

Co-Creative and Participatory Approaches in Game-Based Learning

Editorial by Margarido Romero and Melanie Cussi

This special issue of the Electronic Journal of e-Learning on the topic “Co-creative and participatory approaches in game based learning” aims to advance the research on empirical studies based on co-creative and participatory ways to engage players as active learners during gameplay or even as co-creators of their games. Through the different papers of this special issue we can explore the socio-cultural engagement developed in diverse communities around the globe from Malaysia to the UK, through Germany, Denmark and France.

Learning through co-creation of games embraces a participatory way of knowledge co creation which allows learners to engage in the highest form of creative engagement. Participatory and community-oriented game co-creation values local community initiatives, promotes diversity and regenerates intergenerational and intercultural links that are often missing in our current societies (Romero, Laferrière & Power, 2016).

Participatory game co-creation goes far beyond the use of technologies to engage the learner as a user of existing technologies such serious games in which the user-player is “just” playing an existing game designed for educational serious purposes. Through participatory game co-creation the learner-player engages in a design process in which they need to develop the full process of analysing a certain problem, identifying the Learning Mechanics and Game Mechanics (LMGM, Arnab et al, 2015) of the game design, but also prototype and test their ideas.

In this special issue, the complexity of game design is addressed through the creation of frameworks trying to catch the different dimensions and factors engaged in the process of creating a game. Minoi and colleagues introduce the ‘play-to-engage’ model for indigenous community engagement that incorporates factors in cultural protocols and game design thinking. Within the same CreativeCulture project, Arnab, Clarke and Morini introduce co-creativity through play and game design thinking valuing the cultures of the children's communities through their process of game design. Romero and colleagues focus on CreativeCulture activities with the aim to assess co-creativity as a collective process through an adapted version of the Assessment Scale of Creative Collaboration (ASCC). Czauderna and Guardiola engage in game creation through a literacy game for Arabic refugee children. Their case study illustrates the uses of the gameplay loop methodology and discusses the opportunities of co-creativity for vocabulary learning. Magnussen, Dalby-Hamann and Gro-Stensgaard engage teenagers from underprivileged areas of Copenhagen to construct game-based models highlighting various residents’ needs and argue for redesign based on their knowledge about the area. Through the community-driven knowledge, teenagers are challenged in their ability to design a game-based model which should fulfil the needs of various groups of residents living in the area.

Through these different studies, this special issue of the Electronic Journal of e-Learning (EJEL) challenges the ways of considering game based learning as a service to be proposed to learners and invites the educational community to embrace the process of participatory game co-creation as a way to engage learners, not only in an active way of learning about a certain topic but also as a strategy to develop community-driven knowledge and increase socio-cultural awareness within and about their own communities.

Editors Biographies



Dr Margarida Romero is research director of the Laboratoire d’Innovation et Numérique pour l’Éducation (#fabLINE), a research lab in the field of Technology Enhanced Learning (TEL). She is a Professor at Université de Nice Sophia Antipolis (FR) and an Assistant Professor at the Université Laval (CA). Her research is oriented towards the inclusive, humanistic and creative uses of technologies (co-design, game design and robotics) for the development of creativity,

problem solving, collaboration and computational thinking.



Dr Melanie Ciussi is Professor of Education & ICT at SKEMA Business School, and is also responsible for Innovative Teaching and Learning projects for SKEMA KCenter and UCA (University Cote d’Azur). She is the co-director of disruptive programmes such as Programme ID on social innovations & creativity, as well as INVENT@UCA on entrepreneurship & innovation. Her domain of expertise is in innovation in Education (she won SKEMA prizes in 2015 and 2016), mobile Learning (she won the ARTS prize- The Apple Research & Technology Support programme in 2011), as well as serious games (head project for the French ministry of research for 2 years). Mélanie was previously employed by French Riviera Chamber of Commerce where she was responsible for elearning for 5 years. Before moving into research, she worked for Marks and Spencer for 3 years as Assistant Personnel Manager across Scotland and Belgium.