

### **NEXT GEN TECH LEARNING PROJECT**

- The website provides a presentation of the project report with key points of each stage of the project.
  - Use the navigation menu header to navigate between stages of the project.
  - Click on the picture or embedded link to open the project report website.
  - Chevron arrows indicate key points.
  - Plus icons indicate actions to learn more.
  - When opening embedded links use the back arrow to return to the website or x in the top right hand corner to close any pop up windows e.g. images or videos.
- Full Project Report follows (PDF as a backup) in the unlikely event that the embedded links on the website are inaccessible.
  - Use the content page or menu bar in google docs to navigate the project report.
  - The project report includes the website content and allows the reader to deep dive into justifications and evidence relevant to the context.

**CONTENTS**

<b>NEXT GEN TECH LEARNING PROJECT</b>	<b>0</b>
<b>CONTENTS</b>	<b>1</b>
<b>HOME</b>	<b>2</b>
Website resource content (Introduction)	2
Project resource justification and evidence	3
<b>PROJECT SCOPE</b>	<b>4</b>
Website resource content (Introduction)	4
<b>PROJECT BRIEF</b>	<b>5</b>
Website resource content (Introduction)	5
Game Based Learning	6
<b>PROJECT STAGES</b>	<b>7</b>
Stage 1.0 Learniverse Proposal	7
Website Resource Content (Introduction)	7
Project resource justification and evidence	9
Current Context	9
About the Proposed Lesson	10
Lesson Topic	11
Students	11
Pedagogical Approach	12
Lesson Outcomes	12
Proposed Budget	13
Stage 2.0: Lesson Plan	14
Website resource content (introduction)	14
Project resource justification and evidence	15
Stage 3.0 Innovative Technology (Gather.Town)	15
Website resource content (Introduction)	15
Project resource justification and evidence	17
Preparation	18
Participation	19
Reflection	20
Stage 4.0 & 5.0: Reflection + Feedback	22
Revision Statement	22
Opportunities	23
Revision of lesson	23
Considerations	24
Revision of lesson	24
Evaluation plan	25
Revisions of lesson	25
Emerging Themes	25
<b>PROJECT CONTACT</b>	<b>27</b>

## HOME

Header applied to all website pages



*Image: Caard header image, Caard, 2022*

<https://learnerverse-edit425-kwooller.carrrd.co/#about>

<https://learnerverse-edit425-kwooller.carrrd.co/#project-scope>

<https://learnerverse-edit425-kwooller.carrrd.co/#project-brief>

<https://learnerverse-edit425-kwooller.carrrd.co/#project-stages>

<https://learnerverse-edit425-kwooller.carrrd.co/#project-contact>

### ***Website resource content (Introduction)***

The Learnerverse is a next generational leap into the future where Explorers bring learning problems and explore emerging or future technologies and pedagogies that may solve them with the guidance of Co-pilots. (Caard, 2022).

The Learnerverse is set a decade into the future, in the year 2032 where game based learning is commonplace. Learnerverse is based on elements of Open Pedagogy. Learnerverse is created in Gather.Town (Gather, 2022), a next generation game based learning technology with links to gamification.

Mission Control to Co-pilots: Will you accept the mission as a co-pilot to guide the Explorers?

The Learnerverse allows Educators and Students to leap into the future of learning. Where learning problems we are facing now, in 2022, have the opportunity to be solved through emerging and new technologies.

Co-pilots to Explorers: Are you ready to leap at the speed of light to 2032?



*Image 1: Learnerverse Change Republic, 2022*

### ***Project resource justification and evidence***

The Learnerverse is set ten years into the future. For the context of this pilot lesson created in 2022 this is therefore set in 2032, where game based learning pedagogies are commonplace (Caard, 2022). Gather.town breaks down common barriers for Educators to create learning environments that capture the attention of students of all ages and engage them in learning (Gather, 2022).

## PROJECT SCOPE

### ***Website resource content (Introduction)***

EDIT425: Innovative Pedagogies and Practice is the unit of study with University of New England being undertaken to complete the requirements towards a Bachelor in Training & Development for Kathy Wooller. (Caard, 2022)

This project has been completed with permission from [Change Republic]([www.changerepublic.co](http://www.changerepublic.co)) as a relevant work based learning project. (Change Republic, 2022)

The scope of this project is to research and create a resource to support next-gen technology enhanced or online learning experiences (UNE, 2022). You can find out more about the learning outcomes that outline the requirements of the unit.

FIND OUT MORE ABOUT EDIT425 [BUTTON]

<https://www.une.edu.au/study/units/digital-learning-innovative-pedagogies-and-practice-edit425>

PROJECT SCOPE (UNE) [BUTTON]

<https://drive.google.com/file/d/14E3Y-PTF7VBF6vIP1GFIqQiRqZAvQ5pC/view?usp=sharing>



*Image 2: UNE Logo, 2022*

## PROJECT BRIEF

### ***Website resource content (Introduction)***

- Share a lesson proposal and plan to inspire other Educators as a learning resource
- Provide explanations of your next gen learning choices in a project report to justify your choices and share relevant research. (Caard, 2022).

Mission Control to Co-Pilots:

We have a mission for you should you choose to accept it. The mission is to launch platform members 10 years into the future Learniverse where innovative technologies are commonplace. You will be a co-pilot on this mission. (Caard, 2022).

The Learniverse is a place of game based learning, innovation, and discovery with fellow Explorers. The Learniverse is set 10 years in the future where next gen technologies are being used to solve learning problems we are facing now in the year 2022. (Caard, 2022).

Co-Pilot to Mission Control:

Mission accepted.

Project Report [button]

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References + Sources [button]

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*Image: Change Republic logo (2022)*

### ***Game Based Learning***

Game based learning is a valuable technology for Educators to engage Students. It is valuable to understand the difference between gamification and game based learning. “Gamification is the integration of game elements whereas Game-based learning, in contrast, involves designing learning activities so that game characteristics and game principles are within the learning activities themselves” (Center for Teaching Excellence, 2022, p . 1). Game based learning aligns to the lesson plan brief, proposal, plan and technology utilised in the Learnerverse.

## PROJECT STAGES

Stage 1.0 Learniverse Proposal

### ***Website Resource Content (Introduction)***



*Image: Learniverse lego characters, Canva, 2022*

#### Current Context

A learning community with members across Australia.

#### About the Proposed Lesson

Watch the animated video for a simple overview of the lesson.

#### Lesson Topic

Students bring a learning problem they are facing now (e.g. 2022) and join the mission with the Educators to leap 10 years into the future, 2032. The Students and Educators work together to



navigate the Learniverse to explore solving learning problems with commonplace next gen tech solutions in the future.

#### Student profile

Adult learners who are interested in the future of working and learning and exploring what this may be like in the future.

#### Pedagogical approach

Open Project Report to explore the relevant pedagogies (Open and Entangled) for this report.

#### Lesson outcomes

The Learning outcome includes preparation, participation and reflection. Students complete a journey of exploration to the Learniverse ten years into the future. The goal is to return to the present day (e.g. 2022) with a fresh perspective, renewed motivation and insight into what the future might hold for learning.

#### Proposal budget

Free for up to 25 users on Gather. Expanded up to thousands for \$5-10 USD per registration.

- ☐ Lesson Plan Watch the Lesson Proposal video.
- ☐ Project Resource Pla Use the contents menu to navigate this document and read the Stage 1.0 project resource justification section.
- ☐ References + Sources available to support the evidence, justifications of the lesson plan where indicated.

Watch Lesson Proposal [button]

<https://drive.google.com/file/d/1tRTzHD0LFA19KeSmkUg0rCQDRsoRAIS2/view?usp=sharing>

Project Report [button]

<https://docs.google.com/document/d/16yc2jRqs-2vIq69fccF-GW09yflUSArT7UJENW9Hut4/edit?usp=sharing>

References + Sources [button]

<https://docs.google.com/document/d/15bTXFBHY2FEJu4a5lqrx0hmSifl1c3clDWHxLYTq01c/edit?usp=sharing>

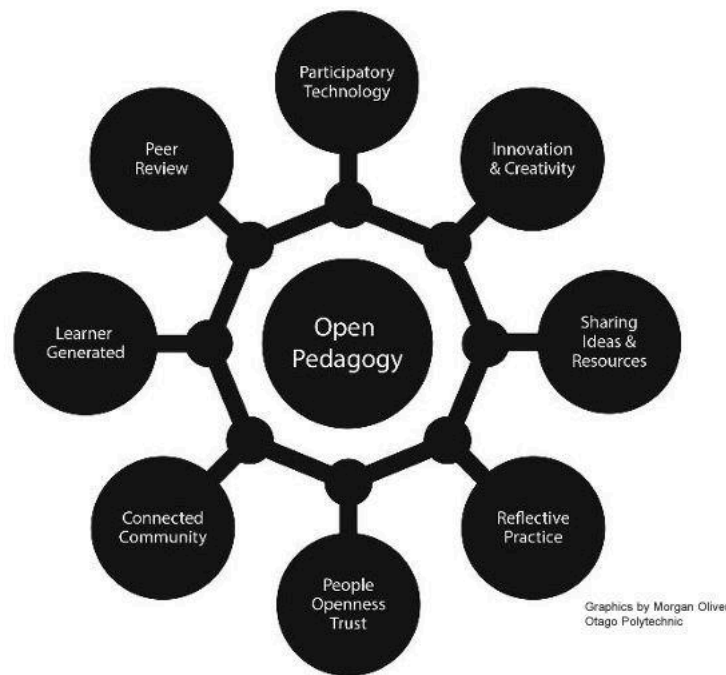
- ☐ Lesson Plan Watch the Lesson Proposal video.
- ☐ Project Report Use the contents menu to navigate this document and read the Stage 1.0 project resource justification section.
- ☐ References + Sources available to support the evidence, justifications of the lesson plan where indicated.

### ***Project resource justification and evidence***

#### ***Current Context***

The current state of learning in Change Republic is through peer learning (member collaboration), conversational learning (podcasts), and member events that respond to areas of interest for the 700+ platform members working in Learning, Training, Development and Education. The platform is hosted on Bubble.io a next gen no code software to create websites,

applications etc. (Bubble. 2022) The current state of innovation in learning in the workplace is forward thinking, innovative and constantly evolving. The pedagogical approach most aligns to Open Pedagogy. Hegarty outlined 8 attributes to Open Pedagogy (Hegarty, 2015, p. 1). Educators are encouraged to use the below figure to tailor the Learniverse to their context and consider how each attribute supports their Students to explore next gen technology.



**Figure 1.** Eight attributes of Open Pedagogy, by Bronwyn Hegarty, based on Conole (2013).

*Image: Eight Attributes of Open Pedagogy, Hegarty, 2015.*

### **About the Proposed Lesson**

The lesson proposal is an animated video completed in response to the outlined project brief to Co-pilot the Learniverse. The innovative technology chosen for the Learniverse is Gather.town, a gamification and game based learning tool used to learn, work and socialise. (Gather, 2022). It is an appropriate choice as gamification and game based learning is forecasted to be commonplace in 2032. The pedagogical value relevant to Open Pedagogy for

game based learning includes Connected Community, Participatory Technology, Reflective Practice, Innovation and Creativity, Sharing of Ideas and Resources, and People Openness and trust is outlined in the above figure from Hegarty, 2015, p. 1. Additionally, this aligns to the forecasted key skills that will be necessary in the future. The author outlines these as 8 key skills for the future of working and learning including ambiguity, curiosity, openness, entrepreneurship and empathy, resilience, optimism and imagination, rapport and relationship and action (Brower, 2021, p.1). For next gen technologies to be commonplace therefore requires people to be developing their knowledge and skills to prepare for the future.

### ***Lesson Topic***

The topic is to take a learning problem Explorers (Students) are facing in 2022 and jump at light speed to 2032 to explore next gen learning solutions that are commonplace with the guidance of Co-Pilots (Educators) to facilitate the conversation. Online gamification strategies that are utilised in the lesson are discussion boards (whiteboard objects in Gather), Quizzes (preparation activity for students to prepare to join the Learniverse, and game based learning environments such as Gather.town. (Gather, 2022)

### ***Students***

In the context of the pilot program of Learniverse the student profile is 700+ members of a Learning and Development Services Platform, Change Republic. The potential students are located across Australia and come from different industries, sectors, geographical locations and experiences. The Students are known as Explorers in Learniverse. The Learniverse is set up in a way that could be utilised as part of a learning experience series where Students are invited to solve a learning problem with an assigned Next Gen technology. An example could be that

students could be invited to bring a learning problem they are facing now and solve it with robotics as a next gen technology likely to be commonplace in ten years time.

### ***Pedagogical Approach***

Open Pedagogy is the foundation of this lesson as it provides Educators and Students with the opportunity to explore, expand and creatively engage in learning environments. Open Pedagogy is the combination of open resources (public domain with open creative commons license) and practices (teaching methods) to enable students to collaborate on the learning outcomes, content and learning approaches (BC Campus, 2022, p. 1). In Learniverse, the Educators invite the Students to prepare, participate and reflect by bringing a learning problem they are facing to Learniverse and collaborating with fellow Students (explorers) to ideate, brainstorm and problem solve using future technologies that are currently emerging or forecast to be commonplace in 2032. Pomerantz et al, 2018 found in their research that facilitating using Open Pedagogy may increase the “likelihood of adopting open practices more broadly”. (Pomerantz et al., 2018, p. 12) and further to this point on the value of Open Pedagogy researchers found that Open Pedagogy increased the “quality of interaction with students and fosters broader use of open practices” (Werth & Williams, 2021, p. 1). In the context of the pilot, the Students sourced their learning problem from their own context, discussed it in the Landing Hub and moved as a group to the Next Gen Tech Hub to collaborate and brainstorm solutions and learn from each other.

### ***Lesson Outcomes***

The lesson outcomes are:

1. **Preparation** - Students will prepare to leap into the future by exploring possible next gen technologies that may solve a learning problem they are currently facing and register to

attend the Learniverse lesson and learn by completing the set up steps upon registration. (Caard, 2022)

2. **Participation** - Students will participate in the Next Gen Tech hub to collaborate and brainstorm with fellow students how they may solve a learning problem with a next gen technology in
3. **Reflection** - Students will reflect on what they have learnt in the Launch Hub before leaping back at light speed “to 2022 with a fresh perspective, renewed motivation and clarity” (Caard, 2022) to explore next gen technology solutions to solve learning problems.

### ***Proposed Budget***

The pilot lesson for Learniverse can be held for free for up to 25 users on Gather. (Gather, 2022)

## Stage 2.0: Lesson Plan

### **Website resource content (introduction)**

- The Lesson Plan is based on elements of Open Pedagogy and Entangled Pedagogy.
- Open Pedagogy has a foundation in challenging students to broaden, innovate, explore and enter learning with curiosity.
- Entangled Pedagogy - mutual shaping of purpose, context, values, methods and tech between pedagogy and technology.
- The Learnervse lesson plan is designed to enable the students to think beyond, imagine and explore. (Carrrd, 2022)

- ☐ **Lesson Plan** open to view the Learnervse lesson plan
- ☐ **Project Report** Use the contents menu to navigate this document and read the Stage 2.0 project resource justification section.
- ☐ **References + Sources** available to support the evidence, justifications of the lesson plan where indicated.

Lesson Plan [BUTTON]

<https://docs.google.com/document/d/1Z7xcvocwc5PofZsPbEr03dbYBrKWvJpbUSRhvyATVyo/edit?usp=sharing>

Project Report [button]

<https://docs.google.com/document/d/16yc2jRqs-2vIq69fccF-GW09yflUSArT7UJENW9Hut4/edit?usp=sharing>

References + Sources [button]

<https://docs.google.com/document/d/15bTXFBHY2FEJu4a5lqrx0hmSifl1c3clDWHxLYTq01c/edit?usp=sharing>

### ***Project resource justification and evidence***

The Lesson Plan is based on elements of Open Pedagogy and Entangled Pedagogy. Open Pedagogy has a foundation in challenging students to broaden, challenge and enter with curiosity. (Caard, 2022). The Learniverse lesson plan is designed to enable the students to think beyond, imagine and explore. (Hegarty, 2015, p. 1) Entangled Pedagogy is defined as “mutual shaping of purpose, context, values, methods and tech” (Fawns, 2022, p. 1) between pedagogy and technology. These pedagogies had elements that were somewhat aligned to the Learniverse but neither completely captured the pedagogical foundations. Exploration of pedagogies aligned to futuristic learning will be an interesting discussion to observe and participate in for Educators as they navigate the future of learning and prepare for next gen learning technologies to be commonplace.

Stage 3.0 Innovative Technology (Gather.Town)

### ***Website resource content (Introduction)***

The Learniverse is designed using a Gather.town template. Educators can complete self paced learning via a robust resource library on Gather to enable successful customisation of the template to add lesson dates (events), rooms, tile effects, objects and add links, images and videos to guide students as they explore 3 hubs in Learniverse. (Gather.town, 2022) (Caard, 2022)

The 3 Hubs are based on the learning outcomes:

- Preparation - Landing Hub
- Participation - Next Gen Tech Hub
- Reflection - Launch Hub





*Image: Learniverse Mapmaker view (Gather.town, 2022)*

- ☐ Watch Educator Learniverse Pilot: This video enables Educators to see how they as Co-pilots navigate Learniverse. (Caard, 2022)
- ☐ Educator Briefing: watch video in conjunction with the Educator Lesson Guide document to gain insights and prepare for further exploration opportunities. (Caard, 2022)
- ☐ Educator Lesson Guide: document read in conjunction with the Co-Pilot Learniverse Briefing Video. (Caard, 2022)
- ☐ Project Report: Use the contents menu to navigate this document and read the Stage 3.0 project resource justification section. (Caard, 2022)
- ☐ References + Sources: available to support the evidence, justifications of the lesson plan where indicated for academic references and non academic sources. (Caard, 2022)

EDUCATOR LEARNERVERSE PILOT [BUTTON]

<https://www.loom.com/share/0be516fd12bd4c7095e1033c54114079>

EDUCATOR LEARNERVERSE BRIEFING VIDEO [BUTTON]

<https://www.loom.com/share/0dc917e7433a4ac8a073ed49bc795508>

EDUCATOR LESSON GUIDE [BUTTON]

[https://drive.google.com/file/d/1KxX18la\\_eQEU2fLmtvlaaGqP1ydCBFKD/view?usp=sharing](https://drive.google.com/file/d/1KxX18la_eQEU2fLmtvlaaGqP1ydCBFKD/view?usp=sharing)

PROJECT REPORT [BUTTON]

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REFERENCES + SOURCES [BUTTON]

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### ***Project resource justification and evidence***

Welcome to the Learniverse - taking learning explorers on a journey to discover what learning problems could be solved with next gen technologies in the year 2032. The Learniverse is set up in 3 Hubs - Landing Hub, Next Gen Tech Hub and Launch Hub. (Caard, 2022), (Gather.town, 2022)

Having stages aligns with research which found that having stages “gives players a sense of progression in the game” (Nah et al, 2014, p. 406).

This is a non accredited program that could be used as a once off learning course or expanded to be a series of Learniverse exploration missions based on any next gen technologies that are likely to be commonplace in the future. Assessment criteria is linked to the Learning outcomes outlined in stage 2.0: Preparation, Participation, and Reflection.

**Landing Hub** is where the learners first gather to confirm they have completed the first lesson outcomes requirements under preparation. Students get their instructions, briefing about next gen technologies in 2032, network and grab refreshments and navigate the hub, network with

fellow explorers and brainstorm the next gen technologies they think will be commonplace in ten years time.

**Next Gen Tech Hub** - Once Students have had their briefing and refreshments they can teleport or float or walk following the wayfinding markers to the Next Gen Hub where they collaborate with their fellow explorers to discuss the learning problem and explore the next gen technologies they think will solve it in the future.

**Launch Hub** - Finally, the explorers transfer to the Launch Hub where reflective learning occurs in group discussions answering 3 questions designed to get explorers to reflect, learn and connect with each other.

Assessment criteria includes three key elements: Preparation, participation and reflection within Gather as the next gen learning technology.

### ***Preparation***

For students the preparation includes:

1. Responding to the invitation with registration details to enrol in Learniverse. Adding the event into their calendar/diary with a reminder.
2. Upon receipt of the confirmation email (automation recommended) to complete the preparation actions. These actions upon completion provide access to join the Learniverse mission.
3. The actions take about 15 minutes and include to prepare a learning problem, complete the sign up to Gather and set up their avatar and practice activity prior to the lesson.
4. Student's receive a reminder 1 day prior to the launch date and time.
5. Arriving into the Gather session 15 minutes prior to the start time prepared and ready to participate.

For Educators, preparation actions include:

1. Signing up for a Gather account
2. Accessing the free templates and learning how to edit and add objects, videos, images and
3. Setting up the Lesson as an event on Gather
4. Adding all registered students to Gather,
5. Communicating to Students to ensure they have the relevant access to use wifi, video, audio, keyboard, mouse and or touch screens to navigate Learniverse. As ensuring they have access to these elements is essential to this technology. The author describes these as “four potential pitfalls instructors may encounter when designing gamified learning activities” (Moore-Russo, Wiss & Grabowski, 2018, p.1)
6. For the purpose of this pilot, the technology used to automate this was Hubspot Marketing Hub (HubSpot, 2022) which enables a landing page to link to an event registration sequence that sends automated emails to confirm, engage and remind students all within the relevant branding guidelines.

### ***Participation***

Participation in game based learning technologies starts with a clear and well thought out engaging storyline allowing students to feel they have entered an environment that provides a “context for learning and problem solving as well as helps to illustrate the applicability of concepts to real-life” (Nah et al, 2014, p. 406). Students are advised to join the session 15 minutes prior to launch to ensure they can access and navigate the space, connect with their fellow explorers and be ready to participate.

Participation is measured through a student's attendance and interactions via the collaboration activities which use whiteboard objects. Students are instructed to download or screenshot the whiteboard for their reference. This could also be as assessment criteria to submit this to show evidence of participation with the names of the students in the group listed, the learning problem and which next gen technology they explored. Students are also measured as engaged by having their audio and video working on their device and on during the session. Participation is completed by navigating between the 3 hubs, following the instructions of their co-pilots and collaborating with their fellow students (explorers).

Educators, it is advisable to watch the Educator Learniverse Briefing Video and read the Educator Briefing Guide to prepare to facilitate as a Learniverse co-pilot. Having a back up plan is also advisable with some of the common observations outlined including students not being prepared, accessibility issues providing a challenge for students to participate. Having 1 Educator (Co-Pilot) per 5 Students (Explorers) is advisable to support the breakout groups in the Next Gen Tech Hub.

### ***Reflection***

Reflective Learning is a valuable learning approach that links to Open Pedagogy.

In the context of game based learning the research found that “The more frequent and immediate the feedback is, the greater the learning effectiveness and learner engagement” Nah et al, 2014, p. 406. That incorporating game based learning into a lesson needs to be planned and “thoughtfully integrated into a course”. (Centre for Teaching Excellence, n.d., p. 1)

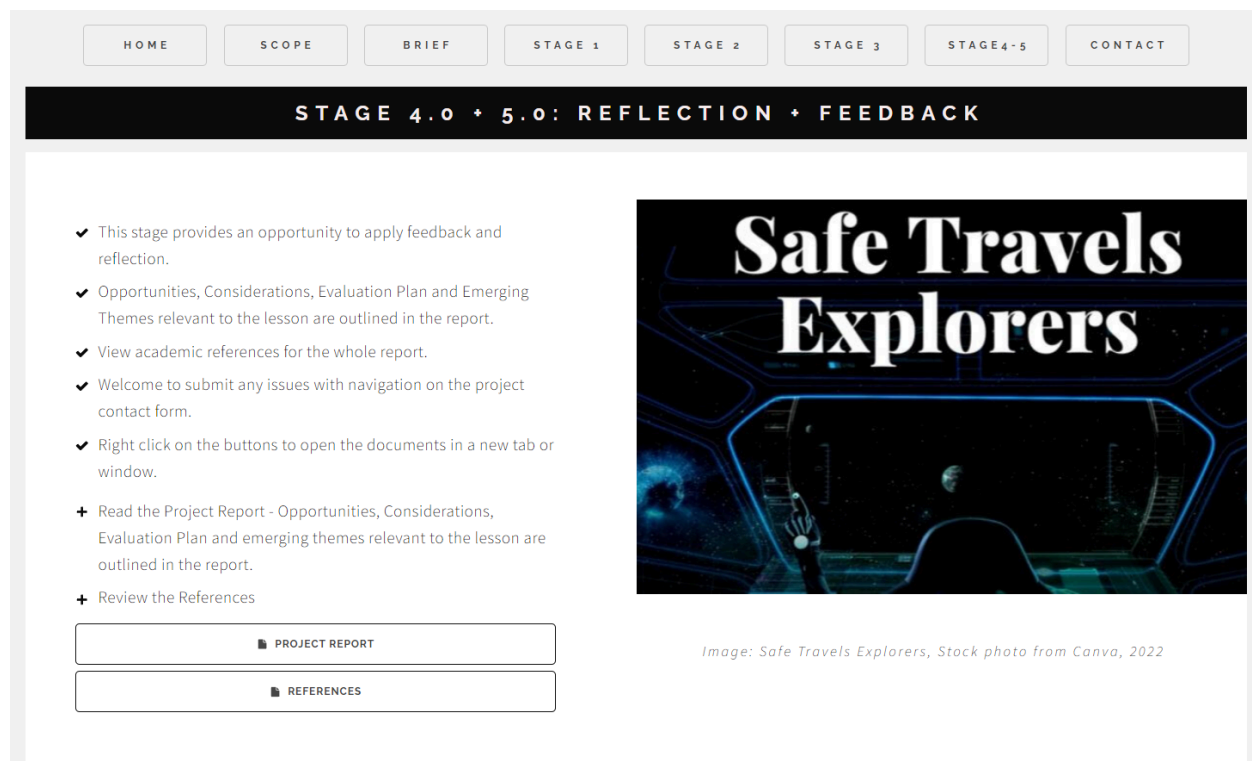
There are 3 key elements of Reflective Learning in Learniverse:

1. Upon entry into the Launch Hub, Educators and Students gather to watch the briefing video. Students then participate in small group reflection discussions with a different group of students then they collaborate within the Next Gen Tech Hub. Students navigate to use the whiteboard objects to reflect on the problem, the technology they used and what they discovered during the session. Students are invited to download or screenshot their group reflections.
2. Students complete a brief reflection post and share it within 1 day of the session. For the pilot this was completed on Linked in and the co-pilots and compage page tagged.
3. One week after the Students have explored Learniverse they are sent a reflection email inviting them to respond to a couple reflection questions.

In summary, innovative technology that is next gen needs to have a foundation in relevant pedagogy that provides Educators and Students with a learning experience that is relevant now and likely to be commonplace in the future.

## Stage 4.0 & 5.0: Reflection + Feedback

To reflect, evaluate and apply feedback when leaping 10 years into the future state of learning especially in Game-based Learning is essential for educators and learners. This stage of the report outlines the opportunities, considerations, evaluation plan and emerging themes and applies this learning in the context of the lesson, *Learniverse* and selected technology, *Gather.town*. To return to the website presentation simply click on the image below, close this window or hit the back arrow depending on how you navigated into the report. To discover learning through a scenario like 10 years into the future comes with opportunities and challenges. The opportunity to broaden knowledge is invaluable to learning.



*Image: Learniverse report stage 4 & 5 embedded webpage link. Source: Caard*

## Revision Statement

The key change for the remainder of the project report was to ensure justifications were clear and more closely evidenced by academic reference sources and to make revisions to the lesson under each section of this stage. Additionally, navigation buttons were added on the webpages

for each project stage to improve navigation of the website presentation and instructions on how to open links from the website pages in a new tab. These revisions were based on comments and suggestions from peers and applied to stage 4 & 5 of this project report. Revisions in the context, of *Learnerverse* as the lesson and *Gather.town* as the selected technology, are stated where relevant under each of the following sections of the report and linked on the [webpage](#).

## Opportunities

Opportunities in Game-Based Learning are rapidly evolving. The first opportunity identified relevant to the context of the lesson and selected technology is to utilise “Serious Games” which Felicia describes as “clearly defined learning outcomes through the medium of play” (Felicia, 2014, p. 8). Game Based Learning (GBL) has the opportunity to engage learners of all ages in an environment that is fun. The idea of learning being fun has been around since the 1980s and with the evolving nature of innovative and futuristic learning technologies like *Gather.town* the learning approach for it to be fun while meeting learning outcomes is invaluable. This is evidenced in multiple sources with Bailey stating that “Learning should be fun and engaging for students” (Bailey, 2017, p. 1). Malone & Leper agreed in 1987, Pivec in 2007 agreed as did Pivec & Pivec in 2011. The opportunity for game based learning to lead the way into the future of learning is one not to be missed. Furthermore, opportunities to combine Game-Based Learning with soft skills by “Utilising remote learning to innovate learning” and “integrating attractive elements” together with “problem solving, critical thinking, increase in engagement, social learning and confidence and skills” in a virtual learning environment are a key opportunity for Game-Based Learning (AGC, 2021, p. 1). Magic EdTech states that self confidence, understanding of concepts, memory learning, improved analytical skills and motor ability development are key opportunities. (Magic EdTech, 2021, p. 1). Additionally, for the next generation of adult learners there is an opportunity to prepare them for a future of learning with Game-Based Learning lessons around computer games, curriculum gaming, and game based learning (Magic EdTech, 2021, p. 1).

## Revision of lesson

Opportunities of game based learning technologies in the context of the lesson, *Learnerverse* and selected technology, *Gather.town* include to apply fun in learning with serious games so that learners in the *Learnerverse* and other Game-Based Learning environments can achieve



the lesson outcomes while having fun in learning. Revising the lesson to incorporate these opportunities is therefore valuable for generations of adult learners. Revisions highlighted in bold on revised lesson plan.

## Considerations

Considerations of the concept of Serious Games are to ensure that with the continued rapid developments in Game Based Learning for Educators and Students to be supported as they experience an “altered ways that students learn and alternate methods for educators” (Felicia, 2014, p. 9). Firstly, for Game-Based learning online safety of adult learners both for current generations and future generations is key (AGC, 2021, p. 1) and (Spiegelman & Glass, 2008, p. 522). Secondly, that legacy in learning is essential for the future of Game-Based Learning as “students practicing strategic thinking, confidence, and creativity—skills that they will need in the future” (Magic EdTech, 2021, p. 1). Thirdly, the considerations around the education of future generations of Game-Based Learners are time, resources and technology access and skills to engage in Game-Based Learning. (Liang, Lee & Chou, 2010, p. 25) Finally, not every learner and learning environment will be able to easily adapt to Game-Based Learning. Access to technology and the way people learn is a consideration to revise as the lesson and selected technology isn’t currently equitable for every learner (Wirtz, 2021, p. 1).

## Revision of lesson

In the context of the lesson, *Learniverse* and selected technology, *Gather.town* the considerations outlined are worthwhile revising in the lesson, *Learniverse*. Before amending the lesson it is advisable to complete an analysis of the learners to fully understand their levels of access, knowledge and skills in Game-Based Learning. To do this effectively within the community would require a short survey or poll to understand the levels of learners. (Spiegelman & Glass, 2008, p. 522) Once this is completed peer learning on the essential of Game-based Learning within the community would support learners to develop their GBL and have support to enable equity of the learners to then apply this to the lesson. Revisions highlighted in bold on revised lesson plan.

## Evaluation plan

To ensure a continuous feedback loop for the *Learniverse* the lesson could be amended to incorporate a peer learning reflecting debrief session one month after each *Learniverse* lesson is held. As Game-Based Learning “should be thoughtfully integrated into a course” (Centre for Teaching Excellence, n. d.). A key approach to evaluation planning is Information Literacy, with evaluation placed in the middle of the stages not at the end. The stages of information literacy are outlined as Identify, Find, Evaluate, Apply, Acknowledge (Seminole State Library, 2014).

This approach would enable learners to reflect on their experiences in the *Learniverse* and discuss how they have applied the solutions they explored in the *Learniverse* to solve the learning problem they worked through collaboratively. This is evidenced through the research of University of Toronto which advises academics, researchers and students that Game-based Learning doesn’t have to be a competition but can also be where “students work collaboratively to solve problems” (University of Toronto, 2022, p. 1). Additionally, the *Learniverse* lesson would be evaluated based on learner and facilitator reflections and feedback using qualitative and quantitative data and evaluative reporting.

## Revisions of lesson

In the context of the lesson *Learniverse* and selected technology, Gather.town applying an evaluation plan could enhance the learners experience and knowledge of Game Based Learning (GBL) including applying the Serious Game approach to Game Based Learning. Revisions highlighted in bold on [revised lesson plan](#).

## Emerging Themes

Emerging themes of Game Based Learning include the theme to consider the human, the machine and the artifacts e.g. learning objects (Felicia, 2014, p. 143). Student centred learning is another emerging theme in the context of Game-Based Learning (Coleman & Money, 2020, p .1), and (AGC, 2021, p .1) cites that student centred experience in learning as an emerging theme for the next generation of adult learners. The emerging theme of students needing the technical and non technical skills to meaningfully and effectively engage in Game-Based Learning is a challenge being addressed and likely to still be a challenge in the future for educators and students/learners. (Magic EdTech, 2021, p. 1). Kenner states that good design in

learning needs to remain a core element of emerging trends especially in Game-Based Learning (Keener, 2017, p. 239).

Another emerging theme is that of innovation and imagination in Game-Based Learning coming from the Learner as an individual or group to inform curriculum, learning outcomes, education, training and course based lessons. (Wirtz, 2021, p. 1). Mobile application Game Based Learning is an extension of emerging trends that connects current and future generations of learners to Game-Based Learning (Wirtz, 2021, p. 1).

In the context of the lesson *Learniverse* and selected technology, *Gather.town* applying the emerging themes of Game-Based Learning (GBL) as a revision has the future possibility of expansion of knowledge and learner engagement. To manage or prepare for these emerging trends the best approach is to remain informed, build knowledge and a community of peers to share ideas, research, brainstorm solutions and remain curious to innovation while being human centred.

In conclusion, the future of Game-Based Learning for lessons like *Learniverse* where people come to join in a think tank of experts, to consider the relevant considerations, apply the opportunities, learn from and adapt through evaluation and discover the possibilities through emerging themes means that the future of working and learning absolutely includes Game-Based Learning and maybe soon we will be leaping at light speed into the future to solve the problems we are facing today in the *Learniverse* for real life.

## PROJECT CONTACT



*Image: Kathy Wooller headshot, Urban Safari Photography, 2021*

(NOTE: alternate text included in Caard website)

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