

“Ready-to-use game”

Boosting Quality of Education by a Ball Game

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Abstract *Educators in Thailand have to follow Thai Qualification Framework for Higher Education (TQF) since 2004 which consists of 5 domains: 1) ethics and morals, 2) knowledge, 3) cognitive skills, 4) interpersonal skills and responsibility, and 5) numerical analysis, communication and information technology skills. Therefore, the “Boosting Quality of Education by a Ball Game” was designed and ran with them. The objective of this game is to have teachers recognize, analyze, and evaluate quality of education as well as work as a team. The materials and how to play game is described in the paper.*

Keywords: *Thai Qualification Framework for Higher Education, game, learning*

Introduction

This game is suitable for providing subject matters for students before giving lectures. In this game, the contents of quality of education were used as an example. In Thailand, educators have to follow *Thai Qualification Framework for Higher Education* (TQF) since 2004 (Office of Higher Education Commission, 2015). This framework consists of 5 domains: 1) ethics and morals, 2) knowledge, 3) cognitive skills, 4) interpersonal skills and responsibility, and 5) numerical analysis, communication and information technology skills.

Teachers have to design their course syllabus which is corresponded to TQF. *Frist*, teachers state general information of their course such as course code, number of credit, name of the course, a person who takes responsible, semester, pre-requisite, co-requisites, place of learning, date of writing the course. *Second*, teachers set up goals and objectives of the course. *Third*, teachers write course description and number of teaching hours and consultation hours. *Fourth*, teachers explain how to develop their students according the above five domains. Teachers must include contents, method of teaching, and evaluation. *Fifth*, teachers divide the contents into small chunks to teach in each week, provide a list of textbooks and materials for students to read. *Finally*, teachers state how to evaluate and improve their course.

Teachers need to be motivated to accept and to understand the framework very well, so when they write their own framework, they will do carefully and critically. Therefore, “*Boosting Quality of Education by a Ball Game*” was designed and ran with them.

The objective of this game is to have teachers recognize, analyze, and evaluate quality of education as well as work as a team.

The target group is 25-30 players.

The equipment needed include 4 balls, 4 pens, a sheet of papers, 10 pages of paper which questions or situations are stated, timer, songs, radio-tape player or mobile phone, a song, speakers, table, and chairs.

A Ball Game

Setting

A poster of each domain of TQF is placed on a room wall and whiteboard. These posters comprise 5 domains of learning as follows (Office of Higher Education Commission, 2015b):

Each company has a paper, pencil, eraser and calculator to manage operation and accounting. Toward the center of table, there are five Markets (Town A to E). Companies bid in each market. There is a timer to control bidding. On the center, there are sets of “Action Card” turned inside out (Figure 1).

<p>1. Ethical and Moral Development : Development of:</p> <ul style="list-style-type: none"> - Habits of acting ethically and responsibly in personal and public life in ways that are consistent with high moral standards. - Ability to resolve value conflicts through application of a consistent system of values. 	<p>3. Cognitive skills, the ability to</p> <ul style="list-style-type: none"> - Apply knowledge and understanding of concepts, principles, theories and procedures when asked to do so; and - Analyze situations and apply conceptual understanding of principles and theories in critical thinking and creative problem solving when faced with unanticipated new situations.
<p>2. Knowledge, the ability to understand, recall and present information including :</p> <ul style="list-style-type: none"> - Knowledge of specific facts, - Knowledge of concepts, principles and theories and - Knowledge of procedures . 	<p>4. Interpersonal skills and responsibility, the ability to;</p> <ul style="list-style-type: none"> - work effectively in groups, and exercise leadership; - accept personal and social responsibility, and - plan and take responsibility for their own learning .
<p>5. Analytical and communication skills, the ability to</p> <ul style="list-style-type: none"> - use basic mathematical and statistical techniques, - communicate effectively in oral and written form, and - use information and communications technology . 	

Figure 1. A set of “Action Cards” using in the game

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Questions of each domain for discussion:

1. What is the qualification in their domain?
2. How to develop students to reach TQF?
3. What are the expected outcomes?
4. How to evaluate students according to TQF?

Roles

Players:

1. Players are divided into a group of 4 for 5 groups and stand in each row.
2. Four players hold a ball on their index fingers and walk together to the TQF poster. If the ball is fallen down, they have to walk back at the beginning point and restart.

Referees:

1. In each group, one referee watches the players while walking with the ball to be sure that the players are just using one index finger to hold the ball.
2. Each referee times how long each group takes in playing the game.

Game Rules

1. Students have to use only index fingers to hold the ball.
2. All students of each group have to do presentation.

How to play this game

Before playing game

First, the teacher prepares devices as stated. The posters are placed in different places to avoid crashing while walking. *Second*, the teacher divides students into groups of 4 to play, so there are 5 groups of students. The other 5 students act as referees, and each of them watches one group. The other four person acts as observers. The other one person acts as a timer.

During the game

1. Four students of each group hold a ball by using index and walk to the poster.
2. When they arrive at the poster, they put the ball down. Then read and discuss with their group of the information in the poster. After they come to conclusion, summarize or draw a diagram on the paper chart. This process will take for 15 minutes.
3. Each group comes in front of class and presents what they learn and the results of their discussion.
4. The rest of students listen and ask questions if there is any.

After the game

Students and the teacher hold a debriefing of what they learn from the game and from the contents.

Conclusion

Boosting Quality of Education by a Ball Game may be suitable for adult players because players have to read, analyze, and present. The contents are specific to this group of players. If this game will be used with the other group, the contents need to be selected according to particular groups and topic.

References

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About the authors

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