



Games and Simulation enhanced Learning Conference

PedRIO
WITH
PLYMOUTH
UNIVERSITY

Conference Programme

3rd November 2017, Rolle Plaza Marquee, Plymouth University

Time	Description		
08:45-09:15	Arrival & Registration <i>Rolle Marquee</i>		
09:15-10:15	Welcome – Professor Pauline Kneale and Dr Arunangsu Chatterjee, Plymouth University <i>Rolle Marquee</i> Keynote 1 – Professor Nicola Whitton, Manchester Metropolitan University – Play matters: exploring the pedagogic value of games and simulation		
10:15-11:15	Session A – Chair <i>Rolle 207</i> Chaired by Tom Gale Playing games at university: the role of video games in higher education and beyond - Matthew Barr (University of Glasgow) Gamification: leveraging elements of game design in medical education – James Moss, Sohag N. Saleh, Tankut G. Guney, , Surya Prasad, Andy Cheng and Susan F. Smith (Imperial College London) How virtual reality can enhance real-life learning and teaching in the subject of Anatomy – Mark Holmes, Laura Mason Paul Holland and Rhian Kerton (Swansea University)	Session B – Workshop <i>Rolle Marquee</i> Interactive Systems Studio; Visualising Complex Data, Developer Facing Analytics and Learning Affordances in Virtual Reality – Dan Livingston, Marius Varga, Paul Watson, James Hayter and Luke Angel (University of Plymouth)	Hackathon <i>Rolle 602</i> Game-enhanced learning without the cost: modding analogue games Daisy Abbott and Sandy Louchart (The Glasgow School of Art)
11:15-11:30	Tea and Coffee		<i>Rolle Marquee</i>

11:35-12:35	<p>Session C - Chair <i>Rolle 018</i> Chaired by Jonathan Moizer</p> <p>Opportunities and barriers to low-cost online roleplaying simulation in leadership education – Martin Rich and Clive Holtham (Case Business School)</p> <p>Keeping it Real: Integrating Practitioners in a Public Relations Crisis Simulation – Michel Parsons (University of South Wales)</p> <p>The importance of simplicity in simulation design – David Andrew (Queen Mary University of London)</p>	<p>Session D – Workshop <i>Rolle Marquee</i></p> <p>SimAULA: A Gamified Simulation for Teaching Inquiry-Based Learning - Petros Lamerias (Coventry University)</p>	<p>Hackathon (Continued) <i>Rolle 602</i></p> <p>Game-enhanced learning without the cost: modding analogue games Daisy Abbott and Sandy Louchart (The Glasgow School of Art)</p>
12:40-13:10	<p>Session E - Chair <i>Rolle 018</i> Chaired by Debby Cotton</p> <p>Back to basics: using a board game to engage students in learning about medicines management – Karen Rawlings-Anderson and Janet Hunter (City, University of London)</p> <p>Cross world! create your own educational crossword – Teresa Compton (University of Plymouth)</p>	<p>Session F – Workshop <i>Rolle Marquee</i></p> <p>Improving patient and public involvement in healthcare education using digital badges and gamification: Opportunities and Challenges Rebecca Baines, Arunangsu Chatterjee, Sam Regan de Bere (University of Plymouth) and James Munro (CEO of Care Opinion)</p>	
13:10-14:00	<p>Lunch & Poster Session <i>Rolle Marquee</i></p>		
14:00-14:45	<p>Keynote 2 – Professor Pamela Kato – An International Perspective on Making Games for Health: Challenges and Opportunities <i>Rolle Marquee</i></p>		

14:50-15:50	<p>Session G – Chair <i>PSQ, Devonport LT</i> Chaired by Lynne Wyness</p> <p>Exploring Intrinsic Motivation in Narrative Based Learning Via Computer Aided Simulations – Chris Evans, Steven Day, Celine Martin and Catherine Milner (University of Warwick)</p> <p>Using simulation to teach decision making in Paramedic Practice: learning for the few or for the many? Gary Strong and Rebecca Vickerstaff (University of Plymouth)</p>	<p>Session H– Workshop <i>Smeaton 200</i></p> <p>Exploring Virtual and Mixed Reality for Teaching & Learning - Luke McGowan, Jamie Carmichael, Paul Watson, Arunangsu Chatterjee, Payal Ghatnekar and Robert Hart (University of Plymouth)</p>
15.55-16.35	<p>Session I <i>Rolle 114</i> Chaired by Arunangsu Chatterjee</p> <p>Applying gamification typologies for learner assessment profiling in online environments - Roland Dyer (University of Liverpool) – via Skype</p> <p>Opportunities and Pedagogic Value of Virtual Reality in Engineering Education - Antony Robotham (University of Plymouth)</p>	<p>Session J – Workshop <i>Rolle Marquee</i></p> <p>Using game-enhanced learning to engage students with the sustainability of waste management - John Maskall (University of Plymouth)</p>
16.35	Conference End	

Hackathon 2nd November 11am – 1pm Rolle 115 – Pre registration for this event is required.

<https://www.surveymonkey.co.uk/r/hack2nov>

VR for Non-Programmers

Web VR - VR for Non-Programmers is a hands-on workshop / hackathon based on the idea that everyone can create their own Virtual Reality experiences. The event is aimed at people who have absolutely no or little experience with computer programming. We will start from absolute zero. Advanced participants receive support to realise their ideas. Requirement for participants is to bring a laptop and a fairly recent smartphone. By the end of the session everyone will have constructed a VR world and will be given pointers for how to go on from there. We can then discuss how to take these skills further in the context of Games and Simulation enhanced Learning.

Hackathon 3rd November – 10.15 – 12.35 – Rolle 602 – Pre registration is required for this event

<https://www.surveymonkey.co.uk/r/Hack3Nov>

Game-enhanced learning without the cost: modding analogue games

The hackathon will begin with an in depth analysis of game mechanics in a variety of mainstream board/card games using gameplay loop analysis (Guardiola, 2016) and Gamebricks (Djaouti et al, 2008). Worked examples will lead to participants undertaking their own analyses. Then, identified game mechanics will be aligned with learning behaviours using the Serious Game Mechanics card game (Hauge, et al, 2015). These activities will allow participants to practice game analysis, understand which game mechanics are most suited to encouraging particular pedagogical goals, and gain an understanding of intrinsic integration in game-based learning and its importance (Arnab, et al, 2015). In the latter half of the hackathon, participants will select a learning situation from their own practice, define their desired pedagogic behaviours, and propose a modification to an existing game to align it directly with their chosen subject. Finally, the group will work together to discuss how 'modded' analogue games can be most effectively integrated into teaching activities.

Posters

1. How to Fail Your Research Degree: An educational game to teach research skills. Daisy Abbott (Glasgow School of Art)
2. The impact of experiencing the patient perspective on medical student empathy: a Virtual Reality (VR) intervention – Paul Ghatnek, Daniel Zahra and Nick Peres (University of Plymouth)
3. Gamification of information retrieval from the British National Formulary: a novel approach to student skill development – Katie Maddock (Keele University)
4. Applying game and simulation approaches in staff development (Postgraduate Certificate of Learning and Teaching in Higher Education) – Mark Hetherington and Jamie Morris (Birmingham City University)