Index

ABS (Aston Business School) 37, 40
academic reading 198–9
accessibility, assessment 97
accounting
  computer games 26–7
  panopticon of 231–2
  symbolic order 36
Accounting Bissim 126–40
accounting education 35–56, 103, 126–40, 195–204, 220
achievements tool 36
actions, game structure 18, 21
active learning 142, 144, 172, 212
adaptation (‘injects’) 191–2
aesthetic concepts 214
affective learning 144
agency 29, 77
‘algorithmic thinking’ 232
alignment skills 116, 117, 122
altruism 60
anchoring 59, 63–4
animated short films 225
anomalies 58
anticipation skills 116–17, 121
applied teaching 163–74
AR (augmented reality) 221–2
Aristotle 206, 222
art projects 207–13
assessment 92, 230
  accounting education 201–2
  crisis management 192
  employability skills 109–10
  fictional worlds 181–3
  law education 67–77, 163–74
  remote online games 86
  simulation-based 88–99, 130, 134–5, 163–74
  strategic management 118
Aston Business School (ABS) 37, 40
asynchronous delivery 79, 82–6, 221
attendance issues 196–7, 201
audio delivery 82
augmented reality (AR) 221–2
autotelic processes 6
Barnett, L. 32
base-rate neglect 64–5
Bateson, G. 5–6
BBC’s gender pay gap 200–201
behavioural biases 58–60, 63–5
Behavioural Economics 57–66
behavioural learning 144
Benn, Tony 235–6
biases 58–60, 63–5
Bissim 126–40
Bloom’s taxonomy 144
board games 41, 165, 196
Bogost, I. 7
bomb risk game 83
bookkeeping mechanisms 47–8, 51–2
branching narratives 67, 69–73
‘brickfilms’ 225
‘building narratives’ concept 119
business, in ‘real’ life 229
business careers 144–5
business decisions 39, 45, 153–62
business education
  components 14
  purposes 233
business games 17
business leadership 57–8
business schools 14–16, 21, 88–91, 98, 113–14, 147
business simulation
  accounting courses 133, 137
  achievement aims 143–5
  assessment 75, 89, 94
  conceptual selection 148–9
  conditional enjoyment 105
  employability skills 102–3, 105–10, 113–25
  international students 141–52
  payoff scenarios 78
  reporting 231–2
  theory/research links 145–6
business strategy genre 24–5
buy-in 97–8, 122

Call of Duty 187
Camus, A. 236
Canovi, M. 101

238
capitalist societies 229, 233
careers 144–5, 170
Cartwright, E. 86
case study approach 126–7, 176
Caza, A. 206
challenging skills 116, 121
chat facility, online games 81–2
child labour 153–8, 160–161
Chinese students 146
choice
classroom experiments 64
decision choices 129
choice games 82–3
‘choose your own adventure’ books 68, 71
city walking maps 218, 220
classroom distractions 35
classroom experiments 57–66
classroom games 21, 78–81, 86, 209
cognitive processing 80, 212
collaborative work 111, 123, 135–6, 142,
145
comics 180
communication skills 123, 142, 164, 166,
169, 171
Company Law course 164, 166
competition 96, 148, 228–9
complexity management, simulation 97,
110–111
computer games 23–34
cognitive maps 219
‘concrete experiences’ 231
constructive alignment 92, 134, 191
constructivist approach 142, 144, 159
Constructor 25, 26–7, 29
crime fighting
continental assessments 201–2
cookie test experiment 60–62
copyright 72–3, 178–9
Cornelius, N. 15
corporate social responsibility (CSR) 14–22
Count FEFE 35–56
coursework assessment 69–70, 75
COVID-19 pandemic 79, 86, 89, 172,
224
creative learning 212–13
crisis, definition 186
crisis management 185–94
crisis simulation 89–91, 94–5
critical analysis 205–7, 208–11
critical reflection 74
cross-cultural projects 141–52
Csikszentmihalyi, Mihaly 2, 9
CSR (corporate social responsibility) 14–22
cultural themes 227
Cunningham, C. 8
curriculum design/delivery 166–7
curriculum reform 57–8
customer demand 39, 42, 45–6
data-based decision-making skills 118
Debord, Guy 222
debt management games 27
decision-making 129, 205
crisis management 190
SBL approach 133–4, 140
skills for 116–18, 121
transnational business 153–62
deep learning 91, 95, 127–8, 163, 165,
170
deficiency needs 1
dérive (‘drift’) 222
descriptive approach, business games 17
Deterding, S. 8
digital games 35–56
disabled students 213
disaster, definition 186
disaster management see crisis
government management
disease testing poll 64–5
Donald, Jeremy 221
dopamine 1–2, 4
double-loop learning 165, 171–2
‘drift’ 222
DUPLØ® 165
dynamic narratives 67
economics games 17–20, 31, 78–9
Economics students 15, 17, 57–8
education
as mechanism for growth 4
role in wider world 233
educational games, creation of 36
efficient market hypothesis 198–9
EL see experiential learning
ELearning Studios (ELS) 37, 39–40
embedded assessment 91–2
emergency management 185, 187–8,
191–2
see also crisis management
emotional intelligence 95
emotionality, ethical decisions 157, 161
Empire: Total War 33
employability skills
assessment 88, 98, 163–74
classroom experiments 65
development of 109–11, 113–25
international students 142, 144–5
law teaching 69
Games, simulations and playful learning in business education

simulation 100–112
subject-specific skills versus 114–15
see also transferable skills

*Ender’s Game* 187
deridend effect 59, 60–62
ingagement
with assessment 230
gamification 9
international students 142–4, 147
SBL approach 135–6
simulation 102, 103–5, 109–10
epistemic assumptions 158–9
escapism 32, 227
ethical awareness 101–2
ethical behaviour 205–15, 233
ethical decision-making 153–62, 190, 205
ethics courses 77
everyday life see ‘real’ life
‘exercises’ 187
experiential learning (EL) 90, 95, 102
interview assessment 172
SBL approach 127
simulation 142–3, 145–6
experimental methods 58, 60–63, 85
exponentials 197–8
extrinsic motivation 10
‘face to face’ negotiation 138
facilitator training 110–111
fairness 60, 62–3
feedback mechanisms 51, 74, 94, 136, 165, 169
FEFE (Financial Education for Future Entrepreneurs) Project 35, 37
feminism 181
fictional characters 72–3, 77, 175–84
fictional worlds 175–84
field experiments 58
field trips 110
financial crises 57, 195
financial data 40, 49, 103, 200
financial education 26–30, 35–56, 103, 130
Financial Education for Future Entrepreneurs (FEFE) Project 35, 37
Fishery Game 20–21
flexibility–focus trade off 84
flow state 2–4, 8, 9–10
Flu Treatment classroom poll 64
foldback branching narratives 71
follow-up work, online games 85–6
football examples 228, 235
formative assessment 94
‘foul play’ 228
framing 63–4
freedom/free play 208–10, 227
functionalist decision-making 153, 156
games
consequences 229
definitions 16, 69
educational value 23–4, 30
in law assessment 163–74
mechanics of 5
as play 228
purpose of 1–3
simulation relationship 188, 189, 230
as universal language 16–17
gamification
achievements tool 36
applications 9–10, 226
commonly used elements 9
definitions 8–9
law teaching 69
‘real’ life 231
stealth learning 37
gaming concepts 143, 172
gender pay gap, BBC 200–201
gendered mechanisms 189–90
Ghemawat, Pankaj 142
Gomes, A. 210
graduate employability 101–2, 114–15, 163–74
graphical display, online games 82
graphics tablets 219
group assessment 93–4, 110, 135

*see also* team-working
growth needs 1–2
Guest, J. M. 78

Harvard Case Study Method 176
Hazlett, D. 17
HE see higher education
HEIs see higher education institutions
heterodox methodology 58
higher education (HE)
business simulation 145
critical analysis 211
immersive worlds 180
non-serious games 23, 32–3
play/games/simulations in 226–37
stealth learning 36
student engagement 35
higher education institutions (HEIs)
88–91, 94, 98, 101, 147
Hofstede’s Culture’s Consequences 142
Holt, Charles 79
Index

Hudson, Nigel 223
Huizingua, J. 6
Huizinga, J. 226–8, 231, 235
human resource management 28
humanities education 191
Humphrys, John 200–201

identities in play 230–231
immersive experiences 8
immersive worlds 179–81
implicit experiments 61–2
improvisation 189
incentives, group assessment 93
inclusivity 213
individual assessment 93–4, 135
individual choice games 82–3
‘injects’ (adaptation) 191–2
innovation, drive towards 235
instructor role, simulation 148, 152
integrated assessment 91–2, 182–3
integrated simulation 132–3, 145
integration, international students 142
intellectual property law 68, 72–3, 178
interactive games 83–4
interactive maps 221–2
intercultural skills 111
international students 141–52
interpersonal skills 111
interpretation skills 116, 117–18, 121
intertemporal choice games 83
interview assessment 163–74
intrinsic motivation 9–10, 195
inventory systems 45, 51–2
irrationality 57, 61–2, 63
irresponsibility 29–30

Jenkins, Henry 176
jurisprudence courses 77
justification, decision making 117–18

Kahneman, Daniel 58–9, 63
Kant, Immanuel 206, 209
Kerridge, C. 127
knowledge groups 206
Kolb, D. A. 95, 127, 212, 231
‘Kronberg Declaration’ 4

laboratory experiments 58, 62
labour laws 154–5
Landlord’s Game 196
Langdellian (case study) approach 126–7, 176
language and signals 5
language differences 142–3

law education 67–77, 163–84, 216–25
laws, child labour 154–5
leader boards 93, 148
learner-managed learning 212
‘learning by doing’ see deep learning
learning outcomes statements 92
learning skills 116, 118–19, 122
LEGO use 225
limitless play 208–9
Linden Lab’s Second Life platform 179
Linder, J. 8
linked assessment 164
listening skills 123
location-based strategies 216–25
logistics, SBL approach 137
loss aversion 59
lottery-choice games 82–3

‘magic circle’ 227–8, 233
management education 57–66, 90,
120–121, 145, 158–9
‘managing by the numbers’ approach 232
maps 216–25
Marcuse, H. 227–8
market efficiency hypothesis 198–9
market trading games 79, 83
marketing and strategy students 113–14
Marriott, N. 231, 232
‘masking’ themes 36–7
Maslow’s hierarchy of needs 1–2, 113
mathematical models 57, 58
memorisation 212
Meyer, Erin 142
Milk Farm Game 17–20
Mill, John Stuart 209–10
mind maps 213
mixed nationality/culture cohorts 141–52
mobile devices 35, 37
see also smartphones
mobile digital games 35–56
‘Models of Ethical Behaviour’ 205–15
Monopoly 41, 196
monopoly management game 83
Montague, Sarah 200–201
‘moral duty’ concept 15–16
moral neutralisation 232–3
morality and play 228
Moseley, A. 193
motivation 9–10, 195
Mullgardt, B. 26
multimedia tools 5, 211–12
multiple-choice quizzes 40, 50–51
multisensory learning 176, 212–13
multiverse (parallel realities) 180–181
narrative-based games 67–77
narrative-building skills 119
narratives
  fictional worlds 175–84
  role-play 156–60
negative externalities see payoffs
negotiation, ‘face to face’ 138
neoclassical economics 57
news reports 131–2
newspaper clips 200–201
non-serious games 23–34
non-specialists, accounting courses 126, 137
non-standard beliefs 59–60
non-standard decision-making 59–60
non-standard preferences 59–60
normative ethical behaviour 208, 210
Noughts and Crosses game 187

Objective Structure Clinical Examinations (OSCEs) 182
online games 78–87, 202
online meetings 172
online resources 167, 225
online simulation 120
oral communication skills 164, 166, 169, 171
OSCEs (Objective Structure Clinical Examinations) 182
outcomes-based approaches 95, 189
overconfidence 65
‘pairing up’ students 68, 69
pairwise lottery-choice games 82–3
paper-based games 79, 80–81
parallel realities (multiverse) 180–181
participation criteria 148
partner matching 81
passing off 72–3
payoffs 16–19, 21, 78
PDP (Professional Development Programme) 102, 104
pedagogy
  business simulation 143
  crisis management 189
  gamification as 226
  location-based strategies 218
  pleasure-creation approach 4–5
  SBL approach 127–8
  serious games 7
  simulation-based assessment 98
  performance gaps 144, 146–7
  performance standards, assessment 92, 169–70
  performance targets, accounting education 37–9, 42
‘periodic’ inventory system 52
‘perpetual’ inventory system 51
persistent narratives 69–73
photograph-taking 223
physical demands, paper-based games 80
physical paper maps 219
play 5–10, 226–37
  characteristics 208–9
  conceptualisation 226
  crisis management 185–94
definition 6
  elements of 208–9, 227
  ethics link 207
  importance of 227–9
  playful learning distinction 193
  space considerations 188–90
time boundary 209
playful learning 4, 191
  accounting education 195–204
  in business 229
  crisis management 188–91
  ethical behaviour 205–15
  identity implications 231
  location-based strategies 218, 225
  play distinction 193
  reflective practice 192
  serious games 230
  simulated assessment 165–6
playful subject 227–8
pleasure creation 4–5
poetry 196–7
polling games 63–5, 201
‘pop’ quizzes 201
POPSs (privately owned public spaces) 218
popular culture 178–81, 231
postgraduate business students 100–112
postgraduate programmes 141–52
practical knowledge 206
practice, value of 6
Pratchett, Terry 177
precision stylus tool 219
prescriptive approach 17
prisoner’s dilemma game 79, 83, 84
privately owned public spaces (POPSs) 218
proactive approach 21
problem questions 67, 70, 182
productive knowledge 206
Professional Development Programme (PDP) 102, 104
professionalism 101, 104, 109, 164, 171
puerilism 228, 235–6
Index

quantification 31
quizzes 40, 50–52, 81, 134, 201–2

racialised mechanisms 189–90
Railroad Tycoon II 25–31
Rational Choice Model (RCM) 58
reactive approach 21
‘real’ life
business in 229
counter games 30–31
escape from 227
ethical behaviour 233
fictional characters/worlds 180–181
popular culture 231
rules of play 228
SBL approach 127, 131–2, 138
serious games 230
simulations 8, 106–7
world-building 178
rebooting 180–181
reciprocity 60, 62–3
reference dependence 59
reflective practice 93–5, 165, 191, 192
reflective learning 161
reflexive-narrative approach 156–8, 160
relationship competency 164
remote online games 78–87
remote working 172
reporting panopticon 231–2
representation, art as 207–8
retconning (retroactive continuity) 180
risk-free play 229–30
robotic players 84
role-play
ethical decision-making 153–62
point of reference 160–161
SBL approach 131–2, 134, 138
strategic management skills 116
role-playing games (RPGs) 24, 71, 197–8, 204, 218
‘rote learning’ approach 127
Rousseau, Jean-Jacques 222
routes
fixed/variable 222–3
treasure hunts 221–2
walking maps 217, 219–20, 223
RPGs see role-playing games
Rucker, R. 37
rules-based practice 189
rules of play, breaking 228
ruminations 190–191

Salas, E. 145
SBL see simulation-based learning
‘scaling-up’, online games 81
scavenger hunts 222–3
scenario-based play 190
Schoemaker, P. 115
science-fiction franchises 181
self-control experiments 60–62
self-evaluation 74
self-guided maps 216–25
desire learning 212–13
serious games 8–8, 185–8, 230
shared worlds 182–3
Sharp, L. A. 36
Sicart, M. 6, 209
signals and language 5
SIMPLE (SIMulated Professional Learning Environment) 180
simulated practical environments 69–73
SIMulated Professional Learning Environment (SIMPLE) 180
simulation
consequences 229
description 8
employability skills 100–125
games as 230
international students 141–52
play distinction 188, 189
as serious games 187
strategic management 113–25
value of 100–112, 141–52
see also business simulation
simulation-based assessment 88–99, 130, 134–5, 163–74
simulation-based learning (SBL) 115, 126–40, 145
simulation-based training 145
Sitzmann, T. 145
skills development
business simulation 113–25
integrated assessment 182
simulated assessment 166, 171
see also employability skills;
transferable skills
smartphones 4, 35, 40, 221
Snakes and Ladders game 165
social preferences 60, 62–3
social responsibility 29–30
see also corporate social responsibility
soft skills 100, 144–5
space
conceptualisation 219
for play 188–90
simulated assessment 168
sports games 24, 31
stand-alone assessments 91
stealth learning 36–7, 38
Games, simulations and playful learning in business education

Stepanova, A. 86
stock trading/buying games 27–8
story-telling 70–71, 175–6
stranger matching 81
strategic decision-making 107
strategic management 113–25
Strevens, C. 163–4
student confidence 124, 164, 170–171
feedback mechanisms 169
SBL approach 134, 136
Vexox response system 201
writing 213
student engagement 9, 21, 35, 230
business simulation 143
critical analysis 208
employability skills 102–5, 109–10
international students 142–4, 147
SBL approach 135–6
simulated assessment 163–4, 170, 172
student performance see performance standards
student response systems 201–2
students, categorization 113–14
subject benchmark statements 75
subject-specific skills 114–15
Succi, C. 101
summative assessment 94
supply chain games 28–9
surreal themes 30, 38, 55–6
sustainability education 14–22, 200
Sutton-Smith, B. 190
swaps, cookie test experiment 60–62
symbolic representation 126, 232
synchronous delivery 79, 81–2, 84–6, 132–3, 221
tactile learning 216–25
team-working
SBL approach 132–6
see also group-working
technology-based solutions, assessment 168–9, 172
Theme Hospital 25–9, 31, 33
theoretical knowledge 206
tory application 205, 209–10
thought experiments 177, 211
time inconsistency 60
time period
assessment 95–6
play 209
time value of money 198
Today programme, Radio 4 200–201
tourist information centres 220
trade marks 72–3, 178–9
trading games 79, 83, 86
transactions
accounting system 39
recording/reviewing 47–8
transferable skills 69, 79, 91, 123
see also employability skills
transmedia realism 180–181
transmedia storytelling 176
transnational business 120, 153–62
treasure hunts 221–2
Tversky, Amos 58–9, 63
Two-Point Hospital 33

UKHE (United Kingdom Higher Education) 23, 33
Ultimatum Game 62–3
undergraduate international students 141–52
United Kingdom Higher Education (UKHE) 23, 33
United States Higher Education (USHE) 36
universal learning language 16–17
user-generated content 179–80
USHE (United States Higher Education) 36
Utilitarianism 209–10
valuation in accounting 197–8
value-added activities 69
Vexox student response system 201–2
video clips 200–201
video games 4–5, 8, 77, 187
videos, SBL approach 131–2
violence, computer games 30, 31
‘virtual’ characters 31, 231, 233
virtual maps 219–20
virtual worlds 179–80
walking maps 216–25
War Games 187
war and puerilism 228, 235–6
webinars 81
Welch, R. 163–4
Whitton, N. 193
workplace relations 63, 65
workplace simulation 107
world-building 77, 175–84
writing
development of 195
student confidence 213

Yuratich, D. 172

Zichermann, G. L. 8
Zyda, M. 7