



UNE L&T Symposium 2024 – Presentation Synopsis

1. Title of Presentation:

Learning marketing by building blocks; A case of gamified teaching practice

2. Presenter(s) Name(s) and Affiliation(s):

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3. Main Takeaways:

Takeaway 1: Gamified activities break the language and cultural barriers amongst international students, unfolding their creative side, enabling them to forget their limitations of linguistics, and allowing them to focus on a greater purpose of learning and being more expressive.

Takeaway 2: The simulated marketing game effectively bridged the experiential gap first-year international students had about marketing. It provided opportunities to mirror a real marketing environment through participation, collaboration, and a supportive environment.

4. Application in Educational Contexts:

Teaching Methods:

- The contents could be adapted in marketing, economics, and management units, particularly targeting first-year students. Students can work in groups to develop Lego creations and prepare a business plan for the same to enhance their experiential learning.

- The contents could be adapted into sustainability units. Students can work in groups to develop Lego creations and analyse the value chain, and carbon footprint, assess wastes, and propose strategies to create more efficiency and sustainability.

Assessment:

- Students can work in groups to create Lego and develop a marketing plan for the same, which could be part of their assessment for the marketing unit.

- Students could reflect upon group work during the creation of Lego, and assess roles played by individuals and the reflection on this could be part of their assessments for units such as organisational behaviour and other relevant management units.

Student Engagement:

- The classroom-based Lego game is highly engaging; however, this could be extended to online students with the incorporation of a digital Lego creation game and allowing them to engage with other participants of the game.

Curriculum Development:

- The presentation talks about the production and process-oriented teaching practice for first-year international students. To enhance the engagement of Gen Zs and future generations, a games-based learning plan is more relatable.



5. Valuable Sources and References:

Source 1: [Article 1](#), The article outlines that culture, language, and inability to link theories to practice are some key issues international students face in Work Integrated Learning.

Source 2: [Article 2](#) – This article discusses how the Lego game was adopted in the learning environment. However, the structure of the game adopted in this presentation is slightly different to the one adopted in the given article.

6. Weakness and Area for Future Research:

Weakness: The outcome is based on students' engagement in the activity on two occasions during one term.

Future Research: To measure the true transference of employability skills, a longitudinal study would be required.