

Research – Production – Education
VocEd-M5

Business Games and Role Playing in Vocational Education

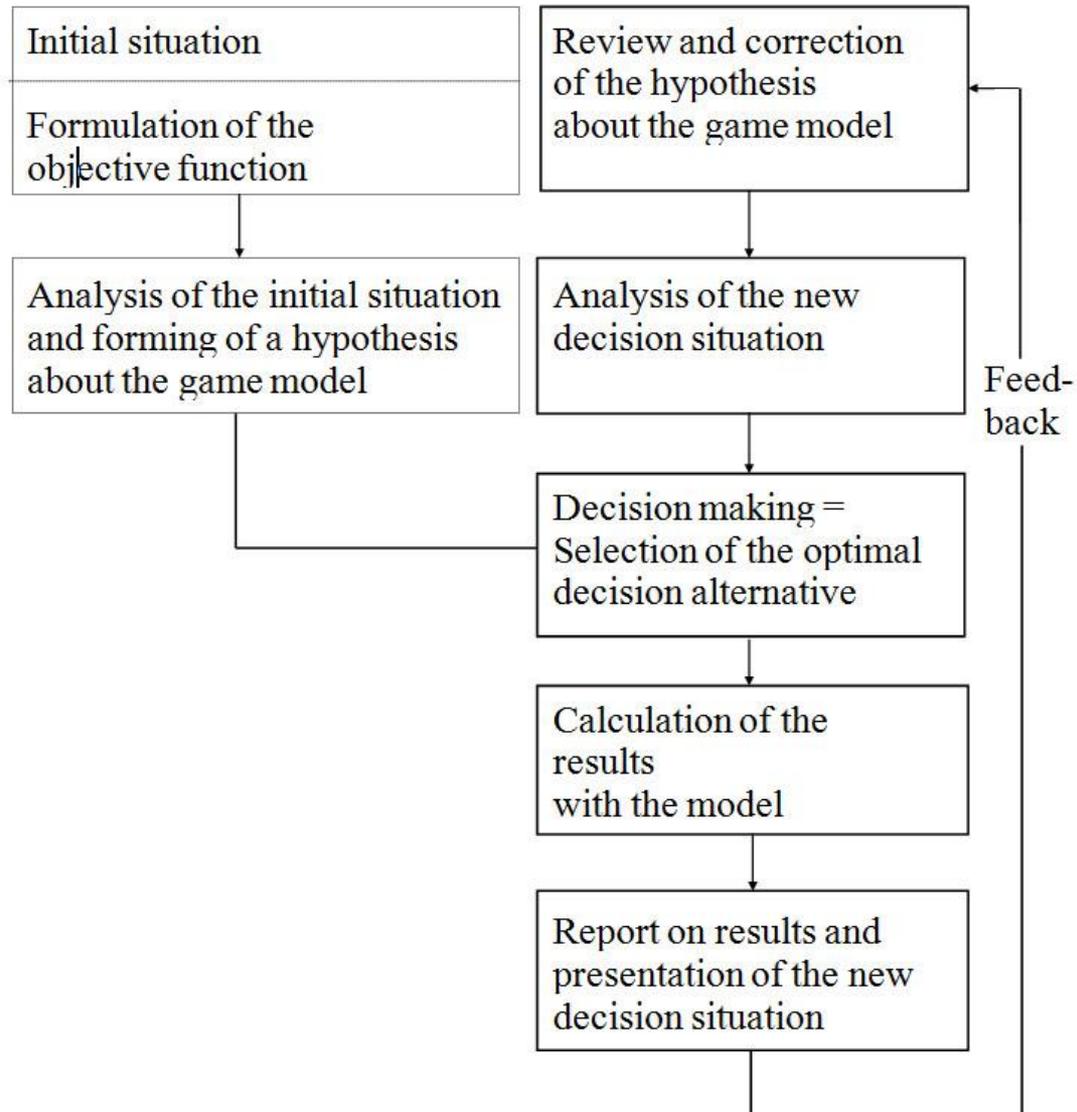
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Prof. Dr. Steffen Kersten

- Business game is based on a model.
Models are replicas of any sections of reality.
- Business game takes place on a defined game field.
- The game of chess is based on rules.
These rules determine the own actions as well as the feedback of the game model.
- The game situation creates a competitive situation
- The acting of the players requires decisions.
- The decisions and consequences from their are without risk in relation to reality.
- Business game is results-oriented. (problem solution)
- In the business game, strategies can are tested.
- Business game can be a
 - Monopolistic simulation (for example flight simulator)
 - Duopolistic simulation
 - Polypolistic simulation (for example stock market game)

- a) degree of freedom of the decision area
 - Free games (free decisions without solid prestructuring)
 - Fixed games (only the choice between limited alternative choices is possible)
- b) decision-dependence
 - Deterministic games (results are entirely dependent on the decisions of the players)
 - Stochastic games (random elements can affect the results)
- c) influence of other playgroups
 - Interactive games
 - Non-interactive games
- d) the complexity of the game model
 - Simple games
 - Complex games
- e) evaluation of the Games
 - Manual Games
 - Computer-based games

Process of business game



cp. Kaiser, F.J.:
Entscheidungsstraining 1976, S. 109

„Role playing is a form of play, in which the participants spontaneous play in a fictional game action with the intent to process behaviour problems - both playfully presented as discuss afterwards.

In this game, the social relations between the players as the real visible behaviour should become criticized and changed.”

Binger, L.: Fall aus der Rolle. Spiele in der Schule.
Berlin 1977, S. 93f.

Social basic skills after KRAPPMANN

- the ability to empathize with a partner, to appraise his needs → **(emphaty)**
- the ability to conflicting needs and expectations of partners to be able to endure → **(ambiguity tolerance)**
- the ability to adapt the own role behaviour to the situation → **(communication skills)**

cp. Krappmann, Lothar: Soziologische Dimension der Identität: strukturelle Bedingungen für die Teilnahme an Interaktionsprozessen. Stuttgart 1988

- theatrical aspect
 - Accomplishment of given plays through to performing game as an art form
 - Only when a guideline is available

- psychoanalytical aspect
 - In the game's plot are projections and transfers of Player on his role in the game instead.

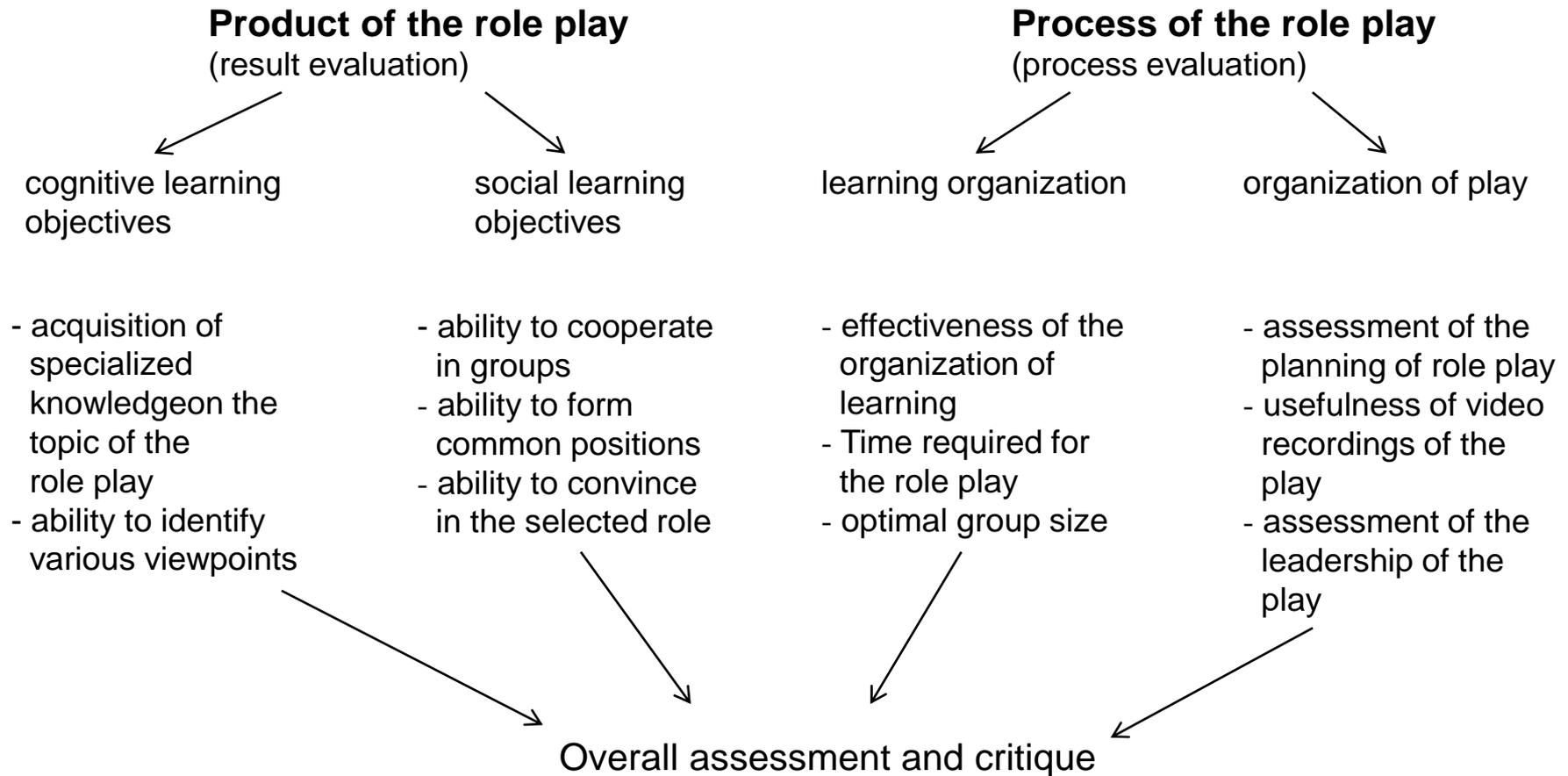
- sociological aspect
 - Processing of social conflicts
 - If in the game social positions should be taken over, to these positions addressed experiences are updated consciously or unconsciously

Source: Warm 1981, p.89

1. Orientation of the group (confrontation with the problem)
2. Selection of participants of the role play
3. Planning of the scene sequence
4. Instruction of the audience on their role as participant observers
5. Role play
6. Discussion and evaluation
7. Next games (exchanged roles, alternate scenes)
8. Next discussions
9. Summary and generalization

Advantages and Disadvantages

Advantages of Role-Play	Disadvantages
Energising activity / fun to do	Participants may be too shy and reluctant
Allows participants to contribute actively (even the quieter ones)	Can be threatening to some
It is Time efficient	It can become 'too much fun' and disrupt the task
Experiential learning is more powerful than instructions.	Participants can get too involved and loose objectivity
It delivers complex concepts in a simple manner	Participants can overact and show off The observers may not observe well or take notes
Needs little preparation for the teacher/facilitator (unless you want to print out role descriptors)	The observers may take 'sides' based on their preconceptions



Video-Lecture	Relevant study material	Exercises
 <p>Introduction in my part im module VocEd M5 (13 min)</p>	<ul style="list-style-type: none"> - presentation introduction_M5_BIT_2021.pdf 	
 <p>Production structures and education - an overview (41 min)</p>	<ul style="list-style-type: none"> - presentation production structures.pdf 	<p>What are the key features of lean management and what are the relevant requirements for employees?</p>
 <p>History of complex teaching methods (48 min)</p>	<ul style="list-style-type: none"> - presentation history of complex teaching methods.pdf 	<p>Which procedure does KILPATRICK 1918 recommend for project teaching?</p>

Video-Lecture	Relevant study material	Exercises
 <p>Project method (34 min)</p>	<ul style="list-style-type: none"> - presentation project method.pdf - InWent_project_method_in_voc_train.pdf - The Project Method_Knoll.pdf 	<ul style="list-style-type: none"> - Which features characterize the project method? - What is the typical course of the project method? - What are the strengths and weaknesses of this procedure? - What are the main learning potentials of the project method?
 <p>Case studies (33 min)</p>	<ul style="list-style-type: none"> - presentation case study and problem solving.pdf - Learning by the case method.pdf - The Journey of Brainstorming.pdf - Morphological Analysis.pdf - Synectics.pdf 	<ul style="list-style-type: none"> - Which features characterize the case study method? - What is the typical course of the case study? - What are the strengths and weaknesses of this procedure? - What are the main learning potentials of the case study?
 <p>Business games and role playing (36 min)</p>	<ul style="list-style-type: none"> - presentation games in vocational education.pdf - Articiel Business game.pdf - Business game.pdf - The Role Play 	<ul style="list-style-type: none"> - Which features characterize the business game / role play? - What is the typical course of the business game / role play? - What are the strengths and weaknesses of this procedures? - What are the main learning potentials of the business game / role play?

Task description for the 4th part of the module examination in module 5

1 project work (methodological design of employment-oriented vocational training and further education – 30 hrs)
Task: Explain the theoretical approach of a selected complex teaching method and develop an example of the application of this method in the employment-oriented vocational training!

Scope of the work: 10-15 pages

The project is to realize as a single work or partner work.
The work must be written in English.

Date of submission of work: January 10, 2023.

The work must be submitted via e-mail: steffen.kersten@tu-dresden.de

Choose a complex teaching method!

Explain the theoretical approach of that method!

- characteristics

- learning potentials

- conditions

- teacher's and learner's role

- sequence of the method

- advantages/disadvantage

Develop an example of the application of this method in the employment-oriented vocational training!

- learning aims/learning content

- relation to the curriculum

- initial situation / given problem

- expected structure of the learning activities

- scheduling

- instruments of support from the teacher/media use

- Criteria and methods of evaluation

Thank you for your attention!

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