



**GAMES IN LEARNING
SYMPOSIUM
17 DECEMBER 2019**



**Trent Institute for Learning and Teaching
Nottingham Trent University**

Timings:

09:30 – 09:45 Registration, Tea, Coffee and Water

09:45 – 09:55 Opening introduction and outline of the event

10:00 – 12:30 Visit the presenters

12:30 – 13:30 Lunch and last chance to talk to the presenters

13:30 - 14:00 Plenary, way forward and event evaluation

Presenters at the TILT Games in Learning Symposium 17 December 2019

1. Paul Wreaves

Name of the game: Business on the Move

Short introduction: In the game, the player takes the role of a 3rd Party Logistics Provider. The purpose of the game is to import goods from China into the UK and deliver to the end-user via road and rail.

How do you use it in your teaching?

Used with Level 5 and Level 7 students as an introduction to logistics and the role it plays within a global supply chain.

2. Tom Lewis and Helen Hall

Name of game: 'Brave New World'

Introduction: The game is designed to teach participants, through role-play in an imaginary world (different versions have fantasy and historical 'imaginary worlds'), about human rights, the rule of law and equality.

How do you use it in your teaching?

We have primarily used the game in outreach projects with primary and secondary schools; but it has also been the basis of a CERT session, forms the basis of a forthcoming introduction to law module on the LLB, and has been played by trainee solicitors at the law firm Browne Jacobsons

3. James Leinster

Name of simulation: The Newton Group

Introduction: The Newton Group is a business simulation based on a global company operating in five regions of the world. The company makes rubber products for the car manufacturing sector, Oil exploration and protective clothing for health workers. An adoptive central narrative makes the simulation realistic and applicable to a wide range of business topics: general business, HR, Economics, sustainability and many more.

How do you use it in your teaching?

I tested this simulation in in Moscow, Baku and at NTU with final year undergraduates and HR Masters students. Data sets have been developed at regional and global levels which afford colleagues the flexibility to 'pitch' the simulation at different levels using the case study difficulty cube (Mauffette-Leenders et al, 2007). Currently, the simulation is

only available in a board game version, but I'm seeking to develop a digital version and with a commercial partner, sell both versions. Student feedback has been positive about the simulation.

4. Dr Daniel McDonald-junior

Name of the tool: The Trading Learning Tool

Introduction: Students work in groups and are given a set of jewels (some are rare). Each group needs to trade with other groups to make a set of 5, they then take the set to the assembler. The tutor can disrupt the groups by moving members, taking or giving treasures. There is 1 assembler that changes jewels to treasure (rule change for the assembler e.g. only work with people wearing glasses. Students then take their jewel to sell on 1 of 2 markets (tariffs change on the markets). The winning team has the most cash!

How do you use it in your teaching?

Links with macro-environmental analysis

Highlights need to monitor competitors

Some groups will behave similarly (making one product and selling it before moving on) while others will use different strategies (making all products before selling them).

Forces other than the market can affect the industry (for example a 'market' student can favour the team that has a good friend as a member).

Some groups forget that resources are rare, limited, and idiosyncratic, so they will swap 'jewels' at a rate of 1to1. Some jewels are very valuable (=> VRIO (Value, Rareness, Imitability, Organization) framework).

5. Derek Watling

Name of the game: Letterpoint

Introduction: It can be used simply for the exploration of team dynamics or team building, but I tend to use it to illustrate the importance of delivering what you promised to deliver, creativity, innovation and strategy development. The game takes about one and a half to two hours to execute and debrief.

How do you use it in your teaching?

I have tended to use this in teaching when talking about innovation creativity and strategy development.

6. Ian Gregson, Julie Rosborough, Sharon-marie Gillooley

Name of game/simulation: MyMarketingExperience [MMX] supplied by Pearson

Introduction: MyMarketingExperience is an online simulation, set in the jeans fashion industry. The simulation allows students playing in teams to analyse the changing marketplace, set strategy for their company, take tactical actions and compete against each other in a fun yet challenging setting. This is based on a jeans manufacturer that needs to succeed in the market. The simulation has a problem-based teaching approach, encouraging experiential learning and critical thinking skills.

How do you use it in your teaching?

The simulation is used on two different courses.

On the MSc Marketing suite [Sharron-Marie and Ian], students use the simulation in their first module – Principles of Marketing. The module runs for four weeks. During the first week of the course students receive an introduction to My Marketing Experience and start running a virtual business. Students work in small groups and will be assigned tasks around specific aspects of the business, including marketing planning and strategy, the firm and its resources, competition through the marketing mix and marketing research. The simulation game is thought-provoking and prompts students to be strategic and analytical in order to compete with the other teams. Each group has its own strategy, which ranges between high quality/high price and low quality/low price.

The summative assessments for the module are based around MyMarketingExperience Group presentation: Deliver a presentation that provides evidence that you understand the role of marketing in helping the company determine its overall strategic direction and achieve its short-term objectives. Additionally, you should defend the selection of the marketing tools and techniques your team has selected for the company in order that it can achieve its short-term objectives.

Individual report: Business report to your Chief Executive Officer [CEO] evaluating how successfully you have applied your strategy, how these decisions have been taken, in particular, the marketing theory used to aid and support these decisions, and the alignment of marketing theory to marketing practice. On the MBA courses [Julie] the simulation is used over a shorter period – one morning and is not assessed.

7. James Leinster

Name of the tool: 'Creative Connections'

Introduction: Creative Connections is a unique learning tool that can be used on any topic and at any level of study. It's simple to use, increases student engagement in class. It helps facilitate the movement from surface to deep learning through a visual ontology by students making connections between topics.

How do you use it in your teaching?

I currently use Creative Connections at Level 5 and Level 7. At level 5, I mainly use it in my revision session. On level 7, I use it throughout my module 'Learning and Talent Development'. Creative Connections is used by several colleagues across NTU and externally at several universities.

8. Dr Mike Coffey

Name of the game: 'Green Chemistry'

Short introduction: In the game, players develop their desktop chemical manufacturing plant to convert raw materials into products to sell. However, they must manage the chemical waste streams either through on-site treatment, 3rd party disposal or through developing less wasteful amended manufacturing approaches.

How do you use it in your teaching?

Used at the University of Bremen for their teacher-training courses to introduce new teachers to the principles of Green Chemistry.

9. Dr Mike Coffey (games under development)

Name of the game: 'Laboratory Manager' and 'Escape the Lab'

Short introduction:

LM: trick building card game to make the right decisions in which analytical instrumentation will be required to solve a variety of analytical scenarios.

EtL: active-learning, escape room themed puzzles to introduce hazard label recognition, risk recognition and good laboratory practice to incoming year 1 students.

How do you use it in your teaching?

LM: prototype and focus-group testing done for year 1 students. EtL: initial development and preliminary testing done.

What will you take away from the symposium?

As you visit each presenter take a few moments to think about how you might use the game, tool or simulation in your teaching or your learning. Realtime reflection is a powerful tool!

Name of game/tool/simulation	What were your first impressions?	How might you use this in your teaching or learning?
1.		
2.		
3.		
4.		
5.		
6.		
7.		

8.		
9.		
10.		