THE GAMIFICATION OF PUBLIC HEALTH EDUCATION: EXPERIENTIAL LEARNING FOR MIGRATION HEALTH.

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Themes: Education and Training; Resettlement/Health Systems

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Gamification is the use of games in a non-recreational context, like in an educational setting.

The aim of gamification is to provide an experiential exercise that invokes emotions to deepen learning.

Image by Access information: http://access-information.com/work-smarter-not-harder-gamification-enhances-productivity/
Objective:

To demonstrate the value of the gamification experiences as a method of teaching public and global health topics, through the example of refugee health.
Material and methods

- We created a **Refugee Escape Room**
  - Educational objective: To raise awareness about the social and health challenges of some migration processes among health professionals.
• We held variations of this game in different scenarios:
País: MEXIC
Membres: pare, mare, avi (87 anys), filles (12 i 16 anys) i un nadó.
Malalties: sense malalties
Estudis: pare geòleg i mare arqueòloga, NO coneixen l'idioma de Mart.

País: MALI
Membres: pare, mare, filla (16 anys), filles (10 anys i 5 anys) i un nadó.
Malalties: tuberculoses
Estudis: pare cuiner, mare arquitecta, filla gran estudiant que coneix l'idioma del Mart.

País: JAPÓ
Membres: pare amb 5 filles (3, 5, 6, 8 i 10 anys)
Malalties: diabetis
Estudis: sense estudis, NO coneixen l'idioma de Mart.

País: AUSTRALIA
Membres: parella homosexual amb dos fills bessons (4 anys) i dues persones grans (67 i 71 anys).
Malalties: malaltia mental (un de la parella)
Estudis: advocat i professor. Persones grans construcció.
Coneixen l'idioma de Mart.

País: PORTUGAL
Membres: pare, mare, embarrassada i 3 filles (5, 7 i 9 anys) i una persona gran (96 anys).
Malalties: mare VIH
Estudis: sense estudis, però coneixen l'idioma de Mart.
• The game is divided in two parts
  – Proof of knowledge (45 minutes) with 4 different clues in 4 different locked boxes:
    • Historical facts about immigration and refugees.
    • Key words about immigration.
    • Migratory trends knowledge.
    • Migration and Health studies.
– Border control, (45 minutes) where participants need to proof that they are eligible
  • Passport control
  • Language skills
  • Health check-up
  • Educational background
Tickets to Mars

Spaceship ticket
Flight # 413566KL
Date _____ Time _____
Row _____ Seat _____
Knowledge test (0-10)

Previous knowledge: 4.5 (1-10)
Final Knowledge: 7 (3-10)

State of Mind Survey (1-5)

1= Strongly disagree; 5= Strongly Agree

- Time went by quickly: 4.7
- I felt excited: 4.3
- I wanted to complete the game: 4.8
- I wanted to win the game: 4.3
- The game was engaging: 4
- It was an efficient way of learning: 3.9
- I will remember more things than if it had been a master class: 3.9
- Will you recommend this activity to your colleagues: 4.2
Conclusions

• This game improves the level of knowledge.

• Evoking emotions enhances the educational experience.

• Limitations and required adaptations.

• This game will be evaluated in the course of the implementation of MyHealth EC financed project.
THANKS