

CAMPFIRE TALK

A SERIOUS GAME FOR COACHING CONVERSATIONS BETWEEN PEERS

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Overview of the workshop

Do you see students, PhD's or lecturers struggle during their educational, research or teaching journey? Would they benefit from coaching, but is that just too time- and work intensive? Let them have a Campfire talk instead!

In this workshop you will experience a peer-to-peer coaching conversation by playing a game. This game empowers students and other players (even with no experience) to discuss their struggles and emotions, to open up, to feel seen and heard and to take ownership of their struggles.

On their own, many graduating students in our university are struggling, but their issues are similar. They are unable to share their worries and struggles with peers or supervisors, and have difficulty asking for help. Supervisors are unaware of these struggles and shy to act on them. This inspired the creation of the Campfire Talk game. This game was co-created with students and developed using ludodidactics, a didactical approach to develop teaching and learning behaviour based on game principles (Renger & Hoogendoorn, 2019).

Next to experiencing the power of this Campfire game for yourself, you will gain insight in the ludodidactic design, and we will share the evaluation and embedding of this tool in our context where it is used by graduating students, PhD and in multiple teams. The game will be open source available for those interested in using it in their context.

KEYWORDS

Serious game, peer coaching, well-being; Standards 8,9,10

DURATION

60 minutes.

ACTIVITIES

After introductions and information about the context of this game, the participants will play this game in groups and are guided through the steps of the game. They will use their own struggles and issues that arise from their education and/or research roles. That enables them to experience the power of game for themselves and experience the coaching qualities.

After this experience, we adapt a metacognitive perspective and reflect on the game from the participants perspective in this workshop and that of the students, PhD's or lecturers in a normal educational setting. In this discussion there is room to debate contextual differences

between participants. Lastly, we shortly address the way this game is implemented in our institute and how this is one of the educational innovations in our institute to embed reflective skills in our students.

Participants will be working in groups (4-7 persons) around the gameboard and will be provided with all necessary materials. This workshop ideally has 120 minutes to make space for (I) a real experience of the Campfire Talk and (II) to create room to reflect on it and translate it to the context of participants.

TARGET AUDIENCE

Lecturers in projects, PhD's, supervisors of students and PhD's or others interested. No previous background knowledge is necessary.

OUTCOMES

Participants will experience and have access to a way of coaching that needs little time or skills from the supervisors. This type of coaching enables students (or PhD's or lecturers) to deal with struggles and issues they experience in their learning journey. A version of the Campfire Talk game is open source available to participants.

SPECIAL REQUIREMENTS

To make this workshop work, we need to create square tables for people (4-7) to sit around and see the centre of the table well. A little room between tables is necessary for acoustic and privacy reasons.

We need at least 30 minutes before the session to prepare the room.

Ideally, we would like some information on how many people fit in the room so that we know how many games to bring.

REFERENCES

Renger, W., & Hoogendoorn, E. (2019). Ludodidactics: Designing for didacticians. In: Utrecht: HKU Expertisecentrum Educatie.

BIOGRAPHICAL INFORMATION

Pleun Hermsen, MSc MD is Program Director of the interfaculty Reflective Engineer Program at Delft University of Technology. She is an education-system innovator and educational designer. Combining the different fields of her background and her desire to learn continuously, she is passionately working on embedding reflection as a core competence by – in co-creation - designing meaningful, viable and long-lasting educational innovations that are tailor made for specific contexts.

Sjoerd van Dommelen MSc. has a lecturer position at Industrial Design Engineering TU Delft. He is also recognized as Education Fellow of the TU Delft and closely involved with the interfaculty program Reflective Engineer. Next to teaching, he has both participating and leading roles in the innovation of education, within individual courses, learning lines, curricula

and interfaculty initiatives. He has an interest for professional development and for reflection (and in particularly empathic abilities).

Paula Hueso Espinosa MSc is a researcher and education developer at Delft University of Technology (TU Delft). She is currently an educational designer in the Reflective Engineer program. Her research focuses on resilience and how to facilitate students' self-development. Her interests rely on social design, psychology, and human behaviour.

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