

# ENGAGING INNOVATIVE KNOWLEDGE THROUGH APPLIED QUALITATIVE RESEARCH

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**Simulation Games as an Alternative Formative Assessment Tool for Experiential**

**Learning in VET Marketing Education:**

**A Desk-Research Review of Existing Opportunities and Challenges.**

**Mr. Leo Spiteri | Dr. Robert Vella**



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# Research Summary

An overview of the use of simulation games as an effective assessment tool to enhance learning in Marketing and Digital Marketing VET subjects.



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# Research Gap/Focus

Opportunities for experiential learning; Theory vs. Practice.

Using simulation games for formative assessments.

Line of research study in VET Marketing Education in Malta.



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# Research Objectives

1. Insights on using simulations for experiential learning.

2. Review of simulation tools (software) from the past decade and how these can be used to teach various Marketing and Digital Marketing units.

3. Insights on using simulations as assessment tools.

4. Enhancing learning in Marketing and Digital Marketing.

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# Research Questions

## Opportunities of Simulation Games

What are the **opportunities** afforded by Simulation Games for formative assessment in VET Marketing education?



## Challenges of Simulation Games

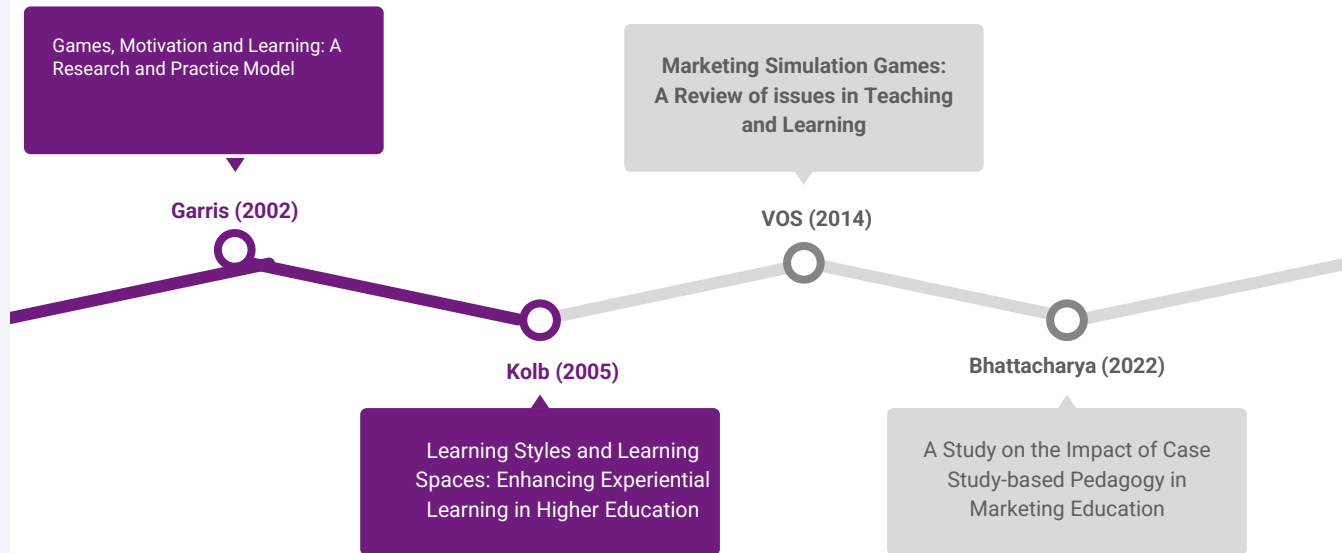
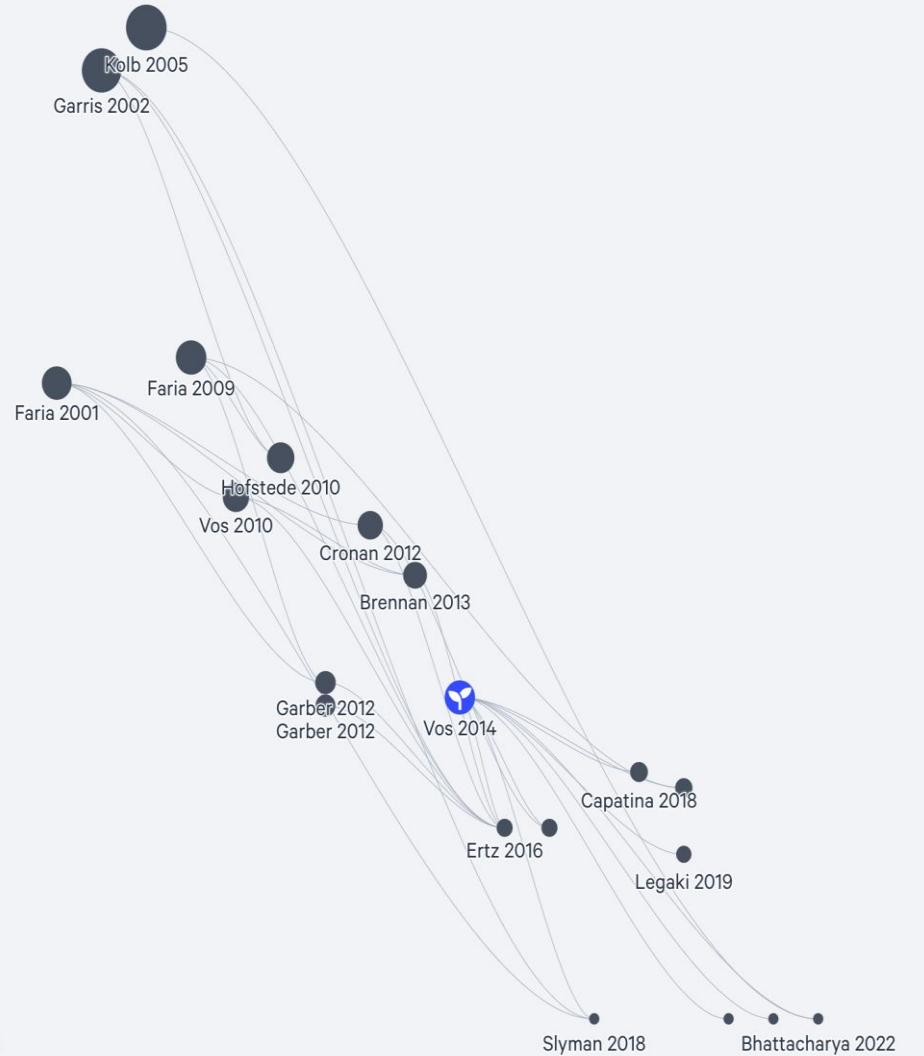
What are the **challenges** of using Simulation Games for formative assessment in VET Marketing education?

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## Literature Map



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## Methodology (Systematic Review)

### Phase 1

Definition of research and theoretical background.

### Phase 2

Identifying the sources of information with the most relevant data in relation to Marketing and Digital Marketing alternative assessment methods.

Simulation Games selected.

### Phase 3

Analysis and evaluation of extracted documents.

Empirical data and methodologies were scrutinised to analyse the use of various software in Marketing Simulation games.

### Phase 4

Comparison of data that was collected to be able to formulate a discussion and answer the main research questions.

### Phase 5

Concluding remarks and practical recommendations for Marketing education, policymakers and stakeholders.

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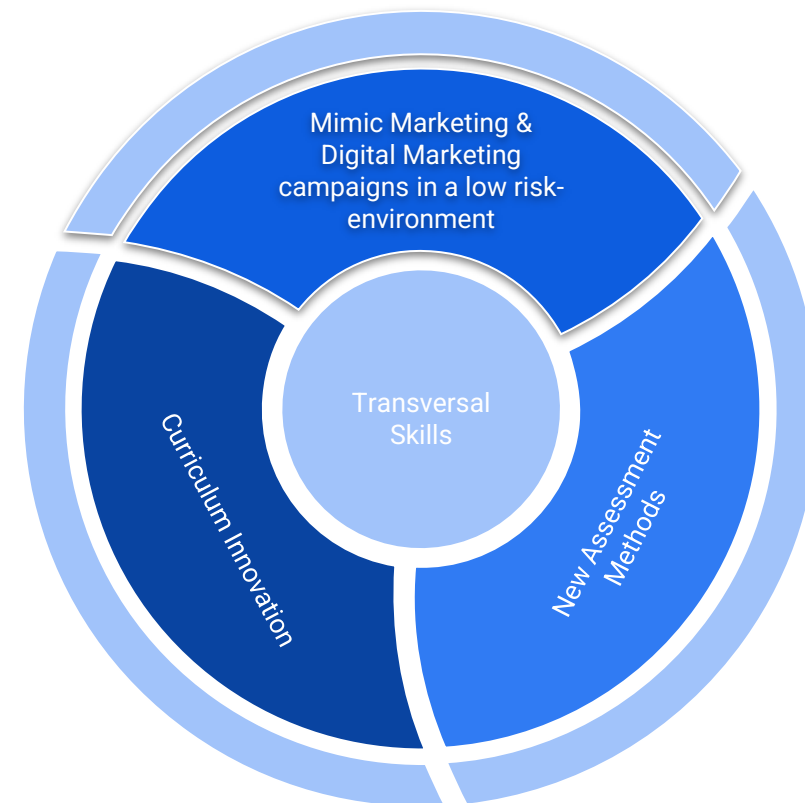
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## Findings: Opportunities

Table 2 Marketing Simulation/Gamification Tools with Corresponding Learning Outcomes

Higher Education Academic Institutions (Colleges and Universities)				
Reference	Main Marketing Topic	Scenario/Simulation Method	Simulation Tool	Pedagogic Consideration/ Learning Outcomes Achieved
Gundala, R.R. and Singh, M, (2016) <a href="#">[2]</a>	Marketing Strategy	Development of a Marketing strategy for a company that markets "Voice Recognition Devices." Students act as Marketing managers to design a Marketing Strategy for the company.	<b>The Marketing Game (TMG!)</b> by Mason and Perrault (Mason & Perrault, 2001).	<ul style="list-style-type: none"> <li>• Designing a successful Marketing strategy that is consistent with target market needs.</li> <li>• Marketing Mix.</li> <li>• Product and Pricing decisions;</li> <li>• Budgeting;</li> <li>• Determining prices;</li> <li>• Demand Forecasting;</li> <li>• Analysing Internal Secondary sources such as Sales Reports and Stock Inventory.</li> </ul>
Farrell, C., (2020) <a href="#">[3]</a>	International Marketing	A US-based company is concerned that its primary markets in North America, Australia and Western Europe are maturing. The company wants to explore new markets. Students assume the role of Country Managers for an International	<b>CountryManager</b> by Interpretive Simulations Learning by Doing©	<ul style="list-style-type: none"> <li>• Planning and Analysis;</li> <li>• Market Entry;</li> <li>• Financial planning;</li> <li>• Market Segmentation;</li> <li>• Market Distribution.</li> </ul>





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# Findings: Challenges

Intense Lesson Preparation

Reduction in course time

Validity and effectiveness

Mode of Assessment

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# Practical Recommendations

1. Support from educational leaders in implementation of the games

(Sawyer Business School).

2. Third-party certification in Digital Marketing (Ex: Google, HubSpot) can be incorporated in Simulations.

3. Interest for current and future users of Marketing simulation games according to topic being taught.

4. The Use of 'Live Coaches' as part of a Technology Enhanced Assessment (TEA).

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# Recommendations for Further Research

- Qualitative studies such as:

Interviews with students for in-depth opinions on using the simulation games in VET.

Interviews with teachers to delve deeper in the process of implementing the games, opportunities and challenges in VET.

