

# PLAYFUL LEARNING PEDAGOGY AND LEA GAME DEVELOPED IN THE FRAMEWORK OF TLIT4U PROJECT

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# LEA in a NUTSHELL

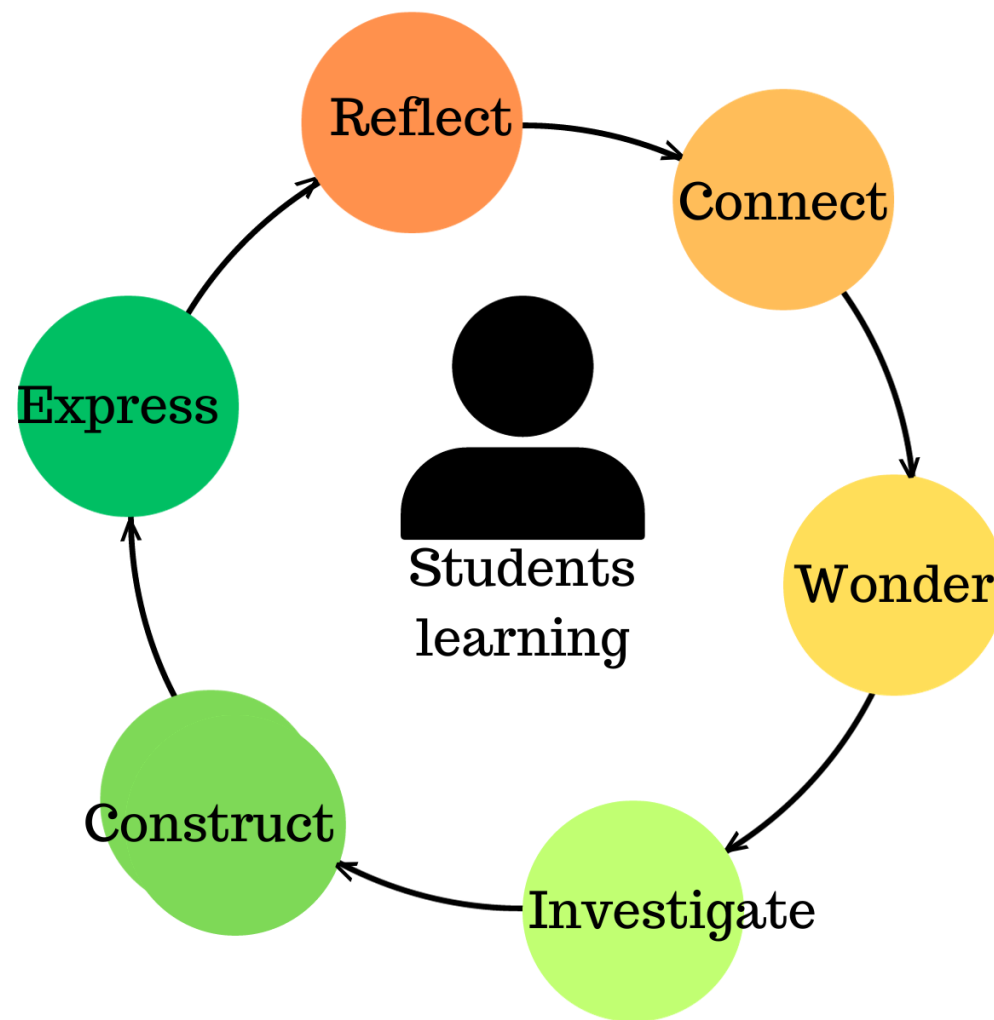
- LEA - LEarning in Academia is a **game-book**, a type of **serious game based on storytelling**.
- It has been developed **to support students' learning in an academic contexts**.
- Serious games are **learning environments that use entertaining and engagement aspects** of games with the aim to engage the users with **educational content**.
- A serious purpose in a fun way.
- The idea stems from the early stages of the project, when each of the involved countries utilized **design thinking** to organize focus groups with their own students. **The aim was to understand their gaps and needs**.

# LEA: the concept

LEA - LEarning in Academia is a **learner-center environment**.

It is **narrative adventure** that, chapter by chapter, explores **the circle of research**, guiding students through the 6 phases of research.

Research, **Re+search** means, in a manner of speaking, searching again and again, in a **circular process**.



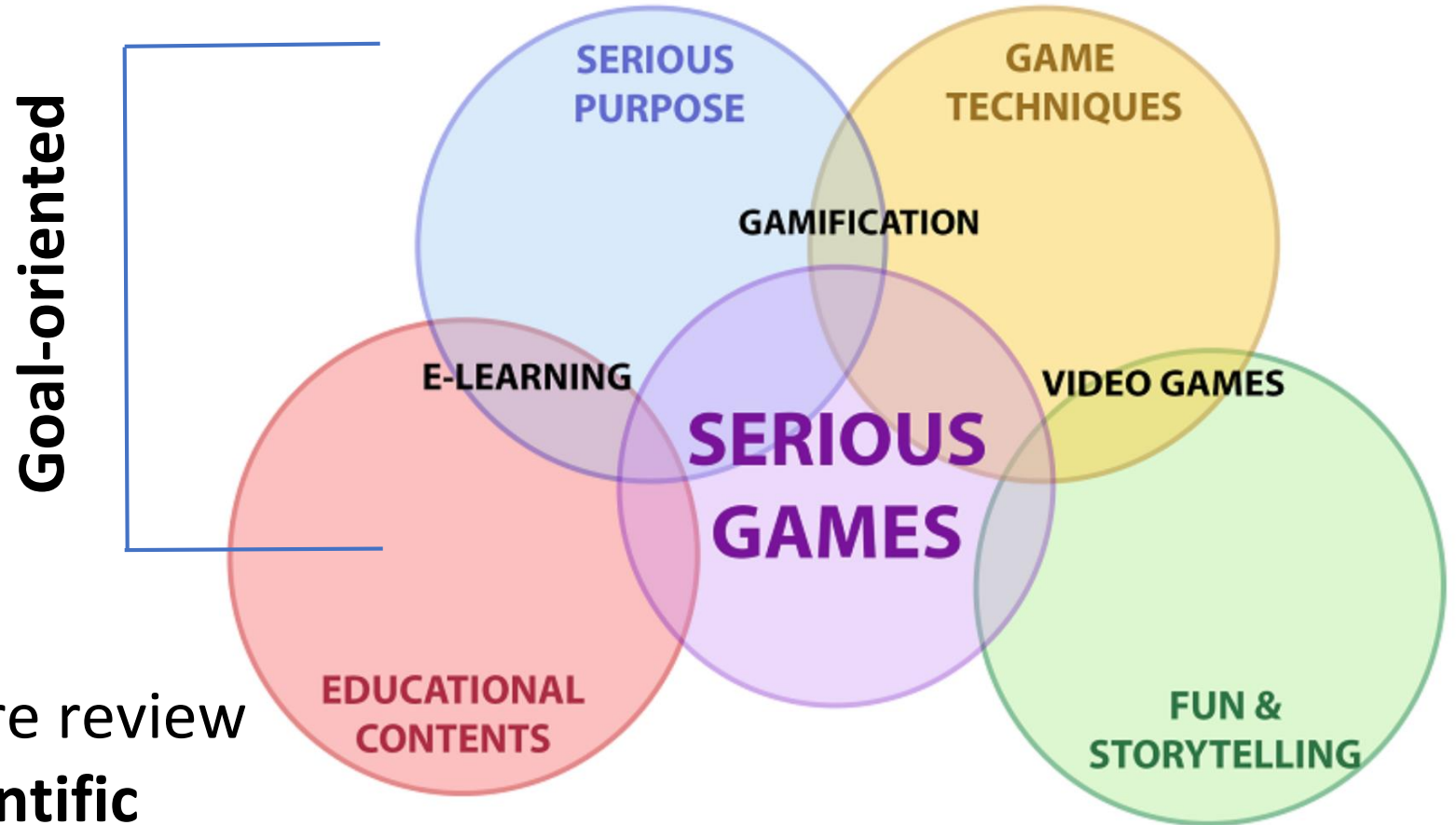
# LEA: Goals

★ **Explicit**  
(game objectives)

★ **Implicit**

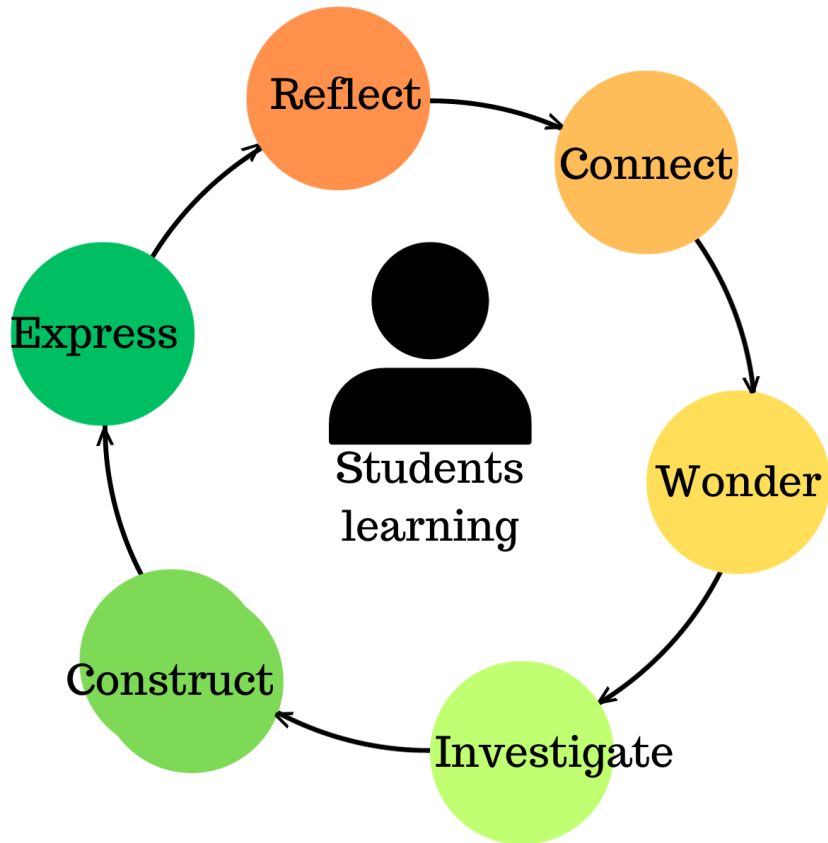
The goals of the game are:

1. To go through a literature review process by applying **scientific inquiry process**.
1. To learn the **research cycle strategy**:



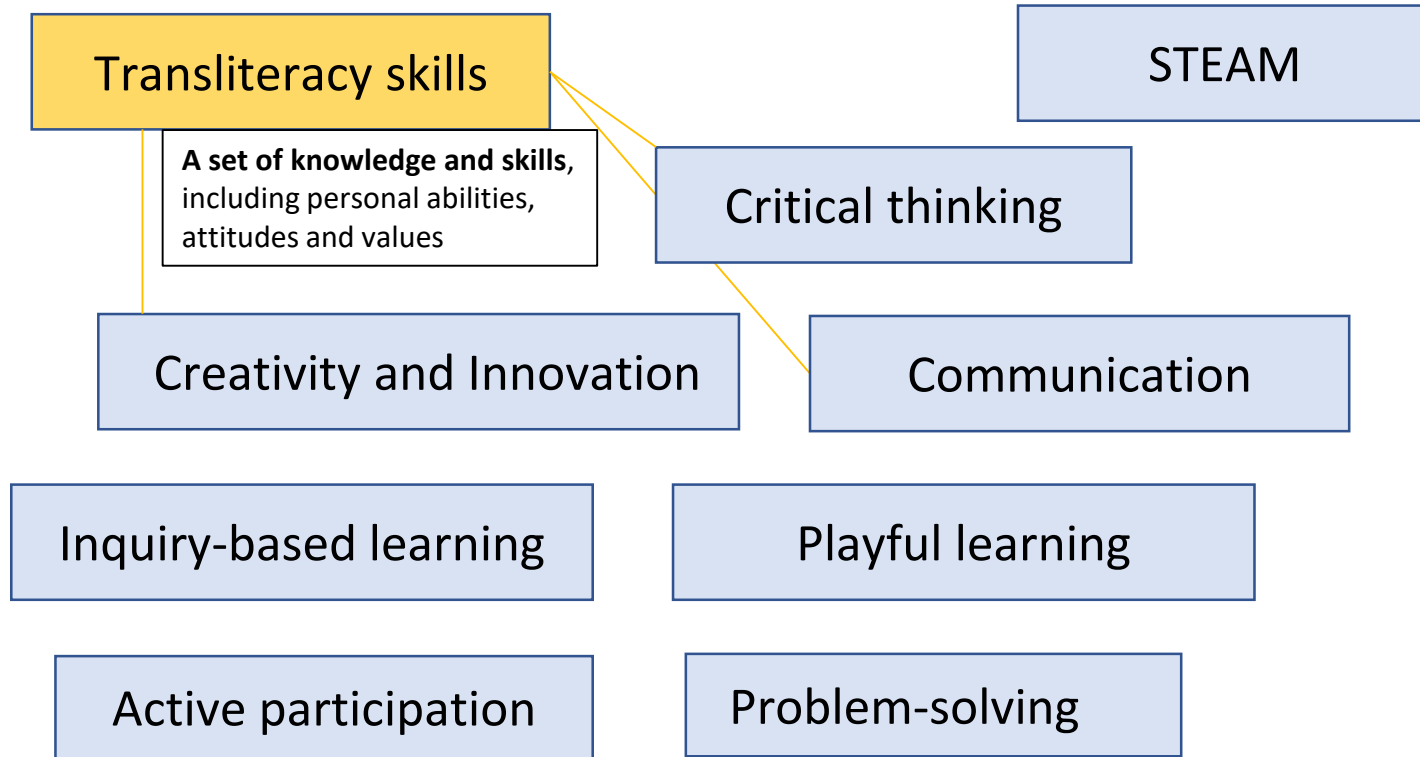
**Connect, Wonder, Investigate, Construct, Express, Reflect**

# LEA: The 6 phases for the research circle 🔄



LEA aims to guide students through the circular phases of scientific research: **from connecting previous knowledge and interests (Connect), to creating hypotheses and research questions (Wonder), Investigating (the phase where we identify possible studies and resources to help us in our research), to Construct, the moment when we begin to write and argue, continuing with Express, the moment when we assess our goal and audience and tailor the message, and concluding with Reflect, a self-reflective phase that allows us to evaluate what has been done, improve, and open up to possible future developments.**

# THE LEA GAME AIMS TO PROMOTE...



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↑ ↑ ↑ ↑ ↑ ↑

**Connect, Wonder, Investigate, Construct, Express, Reflect**

# DIMENSIONS OF TRANSLITERACY

1. Use of diverse information **sources**
2. **Critical assessment** of information sources and information
3. **Production, presentation, and sharing** of information
4. Supporting the use of transliteracy to **promote good**

(applied from FNBE, 2014; Kangas & Rasi, 2020; Rasi & Kangas, 2018)



The Internet

Textbooks

Verbal, visual, auditory, numeric...

AI literacy

Reliability

Accuracy

Viewpoints, motives, and values

Responsibility

Ethical issues

Critical literacy



However, in an educational context, the game itself doesn't guarantee **meaningful learning experiences**; much depends on the **teaching methods** and the **teacher's pedagogical practices** (Rikala, 2015; Nousiainen et al., 2018)

... In addition, successful gaming needs **PLAYFULNESS!**

## PLAYFUL LEARNING PEDAGOGY

- focuses on **play**, and **playful approaches** to teaching, including and beyond games
- is based on the idea that **play** is a core element in using serious games in teaching and learning!

**Play** is about **magic, wonder and delight** at all ages but often overlooked when it's talking about adults.

**'Playful'** refers to being improvisational, expressive, and free with and within the rules.

**Playful learners (and players)** are active and motivated learners, explorers and knowledge co-creators.

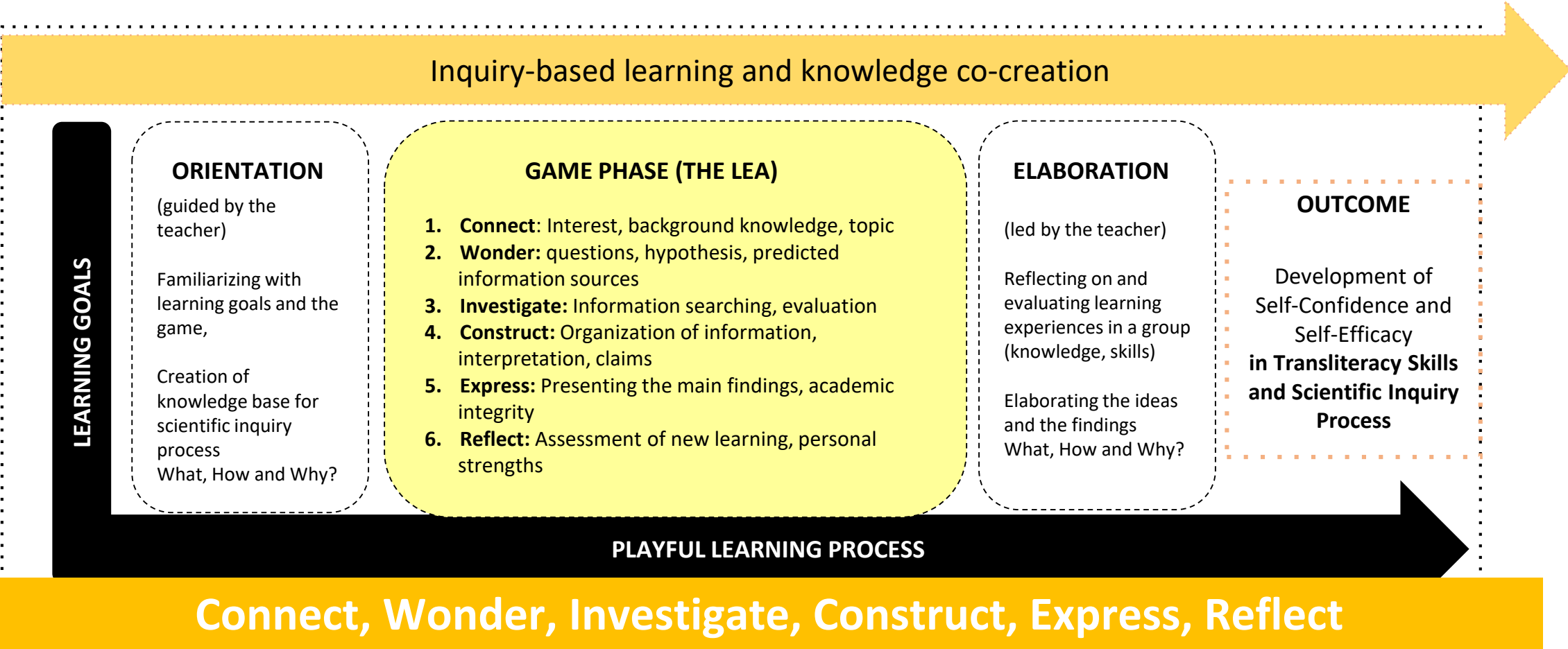


# GAMES

## PLAYFUL LEARNING PEDAGOGY

- focuses on the **values of openness and democracy**; risk-taking and learning through failure; and supporting **intrinsic motivation**
- is based on **theories of play and learning**, and **pedagogical models** on using games in teaching
- (e.g. Nousiainen et al., 2018; Norgård et al., 2017; Whitton, 2022)







# THANK YOU!

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