BP Learning Delivery Scenario

Project iCoper, Work Package 5

In this Scenario a game based learning best practice scenario will be outlined.

I. Facts about the described Learning Delivery Scenario (LDS) as Best Practice (BP)

Name of the Best Practics Learning Delivery Scenario:

- “Electro City”

Name of the institution responsible for it: Genesis Energy

Name of the main responsible person (if known):

Mail-contact main responsible person (if known):

Links with further information about the described BP LDS (e.g. Website where the LDS can be accessed, publications or other relevant information): http://www.electrocity.co.nz/

Your name: Sebastian Kelle

Your organization: Open University of the Netherlands

Your eMail-Address: Sebastian.kelle@ou.nl

Your Website: www.ou.nl

Remark:

To get a clear picture of the BP LDS that you describe please note, that:

- Only a “real best practice” of an LDSs should be posted
- The BP scenario should have already been realized
- The target group of your description in the sense of “the reader” is an INSTRUCTOR who should be able to decide whether the LDS would make sense for him to use it for his content and his students/class participants. The LDS can be a scenario used in higher education, in school or in a professional learning environment.
II. Brief Description of the Learning Delivery Scenario (LDS) as Best Practice (BP)

1. Since when do you conduct your BP LDS or – if you don’t conduct it yourself but know it in detail – please describe since when this scenario has been realized:
   - Since: May 2007

2. What is the main aim of the BP LDS that you describe:
   - Electricity is a sim-city style strategic simulation game. It provides insights and knowledge about power generation, its environmental impact and cost.

3. Please describe in ONE sentence the organizational context of the BP LDS (e.g. German business school focused on finance with 15,000 students from 40 nationalities):
   - The BP LDS is run by New Zealand’s largest Energy Company “Genesis Energy”

4. How is the BP LDS embedded into the organizational context:
   - As a stand-alone solution (Y/N): Y
   - As an integrated solution (Y/N): N
   and why did you select your solution:

5. Which department/faculty uses the BP LDS (e.g. department of economics, …):
   - The BP LDS is directed at schools (primary and secondary education) (http://www.schoolgen.co.nz/),
   and why do they use it:

6. Please try to classify the BP LDS by naming, which of the listed forms fits best to it:
   - Personal Learning Environment (PLE):
   - LMS based Learning Environment:
   - Social Network based Learning Environment:
   - Content Broadcasting based Environment:
   - Mash-up Learning Environment (e.g. based on iGoogle):
   - Other:…Game based Learning Scenario

7. In case the BP LDS is based on a common learning delivery environment or technology (e.g. Clix, Moodle, Slidestar, Facebook, …) please name your choice and give a brief comment why did you chose it: -
8. Please describe briefly the BP LDS architecture (explanatory images are welcome!):
   - The BP LDS is a flash-based web application (requiring Flash 8 or higher).

![BP LDS Architecture Image]

9. Please describe briefly the didactical / learning design approach (e.g. blended learning, peer group learning, …) of the BP LDS:
   - Simulation

10. Please characterize the BP LDS in highlighting its main:
    a. Strengths:
       - Easy to use, intuitive, one simulation can be completed in 15 minutes
    
    b. Weaknesses:
       - Not generic for different content

    c. Opportunities:
       - Competition based learning

    d. Threats:
       - Operated by a large energy company which uses product placement

11. In terms of educational/technical support, how many and which kind of people are involved in managing the BP LDS:
    - The operation
12. Now, please give a brief summary of the instructors’ overall BP LDS acceptance:
   a. Which instructors are the heavy users and why:

      Primary and Secondary Education teachers
   b. Which instructors don’t participate and why:

   c. What seem to be the main influence factors of your instructors’ BP LDS acceptance (e.g. easy to use, usefulness, …):

   d. What seem to be the main influence factors of your instructors’ LDS refusal (e.g. feeling of anger, …):

13. What are the consequences of the instructors’ BP LDS acceptance/usage (e.g. instructors are more satisfied, students are more successful, …):

III. General Remarks/Comments and Attachements

Please describe your own opinion why you have chosen this BP LDS as relevant for iCoper:
Electro City is interesting as it shows how to deliver complex and highly specialized content to the learner in a very effective way.

- The approach is not very time-consuming. In fact, the whole “learning game” can be played within 15 minutes. This makes it very attractive for people that are not sure if they even want to try it.
- Users are motivated to play the game again, because it is randomized (no game will be exactly the same twice), and they are interested if they can beat their score. It is also very likely they recommend it to other persons, because they want to compete.
The learning content (interdependencies of energy resources, environmental factors and economics) has to be actively put in use to advance in the game.

The game can be paused conveniently at any time without because it is turn-based.

Please attach further documents about the BP LDS if available:
http://www.schoolgen.co.nz/
http://www.electrocity.co.nz/FAQs/

In case of any questions, please contact
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