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## **PTAS Project Report (for SMALL PROJECT GRANTS)**

**Project Title: Playful Learning - evaluation and development of OER Board Game Jams.**

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**School / Department: PPLS**

**Team members: Stephanie (Charlie) Farley**

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### **What did you do?**

The OER Board Game Jam playful learning sessions aim to educate and engage staff and students in the use of Open Educational Resources (OER). We ran a series of interviews with Board Game Jam participants to find out about their motivations to attend, their experiences of the session, how they applied their knowledge afterwards, and any ideas they had for improvement. We ran 5 sessions with 11 participants.

### **What did you find out?**

The attendees had a variety of motivations to attend, most of which were not directly related to the copyright content of the sessions. The desire to experience playful learning, and see how it can be applied to their teaching practice were the key reasons for attending, with some participants going in with concrete ideas for game use.

Session experience depended on motivation to attend – participants who attended with concrete game-building goals felt that the sessions were too short, and that mixed groups made working on a specific idea harder. The participants who attended with learning goals treated those elements as useful features rather than limitations. Overall, the session evaluations were very positive. Some participants expressed that their copyright use has improved, but it was not a universal sentiment. Most were inspired by playful learning, with many novel, subject-specific learning games in development.

The participants identified a number of ways in which Board Game Jams could suit their needs better. One was a range of workshops to cater to beginner and advanced game designers, which would allow participants with different needs to attend more tailored sessions. Having subject-specific sessions with more practical focus on potential outputs was also mentioned.

### **How did you disseminate your findings?**

The findings were presented at the Edinburgh Learning and Teaching Conference on the 20<sup>th</sup> of June 2018, and will be presented at the Playful Learning Conference in Manchester in July 2018 and the 2019 'ICEPOPS: International Copyright-Literacy Event with Playful Opportunities for Practitioners and Scholars'. The findings will be included as a case study on the [thinking.is.ed.ac.uk](http://thinking.is.ed.ac.uk) web space currently being created to highlight playful tools and services provided by ISG. We are also approaching the Teaching Matters blog.

### **What have been the benefits to student learning?**

The study results will be used by Charlie to improve and expand on the current Board Game Jam delivery, including undergraduate and postgraduate copyright and licensing information sessions



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for ECA students. Interest in the study and its findings are also creating opportunities to connect with additional teaching staff in order to provide copyright and licensing education to more students across the University.

**How could these benefits be extended to other parts of the university?**

The findings are being used to help drive creation of a Playful Innovation and Engagement Policy for ISG. It has also highlighted a keen desire from teaching staff at all levels to gain more training, support, and assistance to incorporate playful learning elements into teaching at the University. This is being fed back to the training service providers.

**Who can be contacted for further details?**

For further details about the study, contact Eva Murzyn. For Board Game Jam queries, get in touch with Stephanie (Charlie) Farley.

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