Levels of creative integration of Game Based Learning: a model

Based on the Passive-Participative Model of M. Romero













The teacher does not use games or playful elements.

Playful elements are used in learning activities.

Minimal interaction between learners and the teacher.

Learners can be active in tasks.

The teacher engages learners with game-based mechanisms, especially playful objects.

Limited teacherto-student interactions. More elaborate games engaging transversal competencies.

Increased learner interaction, with the teacher as a facilitator.

Games promoting psychosocial skills: cooperation, emotional regulation, etc.

Games are learner-centered, using

interdisciplinary and psychosocial skills.

Essential interactions for game success and immersion.

Mandatory debriefing to identify learning outcomes.

The learners are able to apply game-based mechanisms

Learners can create games for peers, incorporating educational and playful skills.

Game creation is used as evidence for knowledge and competency development

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Quiz, crosswords

Playful elements (e.g., dice, ritual wheels)

Board games, card games

Role-playing games, Choose-your-ownadventures stories, escape games

All types of games.