



THE SERIOUS GAME: A TOOL FOR TRANSFORMING TACIT KNOWLEDGE IN THE SOCIAL AND MEDICO-SOCIAL SECTOR?





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- Insights from Action Research on the 'Tous Accompagnés!' Game -



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Every year, the École des Hautes Etudes en Santé Publique (EHESP) trains more than 8,000 students to work in the social and medico-social field. In order to ensure that the training offered meets the expectations of a constantly changing professional environment, this higher education institution decided to use the competency-based approach to structure its training programme.

- **The research questions the relevance of edutainment in such a context and its ability to transform the tacit knowledge of the learners into explicit knowledge.**

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CONCEPTUAL FRAMEWORK

- **Michel & Mc Namara (2014)**, serious games use the motivational levers of game design to increase participants' motivation to engage in tasks that are considered complex or daunting
- **Alves et al (2020)** suggest that in healthcare, carers, patients and their environment have a range of experiences that are likely to generate learning.
- **Borkman (1976)** proposes the following definition of experiential knowledge: *'a truth learned through personal experience of a phenomenon rather than a truth acquired through discursive reasoning, observation or reflection on information provided by others'*.

It is hypothesised that by mobilising the different stages of the **SECI model** proposed by **Nonaka & Takeuchi (1995)**, the game can provide support for the transformation of tacit knowledge into explicit knowledge.

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CONCEPTUAL FRAMEWORK

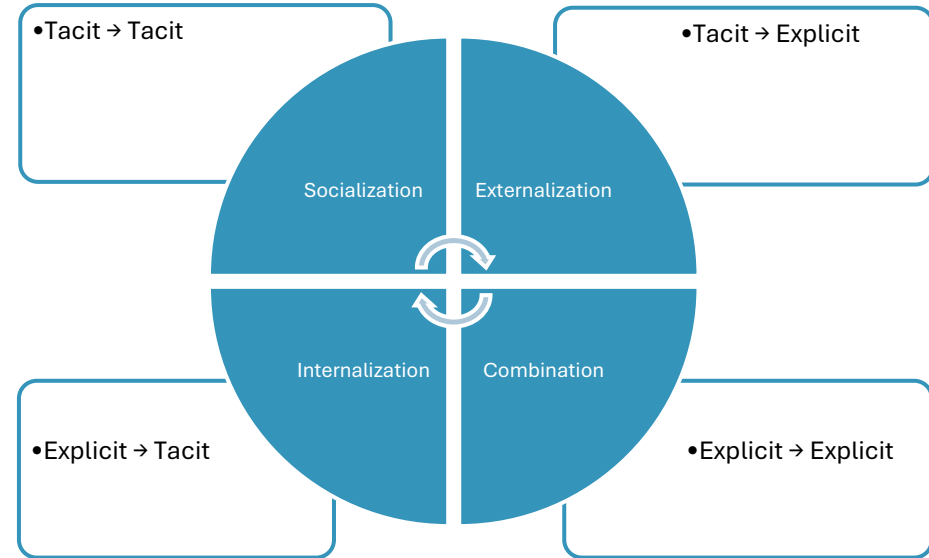


Fig 1 : The SECI Model Nonaka & Takeuchi (1995)

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METHODS

Our research approach fits the definition of **action research** proposed by **Hugon & Seibel (1988: 13)**. The **collaborative dimension** of this research (**Heron, 1996**) is based on the desire to involve EHESP students at a very early stage in experimenting with the game, on the assumption that they are part of the solution to making the social and medico-social sector easier to understand.

In total, almost ten different courses were involved in experimenting with the game, both inside and outside the school. At the end of the experimental sessions, **131 questionnaires** were distributed to the students were used.

RESULTS

91% of the students feel that the Tous Accompagnés! game has helped them to consolidate their knowledge of the social and medico-social sector. This edutainment tool encourages the exchange of experiences between peers and thus initiates the transformation of tacit knowledge into explicit knowledge.

THANK YOU



DISCUSSION

Our study highlights the importance of a relaxed gaming environment that is conducive to peer interaction and knowledge sharing. This ties in with the issues of knowledge management and organisational learning. Indeed, the major challenge is to create conditions conducive to the circulation of knowledge and the development of collective skills within organisations.