

Chapter 12

Exploring Customised Learning Experiences: Fostering Diversity Through Game-Based Learning and Technology-Enhanced Cognitive Justice

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ABSTRACT

This chapter investigates the transformative potential of customised learning experiences in the realm of education, particularly through the integration of game-based learning and technology-enhanced cognitive justice. Recognising the imperative to address diversity within educational frameworks, this study aims to explore how cognitive justice framework can facilitate inclusivity, accommodating varied learning styles, cultural backgrounds, and cognitive abilities. Drawing from critical pedagogy, this framework posits that educational technologies should be designed and implemented to address cognitive biases, promote inclusivity, and mitigate disparities in learning outcomes. By leveraging game-based learning methodologies, this chapter problematises the use of game-based learning to challenge and overcome cognitive biases, rather than reinforcing them. It seeks to create engaging and interactive environments that enhance educational outcomes and foster a sense of cognitive justice by ensuring equitable access to knowledge.

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INTRODUCTION

The quest for inclusivity and personalised learning experiences is crucial in today's educational landscape because it addresses the diverse needs of students and ensures that all learners have the opportunity to succeed. By integrating game-based learning (GBL) and leveraging technology, Knox (2023) attests that educators can create engaging, customised and inclusive learning experiences that promote cognitive justice and foster diversity.

Cognitive justice, which emphasises the equitable recognition and appreciation of diverse ways of knowing and learning, is essential in combating educational inequities. It ensures that the knowledge systems and learning styles of marginalised communities are valued and integrated into mainstream education. As educators, researchers and innovators seek to create environments catering for diverse students, Pk et al. (2023) recommend the fusion of GBL and technology-enhanced learning as a promising frontier. According to Bećirović (2023), this exploration probes the dynamic intersection of customised learning experiences, where integrating digital tools and pedagogical innovation fosters diversity and cultivates a sense of cognitive justice.

However, socioeconomic difficulties often result in a limitation that prevents access to these educational resources, leading to social injustice. By leveraging the power of gamification and technology, Chugh and Turnbull (2023) posit that educators are poised to revolutionise traditional educational paradigms, empowering students of all backgrounds to thrive in an inclusive, equitable learning ecosystem. This chapter problematises the extent to which GBL and technology-enhanced approaches address disparities in access to education. It explores whether these methods truly reach diverse students or if they exacerbate existing inequalities.

This chapter explores the essential concept of diversity, as highlighted by Carrim (2023). As Carrim posits, diversity extends beyond mere differences in race, ethnicity or gender; it encompasses a rich spectrum of identities, experiences and cognitive styles. Recognising and embracing this multifaceted diversity is a moral obligation and a crucial pedagogical necessity (Stephen et al., 2023). It is essential for fostering inclusive learning environments where every individual can flourish and make meaningful contributions. Similarly, GBL, as theorised by Cantoia (2023), emerges as an enticing approach for immersing students in experiences that go beyond traditional teaching methods. Interactive gameplay motivates and empowers students to explore intricate concepts and provides avenues for expressing themselves and engaging with diverse perspectives (Angreza & Purwanto, 2023). These immersive experiences often surpass what traditional instruction can offer, enriching the educational journey for students.

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