Gil Oliveira
Junior Researcher at the Laboratory for Pedagogical Innovation
gil.oliveira@unifr.ch

Playing for Learning in the Museum

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Nicolas Kramar
Director of the Nature Museum of Valais
nicolas.kramar@admin.vs.ch

PROJECT PLAY

The Valais Nature Museum (Switzerland) aims to educate visitors about the Anthropocene, which requires a systemic vision involving natural sciences and humanities in order to understand the complex interactions between societies and the environment.

PLAY is a project dedicated to rethink school visits in a museum of natural sciences. It consists in a game-based learning activity within the permanent exhibition, with its collection of material objects, unique physical spaces, and use of multimodal resources.

A REFLEXIVE SPACE

- Engage in systemic reasoning about socioecological issues
- Engage in the resolution of complex, non-deterministic problems and, in so doing, to develop their relationship to knowledge

GAME-BASED LEARNING

« Classical » learning situation (formal educational context)

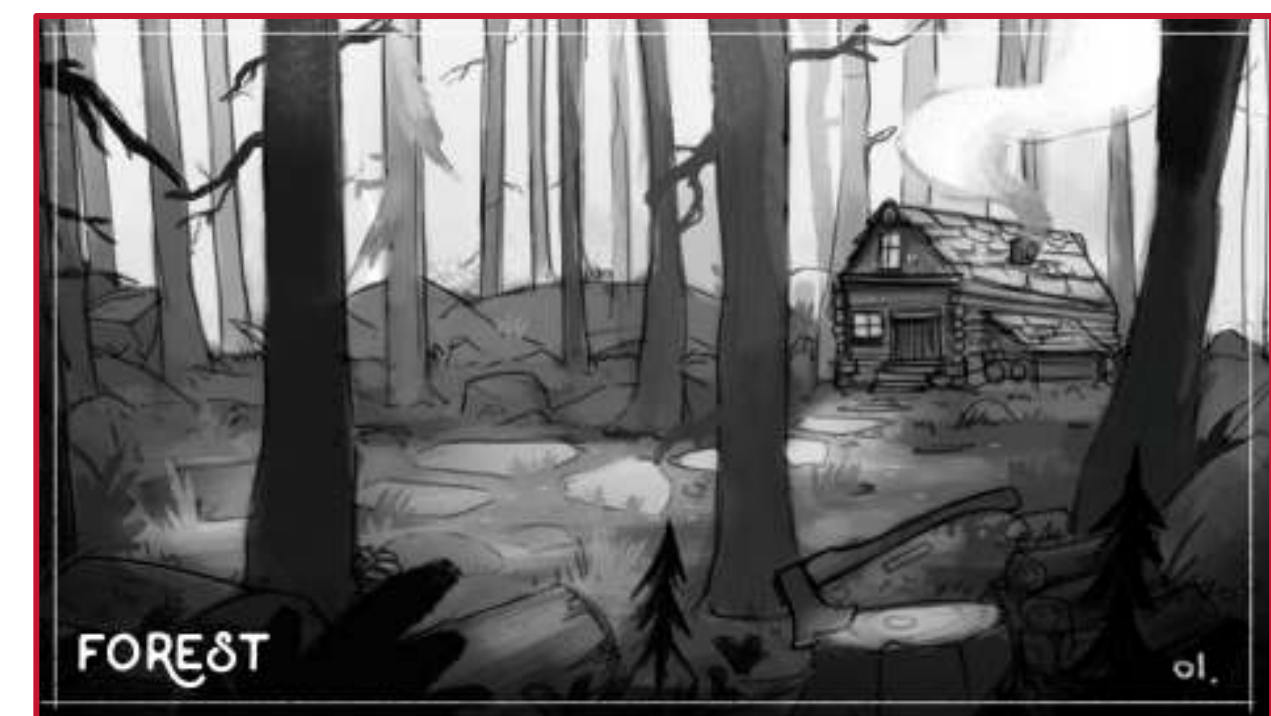**Game in a museum**
(informal educational context)
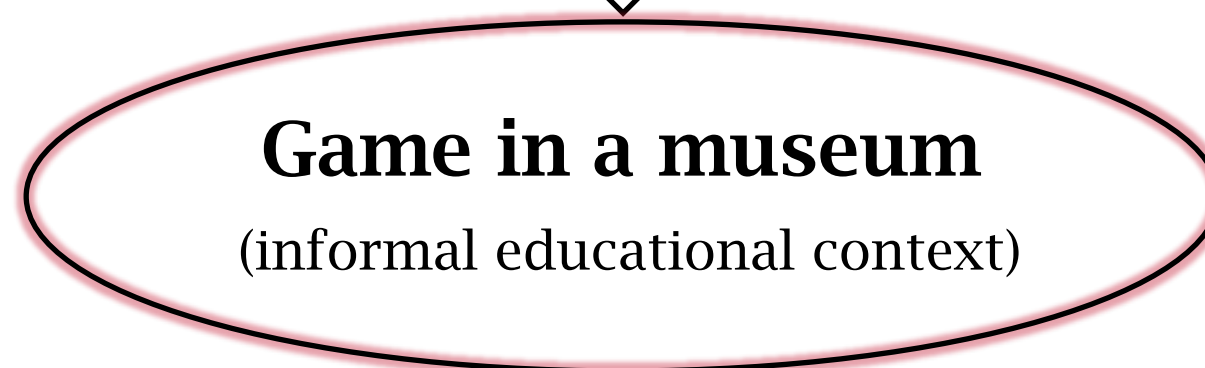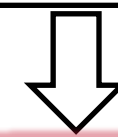
Game-based learning
(Sanchez *et al.* 2015 ; Oubahssi *et al.* 2020) is considered to offer interesting perspectives to foster learner's engagement, which is one of the key elements of learning.

A METAPHOR

The game (*Geome*) offers a metaphor about the relationship between humans and nature.
It is a two-part game played by teams of students with digital tablets in a museum. They take the role of a nature professional who lives and works in an isolated chalet in a valley.
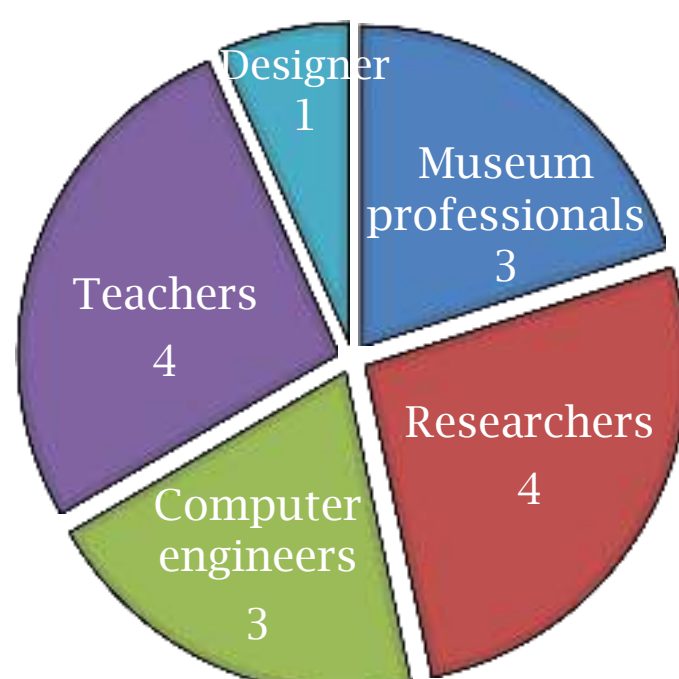The character acts as:
  ▫ a hunter in the 1st part
  ▫ a researcher in the 2nd part

METHODOLOGY

Design-based research

(Design-Based Research Collective, 2003; Sanchez *et al.* 2015)

Pie chart: Designer 1, Museum professionals 3, Researchers 4, Computer engineers 3, Teachers 4

- Contributory
- Collaborative
- Iterative
- In ecological conditions

References

Photo credit : Léo Marbacher