

Towards An Enhanced Understanding Of Risks Through Web Games

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Abstract

This paper focuses on a teaching tool to encourage critical-thinking skills on framing health risks. We will discuss how health risk factors are framed within specific contexts, and how engaging students through e-learning strategies and role-playing games has proven to be widely successful in enhancing understanding of risks. As Garris, Ahlers and Driskell (2002) suggest, role-playing and simulation games are both engaging and instructive in their design, and students demonstrate a high level of retention of newly-acquired material. As an interactive and visual educational tool, digital web games are designed to engage students whose learning styles are best served through the use of concrete examples and role playing experiences (Garris et al., 2002). Our proposed game template of 'RISK' will offer students the chance to role play and test their abilities in understanding how risk factors are constructed, framed and communicated to the public.