

Background Knowledge and its effect on games



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Session Outline

1. Session covers findings from a piece of research that covered knowledge, types of games, and differences between players, designers, reporting.
2. Interactive activity
3. What this **should** show
4. How does this activity relate to background knowledge?
5. How does background knowledge affect games?

Underpinning Research

Interactive Activity



Hopefully you will have ...
Drawn a picture

Downloaded a picture

Or you can imagine an image of

The Cold War

- The place you were born DO NOT reveal where that was.

Imagine you are the Foreign Minister/Secretary/Secretary of State for ...

- Write A (singular) policy for that place based on the picture /image you have of the Cold War

In your break out
group you have
6mins to:

Find a common
collective policy

- **DO NOT REVEAL**
- Your picture / image
- Your country
- The year /time your image/picture reflects

- **DO:**
- Nominate a speaker to report back on
- How quickly you made a decision
- How easy it was
- The quality of the discussion.

Feedback from the
activity



Background Knowledge

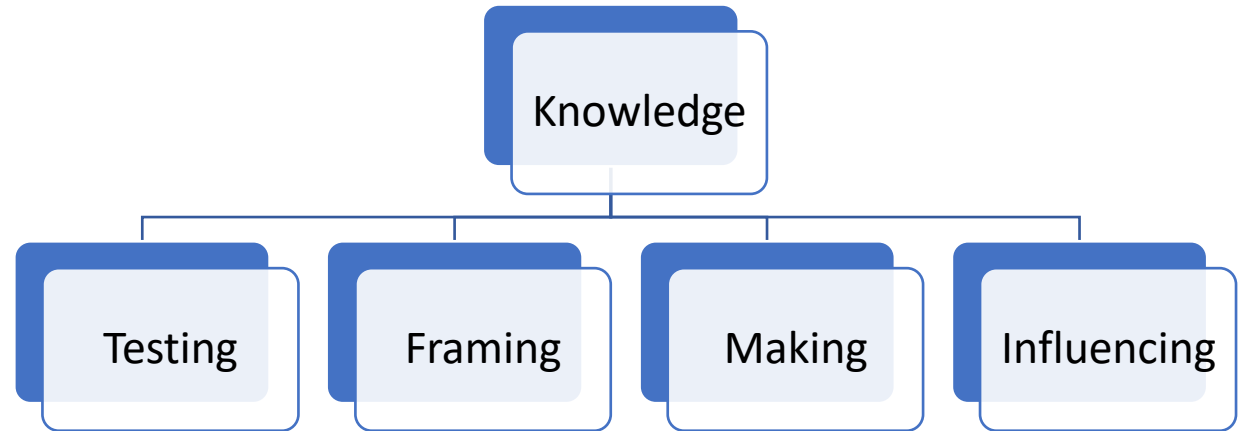
- Campbell & Campbell (2008:9), “background knowledge is the raw material that conditions learning”
- This can be both positive and negative (Campbell and Campbell, 2008; Verkade et al, 2017).
- Engaging a person's background knowledge can more fully embed an activity or an event in someone's memory. Whereas failing to engage background knowledge means that 'knowing' remains detached from how the person understands the world and so that knowledge may only be triggered in certain settings or groups.

It is not just
about better
teaching ...

“The discourse on China’s international strategy, focusing on certain hot issues relevant to traditional security, has been eye-catching, but also seriously misleading. Even a cursory scan of the literature reveals a strong dichotomous bias throughout its development. Most of the literature structures two poles as dichotomous opposites and assumes in a Hegelian way that the relationship is conflictual in nature. For example, KLP and SFA are treated as dichotomous opposites with fundamentally different goals, tenets, general layouts, working approaches, and methods.⁵ This logic seems analytically clear and scientifically rigorous, but is problematic in that the Chinese do not structure things in such a dichotomous way. This either-or dichotomous treatment of the two strategies, i.e. adopting either KLP or SFA, could lead to a serious misjudgement of China’s actual foreign policy and international behaviour in the global arena. The reason is simple: The Chinese do not think and act that way.

I argue first in this article that background knowledge plays a significant role in the strategy an actor designs and takes.” (QIN, Yaqing, 2014 – emphasis added)

Games
seeking to
create
knowledge



Background Knowledge Potential vs.

- *Background Knowledge Actual*



Background Knowledge and parts of a game

Designing

Players

Adjudication

Data Capture

Reporting

References

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- QIN, Yaqing (2014) 'Continuity through Change: Background Knowledge and China's International Strategy' *Chinese Journal of International Politics*, 7(3), pp.285-314 (NB: Open access journal article!)
 - See also Qin Yaqing. 2018. 'A multiverse of Knowledge: Cultures and IR theories' *The Chinese Journal of International Politics*, advance view, pp.415-434
- Verkade, H., Mulhern, T. D, Lodge, J. M., Elliott, K., Cropper, S., Rubinstein, B., Horton, A., Elliott, C., Espiñosa, A., Dooley, L., Frankland, S., Mulder, R., and Livett, M. 2017. *Misconceptions as a trigger for enhancing student learning in higher education: A handbook for educators*. Melbourne: The University of Melbourne