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Fostering Global Resilience through
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Alexandra Albuquerque
Karima Bouziane

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Alexandra ALBUQUERQUE, CEOS.PP, ISCAP, Politécnico do Porto.

Karima BOUZIANE, ALCS, FLSH, Chouaib Doukkali University, Morocco.
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Yassine BOUDI, FSJES, Chouaib Doukkali University, El Jadida, Morocco.

SCIENTIFIC PARTNERS

CEOS.PP, Center for Organizational and Social Studies of Polytechnic of Porto.

Ibn Zohr University, Agadir, Morocco.

Board Game “Fala Barato”: Challenging the Relation with Information, Media and the Other

Fernanda BONACHO, Helena PINA, and Susana ARAÚJO

School of Communication and Media Studies, Lisbon Polytechnic, Lisbon, Portugal

Abstract: *This paper intends to discuss the interdisciplinary and creative process of creating the board game “Fala Barato”. More specifically, the work focuses on the ways in which the creation and use of a board game – a toolkit that offers a set of functionalities to stimulate the handling of a range of processes (graphic, communicational, critical thinking) - make available various challenges in board games production that support media and information literacy. The process of creating a non-digital board game issues an incentive for personal communication and interaction with media and information literacy. The board game was developed within the agenda of a national research project - “The World Reading Academy: communication, journalism and I” – whose main objective was to develop communication, self-regulation, and critical thinking competences. Being board games prompts for people to interact, this game proposal impacts in the recognition and resolution of unexcepted situations and development of competences through cross-cultural collaboration. In this article we will describe how students were integrated in the developing phases and choices of “Fala Barato” board game, providing certain affordances to explore collaboration, competition, sharing, and information seeking. This will enable a better understanding of the collaborative work of different kinds of participants and media knowledge but also the difficulties in which the outcome can endure through its associated milieus. This way of thinking board games and the challenges included in the game tasks emphasize forms of creativity, discipline, patience, and analysis of the consequences of speech acts and decision-making, as well as exercising knowledge and memory that are too often underestimated in various accounts of media and information processes.*

Keywords: *Board game, media literacy, journalism, communication, media*

1. Introduction

Although young people are well acquainted with the use of digital devices, this article argues for the importance of fostering communication literacy in the current context of complex media convergence, encouraging critical thinking, and promoting projects inspired by media practices and youth collaboration. The way we communicate and share messages requires a variety of skills (media literacy, digital literacy, information literacy, visual literacy, multimodal literacy, communication literacy), which differ from each other in that they require different awareness of the impact that communication has on us and on our relationships with others. The different situations that multiple literacies enable us to resolve go beyond the fact that they belong to one area or discipline or are closed in on themselves.

As educational environments, schools and colleges are a privileged place to frame and reinforce the acquisition of this range of skills and it is essential that teaching models promote a more participatory culture that gets students involved in their own learning process. Thus, research focusing on creating and using a board game, as a toolkit that offers a set of functionalities to stimulate the handling of graphic, communicational and critical thinking processes, proposes various challenges that support media and

information literacy. Furthermore, the process of creating a non-digital board game issues an incentive for personal communication encouraging people to face-to-face interaction. This proposal might also impact in the recognition and resolution of unexcepted situations and the development of resilience through cross-cultural association.

Challenging students to participate in the creation of a board game promotes competitive interactivity associated with a creative process and can be an extremely useful teaching resource nowadays. In fact, the overall use of games in the educational context is not a new concept. The game is widely recognized as an excellent pedagogical tool in the learning process, capable of involving and stimulating the active participation of students (Nicholson, 2011; Wonica, 2017; Barton *et al.*, 2018; Despeisse, 2018; Krausse *et al.*, 2028; Schmuck & Arvin, 2018; Bayeck, 2020, among others). The board game has a material existence that transports us to childhood play activities, uses simple and familiar mechanics with clear objectives and rules defined in advance, which facilitate an intuitive apprehension of how to play, freeing the players' attention to focus on the educational content. Using board games in the learning sites leads to a more attractive, relaxing, and rewarding environment for students, and the teacher becomes more a facilitator of learning than a transmitter of knowledge. Likewise, involving students in the creation of a game results in attitude changes in the school/college context, adopting a more participatory behaviour, allowing them to organize their own thinking in the process.

Jenkins (2015) points out that many of the skills needed for young people to exercise participatory citizenship are currently carried out in informal learning communities and that the dominant formal school model can cause many young people such frustration that they abandon traditional school paths. The author advocates an ecological approach of diversity in the use of media in pedagogy, interconnecting different technological and communication tools, cultural communities and activity proposals. To this end, academic culture needs to embrace more participatory culture across the board, in educational practices, creative processes, community integration and citizenship. Students develop more knowledge and skills within ethical and practical frameworks that encourage the development of their critical spirit and self-confidence in order to exercise full social participation within contemporary culture. Schools and colleges should become more and more spaces for dialog delving to overcome differences and inequalities. Teachers and professors take on the role of aggregators, facilitators, organizers of dynamics and content. The empowerment of young people is precisely the result of conscious reflective capacity and the ability to make relevant and informed decisions in everyday real life (Buckingham, 2000; Jenkins, 2015), but also of their own awareness of the power and responsibility of exercising citizenship at a social, cultural, economic and political level.

Disconnection from politics, for example, can result from youth perception as powerless social actors (Buckingham, 2000), but also from the overload of an informational context extremely saturated with stimuli that can result in distancing strategies and the adoption of a superficial, dispersed and fragmented type of attention. Living in this fluidity is transitory and volatile, in a modernity that is liquid with uncertainty and instability, more malleable structures, and with no time for sedimentation (Bauman, 2001). In characterizing modern individuals, Lipovetsky and Charles (2011) point out what appears to be the paradox of a simultaneous coexistence of opposites. They point out that individuals are now more informed, but more unstructured and unstable. Less ideological, but more dependent on fashions. More critical, but more superficial. More sceptical, but less profound.

Recent studies (Adjin-Tettley, 2022) confirm that when an individual is media and information literate, they tend to be more cautious about verifying the authenticity of information before sharing it, which

reinforces the importance of critical thinking skills. If attention given to the subject of media literacy has grown and gained new and stimulating angles of reflection, reality seems little compatible with what might be supposed given the distance that seems to be maintained between the education system and youth, as Manuel Castells said and Sonia Livingstone reaffirmed (Castells, 2007; Livingstone, 2016). After Livingstone's study on young people life and education in the digital age, she concluded that the aspirations of the education system continue "at odds with how young people and families imagine what learning is good for" (Livingstone, 2016).

2. Research design

The three-year research project "World reading academy: communication, journalism and I" (2019-2021) primary objective was to stimulate critical thinking and foster young people's capacity for self-regulation in their relationship with the media and communication. Being part of the national network of Gulbenkian Academies of Knowledge 2019, the "World reading academy" was hosted by several Portuguese academic institutions specializing in communication studies and journalism and endeavoured to provide an immersive media experience for young students between the ages of 14 and 25. The activities in the Lisbon Academy have put together more than one hundred students from the high school José Gomes Ferreira and undergraduate studies of communication and journalism of ESCS collaborating in a wide range of media and journalism activities.

The agenda included monthly sessions of press reviews, analysis of the Portuguese press headlines (construction and accuracy), study of multimedia feature stories, disinformation, ethics and journalism, or visits to news outlets or media museums. Moreover, the project working agenda (from September to June) also challenged students to participate in the construction of multimedia news stories, in the proposal of the logo for the Academy and, in the design of a board game to develop media literacies. All these active actions focused on experiences that triggered communication, self-regulation and critical thinking abilities that are key competences to understand the central value of journalism and media in our contemporary society. Now, the process of creating a board game together with students was considered a challenging but significant mission for promoting media literacy in the agenda of the "World reading academy". Listening to the students' voices, attending their worries, and considering their suggestions to a board game prototype worked as cornerstones to engage them in an enriching media literacy experience.

The design of the board game creation was based on the group of the participants in the "World reading academy", their academic level, and the project specific learning objectives. "Fala Barato" is an educational, non-commercial board game prototype designed by a multidisciplinary group of teachers, researchers, and communication students who were part of the "World reading academy". The main objective of the board game was to develop critical thinking, communication, and self-regulation skills in formal and informal environments. Since active teaching-learning environments that use playful activities promote more meaningful learning (Patiño, Ramírez-Montoya & Buenestado-Fernández, 2023; Schmuck & Arvin, 2018), they also encourage reflection on the topics covered, contributing to changes in students' awareness and reinforcing their ability to act in various contexts. (Colomer, Serra, Cañabate & Bubnys, 2020).

3. Methodology

The methodological approach to building this game is exploratory and qualitative. The information gathered in the various intervention groups in the immersive actions with young students, and the discussion and reflection sessions carried out as part of the research project "World reading academy:

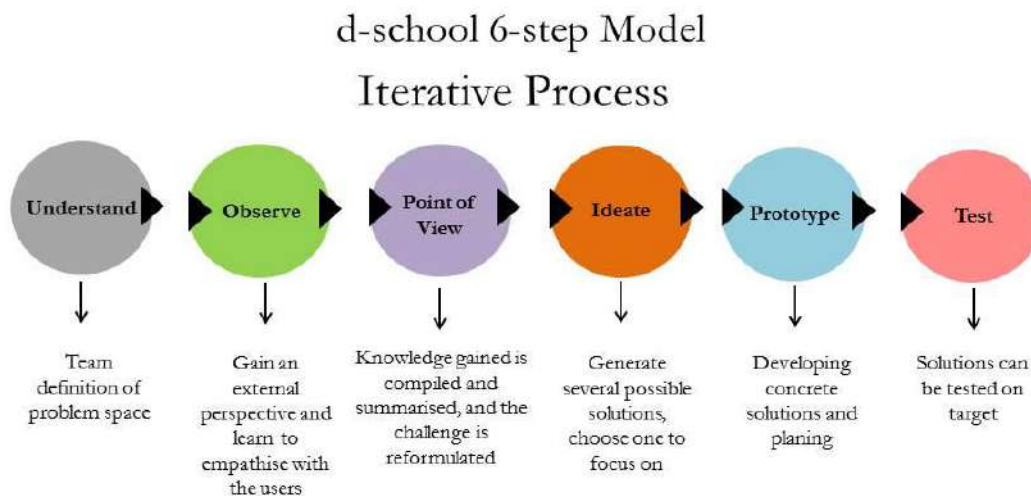
communication, journalism and I", provided the basis for the idea of the game. In the first brainstorming sessions held by a multidisciplinary group of teachers, researchers, and communication students (6-8 participants), during the month of February 2020, it was possible to discuss the core idea of the game, create its content, themes, categories, and standard questions. The face-to-face sessions lasted approximately 3 hours each and took at School of Communication and Media Studies, while the distance sessions were held via the Zoom platform.

To decide on the form, a comparative benchmark analysis was carried out on a set of board games, chosen in an unstructured way and without a systematic and exhaustive process, with the aim of characterizing the relevant aspects of implementation: playful-didactic balance, game mechanics, usability, simplicity of rules, number of players, playing time. Once the reference game had been selected, the research team prepared a briefing for the graphic design of the board game's visual identity. The biggest challenges faced during the development process were creating simple and intuitive mechanics and formulating many challenges in each of the categories.

3.1 Graphic design development cycle

The board game was chosen as appropriate for the game format, since not only contributes to reach the main goals of the project, but also aligns with available resources. The rules were ensured to facilitate the expansion of media literacy concepts while making the gameplay engaging for students.

The graphic design project used the design thinking approach. Design thinking is a systematic, human-centered approach to resolving complex problems. The approach is grounded in the intuitive workflow process of a design. It develops in 3 phases: Inspiration, Ideation, and Implementation (IDEO Human-Centered Design Process) (Tschimmel, 2012). In this case, the 6-step d-school model of Hasso-Plattner-Institute at University of Potsdam in Germany was adopted (Figure 1).



Source: Adapted from Hasso-Plattner-Institute (<https://hpi.de/en/school-of-design-thinking/design-thinking/what-is-design-thinking.html>)

Figure 1: Iterative Process of d-school Model

3.2 Project conceptualisation

The naming “Fala Barato” (Cheap talk”) and graphic aspects of the game were developed by Audiovisual and Multimedia final-year undergraduate students at School of Communication and Media Studies/Lisbon Polytechnic. These students participated in the board game design in a collaborative way, creating and designing all game elements such as cards, board, and various pieces. They incorporated media-related scenarios and challenges to prompt critical thinking about media content. During the process of composing the game, reflection elements were included to encourage students to discuss and analyse their decisions. This involved vividly group discussions, written reflections, and class presentations. Small game tests were applied with the students to identify potential issues, refine rules, and ensure the game effectively was prompt to achieve the desired learning outcomes. Feedback was collected from students and their experiences observed. This feedback was used to make improvements to the board game by the research team. Finally, all participants presented their proposals in a competition, with “Fala Barato” proposal being the jury’ (members of the Academy’s project research team) choice. This entire creative process was documented, including the rationale behind the design choices, observed students’ reactions, and adjustments made.

4. Results

The process of creating the board game “Fala Barato” achieved the main goals of the project because students demonstrated critical thinking, self-regulation, and communication skills through their engagement with the production of the game design. The high level of interest and positive engagement among students during the process indicates that this challenge successfully captures students’ attention and interest. Despite the first difficulties in understanding the objective and the possibilities of the work, their final feedback about the experience with the board game was enthusiastic and their perspectives on the games’ effectiveness were inspiring.

The aim of the board game “Fala Barato” is to be the first team to complete the objectives on their Secret Card (assigned according to the roll of the dice). In terms of format, this game draws inspiration from traditional board games, particularly Diset’s Party & Co. game. In material terms, the game consists of a board, a dice and a set of cards and a rules sheet. The cards are used as an evaluation of the game progress. Four main question areas were considered for the card’s themes: *Did you know* (information, general knowledge), *Action* (self-regulation, speed, communication), *You and I* (empathy, knowledge of others, communication) and *Inside and Outside the Box* (critical thinking, different interpretations/readings of the world). Some content questions were articulated by the project’s research team as examples. By playing in rounds, it is possible to extend or shorten the duration of the game, as well as frequently swap teams to give the chance to play to more teams, according to the pedagogical dynamics in each case.

Designed for the Portuguese context, the name “Fala Barato” is provocative. It takes advantage of a Portuguese idiomatic expression, whose meaning refers to someone who talks a lot but in an inconsequential way, unaware of the value and weight of the words they use. In terms of graphic design, the human figure of “Fala Barato” is central, making the connection with the media and information panorama and the necessary humanization of the communication experience. The illustration of the characters sought to reflect a diverse population, but also included the humorous stylization of public figures associated with the game's thematic area, such as journalists, politicians, presenters, or other society members, as teachers.

To further test this game as an educational tool, a functional prototype (Figure 2) has been created that was not possible to test in pilot sessions, which are key to receive the feedback to be used to refine content and form issues and to gauge issues related to dynamics and effectiveness. The pilot tests are also important because they would serve to measure the effectiveness of this game format as an educational tool to develop media and information literacy and as a way of energizing the sessions with the students, thus fulfilling the objectives of the project "World reading academy: communication, journalism and I".



Figure 2: The board game "Fala Barato" prototype

5. Conclusions

The global educational project for the 21st century requires in-depth work to articulate knowledge, experiences, and critical reflection on information and media issues, in order to offer young students a variety of teaching-learning models that enable them to develop a wide range of skills, strengthen social skills and promote personal development that enables them to exercise participatory citizenship and intervene consciously and proactively in society.

Challenging pedagogical models can and should coexist, adapting through permanent reflection to the objectives of the various programs and syllabuses, trying not to fall into the trap of unproductive impositions. The student profile is highly diverse, and it is important to develop work to being open and adapt to the world diversity by using teaching-learning methodologies that can be used by teachers and students with different styles and proposals.

Active methodologies have many advantages and have shown good results, but they need to be considered on a case-by-case basis, according to each content and pedagogical proposal. For example, the "flipped classroom" model proposes that the basic knowledge on a subject can be acquired by students outside the classroom (the student's homework becomes their investment in acquiring their own basic knowledge, as a form of prior preparation), with interaction in the classroom reserved for discussion, application with teacher guidance. It is an extremely interesting model and can be very fruitful but will not apply as a rule to all cases and situations. The level of commitment and willingness on the part of the students to invest seriously in their own prior preparation requires a great deal of autonomy and maturity on the part of the young people that sometimes we could not testify during this project. However, the teacher's flexibility in

deciding the best methods for their groups of students had to be ensured. In our formal education, the strategies involved in the teaching-learning process were perhaps more paradigmatic and attitudinal, rather than programmatic. Above all, they included a huge investment of recomposing, guiding, and organizing thinking, promoting knowledge that stimulating connections and relationships from a global perspective.

The "Fala Barato" board game has a markedly pedagogical focus, paving the way for addressing contemporary issues in a formal or informal and relaxed context, on which it is necessary to reflect, developing critical thinking and communication processes that allow young people to exercise more conscious and capable citizenship. The project's contribution to the broader field of media literacy research provides valuable insights into using board games for educational purposes, but more importantly, involving the students in the creation process of the game contributes to both classrooms learning environments and potential advancement in media literacy education.

As an educational tool integrated into the "World reading academy: communication, journalism and I" project, the board game is thought to foster dialogue but also incite debate. The major limitation of the project is that the board game was not tested due to time and resources limitations. Participating in today's context of proliferating media and information narratives requires facility to communicate using media literacy and critical competences for empowerment and participation in society. Resources such as the board game "Fala Barato" could open space for experimentation and creativity, as the use of appealing stimuli and playful dynamics work on critical reflection on serious and essential issues. Besides challenging the relation with information, the media and the others, "Fala Barato" provides an ethical framework and issues related to the self-regulation of individuals, helping in the meaningful, shared, and responsible construction of knowledge.

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