

How Should We Change our Learning Ways?

The Case of GAMING IN LEARNING in Morocco and France

Rania Himdi (raniahimdi@gmail.com); Hajer Kefi (h.kefi@psbedu.paris)

Games offer a motivating experience. The fact of recreating this kind of experience in learning is desired by many educators; motivating learners and introducing new ways of knowledge transfer with important potential impacts on learning outcomes (Cheong, Filippou, & Cheong, 2014; Liu, Santhanam, & Webster, 2017).

With time, learning practices have undergone tremendous changes. According to (Gros, 2007), three generations of the educational use of games could be identified based on different theoretical approaches (behaviorism, constructionism, and socio-cultural). Starting with edutainment, as generation 1 that applies control input and direct learning, then generation 2 where games are learning facilitators, and generation 3 based on social interaction, framing and instituting a new learning culture.

We have conducted a mixed-method study in two settings, France and Morocco, to investigate the perceptions of educators from the two countries about gaming in learning. Our aim is to differentiate between the different practices experienced, namely gamification and serious games, and also to locate these practices within the timeframe defined by (Gros, 2007). Our findings will be discussed during the conference.

A few papers studied the impact of culture on gaming in learning especially in two different countries like Morocco and France and addressed the question whether gaming in learning affect positively learning outcomes. Our work is therefore aimed at filling an important gap in the literature and presents insightful contributions to researchers and practitioners.

Keywords: learning, serious games, gamification, culture

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