

Board Games as Medium For Community Engagement

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Abstract

Chang Jung University Department of Applied Philosophy students guided by teachers designed two board games based on the local history and recovering efforts of LiuGui district after Typhoon Marakot in 2009. The board games utilize a narrative method to guide players from different ages and communities in opening up about issues occurring during community recovery efforts both during and after playing the games.

This paper details the process of teaching students how to design board games that facilitate community dialogue. Compared to traditional learning environments, students would have to interact with communities face to face and learn different skills or techniques while rebuilding or ongoing community works. Additionally, our research included questionnaires designed to provide feedback from both players and students for analysis.

Research results indicate that these board games encouraged discussion on public issues which were provided from diverse community backgrounds. Moreover, it can be concluded that using these board games as a medium enhanced students become involved with the community as well as helped develop critical-thinking skills through both designing and playing the games.

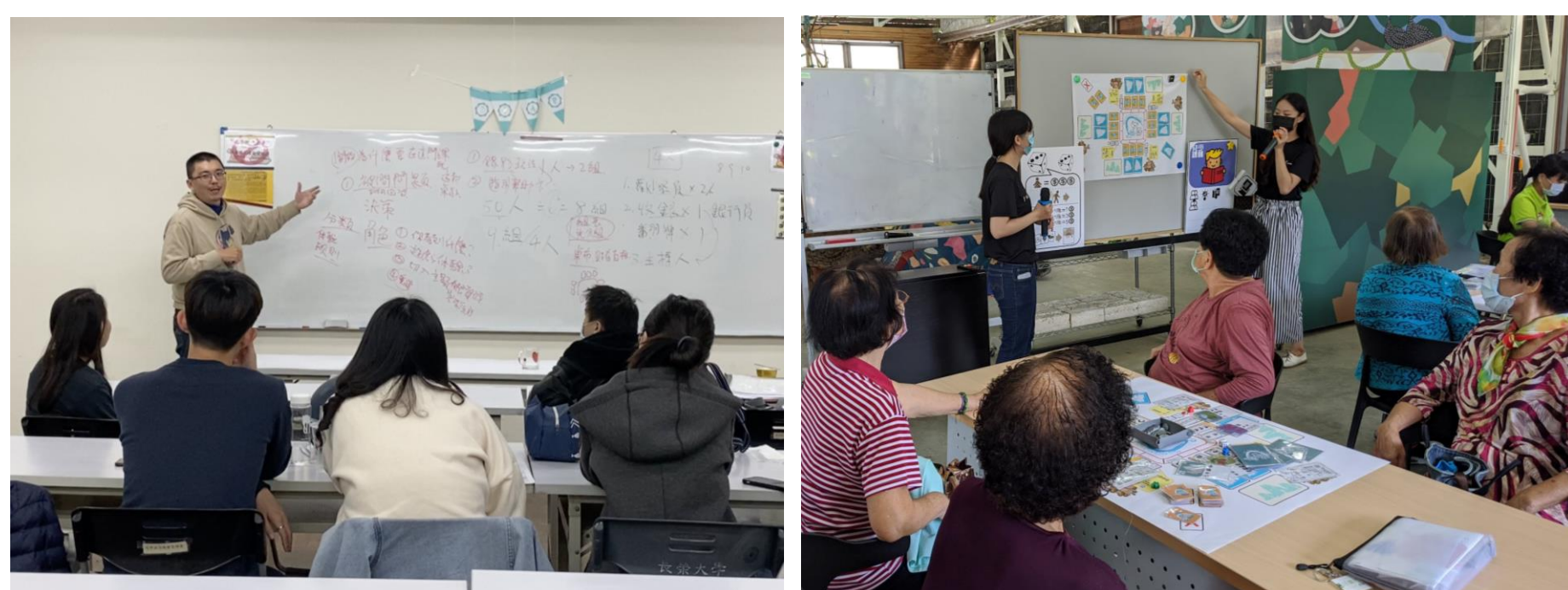


Figure shows students having game designing courses and practical learning

Research Method

This research method was known as focus group, one of the commonly used qualitative research methods, which had done by 10 students. These interview had broke up into 2 sessions, each session took around 1 hour and conducted in Chinese. All of the interview were audio recorded and transcribed with the interviewee permission. The transcript were analyzed, summarized and examined in order to obtain result from this analysis.

Chronology of Events

Date	Time	Content
09/03/2021	18:00-20:30	Course: Introduction of the board game background
17/03/2021	13:30-15:30	Practical: QiShan Community
23/03/2021	15:20-17:10	Course: Design Thinking
23/03/2021	18:00-20:30	Course: Game Mechanic
12/04/2021	13:10-15:00	Practical: YongRen Senior High School
12/04/2021	19:30-21:30	Practical: Datan Community
13/04/2021	18:00-20:30	Course: Game Analysis
22/04/2021	15:20-18:10	Practical: Critical Thinking Lecture
26/04/2021	13:10-15:00	Practical: YongRen Senior High School
03/05/2021	13:10-15:00	Practical: YongRen Senior High School
04/05/2021	15:20-17:10	Course: Applied Ethics
04/05/2021	18:00-20:30	Course: Game Design
11/05/2021	18:00-20:30	Course: Game Discussion
15/06/2021	18:00-20:30	Students discussion
15/07/2021	9:45-17:15	Practical: SummerCamp
16/07/2021	9:45-17:15	Practical: SummerCamp



Figure shows students guiding others while playing board game



Figure shows the interview made by students and community

Focus Group Result

No	Gender	Profession	Code	No	Gender	Profession	Code
1	Female	Student	S1	6	Female	Student	S6
2	Male	Student	S2	7	Female	Student	S7
3	Male	Student	S3	8	Female	Student	S8
4	Female	Student	S4	9	Female	Student	S9
5	Female	Student	S5	10	Female	Student	S10

Table shows the coding of interviewee

- Students found they lack the ability of communication when they were interacting in the community with different background and ages

"I'm always being confident while interacting with others until I'm in the practical training"(S5)

"I was surprised when some high school student could follow up my speech"(S8)

- Students treats people with more compassion and be more concern on the issues they faced in life

"When we give how much energy while leading the community, we will receive the same or even more"(S6)

"They were giving their so much attention while playing if I could listen to their feeling"(S9)

- Students found out different significance of board game, from game designing to a platform designing

"I learned and interact with people while playing, someone in community recognized me as the board game player, it's outstanding"(S2)

"We won't met up if we didn't started this board game"(S4)

- Discover local historical stories and receive feedback from people who were from different background and ages

"In my first impression LiuGui is just a district in the community, through this board game I could feel the passion of people staying there "(S8)

"There was a teacher we met while playing the board game, he shared his story being teacher in this community, and I was amazed by his commitment in this community"

Conclusion

Community is a big component that included different unit, while between these small or divided unit, they might need creative and innovative idea which have more dialogue.

In this research, we figured out some remarkable results which could authenticate board game was capable to work as a medium to enhance community engagement.

From these result, we could also conclude that university students, who participated these courses and practical training, were more open up in different issues and inspired when the negotiating with various people who living in unrelated region or era.

