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***Master 1 MIAGE
Université de Picardie Jules Verne***

http://www.caspianlearning.co.uk/MoD\_Defence\_Academy\_Serious\_games\_Report\_04.11.08.pdf, résumé de l’article.

Florent FOURREAUX

Résumé d’un document portant sur notre thématique de recherche, les « serious game ».

Serious Games in Defense Education.

# Auteur de l’article

CASPIAN LEARNING.

# Contexte de la recherche

“A report into the potential educational benefits of the use of computer-based games technologies and techniques within the context of Higher Education delivery at the defense College of Management and Technology”.

# Question à laquelle l’article apporte une réponse (problématique) ?

“The UK MOD and the defense Academy in particular, has a strongly-developed understanding of the utility of modeling and simulation in training. However, the effective use of games and games technologies to support education is less well understood. This report was commissioned with Caspian Learning in order to shape the Defense Academy’s development in this area. It identifies the key benefits and constraints of a “learning through games” strategy, as well as taxonomy for types of Immersive learning simulations. The taxonomy also highlights the potential uses of such simulations for Defense and their related strengths and weaknesses”.

# Méthodologie de recherché adoptée

“Summary of evidence behind immersive learning simulations”.

“Taxonomy of immersive learning simulations”.

“ILS and the DCMT landscape”.

# Résultats obtenus

“This report has started the process of exploring the synergy between the Defence Academy/DCMT, the wider military context and the use of ILS. It has found many compelling reasons, and a growing evidence bank, that justifies the adoption of a “learning through games strategy”. These involve researched intuitions and hypotheses about the merits of games that seem to fit with the DCMT and wider military context, including; learner demographics, need for motivation, competition, dry subject matter, opportunities for sage failure, need for rich practice, and familiarity with simulations. The evidence bank both within the military and outside is also becoming powerful, with ROI measures in specific ILS case studies showing developments such as: reduced training costs, reduced training time, increased learner engagement/motivation, improved learning outcomes”.

# Conclusion

“There is now available an almost overwhelming set of case studies, researched arguments and well thought through intuitions that point towards embracing this approach. It would be hard to argue against the view that the evidence is already as compelling as that behind the use of traditional CBT or e-learning approaches.

# Remarques (questions ouvertes restantes, liens avec ma recherche…)

“However, this report also points to a number of barriers that may exist in the military context, which will have to be considered when looking at many forms of online learning, but are further emphasized in the case if ILS. Some of these issues are specific to the military, and often work against the acceptance of new technology solutions”.

# Référence complète de l’article

<http://e-mallette-maetic-sce.hautetfort.com/media/02/02/912785555.pdf>

CASPIAN LEARNING : Award winning Serious Game Designer.