

Experiential learning model in games and video making

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Project work aim

The purpose of the project work is to

- ideate and conceptualize a gamification or a serious game for a chosen sustainability area or an instructional video for communicating safety or sustainability

In this project, game = gamification, serious game, and video = instructional video

Method

- Group work and
- Experiential learning and project-based learning
 - Active role of student in knowledge creation
 - Learning by doing and reflecting on the learning experience
 - Four modes of experience of the learning task;
 1. *feeling* (recognize an experience),
 2. *reflection* (make sense of the experience),
 3. *thinking* (abstract and conceptualize the experience), and
 4. *action* (experiment and test the experience e.g., design a game for an experience by using the concepts identified to test them in practice).
 - It is a holistic process, integrating different experiences, cognitive processes, and interactions with the world. (Kolb & Kolb, 2005.)

Experiential learning model

- This model can be applied when you design your game or video to ensure your design obtained at Step 4 is based on results at Steps 1-3:
 - a real-world problem that you experience (1),
 - your common understanding of the problem within the group (2),

- concepts, theories, methods that are useful for solving the problem; or what works and what not in a game design or in video making e.g., user profiles, communication style, etc. (3).
- The cycle repeats for each requirement.
- At step 4, you'll have a set of requirements and specifications for your game design or video (your game or video concept) as required in the project. The process can then continue with implementing these specifications into a physical design that can be tested.

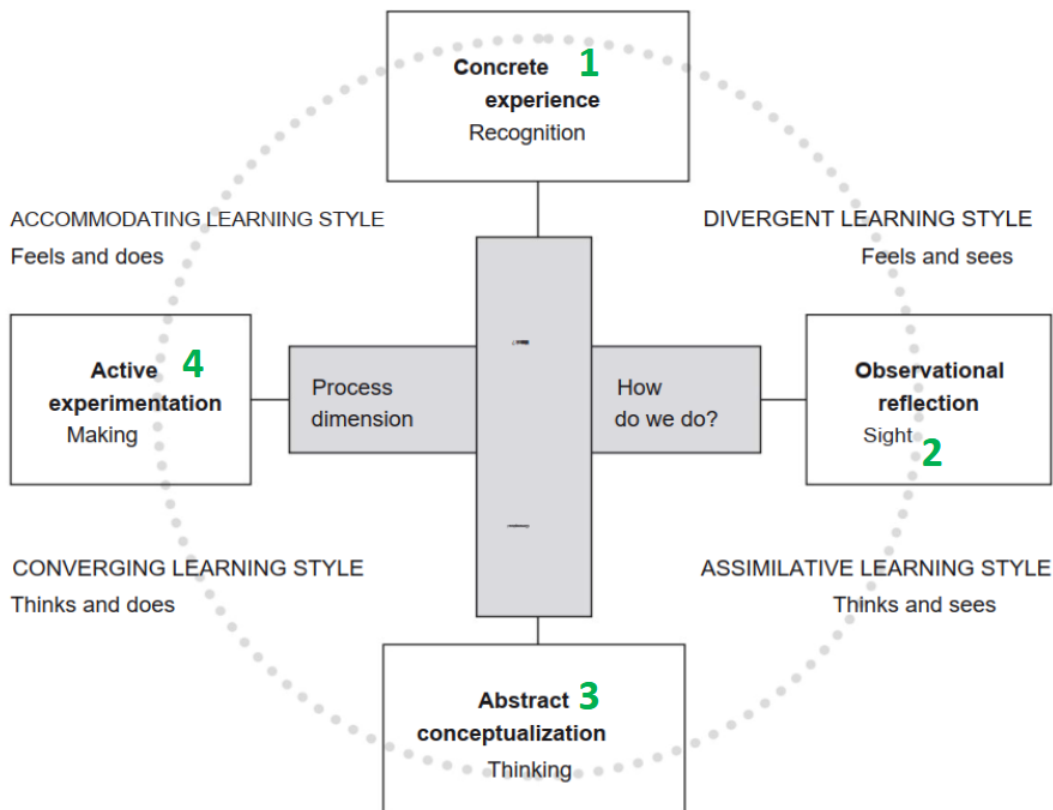


Figure 1: Experiential learning model (adapted from Lönblom-Ylänné & Nevgi, 2009 citing Kolb 1984)

Bibliography

- Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193-212. <https://doi.org/10.5465/amle.2005.17268566>
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