
Board Games in Nursing Education: Creation of “Hop-On-Slide-Down Board Game”

Frincy Francis¹, Divya Raghavan², Sheeba Elizabeth Johnsunderraj³, Divya K Y⁴

^{1,2,3,4} Lecturers, College of Nursing, Sultan Qaboos University, Muscat, Oman.

How to cite this article: Frincy Francis, Divya Raghavan, Sheeba Elizabeth Johnsunderraj et al. Board Games in Nursing Education: Creation of “Hop-On-Slide-Down Board Game”. International Journal of Nursing Education/ Volume 16 No. 1, January-March 2024.

Abstract

Background: Games are considered an essential technique in higher learning institutions. They enhance learning objectives by improving critical and creative thinking, which increases the reasoning of the students. Games as a learning method provide the means through which students improve their immediate feedback because of discussing both wrong and right answers. They also get self-motivated to learning.

Aim: This paper provides a critical evaluation of ‘Hop-On-Slide-Down,’ quizzical board game, which is ideal to be used for nursing students by nursing fraternity. It involves sharing the development of the game, analyzing the efficacy of board games “hop-on-slide down”, its rules, benefits, and finally, the limitations of the game.

Method: A simple board game was developed to play in the classroom. Idea derived from the “Snake and Ladder” game. This game is easy to use, cost effective and beneficial as an active learning strategy. Teacher preparation is minimal with a single time investment. The class students can be divided into small groups of 4 and assigned different roles. The game progresses by rolling a dice and answering the quiz card. Scores obtained based on right answers.

Conclusion: The present-day student community look forward for engaging learning sessions as against the monotonous classroom lectures. Educators specifically in healthcare are forced to brainstorm various modes to retain the attentions of students. Boardgames usually are a choice for an active learning session.

Keywords: Gaming, Nursing Education, Active Learning, Board Games, Critical Thinking.

Background

Classroom games are the principal teaching strategy for students of different ages. They promote active learning participation; motivate students to learn, and insights into the relationship between theory and practice. The current generation of students in nursing are all technology addicts looking for faster learning and have shorter attention spans

thus the traditional classroom learning fails to instill interest in them¹. However, engaging students in a nursing classroom with interactive games is an added responsibility for nursing educator.² Introducing gaming in nursing classroom is an innovative method proven by research to increase student participation, learning and objective attainment.³ Not all nurse educators have the technical knowledge to create

Corresponding Author: Frincy Francis, Lecturers, College of Nursing, Sultan Qaboos University, Muscat, Oman.

E-mail: frincyshalom@gmail.com

Submission date: Jan 11, 2022

Revision date: Dec 20, 2023

Published date: January 31, 2024

This is an Open Access journal, and articles are distributed under a Creative Commons license- CC BY-NC 4.0 DEED. This license permits the use, distribution, and reproduction of the work in any medium, provided that proper citation is given to the original work and its source. It allows for attribution, non-commercial use, and the creation of derivative works

games online for their students or buy expensive games in that case. It is thus essential for teachers to employ their own creative ideas and create a feasible game within their own limits, which will both motivate students' participation in the classroom and enhance their understanding of concepts. An excellent example of a classroom game is a simple board game derived from the idea of the traditional snake and ladder game. The board game provides the means through which students can learn while playing.

Playing in a nursing classroom is a technique of making students with diverse learning styles get attracted to class lessons.⁴ It motivates them to participate in both the game and classroom learning objectives, and teamwork as they play together. It enhances their perception of curiosity and improves critical thinking.⁵ Such elements improve the learning objectives and make teachers struggle less as they engage with their students. The limited-time and pressure to cover large chunks of course contents in the nursing courses have often made the nursing classroom monotonous.⁶ Nurse Educators are tasked with a heavy responsibility to face the bored expressions of students. Classroom gaming has shown positive impacts on the learning attitudes and responses of students, who seem to have lost their interests in the learning⁵. However, introducing classroom games will motivate not only students' participation but also their teachers as well.⁷ Hop-on-slide-down is one of such interactive games developed for nursing students to stimulate and enhance their learning outcomes.

Aim: This paper provides details of development and usage of 'Hop-On-Slide-Down,' quizzical board game which is ideal to be used for nursing students by nursing fraternity. It involves sharing the development of the game "hop-on-slide down", its rules, benefits, and finally, the limitations of the game.

Method/Intervention

Board Game Development: The developers of hop-on-slide-down initiated to make a board

game to introduce it as an active learning strategy specially to create interests in certain concepts in nursing. The idea behind the game was derived from the traditional snake and ladder game that has been used and liked by most of them irrespective of adults and children. The hop-on-slide-down game has thirty-six sub squares in it, along with pictures of ladders and slides placed appropriately to boost the spirit of those playing. A few checkpoints in the form of comments are placed randomly across the board. These checkpoints contribute to both the progress and fall of the participants. The abstract of this ideation of board game was reviewed and accepted for a poster presentation in an International Conference: Transforming Nursing Education through transformational leadership, research and innovations held between 22-23 June 2018 in BLDEA's Shri B M Patil Institute of Nursing Sciences, Vijayapura, Karnataka. The presentation caught attention and many participants showed interest in the board game, which is why we the authors decided to make this paper as a mode of disseminating the idea to be used in the classroom teaching methodology.

Rules of the Game

The game is played in groups. Each group consists of four members, two participants; one observer who facilitates the cards for quizzes and has access to correct answers, and one individual who keeps the score and progress. The participants first roll their dice alternatively, and each gets a chance to enter the board game on answering a question correctly using quiz cards. This question is picked up from a pile of prepared quiz cards. As the game progresses with every rolling of dice, the participants move their respective coins but as they move they must fulfill the checkpoints like *"Pick a question," "Move forward at the right answer," "Answer one and then move," "Climb Up if you are right."* Since the game offers probable chances, the player is lucky to climb up the ladder or sometimes slide down. The model of the board game is represented through a media image as Figure 1.

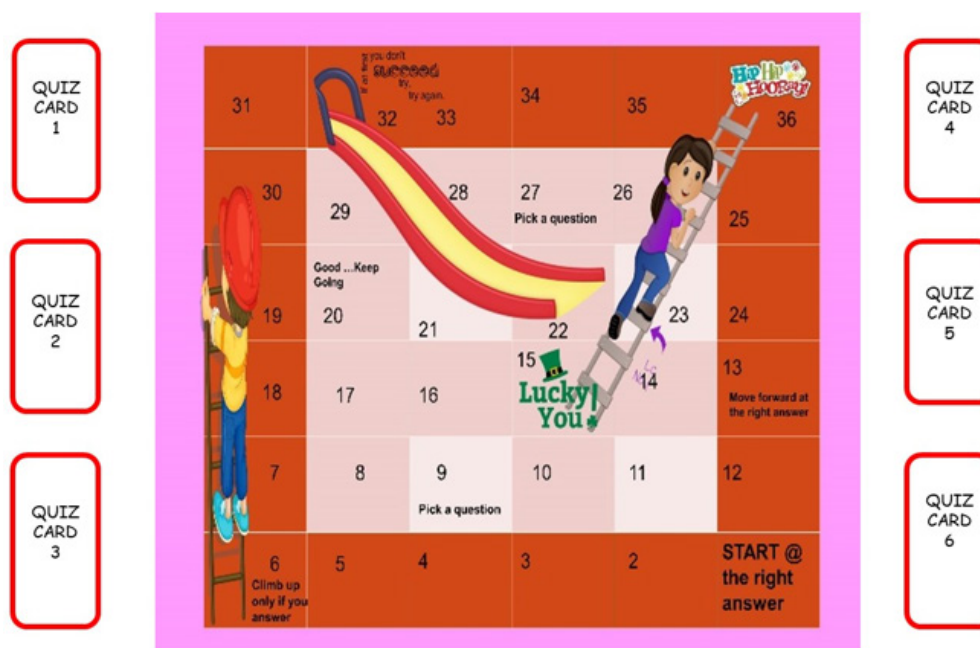


Figure 1: Hop on – Slide down Board Game with Quiz Cards

Course Teachers Responsibility

Hop-on-slide-down classroom game involves proper preparation from the responsible teacher to ensure that the quizzes used in the game will be of great significance to the students' understanding of certain nursing concepts. Therefore, the teacher must plan to make the learning fruitful and interactive⁸. In doing so, he or she needs to choose a topic, which they prefer to reinforce by way of playing and the students' knowledge. They also need to prepare questions from the selected topic as quiz cards and group the students depending on their capabilities. The preparation can be done before using a name list or a "Candy Choice" game with student names on it on the day of playing by which students fall into their chosen groups. After grouping, the students can then select their roles as players, observers, and scorekeepers. In this way, they get to execute their leadership as well as decision-making skills.

The two players are active opponents rolling their dice alternatively. The observer adorns the role of having the quiz cards arranged with questions faced down, facilitates picking up, and ensures if answered right as the observer is in charge of the answer key. The scorekeeper will then keep track of each player's earned points, where every right answer scores one, and the wrong answers scores zero points. In

this game, the teacher must ensure that the board is printed on thick cards available with the dice, two different colored coins, and quiz cards are prepared for each team. Each member of the group will then review the instructions of the game before beginning to play. The teacher will then finalize the guidelines by reminding the students about maintaining honesty, as they are themselves supervised by their teacher. After each session, the teacher will appreciate the winners of the game as positive reinforcement.

Benefits of Hop-On-Slide Down

Hop-on-slide-down, as one of the developed classroom games, has several benefits. First, it aids in active learning with every student in the class participating. Secondly, it promotes teamwork among students and hence paving the way for cooperative learning. The game provides the means through which students feel enthusiastic when a day is taken off from their standard routine lectures⁹. Also, promote individual responsibility during teamwork as each student is assigned a responsible role. Furthermore, the hop-on-slide-down board game would be a game for NCLEX – RN/Prometric/ any competitive review class.

Limitations of Hop-On-Slide Down

Despite the game having a great contribution to the learning objectives, it also has some limitations.

For instance, committing oneself to the tasks based on the context is ambiguous. In addition, using the board game for scoring an individual student performance may be challenging. Since each participant is assigned a different role in the group, the possibility of team testing is not sufficient. The game can be used as a strategy for learning reinforcement or testing their knowledge retention of an already attended topic. The time duration of the game can be curtailed by setting rules in class or until the first group completes the game. Lastly, teacher preparation might take some considerable amount of time hence inconveniencing other essential learning or teaching activities but once prepared can be reused multiple times in future classes for different course as it serves to be economical.

Conclusion

As one of the most effective nursing classroom games, hop-on-slide-down board game facilitates fun and cognitive stimulating learning experience for nursing students. It provides the means through which nursing students actively participate in the learning activities for knowledge gain. As a classroom game, hop-on-slide-down offer a practical path for both students and teachers to achieve their objective more interactively.

Ethical clearance: Not Applicable as it does not involve data collection.

Source of funding: Self-Funded.

Conflict of Interest: No Conflict of Interest.

References

1. Kinder F, Kurz J. Gaming Strategies in Nursing Education. *Teaching and Learning in Nursing*. 2018; 13(4):212-214.
2. Brown T. Using Jenga to Teach Risk Management Concepts to Senior Nursing Students. *Journal of Nursing Education*. 2018; 57(12):765-765.
3. Royse MA, Newton SE. How gaming is used as an innovative strategy for nursing education. *Nursing Education Perspectives*. 2007 Sep 1; 28(5):263-7.
4. Hodges T. *Examination of gaming in nursing education and the effects on learning and retention (Doctoral dissertation)*.
5. McEnroe-Petitte D, Farris C. Using Gaming as an Active Teaching Strategy in Nursing Education. *Teaching and Learning in Nursing*. 2020 Jan 1;15(1):61-5.
6. Boctor L. Active-learning strategies: The use of a game to reinforce learning in nursing education. A case study. *Nurse education in practice*. 2013 Mar 1;13(2):96-100.
7. Gentry, S. V., Gauthier, A., Ehrstrom, B. L. E., Wortley, D., Lilienthal, A., Car, L. T., ... & Car, J. . Serious gaming and gamification education in health professions: systematic review. *Journal of medical Internet research*, 2019, 21(3), e12994.
8. Okada, A., Kowalski, R. P. G., Kirner, C., & Torres, P. L.. Factors influencing teachers' adoption of AR inquiry games to foster skills for Responsible Research and Innovation. *Interactive Learning Environments*, 2019, 27(3), 324-335.
9. Gibson V, Douglas M. Criticality: The experience of developing an interactive educational tool based on board games. *Nurse Education Today*. 2013 Dec 1;33(12):1612-6.