

Handout: Games as part of EOLC training
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- **Introduction:**
- **What are educational games?**
 - “An instructional activity: requiring the learner to participate in a competitive activity with preset rules” (Fitzgerald 1997)
- **Why are games used in healthcare? (Games for Healthcare Conference 2004)**
 - Therapy & intervention
 - Promote health & fitness
 - For healthcare professionals
- **Educational gaming in the health sciences: systematic review** (Blakely et al, 2008). 1829 potential papers, 16 analysed. **Three questions addressed:**
 1. How effective are games in health sciences as opposed to didactic lecture style?
 2. Does gaming enhance long-term knowledge?
 3. Is gaming more enjoyable for student?
 - **Concluded:** Available research on use of games is inadequate to make judgements about effectiveness of such tools in preparing for practice.
 - **Cochrane Review (2007, Published Online 2013)** to assess effect of educational games on health professionals’ performance, attitude, skills, knowledge, satisfaction and patient outcomes. (Educational games for health professionals, 2013). Total of 2079 citations, 84 were eligible. Ended with 2 randomised controlled trials
 - **Review concluded** that it was unable to support or deny the place of games as a teaching strategy.
 - **Need further research to clarify the impact of games** on outcomes for patient & performance.
- **What is your experience of games?**
- **Purpose of ice-breakers:** Introduction to topic, introduction to fellow students & facilitators, provide “light-relief”, “rejuvenate”
 - Evoke cards (<http://www.evokecards.com/index.html>)
 - Bingo, Toilet paper sheets, Two truths & a lie etc.
- **What games are available?**
 - The Circle of Life Board Game: (<http://intheendcare.com/game.html>)
 - The Conversation Game: (<http://conversationsforlife.co.uk/conversation-game/>)
 - The Go Wish Game: on-line
<http://www.gowish.org/staticpages/index.php/thegame>
 - Who wants to be a Millionaire? [Millionaire](#)
 - **East Berks Games**
 - Anticipatory Prescribing Board Game
 - End of Life Care Definitions
 - Quiz

Some conclusions regarding use of games

- **Blakely et al (2008)**(systematic review of quantitative research)
 - o Games may reinforce knowledge & skills learnt
 - o Students can have positive or negative reaction to games, suggesting games support some learning styles & not others
 - o Trainers use games without sufficient evidence of benefit to learners.
 - o Very limited evidence of impact on patient care of use of games.
 - o Limited research suggests games may be effective means of improving student learning & is not detrimental.
- **Henderson (2005)**
 - o Some games might cause embarrassment & anxiety for some students or increased competition between students that is threatening
- **BEME (2008)**
 - o Research does not support or refute utility of games as teaching strategy for medical students, need more research
 - o Medical educators might use games when other interventions are perceived or proved to be limited in effect
 - o Need to way benefit of games against cost, and time & effort to develop or adapt
- **Todescan et al (2011)** Cites other authors:
 - o Promotes experiential learning by using multiple senses (Boopathi & Sheoran, 2006)
 - o Allows knowledge to be reviewed in short space of time (Kramer, 1995)
 - o Suggests encourages application & acquisition of psychomotor, cognitive & affective skills & knowledge (Baid & Lambert 2010)
 - o Reduces Stress & increases engagement from students(Kanthan & Senger, 2011)
 - o Promotes team building & peer learning (Baid & Lambert, 2011)
 - o Can be costly in time of creating, developing & playing (Lecroy 2006)

References:

- **BEME** (Best Evidence Medical & Health Professional Education) (2008) The effect of educational games on medical students' learning outcomes: a systematic review. BEME Guide No 14 (<http://bemecollaboration.org/About+BEME/>)
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- **Fitzgerald 1997:** Instructional Methods: Selection, use & evaluation
- **Henderson D** (2005) Games making learning fun. Annual Review of Nursing Education. Vol 3. 165-183
- **Todescan, Rody & Schonwetter (2011)** Increasing New Faculty Teaching Effectiveness Through Gaming Strategies: Tips, Tools and Resources. **Accessed:** http://www.google.co.uk/url?url=http://www.adea.org/publications/library/2011annualsession/documents/gameshofinal.pdf&rct=j&frm=1&q=&esrc=s&sa=U&ved=0ahUKEwjpW7jf6OfKAhWFSa8KHSFDBT_wQFqgUMAA&usq=AFQjCNFSyVGEOdXa6B5imRpXvHobgrrJ-w