Publication date : 03/18/2024

Course : Ludopedagogy, designing and running training courses using games

Practical course - 2d - 14h00 - Ref. SGA
Price : 1310 € E.T.

3,9 / 5

The use of games is recognized as an effective lever for learning and for involving participants in training. This course will enable you to discover original teaching methods, as well as playful tools and resources that encourage active participation in training.

Teaching objectives

At the end of the training, the participant will be able to:

- Understanding the different types of training games
- Building a fun learning program
- Define best practices for producing a fun training course
- Design your own play tools and media
- Leading a fun or gamified training course

Intended audience

Trainers, instructors, educational engineers.

Prerequisites

Experience in training facilitation and knowledge of basic preparation and facilitation techniques.

Practical details

Hands-on work

Exercises: create a scenario and teaching progression. Building fun tools and materials. Role-playing exercises.

Course schedule

PARTICIPANTS

Trainers, instructors, educational engineers.

PREREQUISITES

Experience in training facilitation and knowledge of basic preparation and facilitation techniques.

TRAINER QUALIFICATIONS

The experts leading the training are specialists in the covered subjects. They have been approved by our instructional teams for both their professional knowledge and their teaching ability, for each course they teach. They have at least five to ten years of experience in their field and hold (or have held) decision-making positions in companies.

ASSESSMENT TERMS

The trainer evaluates each participant's academic progress throughout the training using multiple choice, scenarios, hands-on work and more.
Participants also complete a placement test before and after the course to measure the skills they've developed.

1 Understanding game mechanisms and their application to training

- Distinguish between gamification and gamification.
- Identify the mechanics of a game.
- List the different types of games.
- Distinguish between the different possible modalities for a game and their specific features.
- Imagine game detour for training courses.

Hands-on work

Brainstorm and analyze the mechanics of different games.

2 Adapt the game to the learner and the type of training course

- Learn about different learning methods.
- Identify the effects of play in training.
- Define the type of game according to the training.
- Identify the different types of players.
- Identify the profile of the group of learners.

Exercise

Digital and multimedia quiz for each team, covering all the points in the sequence.

3 Integrate gamification into modules and sequences

- Define the pedagogical objectives or skills to be assessed using Bloom's taxonomy.
- Orchestrate your teaching program to include fun activities.
- Choose the right format: role-playing games, board games, Serious Games, escape games, cooperation, competition...
- Clarify the desired effect of an edutainment activity and anticipate the debrief.
- Build your game logic: the rules, the right time, the right duration...
- Take inspiration from and adapt existing solutions (e.g. Thiagi's framework games).
- Integrate digital entertainment/gamification: digital quizzes, augmented reality, virtual reality...
- Test your edutainment activities.

Hands-on work

Development of a questioning grid to prepare and build an edutainment sequence. Sub-group design of an edutainment architecture based on an existing training module.

4 Leading an edutainment activity

- Prepare and work on your role as host.
- Introduce the game and give clear instructions.
- Control time and develop participants' involvement.
- Debrief, collect feedback and transpose.

Role-playing

Lead a sequence containing an edutainment activity.

Dates and locations

TEACHING AIDS AND TECHNICAL RESOURCES

• The main teaching aids and instructional methods used in the training are audiovisual aids, documentation and course material, hands-on application exercises and corrected exercises for practical training courses, case studies and coverage of real cases for training seminars.

• At the end of each course or seminar, ORSYS provides participants with a course evaluation questionnaire that is analysed by our instructional teams.

• A check-in sheet for each half-day of attendance is provided at the end of the training, along with a course completion certificate if the trainee attended the entire session.

TERMS AND DEADLINES

Registration must be completed 24 hours before the start of the training.

ACCESSIBILITY FOR PEOPLE WITH DISABILITIES

Do you need special accessibility accommodations? Contact Mrs. Fosse, Disability Manager, at psh-accueil@orsys.fr to review your request and its feasibility.

REMOTE CLASS
2026 : 22 June, 5 Oct., 14 Dec.

PARIS LA DÉFENSE
2026 : 22 June, 5 Oct., 14 Dec.