, find out things about literature). Learning through preparation. Also called *edularp* (learning happens when preparing, learning out things concerning the subject). The larping itself is "celebrating". Work is done before the larp itself. A process such as this could take approximately three weeks in a class.

