

Case Study: Game Design Thinking as a Strategy for Community Engagement in a Rural Indigenous Village

Jacey-Lynn Minoi¹, John Phoa, Fitri Mohamad¹, Sylvester Arnab², L. Morini², T. Lim¹, J. Beaufoy² and S. Clarke²

¹Social Informatics and Technological Innovations, University Malaysia Sarawak, Malaysia

²Coventry University, UK

Abstract. This paper presents the formulated ‘play-to-engage’ model for community engagement that incorporates factors in cultural protocols and the game design thinking approach. The model was experimented in an indigenous rural village in Borneo. Engagement was done with a group of indigenous community leaders, teachers and indigenous students from the village. It is a known fact that all indigenous cultures have overwhelming cultural protocols and rural custom practices for researchers to adhere to and follow. Since game is a universal language, the creation of a trustworthy partnership between the community and researchers was made easier using play during the engagement process. Incorporating a fun gameplay approach could also be a solution to thrive on reflection and creativity of those individuals in capturing the needs of the study. The outcome of the engagement was positive and the communities’ needs, issues, experiences and motivation were collected during the play.

Keywords: cultural protocol, play-to-engage, game design thinking for community engagement

Engaging Primary Schools in Rural Malaysia With Game-Based Learning: Culture, Pedagogy, Technology

Fitri Mohamad¹, Luca Morini², Jacey-Lynn Minoi¹ and Sylvester Arnab²

¹Social Informatics and Technological Innovations, University Malaysia Sarawak, Malaysia

²Coventry University, Coventry, UK

Abstract: Mustea and Herman (2015) suggested that social constructionism enables learners to explore new understanding and knowledge through social interactions. In the same theoretical tradition, Gee (2016) and Kafai (2015) have suggested that games and game literacy constitute a particularly powerful and engaging path toward the social constructionist pedagogical perspective, where