

ParticiPécs – a cooperative game fostering learning about the built environment and urban planning

HCU

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Geogames and Geoplay workshop
AGILE 2014
Castellón, Spain

Introduction

Research focus: games and their use to stimulate children and youth to participate and learn about urban planning and the co-creation of the urban space



How can children and young people get educated for an active participation in urban planning?

How can they be involved in the co-creation of the built environment?

What kind of knowledge, skills and competences are needed for it?

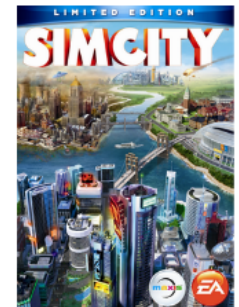
How can children and young people obtain those skills and knowledge?

Learning games in urban context

"The key is finding ways to make hard things life enhancing so that people keep going and don't fall back on learning only what is simple and easy" (Gee 2002)

Games can:

- enable learning through experimentation
- increase motivation through the experience of flow
- reinforce learning processes
- promote sustainable learning
- allow simple visualization and simulation of very complex data
- be used for implementations in the context of urban planning



Cooperative games

We argue that a cooperative gameplay can provide a suitable instrument for children to gain understanding of complex relationships in an urban space.



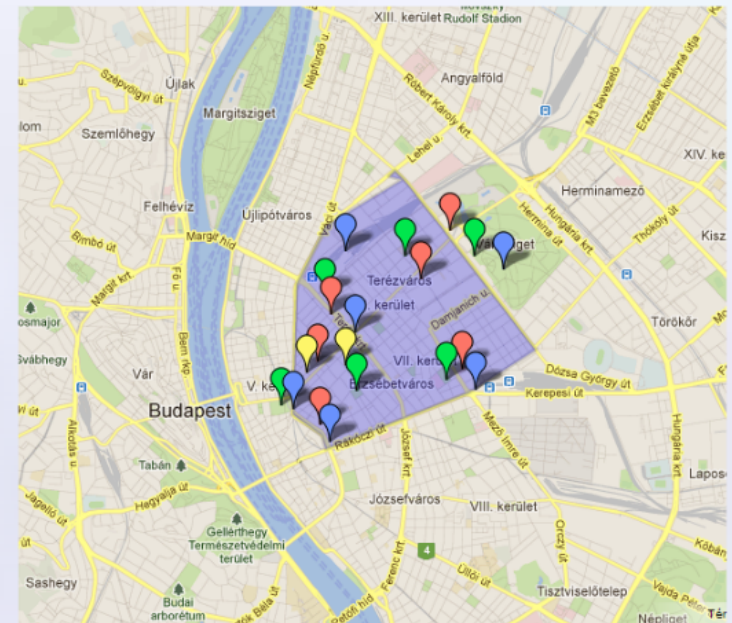
Cooperative learning is recognized as an effective learning strategy that promotes complex thinking and prosocial behaviour (Gillies and Ashman 2003)



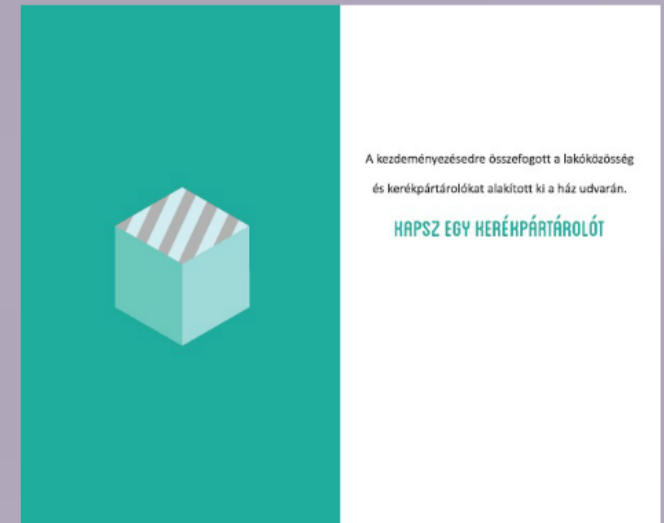
Our research aims to link cooperative game concepts in the context of urban planning

Pop-up Pest



[illegible]

Learning content



Method:

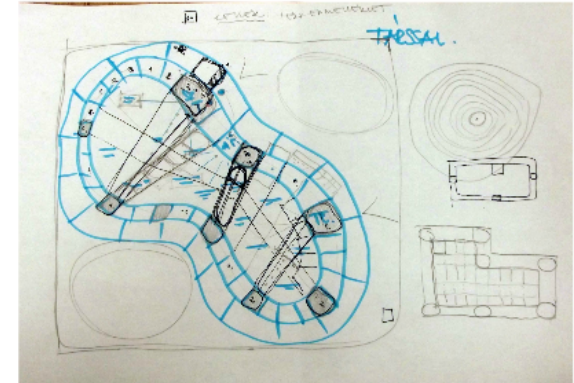
cooperative game



Slavin's Student Teams Achievement Divisions (STAD) method (Slavin 1990)

Participants learn in groups and the success of the group is measured by the means of the individual progress of each group member. The group with the highest rate of progress of its members is the winner.

Developing ParticiPécs



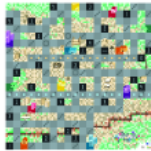
- 1 weekend (8 hours) per month
- communication between the workshops via social media, file sharing platforms
- 6 pupils between 13 and 16 years
- 6 young experts
- documented via videotapes, photos, notes, reports, drawings, posters, prototypes and other material prepared by the participants

september 2013 - May 2014

ParticiPécs

Theme: co-creation of urban space

The aim of the game is to make the city of Pécs more attractive for the inhabitants by means of small interventions.



Format: enlarged board game

- 30,25 m² large playing area
- represents the extended downtown of the Hungarian city Pécs
- players can move on it and change its appearance by placing building blocks on the playing field
- main traffic routes and nodes, as well as the areas where players can make small interventions are marked on the playing field



Concept of learning:

knowledge acquisition

- 1 first level is represented by the overall, unifying theme of the game, the idea of active participation and proactive citizenship
- 2 second level, players can become acquainted with different options for actions and interventions in urban space
- 3 third level of the learning content is imparted through the Chance cards

acquisition of skills and competences



Method: cooperative game

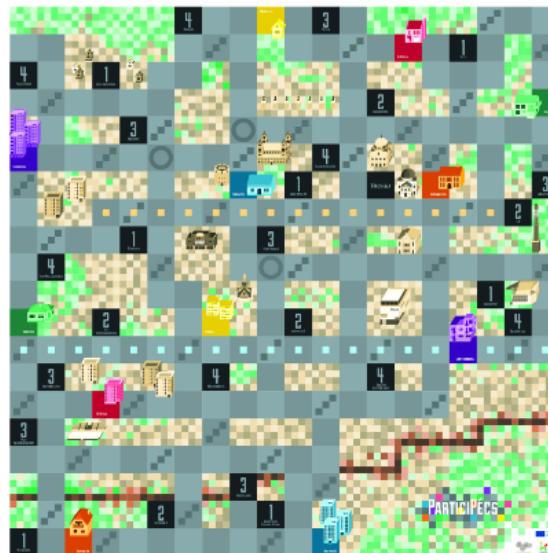


- players work together in order to achieve a goal
- requires coordinated efforts of all of the players
- all the participants are involved in a successful outcome.
- creates interest in encouraging and assisting others.



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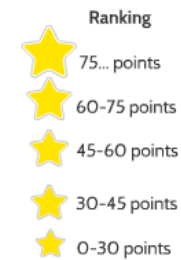
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2
BUSZMEGÁLLÓ

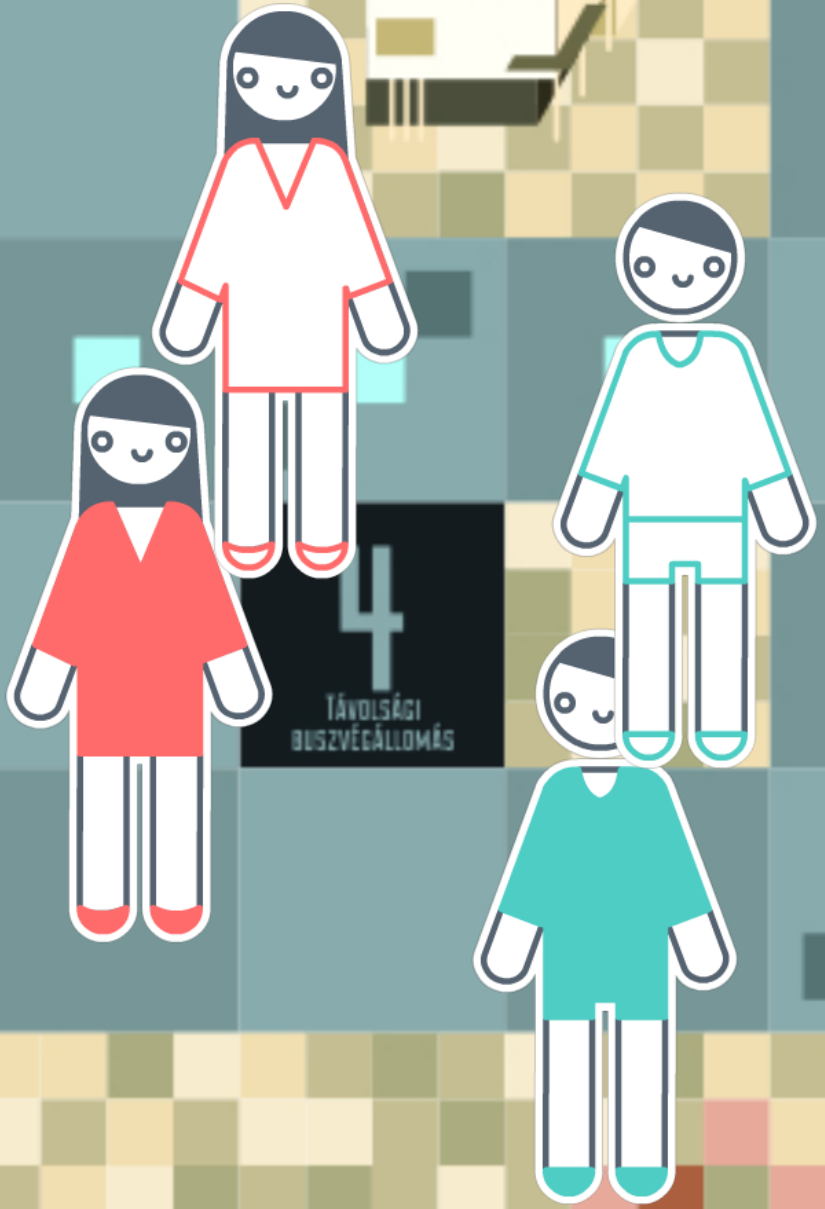


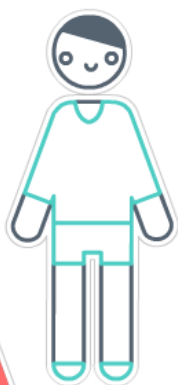
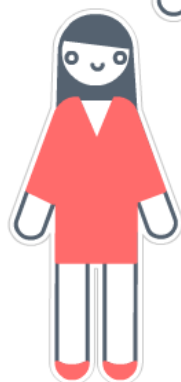
TUDÁSKÖZPONT



LISZT FERENC UTCA

4
TÁVOLSÁGI
BUSZVÉCÁLLOMÁS





Ranking



75... points



60-75 points



45-60 points



30-45 points



0-30 points

Basic elements:

- Positive interdependence
- Promotive interaction
- Individual and group accountability
- Social skills (effective communication, interpersonal and group skills like: leadership, decision-making, trust-building, communication, conflict-management)
- Group processing



Johnson & Johnson 1992.

Further Research

Implementing an experimental research design, we aim to study causal relations between the cooperative game ParticiPécs and the learning outcome of the players.

→ Did participants develop an understanding of the domain of urban issues and participation through playing cooperative games?

The sample will be taken of pupils in 9th and 12th grades from a secondary school in Pécs, Hungary.

Thank You!



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