

Cross-cultural awareness in game-based learning using a TPACK approach

Jupit, A. , Minoi, J. , Arnab, S. and Yeao, A.

Author post-print (accepted) deposited in CURVE August 2013

Original citation & hyperlink:

Jupit, A. , Minoi, J. , Arnab, S. and Yeao, A. (2011). Cross-cultural awareness in game-based learning using a TPACK approach. In J. Minoi and A. Yeo and J. Abdelnour-Nocera (Eds).

Designing for Global Markets 10: Proceedings of the 10th International Workshop on Internationalization of Products and Systems (pp. 31-49). Product & Systems Internationalisation Inc.

http://www.iwips.org/proceedings/2011/papers/cross_cultural_awareness_in_game_based_learning_using_a_tpack_approach/

Copyright © and Moral Rights are retained by the author(s) and/ or other copyright owners. A copy can be downloaded for personal non-commercial research or study, without prior permission or charge. This item cannot be reproduced or quoted extensively from without first obtaining permission in writing from the copyright holder(s). The content must not be changed in any way or sold commercially in any format or medium without the formal permission of the copyright holders.

This document is the author's post-print version of the journal article, incorporating any revisions agreed during the peer-review process. Some differences between the published version and this version may remain and you are advised to consult the published version if you wish to cite from it.

CURVE is the Institutional Repository for Coventry University

<http://curve.coventry.ac.uk/open>

Cross-cultural awareness in game-based learning using a TPACK approach

Amelia Jati Robert Jupit¹, Jacey-Lynn Minoi¹, Sylvester Arnab² and Alvin W. Yeo³

¹Faculty of Computer Science and Information Technology, Universiti Malaysia Sarawak, Malaysia

²Serious Games Institute, Coventry University, UK

³Institute of Social Informatics and Technological, Universiti Malaysia Sarawak, Malaysia

¹rjajati@fit.unimas.my, ¹jacey@fit.unimas.my, ²s.arnab@coventry.ac.uk, ³alvin@fit.unimas.my

Abstract:

Our paper focuses on promoting cultural awareness through game-based learning using the Technological Pedagogical Content Knowledge (TPACK) framework. The TPACK framework, proposed by Mishra and Koehler (2008), is widely used as an organising frame for the development of education technology. This framework takes into consideration the use of effective pedagogical practice to enhance teaching and learning environment. Hence, we are looking at using the framework to promote the development of cultural awareness technology and content, by introducing the extended TPACK. We draw a need to expand the TPACK by incorporating another dimension that is the key cultural elements, within the Pedagogy, Content, and Technology components, to mutually interact, in order to promote cross-cultural awareness on a game-based learning (GBL) platform. Specifically, the content-knowledge for promoting cultural awareness would include key elements of cultures. The pedagogical-knowledge includes methods and strategies to promote and encourage understanding and respect of a culture. The advancement of game technology can be capitalised to encourage and sustain engagement in a learning platform. Presently, the work on cross-culture awareness in games is still very limited. As such, the aim of the development of a GBL platform using the extended cultural TPACK framework would be to expose learners to culturally diverse scenarios and engage as well as expose learners to knowledge of the different cultures in myriad ways.

1 Introduction

Cultural literacy (Brooks, 2004) equips individuals in dealing with exposures to culturally diversified situations that stem from multi-ethnicities, cross-cultural pollination and inter-generational evolution. The speed by which customs and traditions evolve and cross-pollinate is highly influenced by the rapid integration of regional economies, societies, and cultures through a globe-spanning network of communication, collaborations and immigrations.

To offset cultural ambiguity, division, confusion and stereotypes, it is essential to promote “*cross-fertilisation across all boundaries, between ‘majorities’ and ‘minorities’, ‘dominant’ and ‘sub’ cultures, localities, classes, faiths, disciplines and genres, as the source of cultural, social, civic and economic innovation*” (Flemming & Comedia, 2009). Before addressing cultural issues within a more global setting, *cultural awareness* has to be nurtured at the root level. Preserving one’s own culture is as important as promoting cross-cultural awareness. Understanding and respecting another culture start at home, where one’s own set of values has to be instilled before developing understanding of others.