

# Globalization of Water: Examining Social Learning Using Serious Gaming

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## Background

Complex water disputes can be handled through serious games as it serve the purpose of:

- Increasing the engagement of participants
- Breaking down barriers of communication
- Practicing negotiation skills
- Providing shared platform for understating
- Developing a better learning and training

The Water Footprint Computer-assisted Board Game is designed by the University of Twente in the Netherlands and the Water Footprint Network.

The game depict the link between national water self-sufficiency and global water dependencies from the consumption of natural fibers, food, and bioenergy. It also assess the impact of global food consumption, production, water resources use and its management.

## Objective

To address the impact of serious gaming in enhancing the learning of people coming from different geographic settings and explore the important components of the strategic choice process over water negotiations.

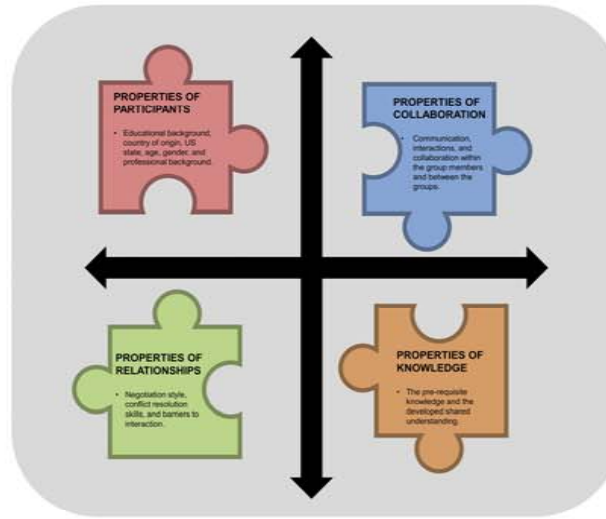
## Research Questions

- **RQ1:** Throughout the playing process, did the game influence the negotiations in later rounds? Did the game make a significant social learning impact?
- **RQ2:** What is the relationship between the participants' background and social behaviors that derive the outcomes of the game?

## Method

1. Pre- and post-game surveys.
2. Game-model.
3. Follow-up sessions.
4. Observations.

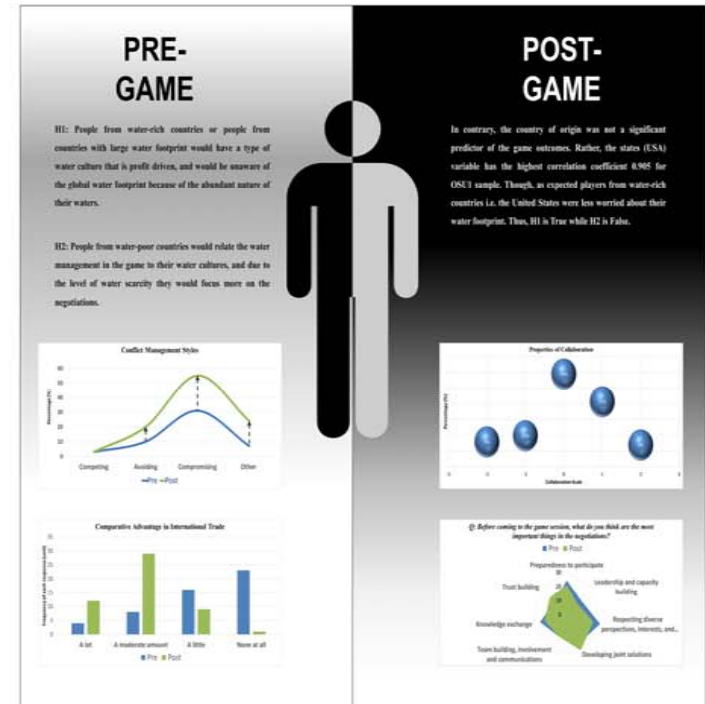
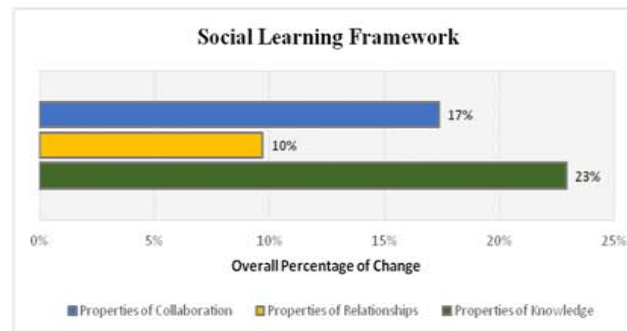
## Framework of Analysis



Mayer et al. (2016) Social Learning Assessment Framework

## Results

Participants' perceptions in terms of their properties of knowledge changed significantly over the course of the game (23% overall change). Despite this change in perception, the results of the player's properties of relationships demonstrated the least changes over the game duration (only 10% overall change).



## Acknowledgement

- Dr. Jarvis from IWW – CEOAS
- CEOAS Staff; Dr. Wolf, Dr. Santelmann, Dr. Cook, Dr. Hyrapiet, Dr. Hommel, and Dr. Van Den Hoek
- Dr. Tullos from CoS-CBEE
- Dr. Biedenweg from CoS-DFW
- UPEACE Staff and students
- Ms. Burch from WRGP and OSU students

