



Chapter 7

Transformative Learning in Higher Education: Unveiling the Impact of Innovative Teaching Strategies Through the Games of Marketing

Tamara Guerrero Gómez
Universidad de Granada, Spain

 **Juan Miguel Alcántara Pilar**
<https://orcid.org/0000-0002-8112-6152>
Universidad de Granada, Spain

 **Álvaro J Rojas Lamorena**
<https://orcid.org/0000-0001-5102-6954>
Universidad de Granada, Spain

Eugenia Rodríguez López
Universidad de Granada, Spain

ABSTRACT

Higher education is undergoing a transformation towards student-centered approaches, moving away from traditional methods to embrace innovative methodologies that encourage active student participation in learning. This chapter explores the benefits of adopting non-conventional teaching methodologies to enhance student engagement and socialization across various subjects, as well as their acquisition of relevant knowledge and skills. A specific activity within the “Games of Marketing” project is detailed, which has been implemented over five academic years with high student approval. In summary, this chapter highlights the shift towards student-

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centered learning in higher education and the exploration of innovative teaching methodologies through the “Games of Marketing” project. It emphasizes the project's adaptability, its impact on student engagement, and its potential to enhance learning outcomes across diverse educational settings.

1. INTRODUCTION

Currently, higher education requires a transformation that allows a more active participation of the student, moving from conventional teaching methods to new tools and methodologies that facilitate such activation of students, assuming a greater role in their own learning (González-Lizárraga, Becerra-Traver and Yáñez-Díaz, 2016; Núñez, Penelas and Cuesta, 2014; Whitehead, 2008). In this reality, there are a series of competencies on the part of students resulting from integrating, mobilizing and having different cognitive, affective, and psychomotor skills, in addition to knowledge (Boni and Lozano, 2007; Said et al., 2023), which allow the student to face with guarantees of success the resolution of different problems in the academic, professional or social field (Royal Decree 1393, 2007).

Referring to the previous paragraph, this chapter aims to show the advantages of incorporating non-conventional teaching methodologies, in favor of obtaining a greater involvement and socialization of students in the development of various subjects and in the acquisition of knowledge and skills related to the subject. For this purpose, the activity within the project called Games of Marketing will be detailed below. This work is totally descriptive since the evaluation surveys answered by the students, they usually evaluate not only this activity but all those that make up the project, so our contribution with this work is to describe an activity that we have been doing for 5 academic years, with a great acceptance among students and that can be transferred to any educational center and to any teaching area. It is worth mentioning that without rigor in teaching and training, we have looked for the exact moments to include this type of activities, always related to the subject itself.

Therefore, the aim of this chapter is to deepen in the structure of one of the activities of the project that captures the attention of students because it brings together students from different courses who have to work in teams. In addition, we explain the two modalities, describing in more detail one of the six missions. Finally, a behavioral model is proposed with confirmation and subjective learning as antecedents, satisfaction as mediator and recommendation as final variable. The aim is to analyze the moderating effect of participating or not in Games of Marketing in this proposed model. In addition, the aim is to arouse curiosity in other colleagues to apply similar activities.

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